



CEASD

CONFERENCE OF EDUCATIONAL ADMINISTRATORS
OF SCHOOLS AND PROGRAMS FOR THE DEAF, INC.

Lead • Educate • Advocate

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Report on the Accreditation Site Visit
for the

WASHINGTON SCHOOL FOR THE DEAF

Conference of Educational Administrators of Schools and Programs for the Deaf

**Accreditation Recommendation: FULL
Through: 2023 - 2028**

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Introduction

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

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

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

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

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

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

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

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

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

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

The four members of the Validation Team to the Washington School for the Deaf used the three-and one-half-day visit to review written documents regarding the plan and its development. The Team interacted with as many of the school's stakeholders as possible regarding their knowledge, understanding and support for the plan. The groups interviewed included the various planning teams, faculty, staff, administrators, members of the board of trustees, a selected group of students, parents, alumni, student life staff, outreach staff, library staff, principals, department heads, and business, facilities, and human resources staff. The team concluded that it had a full and rich observational experience of the school leading to the following report and assessment.

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

Context of the School

The Washington School for the Deaf (WSD) is located on the corner of Evergreen and Grand Blvd in Vancouver, Washington. It sits on the bluff overlooking the scenic Columbia River and Highway 14. The school was founded in 1886. The campus has a total of 27 acres with various buildings being remodeled, demolished, and added over the years. It is the state of Washington only ASL-English bilingual school serving deaf and hard of hearing students in Pre-K through 12th grade.

The neighborhood surrounding WSD is residential to the east, with a neighboring Vancouver school less than a mile east of campus. The houses in this neighborhood are an interesting mix of small older houses in need of repair and larger, more affluent houses that have views of the river. The public elementary school down the road, Harney, serves a large low socio-economic status population of students. To the west and north are mostly businesses, while just south of the school is a commercial welding company. The community continues to experience growth with expansion at the foot of the bluff to the south of the school with Grand Central Station. This includes a Fred Meyer and other various upscale eateries and stores.

Additionally, the City of Vancouver is in the process of improving the area surrounding the school through the Evergreen and Grand Corridor Project. This project is slated to be completed in 2026. The superintendent and facilities director have participated in stakeholder meetings and the school design-build team, Skanska-Mithun are in regular communications with the City of Vancouver. There is clear intent for the design of the school's new academic building and gymnasium (estimated completion date of Summer 2024) to be in line with the City of Vancouver's vision for the Evergreen and Grand Corridor Improvement project.

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. CDHL was re-named Washington Center for Deaf and Hard of Hearing Youth (CDHY) in 2018. All activities of the center are under the authority of the executive director and the board of trustees. Three (3) responsibilities are articulated in RCW 72.40.015, which are:

1. 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 3 areas of responsibility identified above, which are under CDHY's direction and are aligned with requirements of the Office of Superintendent of Public Instruction (OSPI) and other state and federal entities. All programs at WSD meet the OSPI requirements under the oversight and direction of the Board and Executive Director. All educational services and collaboration activities provided through the Outreach program are to support the delivery of educational services at the local district level, regional programs, and at WSD. These activities are

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.

For the purpose of clarity, CDHY is the parent agency to WSD, and readers will see CDHY/WSD interspersed with WSD/CDHY throughout this report. They are one and the same, however CDHY has broader jurisdiction than just the school, whereas the school refers to campus operations only.

WSD is a preschool through 12th grade academic program that serves approximately 120 deaf and/or hard of hearing students. The majority of the student population is either on an Individual Education Plan (IEP) or 504 plan. The school serves students throughout the state of Washington through its residential program. Students that live more than 60 minutes away may live on campus Sunday through Friday during the school year. This is approximately 50% of the student population. The remaining 50% of the student population reside locally and are transported to school daily. Most of the local students are elementary-aged. Approximately, 59% of the student population is on Free or Reduced meals. Approximately 55% of the student population is white. The remaining student population is at around 16% Hispanic, 9% Black/African American, and 10% Asian. There is a highly transient student body, with many students transferring in during middle school or later grades. Student enrollment trends for both departments (elementary and secondary) have increased gradually since the last accreditation. In 2015-2016, the student enrollment was at 90 students. For this year, the student enrollment is now 116 students. The total student enrollment has remained steady at over 100 for the past 5 years.

There are approximately 165 employees that work at WSD, not including on-call staff. They work in the following departments:

- Academic (49 staff)
- Business Office (7 staff)
- Executive leadership (4 staff)
- Human Resources (2 staff)
- Interpreting (10 staff)
- Maintenance (9 staff)
- Nursing (3 staff)
- Nutrition (9 staff)
- Outreach (24 staff)
- Residential (32 staff)
- Secretarial Support (6 staff)
- Technology (3 staff)
- Transportation (4 staff)
- WaCAD (3 staff)

There are 19 teachers, 3 teachers on special assignments (career and transition services coordinator, curriculum & assessment coordinator, and teacher librarian/media specialist), 17 paraeducators, 4 related services and counseling staff (1 audiologist, 1 school psychologist and 2 counselors), a bilingual department with 4 staff (1 ASL specialist, 1 ASL aide, and 2 SLPs), and 2 principals that comprise the Academic Department.

All teachers have their master's degree and are fluent in American Sign Language. Over half of the teachers and aides are Deaf. The number of years of experience ranges from first year teachers to over 30 years of experience. Four certificated staff are Nationally Board Certified. In addition to these permanent staff, WSD employs approximately 15 on-call staff (substitute teachers, aides, and student life counselors) in order to maintain services when permanent staff are out. The two departments with the most longevity in terms of years of experience are the student life counselors in the Residential Department and some of the teachers and aides in the Academic Department. WSD has the unusual role of being a cultural hub for Deaf members in the Portland-Vancouver metro area. There are several employees that graduated from WSD and have returned to work there as adults. The roots run deep at WSD.

The school uses Measures of Academic Progress (MAP), created by Northwest Evaluation Association (NWEA), to monitor annual progress in math, reading, and language use for students in grades 2 through 12. The report includes percentages of students making academic growth from spring to spring. However, MAP testing was not administered in spring 2020 and 2021 due to the pandemic.

The school analyzes student growth in each content area compared to the typical growth based on NWEA recommendations. The math progress as a school has increased since 2015-16, WSD did not meet the school-wide target growth (56%). However, the secondary department did meet their target goal in 2018-2019 and 2021-2022. WSD's reading progress has fluctuated since 2015-16. Since then, the school has not met their school-wide target for reading (58%). However, the secondary department had a high number of significant growth in 2017-18.

WSD did not meet their school-wide target for math, reading, and language use in spring 2021-2022; however, their results before and after COVID were similar. Again, WSD was not able to collect data in spring 2020 and 2021. However, there has been an upward growth trend in math since 2015-16, and only a small percentage of students regressed significantly in reading and language use.

In addition to using MAP, WSD also participates in state-wide mandated assessments. The state of Washington is a governing member of the Smarter Balanced Assessment Consortium (SBAC). WSD students in grades 3-11 participate in this state-wide mandated assessment for math and English Language Arts. By 11th grade, students are provided with more options to meet graduation pathways. All of the students do meet graduation requirements within 4-6 years.

CEASD Standards for Accreditation

INTRODUCTION

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

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

CEASD Standards for Accreditation for Schools:

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

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

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

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

Standard 1: Philosophy/Mission

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

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

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

THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The Washington School for the Deaf has a clearly written and actively implemented statement of philosophy and mission that conveys the general and specific purposes of its educational program, expresses expectations for quality and serves as the basis for daily operational and instructional decision making as well as long-range planning. A diverse group of stakeholders gave input into the development of the school’s mission statement as of Spring of 2022. WSD’s vision statement (former mission statement) is: WSD students are the BEST: Bilingual, Empowered, Successful, for Today and Tomorrow. WSD’s new mission statement, which is to provide an inclusive, student-centered, and culturally rich environment to ensure all students become bilingual and life-long learners.

WSD's vision and mission statements are posted throughout the school, on the website, and in school communications. However, when one is outside on campus, there is only one WSD sign upon entering the campus. It is recommended that WSD includes additional exterior signage throughout campus to promote WSD's vision and mission statement as well as school pride.

The WSD takes steps to ensure that students and their families understand and support the school's vision/mission statements. Two new "BEST" videos were created in Spring 2022 by two students and Fall 2022 by staff to emphasize the parts of WSD's vision statement. These videos are available on the school's website and social media pages.

It is clear in the interviews with committees and various stakeholders, there is strong evidence that the WSD strives to maintain a safe and nurturing environment that provides optimal learning as well as optimal student outcomes.

In addition, it is evident that WSD is committed to bilingual education for the students which is reflected in the vision and mission statements. Since 2009, the school has been on a journey to become a bilingual school. Most teaching staff have been trained in the use of ASL-English bilingual strategies, more ASL materials have been purchased or collected, dedicated instructional time is focused on the acquisition of ASL, and assessment of students' ASL skills are recorded and documented.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that the WSD met Standard 1.

COMMENDATIONS:

1. WSD is commended for well-written vision and mission statements.
2. WSD is commended for having a clear and well-articulated bilingual philosophy.

RECOMMENDATIONS:

1. It is recommended that WSD's vision and mission statements are clearly communicated in its brochures, promotional materials, policy and procedural handbooks, website and similar resources and is accessible to families in their home languages.
2. It is recommended that WSD's vision and mission statements are visible throughout WSD's campus, including on its grounds.

Standard 2: Governance and Leadership

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

As explained in the CEASD Accreditation Self-Study Report, the Washington State Center for Childhood Deafness and Hearing Loss was established in 2009 to provide statewide leadership for the coordination and delivery of educational services to children who are deaf or hard of hearing. The CDHL was renamed Washington Center for Deaf and Hard of Hearing Youth (CDHY) in 2018. The CDHY is the parent agency to the Washington School for the Deaf.

All activities of the CDHY are under the authority of the executive director and the board of trustees. Three (3) responsibilities are articulated in RCW 72.40.015, which are:

1. 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 3 areas of responsibility identified above, which are under CDHY's direction and are aligned with requirements of the Office of Superintendent of Public Instruction (OSPI) and other state and federal entities. All programs at WSD meet the OSPI requirements under the oversight and direction of the Board and Executive Director. All educational services and collaboration activities provided through the Outreach program are to support the delivery of educational services at the local district level, regional programs, and at WSD. These activities are 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.

The Board of Trustees of the Center for Deaf and Hard of Hearing Youth is appointed by the Governor of Washington and is made up of 10 representatives from each of the congressional districts in the state.

Per the bylaws adopted by the Board in 2021: The Board of Trustees of the Washington Center for Deaf and Hard of Hearing Youth (CDHY) is established by the state of Washington per RCW 72.40 and RCW 72.42 to plan, direct and oversee all aspects of CDHY's operations to ensure quality in the educational and residential programs at Washington School for the Deaf, quality in the services provided through the outreach team, and to provide students in the state of Washington with an opportunity to achieve those skills recognized as requisite to learning and future success.

The Board of Trustees has various responsibilities which include but not limited to:

- adopting rules and regulations for its own governance
- directing the development of, approve, and monitor the enforcement of policies, rules, and regulations
- developing a process for recommending candidates for the position of director and upon a vacancy shall submit a list of three qualified candidates for director to the governor
- submitting an evaluation of the director to the governor by July 1st of each odd-numbered year that includes a recommendation regarding the retention of the director
- preparing and submitting by July 1st of each even-numbered year a report to the governor and the appropriate committees of the legislature which contains a detailed summary of the center's progress on performance objectives and the center's work, facility conditions,

and revenues and costs of the center for the previous year and which contains those recommendations it deems necessary and advisable for the governor and the legislature to act on

- approving the center's budget and all funding requests, both operating and capital, submitted to the governor
- directing and approving the development and implementation of comprehensive programs of education, training, and as needed residential living, such that students served by the school receive a challenging and quality education in a safe school environment

The superintendent of WSD reports directly to the executive director of CDHY. In addition, the Director of Human Resources, Director of Business Operations, Director of Birth – 5 statewide Outreach Director, and the Director of K – 12 Statewide Outreach Director report directly to the Executive Director of CDHY.

The Executive Director and the Superintendent are the primary liaisons between the WSD staff and the Board of Trustees.

The leadership team consists of department supervisors and staff that play a critical role in operating specific school programs. The leadership team meets on a monthly basis. The following staff/positions are on the leadership team:

- Executive Director
- Superintendent
- Business Manager
- Human Resources Manager
- Director of Outreach: K – 12
- Director of Outreach: Birth – 5
- Principals
- Residential Director
- Director of Technology
- Facilities and Grounds Manager
- Nutrition Services Supervisor



The Washington School for the Deaf is commended for undertaking operational and strategic planning on an ongoing basis. WSD recently completed a successful Cognia accreditation. Also, it is evident that the Board of Trustees is committed to supporting the school.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that the WSD met Standard 2.

COMMENDATIONS:

1. WSD's leadership team is commended for their commitment to students' academic achievement and well-being.
2. WSD is commended for completing two self-study processes (CEASD and Cognia).

RECOMMENDATIONS:

1. It is recommended that WSD continue to analyze staffing trends, develop a succession plan within the workforce, including job equity review, and consider reallocation/redistribution of duties.
2. It is recommended that WSD develop a communication plan for the WSD community, statewide stakeholders, and legislative leadership to ensure that the public understands the value of WSD.

Standard 3: School Improvement Planning and Viability

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	X
Enrollment plan	X
Policies related to school improvement planning	X
Marketing plan for viability	X
Community involvement and partnerships	X

THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

Planning is a part of the culture and operation of WSD/CDHY. There is a 5-year agency-wide strategic plan cycle in place (2019-2024). The strategic plan communicates the agency’s goals and drives the budget as it lays out the priorities for the school. This plan is used as a foundation for WSD’s annual School Improvement Plan (SIP). All improvement plans are expected to be aligned with the school's philosophy and mission and focused on student performance and the viability of WSD/CDHY.

The development of strategic plans for WSD and Outreach was a 5-step process for the school and the agency. The first step was getting feedback from staff through a similar survey used for the 2015 accreditation. The Outreach staff used a different strategy for gathering the first round of feedback. Before the second step, survey results were compiled and categorized into

themes. Strengths and areas of improvement were identified. This was shared with academic staff before the round-robin brainstorming technique to identify possible solutions to the needed areas of improvement. Before the third step, the possible solutions were reviewed and organized to identify goals, objectives, and activities. Academic staff reviewed the recommended goals, objectives, and activities for feedback. Outreach staff did a similar activity. The fourth step was sharing the revised strategic plans with the Leadership Team for feedback. The final round of input was incorporated before publishing and uploading the strategic plans on WSD and CDHY webpages.

WSD's School Improvement Plan (SIP) has an emphasis on implementing a plan that aligns with the school's needs (strategic plan, student performance, and other immediate needs that are not necessarily listed as activities on CHDY's strategic plan). Annual SIP goals are selected by the Academic Leadership Team (ALT) and shared with academic staff. Specific goals are assigned to point persons. The curriculum and assessment coordinator monitors and documents progress on the SIP. SIP goals are shared during department meetings. Since 2018-19, WSD has qualified for tier 3 support (grant) from the Office of System and School Improvement (OSSI), a branch of OSPI, and received funds for various projects that relate to WSD's SIP goals. The funding amount has varied since 2018-19, ranging from \$20,000 to \$43,000. For the 2022-23 school year, WSD received \$65,000. In addition to submitting SIP along with the grant application, WSD is required to do a mid-year and end-of-year review of the SIP that includes reflections of the school's progress and needed adjustments.

Through interviews and conversations, the CEASD Accreditation Visiting team learned WSD stakeholders embrace their continuous School Improvement Plan. However, some have expressed that not all stakeholders were equally involved in the process. It is recommended that the SIP planning team expand to include various stakeholders. Also, the priority of CHDY and the Board of Trustees is ensuring student access and student success. The WSD's school improvement plan includes specific goals for increasing use of research-based instructional strategies for deaf and hard of hearing students and improving the viability of school's bilingual program.

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

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objectives will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the CEASD Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	

Does this action plan:	YES	NO
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that the WSD met Standard 3.

COMMENDATIONS:

1. WSD is commended for having a comprehensive strategic plan and school improvement plan.
2. WSD is commended for their commitment in using data to develop the school improvement plan.

RECOMMENDATIONS:

1. It is recommended that WSD develop a stronger collaboration between WSD and CDHY's Outreach Department.
2. It is recommended that WSD's strategic planning/school improvement teams expand to become more inclusive with a variety of stakeholders.

Standard 4: Finances

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

During the accreditation visit, it was observed that the CDHY Business Office, comprising eight accounting, budget and procurement professionals worked so well as a team. They emphasized that all fiscal transactions were handled at the local agency level with some processes partnered with the Small Agency Services Division within the Department of Enterprise Services. The Business Office continues to meet the accounting requirements as set by the state and maintains a high commitment to clear communication with various stakeholders, while growing and expanding, as needed, for the growth and expansion of services offered by CDHY. In addition to the clean-up effort for the previous biennium fiscal close, the Business Office is continuing to improve and re-develop policies and procedures to address the growing needs of the agency. Due to growing Outreach service needs and exponential growth during the last biennium, the Business Office has implemented several new accounts receivable processes and methods of reconciliation. This has been challenging as the agency was not appropriately funded to assist with the coordination and fiscal support needs.

To ensure continuity of operations and internal controls compliance, the agency has dedicated revenue-generated funds for one of the Fiscal Analyst 3 positions in contracting. The agency is steadily increasing revenue-supported service needs throughout the state, and with the addition of two federally funded programs, the Business Office has used resources to cover other staffing needs. The CDHY operating appropriations increased during the most recent legislative session (2021-2023), along with the reappropriated capital budget request and additional funding for the new Academic building and gymnasium. The agency has been working closely with the design team to create two new buildings that will be suitable for students and staff. CDHY is considered a Small Agency within the state system and therefore audits of financial records are scheduled to occur every four years. The Business Office's transactions, procedures and internal controls are reviewed by the auditor and the agency defers to state established best practices when applicable. The agency is primarily insured via the State's self-insurance program. The agency has recently opted to buy additional insurance coverage associated with student athletic programming. WSD is an agency-wide agreement that all students should be afforded the opportunity to participate in school programs and functions. To address this issue, the agency purchased additional low-cost insurance coverage specific to student sport programs. This ensures all students who are involved in sports have the coverage needed without incurring large costs to the families or to the agency. While CDHY has several funding needs, it is evident the agency has been creative with limited funds by utilizing other revenue sources coming from the Outreach department.

During the visit, some staff shared their concerns about some positions not being filled because of the lack of full-time positions available and/or funding challenges. Even though this may not be the case for the administration, this kind of information needs to be communicated with the public regularly. The positions the staff were referring to be the outreach specialist, public information officer, and bilingual education specialist within the school.

WSD is limited to grants available to school districts because the school is a state agency, not a district. However, there are some that have been available to WSD. The school received for 3 consecutive years is the Office of School Systems and School Improvements (OSSSI) grant made available through the Office of Superintendent of Public Instruction (OSPI). This grant provides the school with funding for materials, training, travel, and/or salaries for Continued Improvement projects. WSD also benefits from partnerships, such as NTID STEM camp. D.E.A.F., the small non-profit that supports the school, continues to raise funds through the foundation for teachers and students at WSD.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that WSD met Standard 4.

COMMENDATIONS:

1. WSD is commended for involving staff to determine priorities for curriculum and instructional needs.
2. WSD is commended for having consistently satisfactory audits and demonstrating sound business practices.

RECOMMENDATIONS:

1. It is recommended that WSD communicate with stakeholders about finances and financial decision-making processes.
2. It is recommended that WSD develop a plan to ensure equitable access to professional development funds.

Standard 5: Facilities

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The minute the visiting team arrived at the 10-acre campus, the buildings and grounds were neatly groomed and welcomed. By itself reflected a well-represented school community. According to the self-study report, the facilities department comprises three distinct work groups: maintenance, custodial and grounds. The department is staffed with year-round employees who obviously took care of daily maintenance with dedication.

Maintenance mechanics are on site Monday-Friday during business hours. Additionally, they are on call to address emergency issues outside of business hours and on weekends if needed. Mechanics have a wide range of skills applicable to the campus's needs. These individuals work together to ensure that all buildings and equipment operate efficiently. They are responsible for maintaining all buildings and equipment on campus and to perform small renovations that include projects such as plumbing, electrical work, dry walling, painting, and carpentry. All work

is completed in a timely manner with professionalism and craftsmanship, and in the most cost-efficient manner possible.

Work orders can be generated by any staff person on campus, but typically go through the department's secretary. Work orders that would involve a disruption to the academic or residential program are completed over summer or during school breaks to avoid potential negative impacts to services rendered to students. The supervisor prioritizes incoming work orders, assigns them to the appropriate staff person and oversees the order through completion. Customer service and safety are of the utmost importance to this department.

During the school year the facilities and grounds staff regularly partners with the transition/work experience program in the secondary department. The staff provide on the job training to students in the program as part of the work experience curriculum. Facilities currently in use meet all applicable laws including health and safety code requirements.

Space for our programs and services is adequate. However, the issue of storing school property continues to be problematic. Some of the buildings no longer in use are being used for storage, but space is not being used efficiently and outdated or broken items are not being discarded. Before COVID, staff discarded some of these items and re-organized a few areas on campus, particularly cottage basements. Two areas were cleared out for our weight room and craft/sewing space. The maintenance building continues to be full of items that have no other place to go.

The highlight of the campus is that WSD is designing a new academic building and gymnasium, with construction slated to begin in spring of 2023. Four buildings close to the entrance down the center of campus were demolished to make space for the two new buildings. The design-build team, along with feedback from students and staff, is aiming for an improved look at the entrance. The entrance will be from Evergreen Blvd, and it will include clear directional signage for visitors. This was emphasized based on the previous accreditation report with the recommendation of making the campus entrance visible for the public.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that WSD met Standard 5.

COMMENDATIONS:

1. WSD is commended for their commitment and ability to move forward quickly with the capital project to construct a new academic building and gymnasium.
2. WSD is commended for designing and constructing a new academic building and gymnasium with deaf space in mind and for including stakeholders as part of the design and construction process.

RECOMMENDATIONS:

1. It is recommended that WSD improves campus wide lighting system.
2. It is recommended that CDHY's Executive Director facilitate connections between the school superintendent and state agencies.
3. It is recommended that WSD plan and implement a new strategy on improving storage for school property.

Standard 6: School Climate and Organization

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
Policies related to school climate and organization- Ethics Form	X
Discrimination/Harassment Grievance Form	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

WSD has a very strong school climate. It is clear from the self-study and every interaction with staff, students, and family, that the staff are committed to the safety and well-being of students - both physically and emotionally. This was the area with the strongest accreditation survey results. Terms used frequently are safe, happy, supportive, respectful, and collaborative. Staff are very invested in student access and are giving it their all. This was also the area with the

highest Employee Engagement Survey (EES) results. The ESS shows 95% of staff feel that they are treated with dignity and respect. The lowest EES scores show that staff need support with pro-equity anti-racism (PEAR) and bias in the workplace. This has already been addressed in the School Improvement Plan as Goal #5: *Improve the school's anti-bias education program for Deaf and Hard of Hearing students by developing a new social studies curriculum framework.*

WSD is under the umbrella of CDHY with several staff having responsibilities with both Outreach and WSD staff. While offices for these staff are on WSD's campus many are permitted to work remotely. This is frustrating for full-time WSD staff as they don't always have access to support staff when needed. Having a posted schedule of on-site work hours for remote workers may help alleviate some of this frustration.

The WSD academic program consists of an elementary department (pre/k-6th grade) and a secondary department (7th -12th grade). Within these departments are a counseling team, transition services team, admission team, MTSS committee focused on PBIS, transition services, Ed tech committee, the Academic Leadership Team and a committee to communicate about students' needs between the Academic and Residential programs. Several of these teams lost some of their structure and purpose during COVID and the staff are working to get them fully functional again. Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is reflected in communication among administration and staff. Staff are committed to practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.

WSD has been a pioneer in the State of Washington in ASL-English bilingual education. Most teachers have been trained in ASL-English bilingual instructional strategies. There is heavy emphasis on teaching students social and academic language in their first language. WSD lost their bilingual coordinator last year and there is great concern among the staff that if this position is not brought back and prioritized, there will be no one to maintain the quality of the bilingual program as years go on.

WSD staff have been working very hard to maintain the roles and responsibilities of the organizational structure that they had pre-COVID. Upcoming personnel changes at CDHY could impact the strength of this structure as the Superintendent takes on the additional responsibility of Interim Executive Director of CDHY. The current principals' roles are also being redesigned. A very strong plan needs to be developed with roles and responsibilities clearly defined and communicated with stakeholders.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that WSD met Standard 6.

COMMENDATIONS:

1. WSD is commended for the appreciation and care shown by staff, students, and families. It is evident that WSD is one big family who supports and helps each other.
2. WSD is commended for their commitment and belief of a strong ASL-English bilingual approach to language development.
3. WSD's counseling department is commended for developing and utilizing tools necessary to ensure the mental and emotional well-being of students.
4. WSD is commended for the strong and positive staff-student relationships.

RECOMMENDATIONS:

1. It is recommended that WSD develop an onboarding plan for new staff and a comprehensive mentoring program for new teachers.
2. It is recommended that WSD ensures there is a position available for an ASL-English bilingual coordinator.
3. It is recommended that WSD revisit committees, including committees that were established prior to the COVID-19 pandemic, and determine which committees are critical to the success of the school.
4. It is recommended that due to the national shortage of qualified staff, WSD continue to explore avenues to increase staff salary with incentives and bonuses in order to be competitive with local schools as well as other Deaf schools and programs.
5. It is recommended that WSD update their organization chart and clearly define the roles and responsibilities of the administrators.
6. It is recommended that parent communication be consistent and frequent. This should include teacher emails, menus, any safety drills, or emergencies that happen on campus.

Standard 7: Health and Safety

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X
Abuse and neglect policy	X
Missing Students Policy	X
Suicide Prevention Policy	X
Code of Conduct in Student Handbook	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

Safety is a priority at WSD. The Student-Parent Handbook contains all WSD policies regarding student health, safety, and conduct. The handbook is posted on the school website. All policies need to be reviewed and updated regularly. Several of the policies have accurate content information, but contact information needs to be updated as names have changed due to staff turnover.

Buildings are locked at all times and need a key card for access. Visitors must sign in using a new electronic visitor management system that automates visitor check in and prints guest badges with their name and picture. The gates on Evergreen need to be closed and secured as much as possible while students are on campus. There are plans for better lighting and a secure main entrance when the new building is built.

The school has taken steps to ensure communication and safety systems are in place in the event of an emergency. WSD/CDHY has tried a few visual emergency systems with limited success. RAVE is a new system that was implemented several years ago. This notification system is through phones and computers. Staff don't always have their phones with them or do not have the RAVE app installed. The technology staff were working to get it installed on computers during the accreditation visit and the hope is that this will alleviate the problem with the phones. There is a calendar for scheduled drills.

There are systems in place to ensure students' whereabouts at all times. Head counts and checklists are used in the residential department. Blue slips for students moving from one area to another. Unaccompanied and regular attendance reporting are used in the academic department. Staff members are responsible for letting other departments know if they detain a student during transition time (academic to residential or vice versa). Videos are in place throughout campus; although, there are some areas that cannot be viewed by videos.

WSD has robust medical protocols ensuring that all staff are trained and certified in CPR and First Aid including AED use. Specific staff receive more in-depth training to become medical delegates. Two nurses share the responsibility of caring for students at WSD. The Student Health Center (SHC) is staffed with a registered nurse (RN) from 6:30 pm Sunday (travel day) 12:15 PM on Fridays except from the hours of 10:00 pm-6:00 am. WSD contracts with a local pediatrician who is WSD's medical director. Under her authority and by her orders, WSD nurses can give over-the-counter (OTC) medications for mild physical complaints such as headaches or upset stomach, dispense all prescription medications, attend to minor injuries, perform throat cultures, treat lice, and conduct initial assessments for all physical needs. The nurses provide annual training for the swing shift dean, graveyard dean and substitute dean as detailed in the Residential Program Procedure (RPP) Book. The deans care for students' medical needs during the late evening and early morning hours when the nurses are not on campus. In an emergency health crisis on campus, the nurse on duty determines if the crisis can be handled on campus, and if not, whether staff can transport or if 911 should be called. Procedures for both are detailed in the handbook. AEDs are placed outside the high school office and in the hall of the SHC. An AED is kept by the coaches to take with them to away games and the nurses have another AED for staff to take with them any time a student with a known heart condition leaves campus. The nurses provide medical delegation training to select staff on an annual basis and provide refresher classes during the year. This allows staff to give medication to students off campus under the license of the nurse, if needed. Before students leave campus for activities such as field trips and away games, a nurse reviews the health status of the students with the staff who will be responsible for them off-campus. The nurse then prepares a backpack with any medications for students on Emergency Care Plans (ECPs). WSD has a strict protocol requiring medically delegated staff to sign off on how and when they give the medication to students. There must be at least one medically delegated staff for every 5 students with ECPs when off campus.

A wellness committee has been formed and will be developing a wellness plan to expand opportunities and resources for students to develop an understanding of personal wellness and practice a healthy lifestyle.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that WSD met Standard 7.

COMMENDATIONS:

1. WSD is commended for ensuring staff have received appropriate training to ensure student health and overall well-being.
2. WSD is commended for ensuring the safety of staff and students by always keeping external doors to facilities locked and for having a check-in system at the front entrance.
3. WSD is commended for prioritizing student safety in the design of the campus renovation and new building.

RECOMMENDATIONS:

1. It is recommended that WSD update the school's Safety Plan on an annual basis.
2. It is recommended that WSD implement an emergency alert system in all classrooms, hallways, cottages, and common areas to effectively communicate emergencies.
3. It is recommended that WSD nurses receive additional ASL instruction focusing on medical terminology and phrases to better support students who are ill or injured.
4. It is recommended that WSD develop a wellness plan and update the plan on an annual basis.
5. It is recommended that WSD explore options for School Safety Resource Officer or security personnel.
6. It is recommended that WSD secure the campus by keeping the main gate closed as much as possible when students are on campus.

Standard 8: Educational Program

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program (lesson plans, unit plans, IEPs)	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

Washington School for the Deaf (WSD) is under the umbrella of Washington Center for Deaf and Hard of Hearing Youth (CDHY). CDHY provides outreach services and refers families and children to the WSD for early intervention services. According to WSD's self-study report, WSD partners with early intervention programs in the state of Washington.

WSD has a preschool to 12th grade program, serving students from throughout the state of Washington. The preschool program including their three-, four-, and five-year-olds have seen unprecedented growth, which has been met with some challenges, including lack of physical

space. The lack of available physical space has resulted in new students being placed on a wait list. WSD does have a birth to 4 program, which is run through the Outreach program, though the Outreach program routinely refers families and children to WSD for their preschool program. WSD has a long-term goal of expanding birth to 4 services on campus, which will be possible once construction of the new K-12 academic building is complete.

Preschool: The preschool program at WSD provides students with the opportunity to develop reading, writing, math, science, and ASL skills through social play and direct instruction. Staff use role playing and Reader's Theater in the classroom to engage students. The preschool program develops activities centered around themes, based on the time of the year to provide students with explicit connections to the world around them.

Elementary: WSD's elementary department includes students from Kindergarten through the sixth grade. WSD utilizes a model where multi-grade classrooms have been established, including kindergarten-1st, 1st-2nd, 3rd-4th, 5th-6th, and a STRIVE classroom (3rd-6th). Students are placed in classes based on academic ability and communication needs. To support the students' needs, all students receive direct ASL instruction daily and social emotional learning lessons, using Second Steps, occur on a weekly basis. Given the small class sizes and the multi-grade groupings, differentiated instruction is critical to student success. A number of activities, including workshops and project-based learning, are utilized to support student learning. The elementary department utilizes SeeSaw to communicate with families, which encourages parental involvement.

STRIVE: The elementary department's STRuctured Instruction in a Visual Environment (STRIVE) program is in its third year. This program serves students who have additional learning needs or requires intensive intervention. Students are in a self-contained classroom and some of these students receive 1:1 support in specific content areas as a means of supporting students' learning needs. The secondary department established a STRIVE program this year for students in 7th-12th grade, though this year is focused on students in 9th-12th grade. Students in the secondary STRIVE program receive individualized instruction in math while also receiving small group instruction in Bilingual Language Arts, Science, and Social Studies.

Secondary: WSD's secondary program includes students in 7th-12th grade. Students in the secondary program receive instruction in six different classes throughout the school day. Classes are structured to support student learning in core content areas. On Mondays, all secondary students participate in Terrier Pride, a PBIS centered activity that lasts 15 minutes. There are two general pathways for students in the secondary program: a career readiness pathway and an academic skills pathway, with a focus on preparing students for college or training program. WSD's courses and graduation requirements are in alignment with the graduation requirements set forth by Washington's Office of Superintendent of Public Instruction (OSPI).

Career Readiness: While WSD does not have a career technical educational program on site, WSD partners with local schools and programs to provide these opportunities for students. WSD has a transition program focused on career readiness including explicit instruction in the classroom and work experience opportunities on and off campus. Through WSD's career readiness program, students learn career readiness topics, including career exploration, creating application materials, preparing for interviews, and more. There are three different levels to WSD's work experience program including the following: Level 1 – on campus job with close

supervision and job coaching, Level 2 – on campus job with some supervision and job coaching, and Level 3 – off campus work experience, either paid or unpaid, with minimal supervision and coaching. Each level provides students with the opportunity to gain valuable and authentic experiences as they prepare for the world of work beyond graduation.

The transition services coordinator at WSD works with each individual student and ensures that they have completed a portfolio prior to leaving WSD. These portfolios include specific artifacts that outline students' basic information including their address, phone number, email address, a copy of their resumes, and other artifacts that prepare students for the future beyond high school. Students are expected to present their portfolios to staff prior to graduating from WSD.

Outreach Services: WSD is under the umbrella of Washington Center for Deaf and Hard of Hearing Youth (CDHY). CDHY and WSD work collaboratively to provide outreach services to deaf and hard of hearing youth across the state of Washington. Outreach services have recently grown due to virtual services being provided as an option. Outreach services focus on direct and indirect services, including evaluations, language support, consultations, and family support and engagement. WSD does not have its own outreach department; instead, they work collaboratively with CDHY to provide services in Washington.

Curriculum: Curriculum maps have been developed for all content areas across all departments, which include topic, summative assessments and/or public product, competencies, and materials. Maps align with the Common Core State Standards (CCSS) and are available in the curriculum map library on Google Drive. While the majority of curriculum maps are comprehensive, there are a few maps that are considered to be "working documents" and still need to be completed.

WSD has a strong ASL-English bilingual program, which was established in 2009. WSD has provide a comprehensive description of their ASL-English bilingual program and developed guiding principles that is followed on campus. Staff have gone through a rigorous professional development program focusing on ASL-English bilingual strategies to ensure fidelity throughout campus. WSD staff are fluent in ASL and are able to effectively communicate with other staff and students effectively. Students who join WSD but are not yet fluent in ASL are provided with support, including a language mentor and explicit instruction in ASL. WSD uses the Bilingual Grammar Curriculum to support student learning and understanding of both ASL and English.

COMMENDATIONS:

1. WSD is commended for posting information that supports student learning. Northrop Hall hallways are filled with wonderful bulletin boards that contain a lot of information for staff, students, and families. Information such as defining autism, PSO flyers, reading principles, bilingualism, and deaf culture are nicely organized and visually pleasant.
2. WSD teachers are commended for their skills in differentiating instruction to support the unique learning needs of all students in the classroom.
3. WSD is commended for providing opportunities for students to take classes at local schools, career and technical centers, and dual credit enrollment courses through Project Fast Forward at National Technical Institute for the Deaf (NTID).

RECOMMENDATIONS:

1. It is recommended that WSD expand the early childhood education program to include additional staff to support the growing number of students interested in the program.
2. It is recommended that WSD expand CTE course offerings to include courses on site at WSD.
3. It is recommended that WSD continue the current professional development (PD) plan to support the ASL-English bilingual instructional approach.
4. It is recommended that teachers design and develop content as part of classroom instruction, including appropriate visual aids and higher order thinking/critical thinking questioning techniques.
5. It is recommended that WSD continue to develop and finalize curriculum maps to include the Common Core State Standards (CCSS) and learning targets.
6. It is recommended that WSD continue to develop and finalize the scope and sequence for all courses.

Standard 9: Assessment and Evidence of Student Learning

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example of student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X
School's participation in the state assessment system	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

As a means of evaluating students' ASL performance, WSD developed a new ASL expressive assessment to go along with the writing assessment. All teachers are a part of the scoring teams to develop shared language. WSD has also maintained a Learner Profile (LP) for all students which includes academic reports and can be shared among staff as a means of tracking progress.

WSD has a comprehensive professional development plan that addresses the needs of the school. However, through interviews and conversations with individuals, there are concerns about WSD maintaining fidelity with the ASL-English bilingual educational approach given that there is no plan to address the need after the departure of the Bilingual Director.

It is evident that WSD utilizes a variety of formative, summative, benchmark, and diagnostic assessments to measure students' academic progress and growth. Staff utilize data from

these assessments to determine effectiveness of instruction, instructional strategies, curriculum needs, and professional development needs. Student performance data is also used to drive placement decisions, including groupings and qualifications for Extended School Year). It is noted that WSD staff have identified time to discuss and analyze student performance data is a challenge.

WSD has a “Learner Profile” (LP) for each individual student in Google Drive that is shared with staff. The Learner Profile serves as a one-stop shop for academic staff to share data and analyze progress while also ensuring effective communication with other staff regarding progress. All of the students’ assessment reports and scores are stored in each student’s Learner Profile, which is monitored by the Curriculum and Assessment Coordinator.

COMMENDATIONS:

1. WSD is commended for their commitment to making data-driven decision making in regards to instructional practices and allocation of instructional resources.
2. WSD is commended for having a thorough and comprehensive assessment on students’ social and academic ASL skills.
3. WSD is commended for the level of commitment to student learning and growth.

RECOMMENDATIONS:

1. It is recommended that WSD communicate regularly with families regarding students’ progress in learning and performance in addition to holding parent-teacher conferences with families twice a year.
2. It is recommended that WSD develop a plan to merge academic data and behavior data as part of the MTSS framework.
3. It is recommended that WSD review PBIS expectations and implement Tier 1, Tier 2, and Tier 3 supports to aid with student behaviors.
4. It is recommended that the MTSS and PBIS Coordinator is not a full-time classroom teacher.
5. It is recommended that WSD develop a plan to ensure fidelity with the ASL-English bilingual approach used in instruction.
6. It is recommended that WSD develop a plan to provide educational staff with time to review and analyze student performance data.

Standard 10: Student Services

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

WSD's admissions process is comprehensive and includes a team of staff. The process requires a campus tour, student-needs inventory interview, and a 45-day diagnostic placement. The diagnostic placement is an additional tool used to ensure placement is appropriate and the student can get his/her needs met. In cases where a student's educational, health, or behavioral needs exceed current WSD resources, but where there is reasonable expectation of success given the appropriate support, WSD will allow a student to attend on a contract basis. In this case, the LEA provides the additional support required to help the student succeed. If in some cases, despite additional resources, the risk to self and others outweighs the educational benefit and WSD is not able to provide an appropriate program, the student returns to their LEA.

There are strong and comprehensive programs in place that support students' social-emotional growth. WSD began using Positive Behavioral Interventions and Supports (PBIS) in 2012. The mission of PBIS is to create a positive academic and residential environment to support students' personal, residential, and academic growth by providing a clear system for all expected behaviors. Several positive outcomes have resulted from this adoption. Both secondary and elementary departments run behavior incentive and recognition programs (Terrier Pride tickets and Student of the Month for secondary students and PAWS and Student of the Week for elementary students). Students are recognized for positive behaviors and celebrated through these programs. During the 2019-2020 school year the PBIS committee evolved into the Multi-Tiered System of Supports (MTSS) Committee. The committee monitors and reviews behavior reports through the School-Wide Information System (SWIS) using a standard approach to analyze behavior infractions by location, time, behavior, staff and student. This has allowed the committee a more efficient and data-based approach to identifying needs and approaches of support related to behavior. It is recommended that the MTSS committee add the analysis of students' academic growth to the scope of the responsibilities.

WSD continues to improve identifying and supporting at-risk students. Staff have been trained in trauma-informed approaches to student management/support as well as Love & Logic. Anti-bias Education professional development has been added to the school improvement plan. The counseling team has many tools in place to screen and monitor the well-being of the students. WSD has two counselors and a school psychologist that work in collaboration with staff and with local and remote mental health therapists to address the social, emotional, and behavioral needs of the students.

WSD offers transition services, Work Based Education (WBE), and opportunities to partner with other schools to provide CTE classes. One of the graduation requirements is to submit a High School and Beyond (HSB) binder/app and present a summary to a panel of academic staff. If WSD does not offer a class that is related to a student's career interest, they are encouraged to take classes at local schools. WSD collects and reports post-graduate outcomes for WSD graduates. WSD allows students to remain in high school until the age of 21 and while most students graduate in 4 years, some remain an additional year or two to take advantage of transition embedded activities, work experience opportunities, and more transition services. Juniors and Seniors also participate in after school programs related to Independent Living Skills.

Based on feedback from the previous accreditation visit about the need to expand the support of students with additional needs, WSD has instituted two special needs classrooms in the last three years. One at the elementary level and one at the secondary level. Teachers and staff are encouraged to attend professional development opportunities with this area as a topic of discussion.

Transportation policies and procedures are in place for safety. For residential students, WSD uses charter buses with WSD staff riding along as monitors as well as flying students to their destination if the distance is too far for a bus ride. This appears to run very smoothly as the school has control over routes, schedules, and communication with families through the monitors. WSD contracts with a different company, the local Educational Service District (ESD) 112, to transport day students. New procedures have been put in place recently to help substitute bus drivers recognize students but there are still issues with a lack of communication

with ESD 112 and families. Families are not consistently notified when buses are late or if there is a change in the driver. Families are also confused if they should be communicating with ESD 112 or WSD. WSD should collaborate with ESD 112 in setting up procedures and protocols with families. In addition to these contracted services, WSD also has a fleet of vehicles that are used to transport students and staff locally and throughout the state.

The Nutrition Services Department at WSD provides students and staff with wholesome, well-balanced meals in a clean and safe environment. They also encourage students to practice healthy decision making and learn beneficial, life-long habits. The department provides breakfast, lunch, and dinner daily. A variety of fresh fruit is available every day at all three meals, along with a salad bar full of fresh vegetables at lunch and dinnertime. The department also supplies weekly food orders to the cottages, snacks to classrooms, sack lunches for sports teams, field trips, and Friday travel, and caters for special events. WSD participates in the USDA's School Breakfast and National School Lunch Programs, complying with all rules and regulations established by the Healthy Hunger Free Kids Act. The department undergoes an Administrative Review from OSPI every three years to ensure compliance, most recently completing and passing their Review in spring 2022. Menus are available to the public on the Nutrition Services page of WSD's website. Collaborating with the high school Work Experience class and the Washington Career and Academy for the Deaf (WaCAD), Nutrition Services provides work experience opportunities within the department. High school and postgraduate students can work side-by-side with members of the team to gain practical, on-the-job training and experience.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that WSD met Standard 10.

COMMENDATIONS:

1. WSD is commended for having a clear admissions process and a 45-day trial placement option to ensure that WSD is a good fit for all new students.
2. WSD is commended for assuming shared responsibility for providing guidance and support to students.
3. WSD is commended for having student portfolios for each graduating student.

RECOMMENDATIONS:

1. It is recommended that the MTSS Committee include academic information when analyzing student data.
2. It is recommended that WSD establish and maintain relationships with local business partners to provide job opportunities for transition-age students.

3. It is recommended that WSD's transition programming include students in grades K-12, including exposure to career education and workforce development.
4. It is recommended that WSD transition staff work with National Deaf Center (NDC) to get ideas from other Deaf programs around the country about working with the Division of Vocational Rehabilitation and transition-related activities.
5. It is recommended that WSD work with ESD 112 to develop protocols for communicating with families when there are changes in bus drivers or delays with pickup or drop off.
6. It is recommended that WSD explore the possibility of hiring a Social Worker and/or a Behavior Specialist.

Standard 11: Student Life, Student Activities and Residential Living

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

During the accreditation visit, it was clear that many activities occurring after school included varsity sports, intramural sports, Special Olympics, and after school programs (ASP). WSD's varsity sports program includes football, volleyball, track & field, cross country, cheerleading, and basketball. The program operates under the rules and regulations of the Washington Interscholastic Activities Association (WIAA). Besides official sports being offered, the school made intramural sports (soccer, basketball, and volleyball) possible for elementary and middle school students. There are also opportunities to participate in the Special Olympics for soccer and basketball.

WSD's afterschool program (ASP) takes place on Mondays and Wednesdays and is open for day and residential students from 1st grade and up. This program provides students with sports, recreational, vocational, and leisure activities. Some examples include arts and crafts, bowling, project adventure, cooking, theater, hiking, scrapbooking, and swimming. Students can pick their preferred activity every quarter. The recreation specialist/athletic director oversees ASP and extracurricular programs and varsity sports. Some Day students expressed their disappointment of not having ASP being offered every day. The reason for not making this available every day is due to residential students' desire to have some quiet time at least twice a week.

The visit to the Washington Career Academy for the Deaf's (WaCAD) independent residential program was very impressive. WaCAD is a 6 month to 2-year program for students who have graduated from high school and need additional support on job security, vocational training/post-secondary programs, and independent living skills. The program provides housing with a kitchen (above Clark Hall), food, instruction, and job coaching/training. Students need to apply and be accepted into the program. The ILS/WaCAD program supervisor described how beneficial the program has been for post-secondary students considering the success rate of these students securing full-time employment after completing the program. The WaCAD staff pointed out the need to expand the program by adding more staff to work through weekends so that students can obtain more employment opportunities and training within metropolitan Vancouver.

After a review of the self-study, observations at the Washington School for the Deaf (WSD), interviews with staff and a variety of different stakeholders, the CEASD Accreditation team determined that WSD met Standard 11.

COMMENDATIONS:

1. WSD is commended for stellar extracurricular activities and sports for K-12 students.
2. WSD is commended for student life staff's exceptional rapport with residential students.

RECOMMENDATIONS:

1. It is recommended that WSD set up an electronic system to conduct regular bedroom checks to ascertain student safety.
2. It is recommended that WSD improve departmental collaboration and communication between academic and residential departments by bringing back the Academic Residential Committee (ARC).
3. It is recommended that Washington Career Academy for the Deaf expand their program to include educational and employment opportunities during weekends.

Standard 12: Learning Resources and Information Technology

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

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

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

THE VISITING TEAM’S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

WSD provides adequate technology services for all of its staff and students. Digital tools and other learning resources online are made available to staff and to students. Staff and students have reported that they have the necessary technology to perform tasks. Both groups shared concerns regarding the school’s access to Wi-Fi, including inconsistent connections. The technology department is aware of the concerns and is working on strategies to improve and stabilize Wi-Fi connections across WSD’s campus.

Funds have been allocated to purchase technology resources, including educational subscriptions and instructional materials. Staff are able to submit requests for such materials

through WASH, the school's handbook. Resources are provided on a regular basis and are available upon request. It has also been reported that staff would benefit from additional training on the use of specific applications or web-based tools as a means of maximizing efficiency.

WSD does not currently have a five-year technology plan, including the replenishment of old or outdated technology, though it was reported that one is currently being developed.

WSD has policies and procedures on the acceptable use policy for staff and students, both of which need to be updated.

Members of WSD's IT team spend several of their working hours working remotely or from home, which has presented challenges on site as it is reported that it takes a few days at times before technological difficulties are solved.

COMMENDATIONS:

1. WSD is commended for its commitment to providing educational technology for all classrooms and students.
2. WSD is commended for its commitment to ensuring the technology department has sufficient funds to support staff and students.
3. WSD is commended for its multi-layered security system to protect electronic information and files.
4. WSD is commended for having an electronic system to monitor student activity on devices, including GoGuardian.

RECOMMENDATIONS:

1. It is recommended that the Instructional Technology staff work on site while school is in session.
2. It is recommended that WSD enhance communication with families to become more streamlined, including mass communication alerts regarding emergencies, drills, reminders, and regular school communications.
3. It is recommended that WPSD develop and implement a five-year technology plan to include the replacement of electronic devices.
4. It is recommended that WSD explore alternative programs to submit technology requests as the current system requires multiple steps to log in to submit technology requests.
5. It is recommended that WSD work with the appropriate entities to resolve wireless connectivity issues with staff and student devices.

6. It is recommended that WSD update and finalize acceptable use policies and procedures for both staff and students.
7. It is recommended that WSD develop a professional development or a training plan on the use of technology used throughout campus, including online applications and web-based tools.

Summary of Major Commendations and Recommendations

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

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

COMMENDATIONS

1. WSD is commended for well-written vision and mission statements.
2. WSD is commended for having a clear and well-articulated bilingual philosophy.
3. WSD's leadership team is commended for their commitment to students' academic achievement and well-being.
4. WSD is commended for completing two self-study processes (CEASD and Cognia).
5. WSD is commended for having a comprehensive strategic plan and school improvement plan.
6. WSD is commended for their commitment in using data to develop the school improvement plan.
7. WSD is commended for involving staff to determine priorities for curriculum and instructional needs.
8. WSD is commended for having consistently satisfactory audits and demonstrating sound business practices.
9. WSD is commended for their commitment and ability to move forward quickly with the capital project to construct a new academic building and gymnasium.
10. WSD is commended for designing and constructing a new academic building and gymnasium with deaf space in mind and for including stakeholders as part of the design and construction process.
11. WSD is commended for the appreciation and care shown by staff, students, and families. It is evident that WSD is one big family who supports and helps each other.

12. WSD is commended for their commitment and belief of a strong ASL-English bilingual approach to language development.
13. WSD's counseling department is commended for developing and utilizing tools necessary to ensure the mental and emotional well-being of students.
14. WSD is commended for the strong and positive staff-student relationships.
15. WSD is commended for ensuring staff have received appropriate training to ensure student health and overall well-being.
16. WSD is commended for ensuring the safety of staff and students by always keeping external doors to facilities locked and for having a check-in system at the front entrance.
17. WSD is commended for prioritizing student safety in the design of the campus renovation and new building.
18. WSD is commended for posting information that supports student learning. Northrop Hall hallways are filled with wonderful bulletin boards that contain a lot of information for staff, students, and families. Information such as defining autism, PSO flyers, reading principles, bilingualism, and deaf culture are nicely organized and visually pleasant.
19. WSD teachers are commended for their skills in differentiating instruction to support the unique learning needs of all students in the classroom.
20. WSD is commended for providing opportunities for students to take classes at local schools, career and technical centers, and dual credit enrollment courses through Project Fast Forward at National Technical Institute for the Deaf (NTID).
21. WSD is commended for their commitment to making data-driven decision making in regards to instructional practices and allocation of instructional resources.
22. WSD is commended for having a thorough and comprehensive assessment on students' social and academic ASL skills.
23. WSD is commended for the level of commitment to student learning and growth.
24. WSD is commended for having a clear admissions process and a 45-day trial placement option to ensure that WSD is a good fit for all new students.
25. WSD is commended for assuming shared responsibility for providing guidance and support to students.
26. WSD is commended for having student portfolios for each graduating student.
27. WSD is commended for stellar extracurricular activities and sports for K-12 students.
28. WSD is commended for student life staff's exceptional rapport with residential students.

29. WSD is commended for its commitment to providing educational technology for all classrooms and students.
30. WSD is commended for its commitment to ensuring the technology department has sufficient funds to support staff and students.
31. WSD is commended for its multi-layered security system to protect electronic information and files.
32. WSD is commended for having an electronic system to monitor student activity on devices, including GoGuardian.

RECOMMENDATIONS

1. It is recommended that WSD's vision and mission statements are clearly communicated in its brochures, promotional materials, policy and procedural handbooks, website and similar resources and is accessible to families in their home languages.
2. It is recommended that WSD's vision and mission statements are visible throughout WSD's campus, including on its grounds.
3. It is recommended that WSD continue to analyze staffing trends, develop a succession plan within the workforce, including job equity review, and consider reallocation/redistribution of duties.
4. It is recommended that WSD develop a communication plan for the WSD community, statewide stakeholders, and legislative leadership to ensure that the public understands the value of WSD.
5. It is recommended that WSD develop a stronger collaboration between WSD and CDHY's Outreach Department.
6. It is recommended that WSD's strategic planning/school improvement teams expand to become more inclusive with a variety of stakeholders.
7. It is recommended that WSD communicate with stakeholders about finances and financial decision-making processes.
8. It is recommended that WSD develop a plan to ensure equitable access to professional development funds.
9. It is recommended that WSD improves campus wide lighting system.
10. It is recommended that CDHY's Executive Director facilitate connections between the school superintendent and state agencies.

11. It is recommended that WSD plan and implement a new strategy on improving storage for school property.
12. It is recommended that WSD develop an onboarding plan for new staff and a comprehensive mentoring program for new teachers.
13. It is recommended that WSD ensures there is a position available for an ASL-English bilingual coordinator.
14. It is recommended that WSD revisit committees, including committees that were established prior to the COVID-19 pandemic, and determine which committees are critical to the success of the school.
15. It is recommended that due to the national shortage of qualified staff, WSD continue to explore avenues to increase staff salary with incentives and bonuses in order to be competitive with local schools as well as other Deaf schools and programs.
16. It is recommended that WSD update their organization chart and clearly define the roles and responsibilities of the administrators.
17. It is recommended that parent communication be consistent and frequent. This should include teacher emails, menus, any safety drills, or emergencies that happen on campus.
18. It is recommended that WSD update the school's Safety Plan on an annual basis.
19. It is recommended that WSD implement an emergency alert system in all classrooms, hallways, cottages, and common areas to effectively communicate emergencies.
20. It is recommended that WSD nurses receive additional ASL instruction focusing on medical terminology and phrases to better support students who are ill or injured.
21. It is recommended that WSD develop a wellness plan and update the plan on an annual basis.
22. It is recommended that WSD explore options for School Safety Resource Officer or security personnel.
23. It is recommended that WSD secure the campus by keeping the main gate closed as much as possible when students are on campus.
24. It is recommended that WSD expand the early childhood education program to include additional staff to support the growing number of students interested in the program.
25. It is recommended that WSD expand CTE course offerings to include courses on site at WSD.
26. It is recommended that WSD continue the current professional development (PD) plan to support the ASL-English bilingual instructional approach.

27. It is recommended that teachers design and develop content as part of classroom instruction, including appropriate visual aids and higher order thinking/critical thinking questioning techniques.
28. It is recommended that WSD continue to develop and finalize curriculum maps to include the Common Core State Standards (CCSS) and learning targets.
29. It is recommended that WSD continue to develop and finalize the scope and sequence for all courses.
30. It is recommended that WSD communicate regularly with families regarding students' progress in learning and performance in addition to holding parent-teacher conferences with families twice a year.
31. It is recommended that WSD develop a plan to merge academic data and behavior data as part of the MTSS framework.
32. It is recommended that WSD review PBIS expectations and implement Tier 1, Tier 2, and Tier 3 supports to aid with student behaviors.
33. It is recommended that the MTSS and PBIS Coordinator is not a full-time classroom teacher.
34. It is recommended that WSD develop a plan to ensure fidelity with the ASL-English bilingual approach used in instruction.
35. It is recommended that WSD develop a plan to provide educational staff with time to review and analyze student performance data.
36. It is recommended that the MTSS Committee include academic information when analyzing student data.
37. It is recommended that WSD establish and maintain relationships with local business partners to provide job opportunities for transition-age students.
38. It is recommended that WSD's transition programming include students in grades K-12, including exposure to career education and workforce development.
39. It is recommended that WSD transition staff work with National Deaf Center (NDC) to get ideas from other Deaf programs around the country about working with the Division of Vocational Rehabilitation and transition-related activities.
40. It is recommended that WSD work with ESD 112 to develop protocols for communicating with families when there are changes in bus drivers or delays with pickup or drop off.
41. It is recommended that WSD explore the possibility of hiring a Social Worker and/or a Behavior Specialist.

42. It is recommended that WSD set up an electronic system to conduct regular bedroom checks to ascertain student safety.
43. It is recommended that WSD improve departmental collaboration and communication between academic and residential departments by bringing back the Academic Residential Committee (ARC).
44. It is recommended that Washington Career Academy for the Deaf expand their program to include educational and employment opportunities during weekends.
45. It is recommended that the Instructional Technology staff work on site while school is in session.
46. It is recommended that WSD enhance communication with families to become more streamlined, including mass communication alerts regarding emergencies, drills, reminders, and regular school communications.
47. It is recommended that WPSD develop and implement a five-year technology plan to include the replacement of electronic devices.
48. It is recommended that WSD explore alternative programs to submit technology requests as the current system requires multiple steps to log in to submit technology requests.
49. It is recommended that WSD work with the appropriate entities to resolve wireless connectivity issues with staff and student devices.
50. It is recommended that WSD update and finalize acceptable use policies and procedures for both staff and students.
51. It is recommended that WSD develop a professional development or a training plan on the use of technology used throughout campus, including online applications and web-based tools.

Accreditation Recommendation

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

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

FULL ACCREDITATION

An "Accredited" school is an educational organization that meets all CEASD Standards for Accreditation and meets the requirements of the self-study including the development of a school improvement plan.

Next Steps

- ***Implement the School Improvement Plan***
When CEASD grants accreditation to a school, it does so with the understanding that the school will make a good faith effort to implement the School Improvement Plan that served as one of the bases for accreditation.
- ***Conduct Periodic Reviews of the School Improvement Plan***
While CEASD does not "collect" evidence of the school's annual review of the School Improvement Plan, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required by the next Visiting Team.

Follow-up on Major Recommendations: At the next visit the school will be expected to review progress and implementation on the major recommendations.
- ***Prepare for Reaccreditation***
At the beginning of the next cycle of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. CEASD is on a five-year cycle but will follow the cycle of the regional accreditation body if joint visits are initiated.

Conclusion

The Conference of Educational Administrators for the Deaf (CEASD) Accreditation Team congratulates the Washington School for the Deaf for their commitment to school improvement and the accomplishments they have met so far in the CEASD process. The WSD completed a comprehensive self-study including developing a thorough school profile of its students, staff, and community. The self-study reviewed the strengths and opportunities for improvement at the WSD. We wish the WSD much success in their continual work in implementing their comprehensive school improvement plan and hope that our recommendations will be helpful in ensuring a positive future for the school.

The CEASD Accreditation Team has determined that the WSD met all 12 CEASD Standards for Accreditation. The CEASD Accreditation Team also recognizes that the number of required and voluntary self-analysis processes the WSD has engaged in has required extensive community effort and administrative leadership. We applaud the Washington School for the Deaf's goal of transparency, accountability, and continuous school improvement. These processes, including the school's analysis of CEASD's 12 standards, resulted in a comprehensive self-study. It was evident from the interactions that the CEASD Accreditation Team had with many stakeholders that the Washington School for the Deaf is highly valued and cherished by its community. The CEASD Accreditation Team recommends Full Accreditation for the American School for the Deaf.

The CEASD Accreditation Team wishes to recognize and applaud the staff and students at the Washington School for the Deaf. They were open, enthusiastic, and articulate in the interviews and interactions during our three days on campus. The team was impressed with the entire WSD community and wishes to recognize the WSD for the hard work involved with their self-study process.

ANALYSIS OF STANDARDS

STANDARD	MET	NOT MET (**List indicators not met.)
Standard 1 Philosophy/Mission	X	
Standard 2 Governance and Leadership	X	
Standard 3 School Improvement Planning and Viability	X	
Standard 4 Finances	X	
Standard 5 Facilities	X	
Standard 6 School Climate and Organization	X	
Standard 7 Health and Safety	X	
Standard 8 Educational Program	X	
Standard 9 Assessment and Evidence of Student Learning	X	
Standard 10 Student Services	X	
Standard 11 Student Life, Student Activities and Residential	X	
Standard 12 Learning Resources and Information Technology	X	