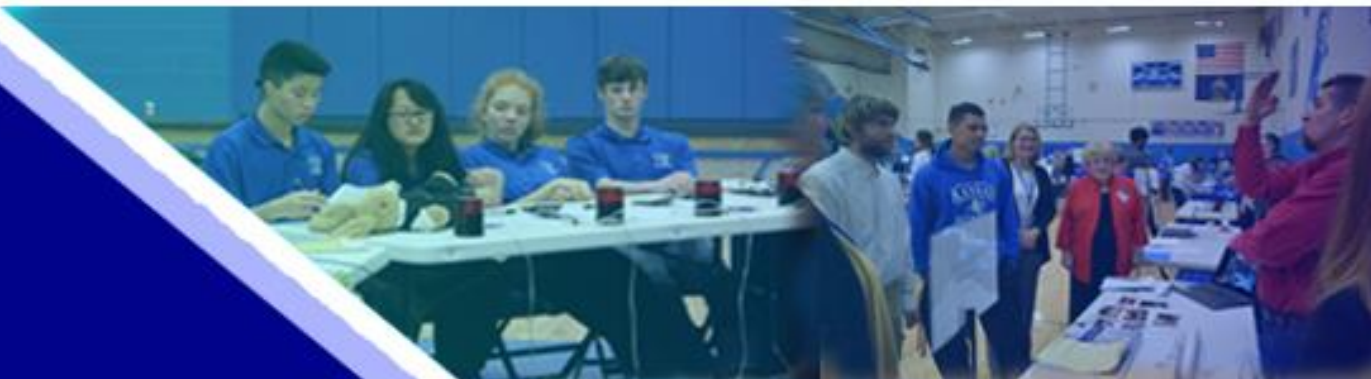


To ensure that all students we serve achieve
their full potential in a language-rich environment

CEASD SELF STUDY REPORT



November 10-13, 2019
Kansas School for the Deaf

www.ksdeaf.org



Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) Self-Study Accreditation Report for Kansas School for the Deaf

Steering Committee/School Improvement Team

Standard Chairs:

Standard 1 – Larry Finn, Curriculum and Assessment Coordinator

Standard 2 – Luanne Barron, Superintendent

Standard 3 – Luanne Barron, Superintendent
Larry Finn, Curriculum and Assessment Coordinator
Joan Macy, Outreach Coordinator

Standard 4 – Jeanette Magathan, Director of Finance

Standard 5 – John Martello, COO of Operations

Standard 6 – Luanne Barron, Superintendent

Standard 7 – Joan Macy, Outreach Coordinator
John Martello, COO of Operations

Standard 8 – Larry Finn, Curriculum and Assessment Coordinator
Kevin Milner, Secondary Head Teacher
Petra Horn-Marsh, Elementary Head Teacher

Standard 9 – Larry Finn, Curriculum and Assessment Coordinator
Kevin Milner, Secondary Head Teacher
Petra Horn-Marsh, Elementary Head Teacher

Standard 10 – Joan Macy, Outreach Coordinator
Mary Hughes, Dean of Student Life
Kelly Grove, Transition Facilitator
John Martello, COO of Operations

Standard 11 – Mary Hughes, Dean of Student Life
Dean Muszynski, Activities Director
Larry Finn, Curriculum and Assessment Coordinator

Standard 12 – Joe Oborny, Instructional Technology Coordinator
Beth Beadle, Librarian

KSD Leadership Team (KSDLT):

Luanne Barron, Superintendent
John Martello, COO of Operations
Jeanette Magathan, Director of Finance
Teresa Chandler, Director of Human Resources
Joan Macy, Outreach Coordinator
Mary Hughes, Dean of Student Life
Kevin Milner, Secondary Head Teacher
Molly Rothwell, Elementary Head Teacher
Larry Finn, Curriculum and Assessment Coordinator
Joe Oborny, Instructional Technology Coordinator
Jay Ray, Operations Manger
Dean Muszynski, Activities Coordinator
Tessa Adcock, Dietician

School Improvement Teams

Secondary

Joelle Allen, Classroom Teacher
Nancy Frazier, Classroom Teacher
Amanda Harris, Classroom Teacher
Janna Wiesner, School Social Worker
Jennifer Kucinski, School Psychologist
Mike Wiesner, Classroom Teacher
Kevin Milner, Secondary Head Teacher
Sally Luton, Classroom Teacher

Elementary

Molly Rothwell, Elementary Head Teacher
Leslie Caldwell, SLP
Daniel Allen, Classroom Teacher
Kester Horn-Marsh, Bilingual Coordinator

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ACRONYMS

AMOSS – Academic Measures of Student Success
 D/HH – Deaf/Hard of Hearing
 ECC – Early Childhood Center
 ELA – English Language Arts
 ELL – English Language Learners of Other Language
 ELP – English Language Proficiency
 ESOL – English Speakers of Other Language
 FERPA – Family Educational Rights and Privacy Act
 JCCC – Johnson County Community College
 KAD – Kansas Association for the Deaf
 KASB – Kansas Association of School Boards
 K-CAP – Kansas--Community Action Plan
 KCK – Kansas City, Kansas
 KDHE – Kansas Department of Health and Environment
 KSBE – Kansas State Board of Education
 KSD – Kansas School for the Deaf
 KSD-KNEA – Kansas School for the Deaf--Kansas National Education Association
 KSDE – Kansas State Department of Education
 KSDLT – Kansas School for the Deaf Leadership Team
 KSSB – Kansas State School for the Blind
 KSTAR – Kansas Student Transition & Academic Readiness
 LAP—DHH – Language Assessment Program for Deaf and Hard of Hearing
 MDHAC – Museum of Deaf History, Arts and Culture
 MNU – MidAmerica Nazarene University
 PBIS – Positive Behavioral Intervention and Supports
 PD – Professional Development
 PRIDE – Preparation, Respect, Independence, Diversity, Effort
 SL – Student Life
 TASN – Technical Assistance System Network
 TOD – Teacher of the Deaf

Context of the School

CONTEXT OF KANSAS SCHOOL FOR THE DEAF

ACCREDITATION PROCESS

The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) accreditation process has been fully embraced and implemented by KSD. The Kansas State Department of Education (KSDE) has agreed that KSD can use the CEASD accreditation process as long as it covers the hallmarks of the Kansas Education Systems Accreditation (KESA). This process has been an effective tool for us to improve instruction, to improve our relationship with our constituents, and to measurably demonstrate our educational effectiveness. The CEASD accreditation process provides an opportunity for professionals to work together for the improvement of KSD programs. Because so many students come to KSD so far behind academically, it is extremely difficult to overcome these learning deficits until we can address communication and language which are required to attain literacy as early as possible.

This is the last year of a five-year cycle for the CEASD accreditation process. Many services such as training programs for teachers of the deaf, outreach services, parent support, and professional development have been implemented for special and general education teachers to ensure students who are D/HH receive a quality education. The process of accreditation allows KSD to build true capacity to improve student learning and make continuous school improvement a reality.

KSD aims to strengthen educational quality and accountability through the KSDE Special Education Kansas Integrated Accountability System (KIAS) and Kansas Education Systems Accreditation (KESA). Five years ago, the process of accreditation was implemented through the CEASD because of their knowledge in the field of deaf education. The State of Kansas has adopted a new state accreditation process which is similar in many ways to that of CEASD. After reviewing the KESA requirements, a crosscheck with CEASD was created and found both systems matched up well. KSDE agreed to allow us to use CEASD as our state accreditation process. In order to align the requirements with KESA, the CEASD accreditation visit will be held in November 2019. While not technically a joint accreditation visit, some of the unique state requirements will be included as part of our CEASD Self-Study.

KSD used a collaborative process to develop the self-study. Under the direction of the superintendent and the Kansas School for the Deaf Leadership Team (KSDLT), the twelve standards were assigned to different chairpersons. The chairs then formed committees and began the process of collecting feedback from stakeholders via surveys and large/small group meetings. The chairs reported their progress to the superintendent and the KSDLT at the monthly meeting. Each standard chair completed the ratings, narratives and strengths/areas to improve. Their reports were reviewed by the superintendent and the KSDLT then entered into the self-study document.

COMMUNITY PROFILE

Early History of Olathe

The town of Olathe was founded in 1857, getting its name from the Shawnee word for “beautiful”. After being the site of much activity during the American Civil War, Olathe went on to become a major stop on the California Trail, the Oregon Trail, and the Santa Fe Trail. Catering to travelers moving along these paths became the primary income source for local businesses. Once the construction of the Transcontinental Railroad saw completion, however, these westward trails lost significance, and Olathe withered into obscurity.

The construction of the Interstate Highway system in the 1950s saw Olathe linked to neighboring Kansas City, resulting in tremendous residential growth and Olathe becoming part of the Kansas City metropolitan area. The 1980s saw even more of a boom in population growth due to tremendous commercial development.

Population Growth

In 1900, at the turn of the century and almost 40 years after Olathe’s incorporation, the population stood at 3,451. This kept relatively stagnant over the decades that followed due to the town’s relative obscurity and insignificance.

By the end of the 1940s, Olathe had seen a 6% increase in the population, bringing it up to just shy of 11,000 in 1960. This rise continued with an increase of almost 7,000 people by 1970, and an additional 19,000 people by the end of the decade.

These numbers have continued to steadily rise year by year, and this growth can be mainly attributed to the construction of the Interstate Highway, bringing Olathe’s proximity and access to and from nearby Kansas City ever closer, and making it more accessible for surrounding towns and cities.

While Olathe’s population is just over 139,605 in 2019, some estimates peg its population at 300,000 within 20 years (<https://fox4kc.com/2018/09/17/olathe-police-finding-officer-recruitment-a-struggle-as-city-grows/>).”¹

¹ www.census.gov/programs-survey/acs/data/summary-file.html

These following four charts contain education data using the latest 2017 American Community Survey data.² Figure 1 below shows the number of people aged 25 years or older who have graduated from high school or completed their GED.

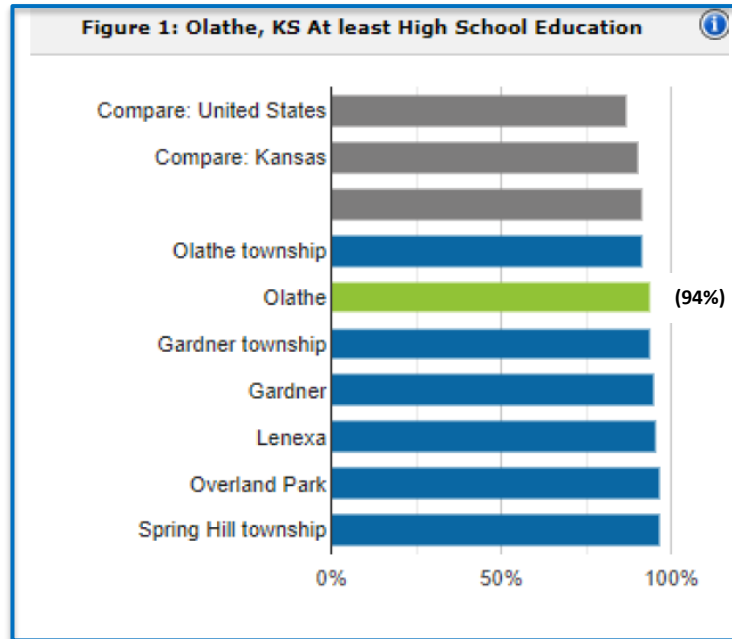
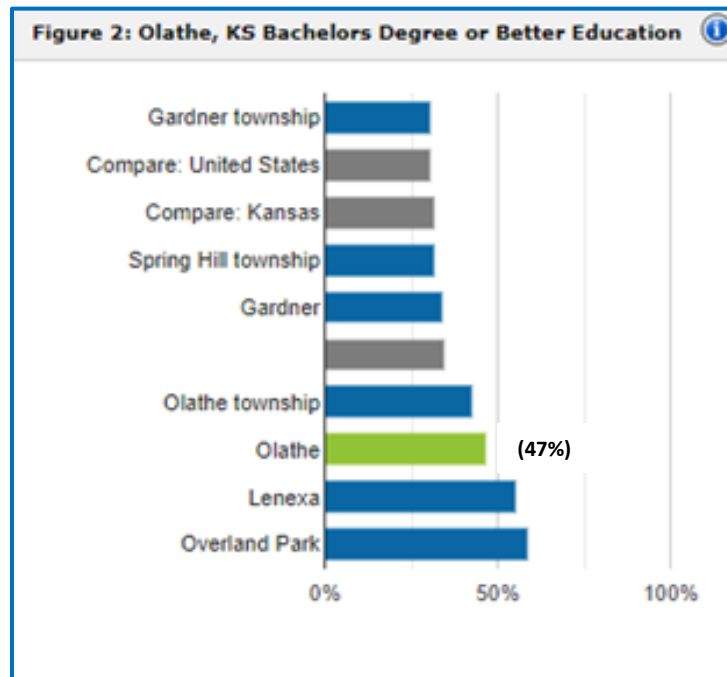


Figure 2 shows the number of people aged 25 or older who have graduated from college with a Bachelor’s degree.



² www.towncharts.com/Kansas/Education/Olathe-city-KS-Education-data.html

Figure 5 shows the percentages of those who have attained various levels of education.

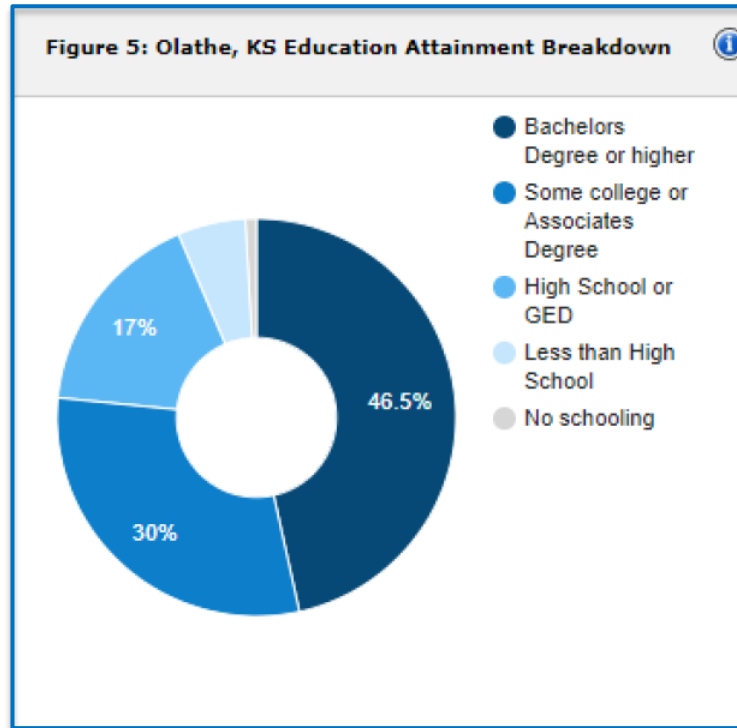
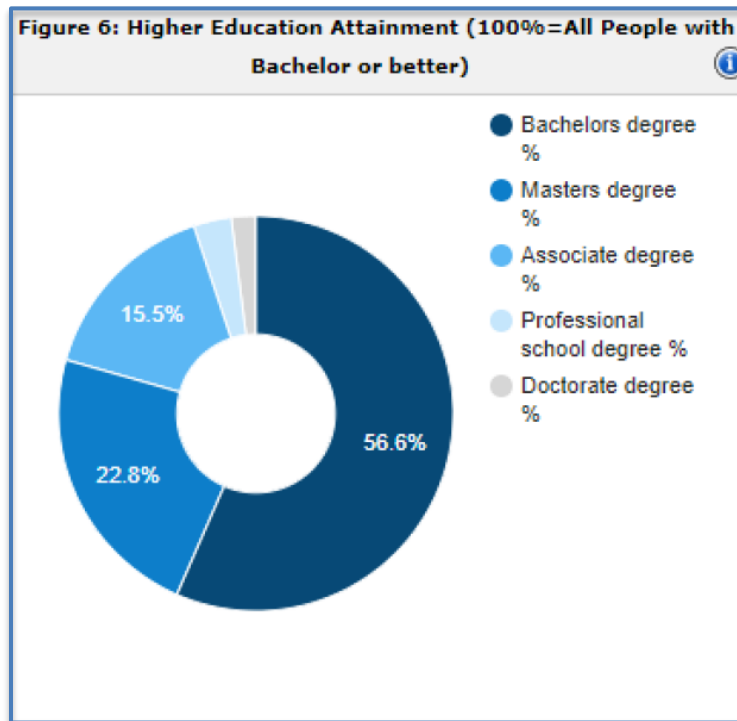
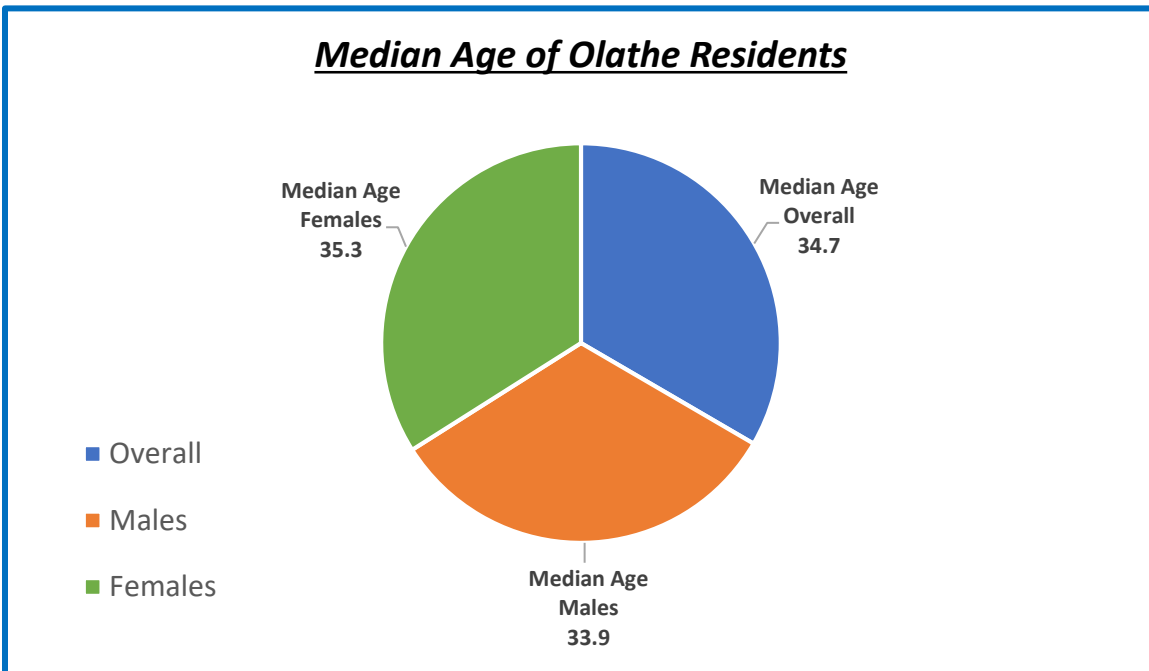
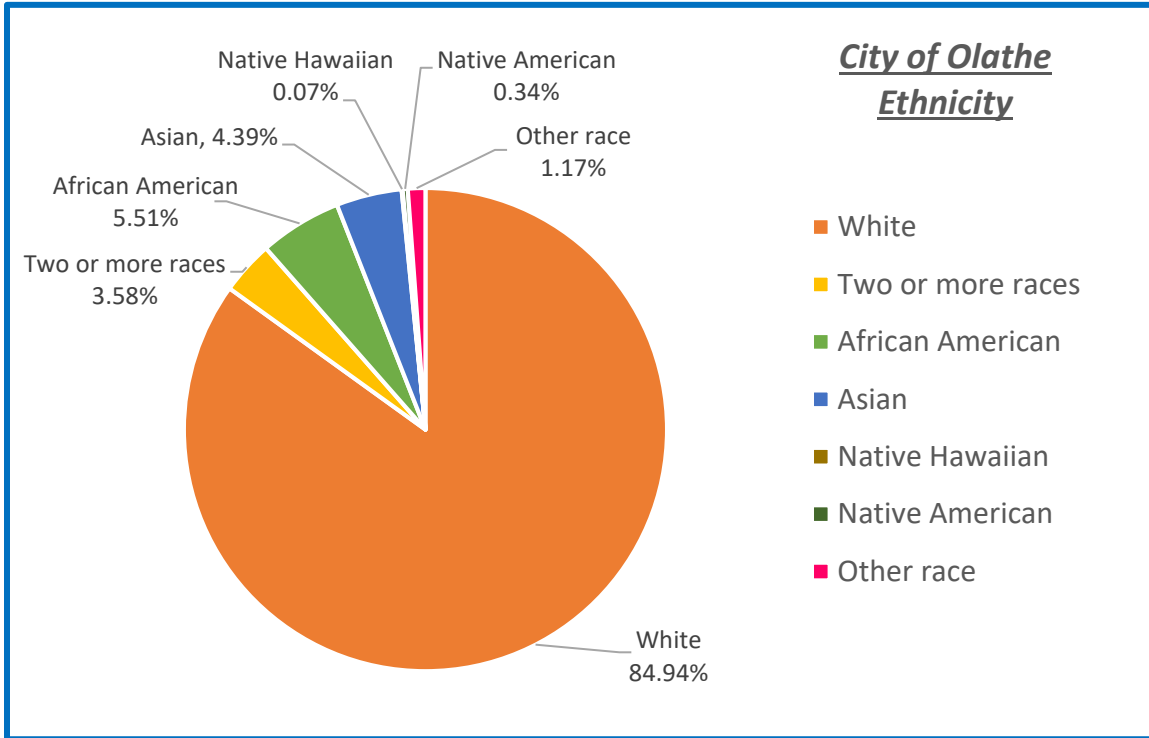


Figure 6 shows the percentages of those who attained higher education after graduating from high school.

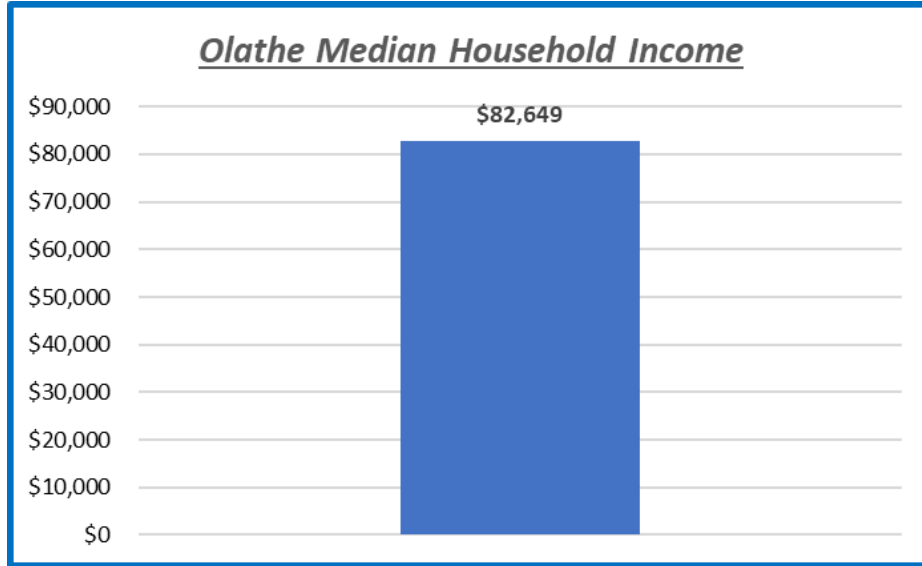


Olathe Demographics

The following chart shows the racial composition of Olathe, Kansas according to the 2017 American Community Survey (ACA).³

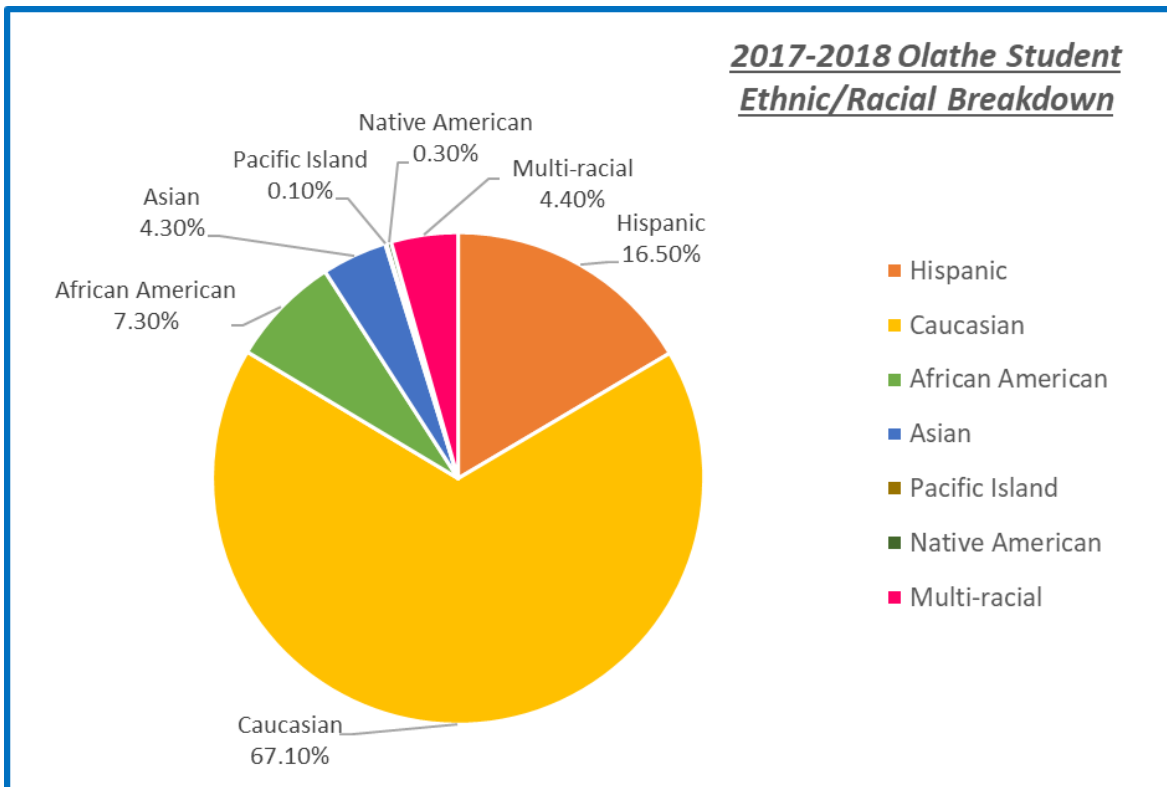


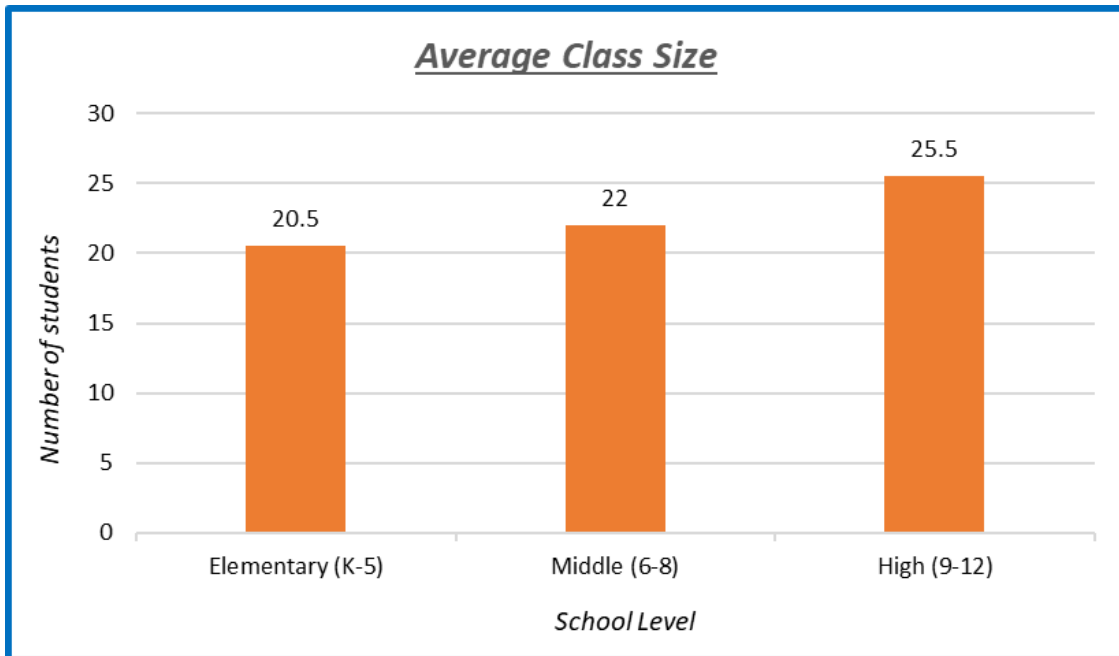
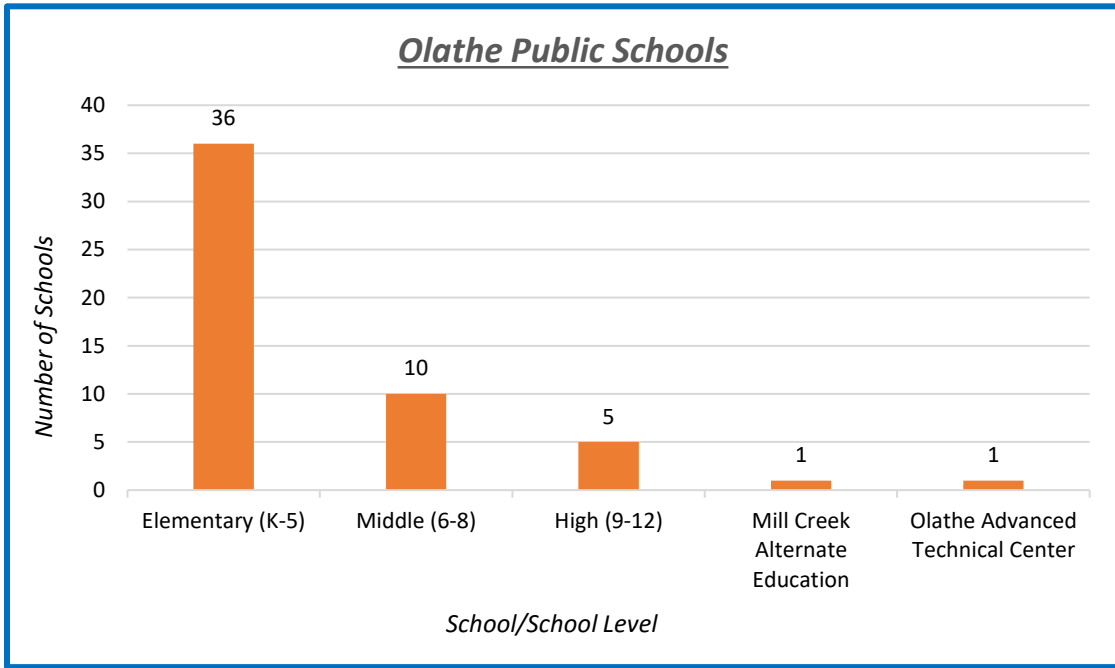
³ www.worldpopulationreview.com/us-cities/olathe-ks-population/



Olathe Public Schools Student Demographics

Enrollment: 30,145 – second largest school district in Kansas





City of Olathe and KSD Grew Up Together

Olathe, the home of the Kansas School for the Deaf, along with other surrounding cities is the second largest Deaf Community in the United States. KSD is considered the center of this community and has a long history of working with city and county officials (i.e., development of MOU pertaining to the provision of Kansas Senate Bill 367 and the Kansas School Safety and Security Act).

This is to acknowledge Olathe's culture that truly embraces the Deaf and Hard of Hearing and offers services and programs for the community. Olathe rates at the top of nearly every category measured, including culture, access to medical care, and community programs.

Examples of the services that Olathe provides are:

- Olathe Medical Center provides a free 24-hour interpreter service called Hear for You for D/HH patients and their families. A network of 17 ASL interpreters are on call at all times to assure medical care will progress unhindered by communication problems. Olathe Medical Center patients are provided language interpretation via interpreters on-site or through Virtual Remote Interpreting services. This service also includes interpreting services for Olathe Medical Center, Miami County Medical Center, the offices of staff physicians, wellness programs, childbirth preparation classes and support groups.
- All five high schools in the Olathe Public School District offer American Sign Language classes as a foreign language.
- The City of Olathe makes a deliberate effort to include deaf people. City Council meetings are interpreted. The Mayor of Olathe appoints board members to include deaf representatives on city committees including the Police Advisory Board and Persons with Disabilities Advisory Board. Also, the city provides free smoke detectors to deaf residents.

Olathe Public Schools (USD 233)

Dual Placement

Because Olathe is a unique community that includes individuals and families who are deaf or hard-of-hearing and has been the home of KSD for over 150 years, Olathe resident students and students residing in the dormitory at KSD have the option of attending classes at both KSD and Olathe Public Schools (OPS) if this is determined by the IEP team to be the least restrictive environment. KSD has a Memorandum of Understanding (MOU) with the Olathe Schools District under the guidance of the Transition Facilitator at KSD and the Deaf and Hard of Hearing Consultant for the Olathe Schools. Interaction between deaf/hard of hearing students and hearing students in an integrated setting can be valuable, desirable and educationally

appropriate. There are opportunities for a broader range of academic, vocational, and social experiences. The option for KSD students to take courses in the Olathe Public School District is determined by the student's needs, abilities and desires with input and feedback from classroom teachers, the LEA, parents and school administrators. Dual placement is addressed and determined at the IEP meeting. Students interested in taking one or more classes at an Olathe public school will need to follow the policies and procedures that have been set. A copy of the Dual Placement guidelines is available upon request.

Another agreement in place with USD 233 is for our students to be able to take classes at the center-based Olathe Advanced Technical Center (OATC). The purpose of this agreement between KSD and Olathe is for KSD students to have the opportunity to receive educational services in the areas of career and technical education. The Olathe School District is responsible for interpreter services for students who reside within Olathe Public School boundaries. KSD is responsible for interpreter services for non-Olathe students.

Alumni Association

The KSD Alumni Association (KSDAA) continues to be a very vibrant organization that provides real life benefits for our students. Alumni also donate their valuable time to offer career support to current students as well as additional funds for student needs. The purpose of the KSDAA is to foster a spirit of loyalty and to promote the general welfare of the school. Every year they alternatively host Hall of Fame and Distinguished Leader/Service events which run concurrent with the 25th, 50th & 75th class reunions.

Museum of Deaf History, Arts and Culture (MDHAC)

Olathe is home to the MDHAC which is the only independently owned and public museum about Deaf history, arts and culture in the country. It is located across the street from KSD and is the home of the Marra Museum which spotlights the rich heritage and experience of being Deaf. The MDHAC is a non-profit foundation and they offer group tours and special events. The KSD Superintendent has a seat on the Board of Directors and KSD Endowment continues to be the largest donor to support the museum. Our students continue to enjoy the benefits the museum has to offer through tours, hands on activities, and volunteer opportunities.

Johnson County Community College

Twenty minutes from KSD is the Johnson County Community College (JCCC), one of the largest community colleges in the country. JCCC has over 19,000 students enrolled with nearly 1,000 full-time faculty and 1,900 adjunct faculty and part-time staff. They offer more than 50 degree and certificate programs.

Examples of what they have to offer our students:

- **Dual Credit:** Our high school students, if eligible, can enroll in classes at JCCC and earn dual credit. For the fall 2019 semester, four students are enrolled in the Transition into Post-Secondary (T.I.P.S.) program at Johnson County Community College. T.I.P.S. is a dual credit transition class designed to teach students valuable skills for a successful transition to college, a training program, or the workforce upon graduation. Students learn strategies such as: using college textbooks, taking meaningful lecture notes, integrating text and lecture information for personal study habits, preparing for and taking exams, critical thinking skills, time management principles, electronic learning management systems, career explorations and options, and managing college coursework. This class exposes students to various sources of information on career and training options and may also assist them in developing job search and employment skills. Students earn three college credits for the T.I.P.S. class.
- JCCC has a long history of serving the D/HH community. Their goal is for college students to gain a positive experience without any barriers. They provide an abundance of resources to help D/HH students reach their academic goals by providing a counselor who is proficient in ASL, 20 certified ASL interpreters, a reading education specialist, D/HH faculty and staff, public videophones across campus, personal FM systems and accessible digital media.
- JCCC offers a two-year ASL/Deaf Studies program and is a feeder program to the University of Kansas' new ASL/Deaf Studies program at the Edwards Campus for a Bachelor's degree in ASL and Deaf Studies.

University of Kansas- Edwards Campus

The Edwards Campus is located just outside of Olathe. Last spring it was announced that JCCC and the KU Edwards Campus are partnering to offer a full bachelor's program in American Sign Language and Deaf Studies. The program consists of four tracks: Deaf Studies and Social Justice, Advanced ASL, Becoming an Interpreter, and Professional Interpreting. Students will be able to take courses in pursuit of a BA degree, a graduate certificate, or even take courses as continuing education.

MidAmerica Nazarene University (MNU)

MNU is located approximately 1.5 miles east of KSD. A memorandum of understanding (MOU) was implemented in 2016 between KSD and MidAmerica Nazarene University to provide a short-term emergency alternative shelter to staff and students. Efforts are underway to renew the MOU for an additional two years. This agreement allows KSD to use the MNU campus to transfer, shelter and provide care in the event of an emergency situation that renders the KSD campus unsafe and/or unusable. The two schools have a strong history of support.

SCHOOL PROFILE

The History of KSD

The Kansas School for the Deaf is the oldest state educational institution in the State of Kansas. The School was founded by Philip A. Emery, a deaf man who had been a student and teacher at the Indiana School for the Deaf until 1860. Emery had come to the valley of the Wakarusa River to start a new life. He became acquainted with a neighbor, Jonathan R. Kennedy, who had three deaf children. Kennedy was pleased to discover a deaf educator nearby, as there was no institution for the education of the deaf in Kansas. Kennedy tried and became successful in persuading Emery to begin a private school for the deaf. So, with \$250 borrowed from a relative of Kennedy's, he set out with Emery to find a good location for the school. Emery located a small house with two rooms and an attic in Baldwin City that could be rented for five dollars per month. Although the school officially opened in October of 1861, it wasn't until December 9th that the school welcomed its first student. Elizabeth Studebaker from Clinton arrived with her father, along with some ham, butter and eggs. These items, along with the following week's arrival of a wagon load of corn, served as the barter for the school costs of roughly \$2.50 per week.

On March 5, 1862, the first Kansas legislation was passed to assist the school by appropriating a sum of \$500 for the "purpose of assisting Professor P.A. Emery" and twenty-five cents per day per student. For this, Emery was required to report to the auditor of Kansas the number of pupils he taught and the number of days each attended.

August 21, 1863, nearly saw the early demise of the school. William Clarke Quantrill and his free-state opposed Raiders had sacked and burned the nearby town of Lawrence and were headed to Baldwin City, probably intending to destroy the town and everyone in it. However, Major Preston B. Plumb, with 200 Union Cavalry soldiers, along with Jim Lane and assorted farmers, intercepted Quantrill before they reached Baldwin City, thus saving the little schoolhouse that was the beginning of the Kansas School for the Deaf.

The School was scheduled to move to Olathe, but the legislators of this time were debating over the location of many of the State's newly formed institutions. A School for the Deaf located in a legislator's hometown would represent prestige and a source of employment for his constituents. Some legislators believed that all State agencies should be located in Topeka, and so in the Fall of 1864, the Kansas School for the Deaf was moved to Topeka where it was located for one year before moving back to Baldwin City in 1865. Problems increased about the location of the School and there was a three-way political dispute between Olathe, Baldwin City, and Topeka as to which city would get the School for the Deaf. W.H. Fishback, a senator from Olathe, was able to get a bill passed and signed into law by Governor Carney on February 12, 1864, that the School for the Deaf would be located in Olathe, Kansas.

On November 15, 1866, the Kansas School for the Deaf, with its 18 students, moved into a newly constructed stone building in Olathe. The building was torn down in 1886 to make way for a new administration, dormitory building. By the year 1893 the enrollment of the school had soared to more than two hundred students. In 1934 the present Roth Administration and Dormitory Building was built to accommodate the increasing enrollment. The school was first known as the Asylum for the Deaf and Dumb and in 1885 the name was changed to the Kansas Institution for the Education of the Deaf and Dumb. In 1896, the school was named the School for the Deaf. In 1905, the legislature enacted a law that made attendance of all deaf persons between the ages of six and twenty-one compulsory unless they attended another special school.

The Kansas School for the Deaf continues as a large center school for deaf children in Kansas. The school is known for its academic excellence in pre-college preparation and its career and transition program leading to job placement upon graduation. The Kansas School for the Deaf is also noted for its winning athletic teams (National Deaf Champions in football, basketball, and volleyball) and still boasts of beating the University of Kansas in baseball in 1897 and 1900.

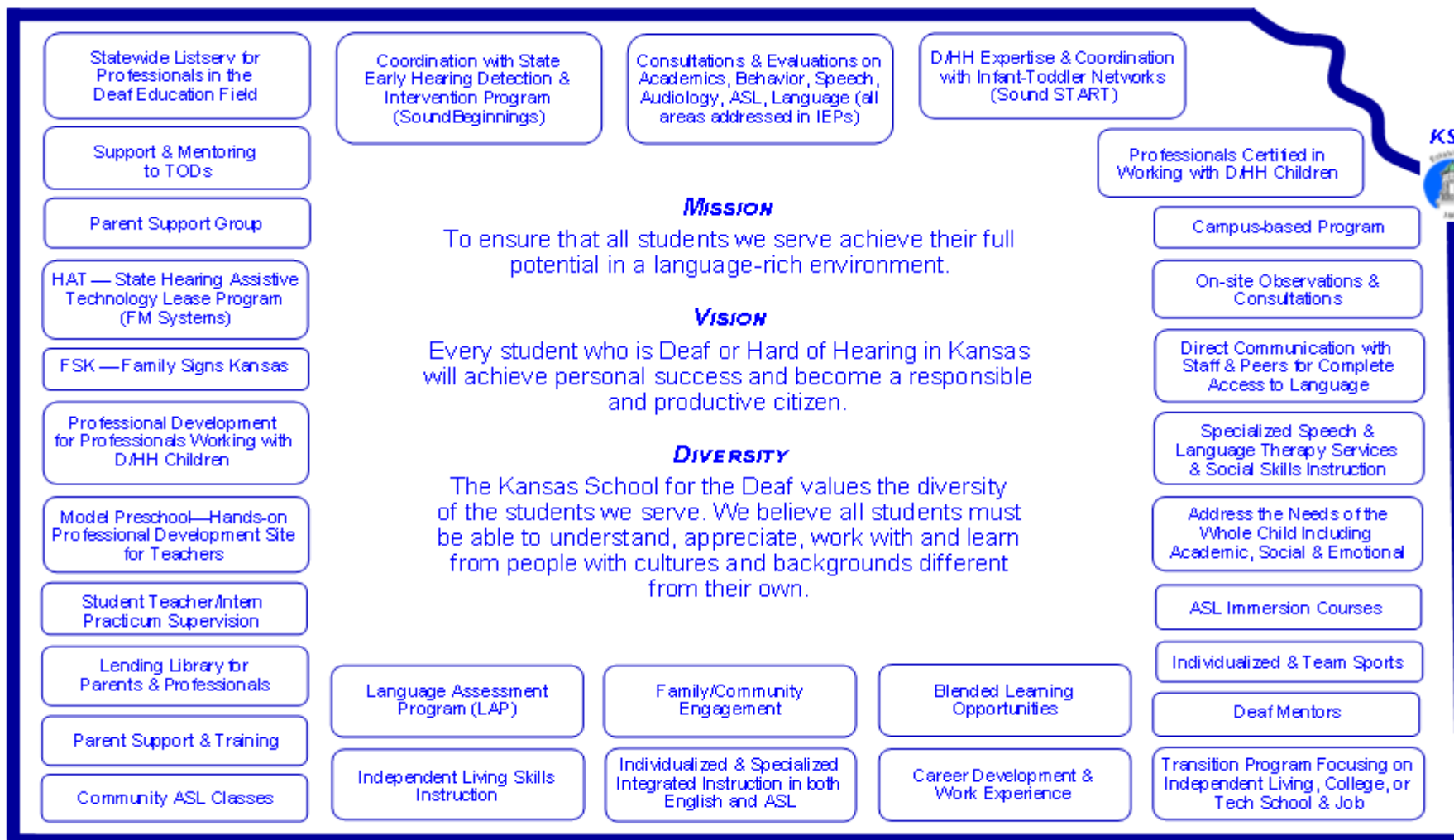
The Kansas School for the Deaf is a source of pride for all Kansans. Our history tells of their commitment to the mission of quality education for the Deaf and Hard of Hearing (D/HH) children of Kansas.

Campus-Based and Outreach Programs

Kansas School for the Deaf (KSD) serves as a center-based educational option to provide a free and appropriate public education in the least restrictive environment (i.e., the most accessible environment) to students who are D/HH throughout Kansas. Additionally, KSD has an Outreach department which serves as a statewide resource for students, families, agencies, programs and educational placements that serve students who are D/HH in their local school districts.

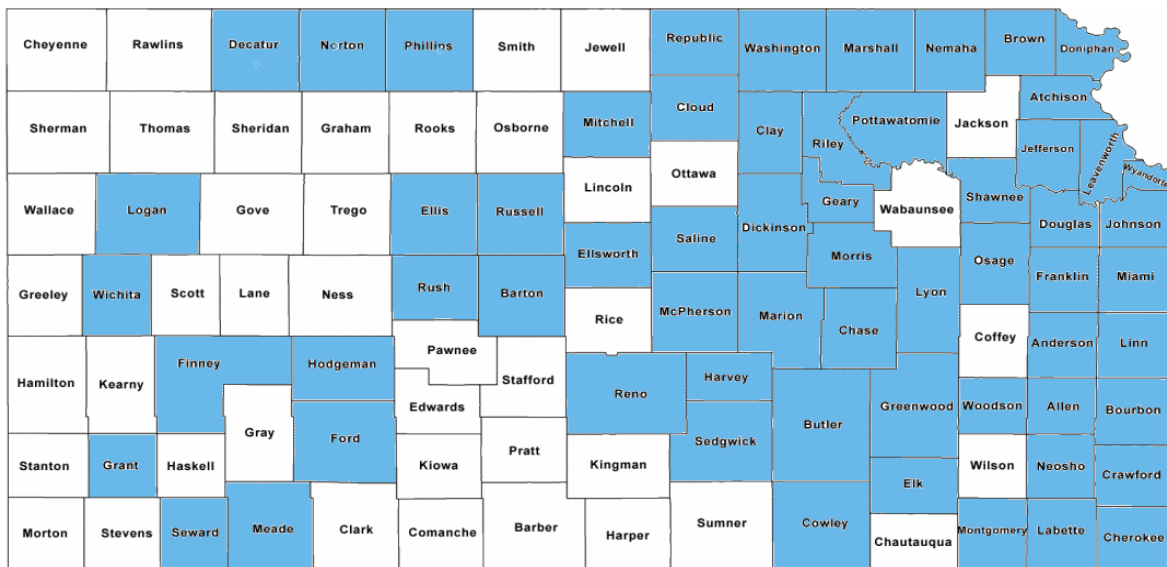
Kansas State School for the Deaf

450 E. Park
 Olathe, Kansas 66061
 Superintendent: Luanne Barron
 Phone: 913-210-8111
 Website: www.ksdeaf.org



- ASL** - American Sign Language
- D/HH** - Deaf and Hard-of-Hearing
- IEP** - Individualized Education Program
- TOD** - Teacher of the Deaf

Non KSD Students Receiving Services via KSD Outreach Fall 2018 -Fall 2019



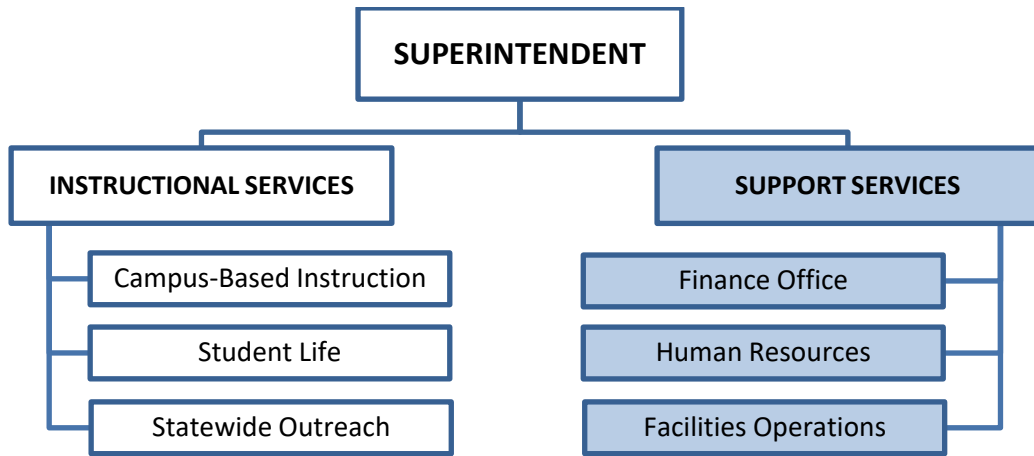
Counties in blue indicate students not enrolled at KSD but are receiving services through KSD Outreach program.

KSD has a strong commitment to the education of students in Kansas who are deaf and hard of hearing. This commitment extends not only to students attending the campus-based program but also to those in programs throughout the state. There has been a growing focus on the development of services provided through KSD Outreach for students who are D/HH, regardless of where he/she lives or goes to school in the state. For the past two years, two Early Intervention Specialists have been added to the Outreach Team to assist KSD in reaching families and students throughout the state.

KSD is an ASL/English bilingual school for the deaf because of our commitment to providing quality bilingual education for our students who are D/HH; many of our staff are regional and/or national experts in this field. Other communities, organizations, and governmental agencies throughout the state and nation look to KSD as a center of expertise in working with students who are D/HH and, deaf education in general.

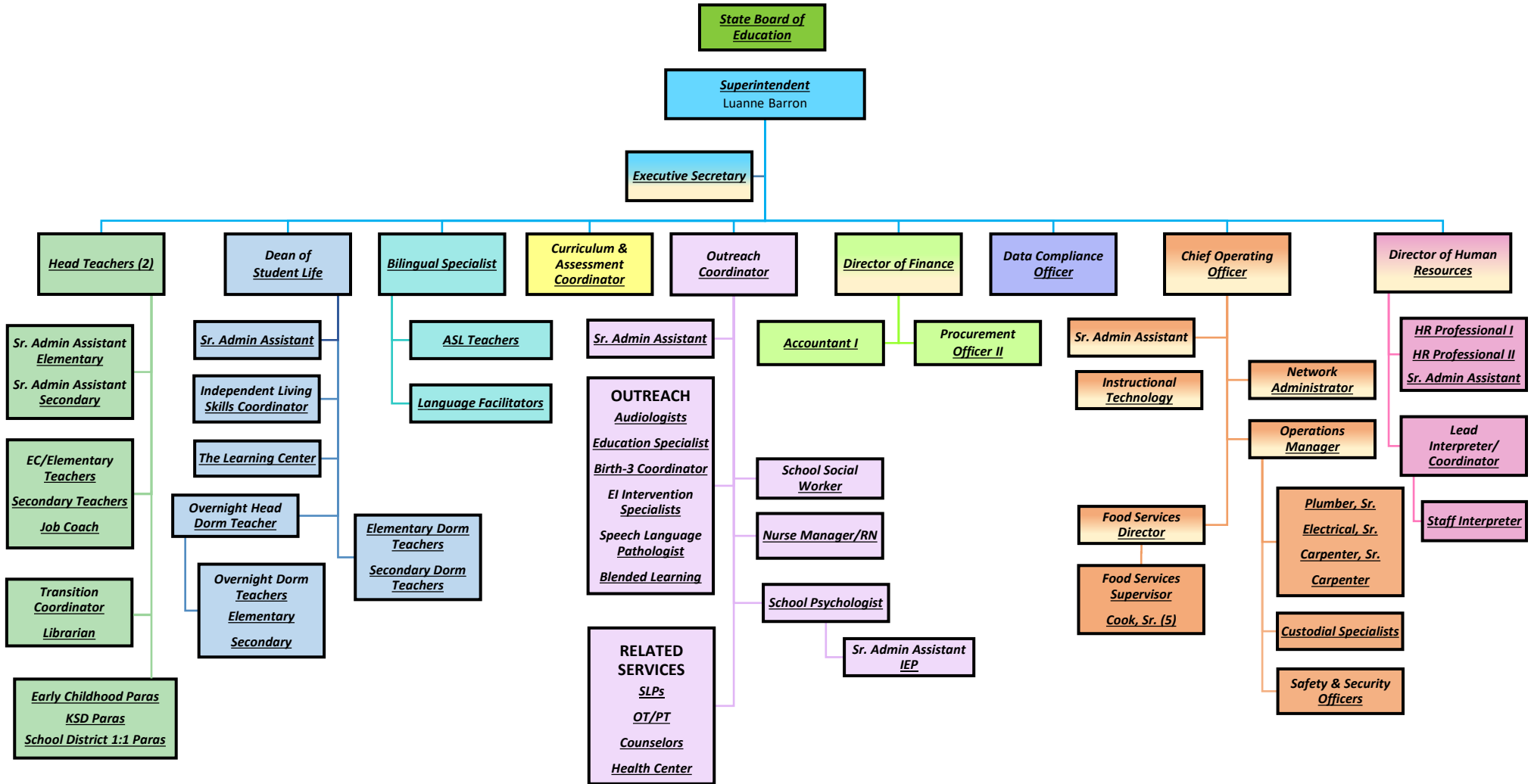
Organizational Structures

KSD ORGANIZATIONAL CHART



Shading represents areas in which some of the staff are shared with KSSB

Kansas School for the Deaf 2019-2020 Organizational Chart



Gradient fill = Split KSD & KSSB

Agency Departments

Administration

Administration is responsible for the safe, efficient, and effective operation of the Kansas School for the Deaf (KSD). The superintendent, as chief executive officer, oversees and guides KSD in the execution of its mission and its commitment to statewide advocacy and efforts for students who are D/HH, their parents, and the schools that serve them, anywhere in the state.

Instruction

KSD is the hub of expertise for the education of students who are D/HH, from birth to age 21, across the state of Kansas. Instructional services are the key foundation to these specialized services. Our 158-year history of educational services has ensured that thousands of students and youth who are D/HH have become active, productive, and independent citizens of the state. Over the years, our services have continuously improved to meet the changing needs of education and society. Instructional services are responsible to provide specially designed instruction (SDI) and extracurricular programs. Our Student Life program is an extended day program that offers room and board for students who do not live close enough to be transported to and from home and school daily; however, they go home every weekend. This program also includes an intensive focus on ASL and English acquisition and daily living skills to help our students successfully function in a postsecondary environment. Both our instructional and student life programs are actively involved in our transition and career education program.

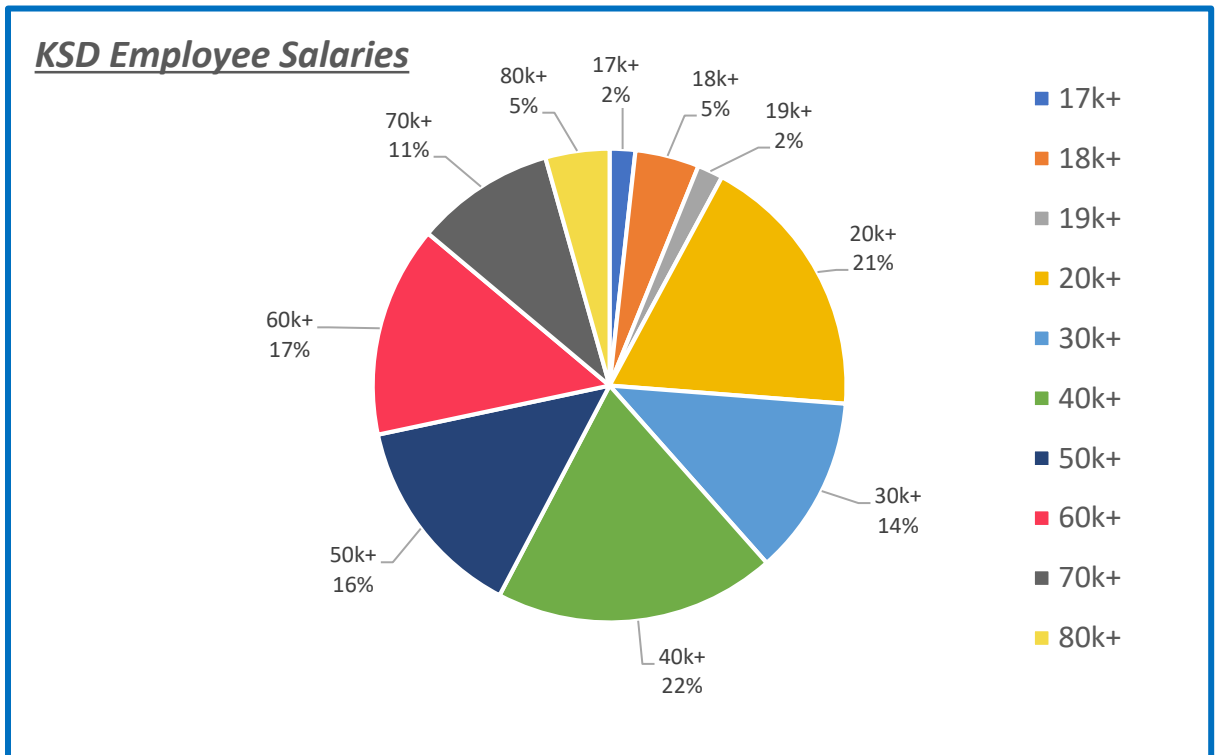
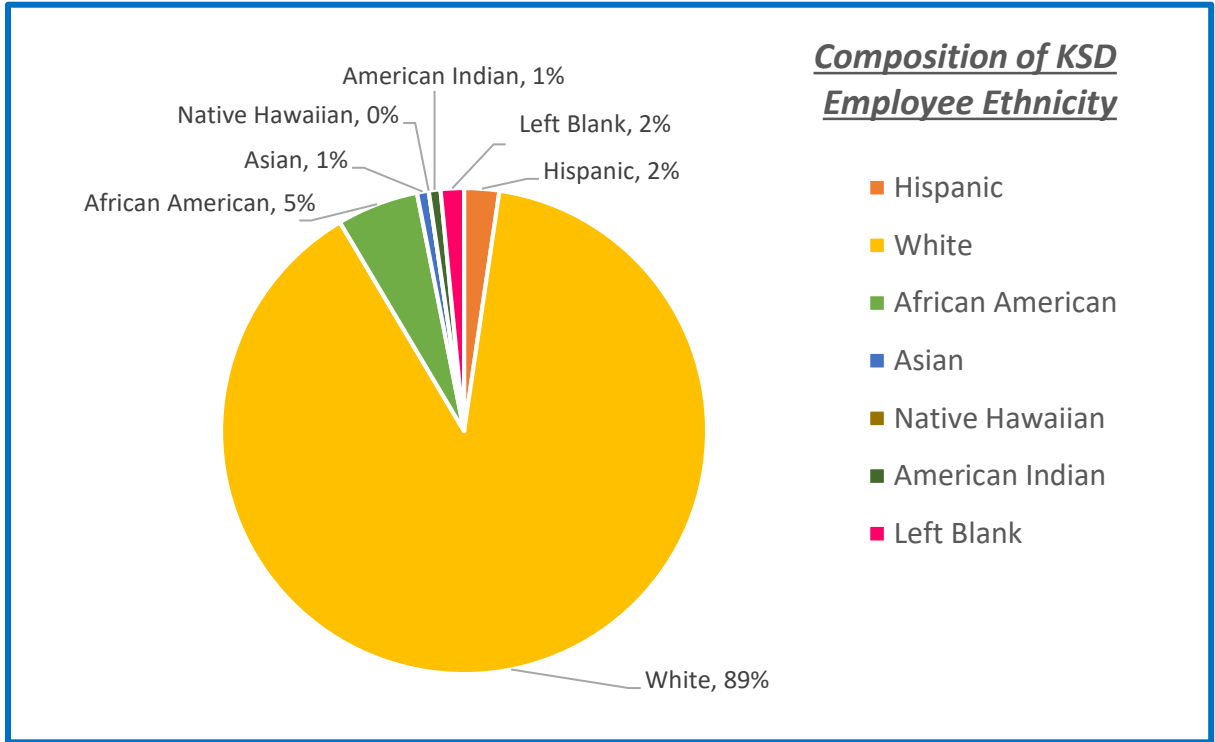
In addition, KSD offers statewide outreach services that provide the highest quality of services, resources, and support to children, aged birth to 21, who are D/HH by collaborating with their families, their communities, and the professionals that serve them. Details regarding outreach programs are included later in this document.

Support Services

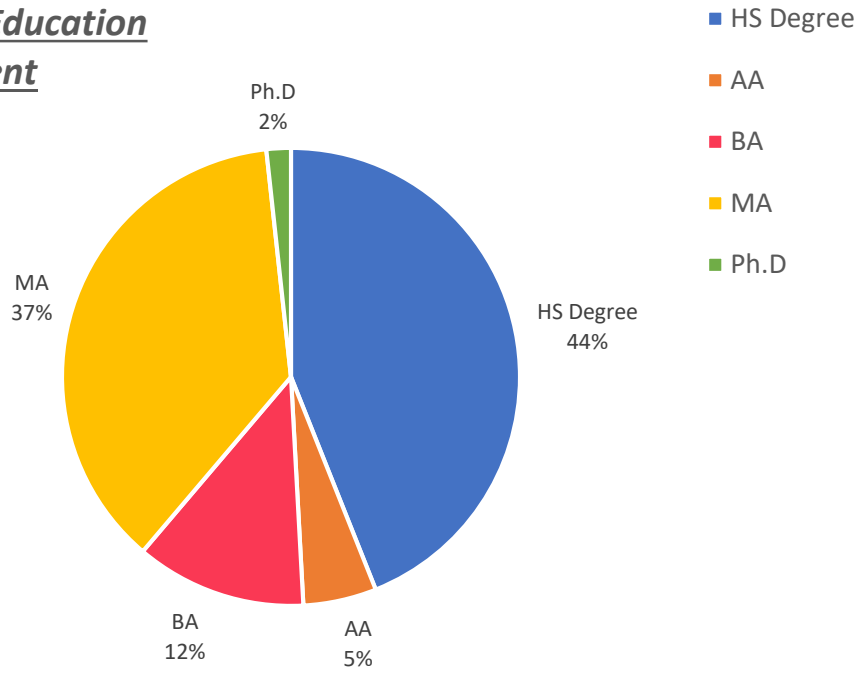
The Business Office and the Human Resources Department, along with the functions of maintenance, security, housekeeping, dietary and information technology services performed by the Facility Operations Department, are committed to keeping KSD a safe, comfortable, and healthy place for students to learn. Housekeeping and dietary services are made available whenever students are on campus. Security, maintenance, information technology and other administrative support services operate year-round to ensure they support the instructional departments and that KSD is maintained in a secure, efficient and effective manner.

KSD Employee Demographics

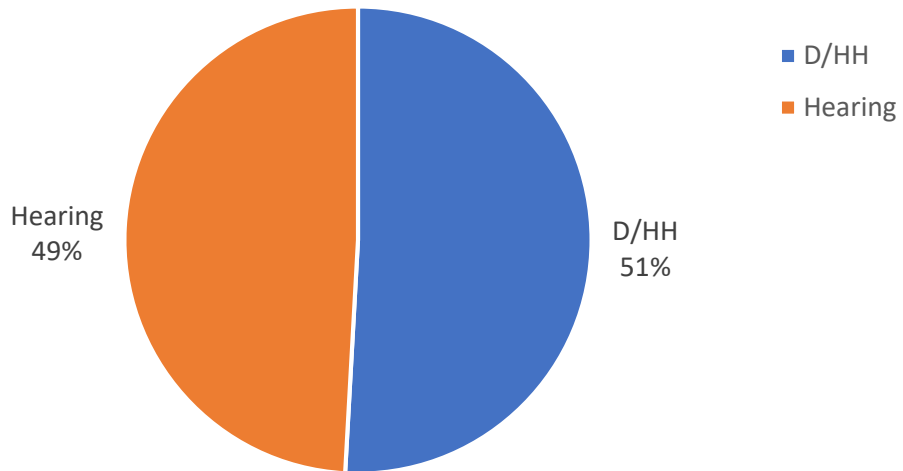
Total of 114.6 FTE as of 8/27/19

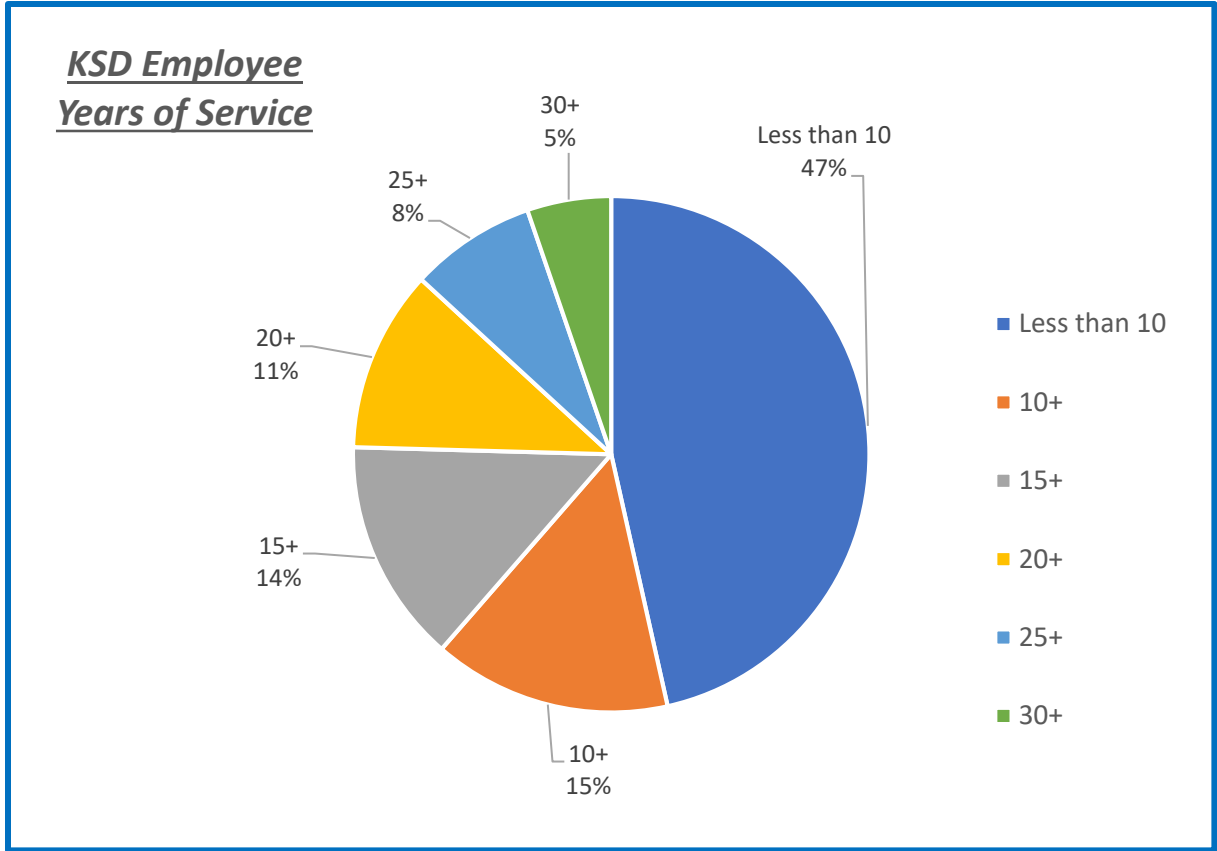


KSD Employee Education Attainment

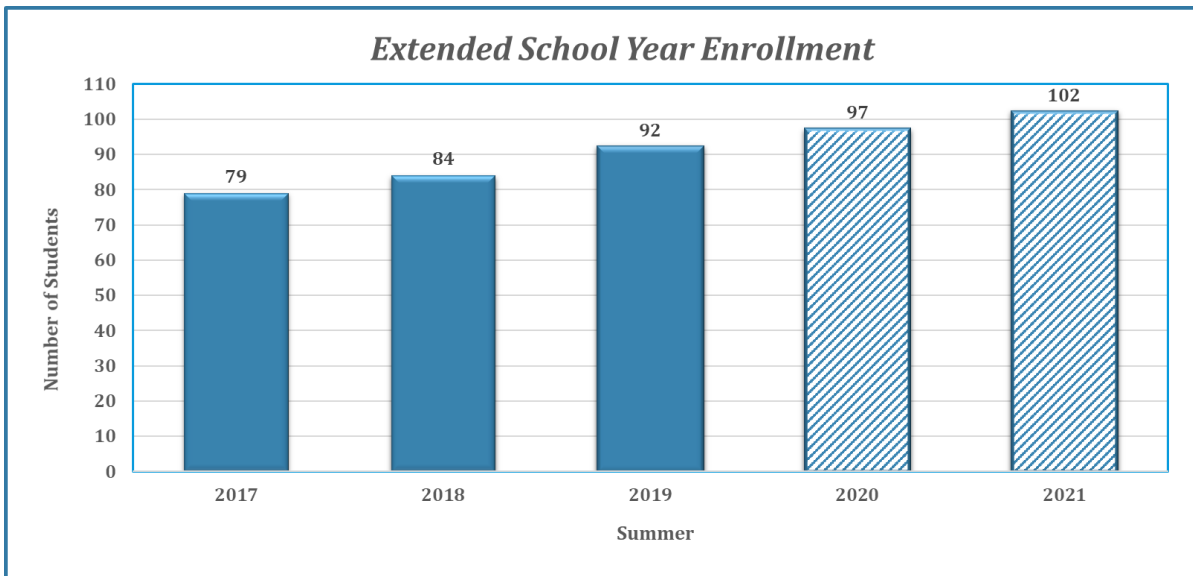
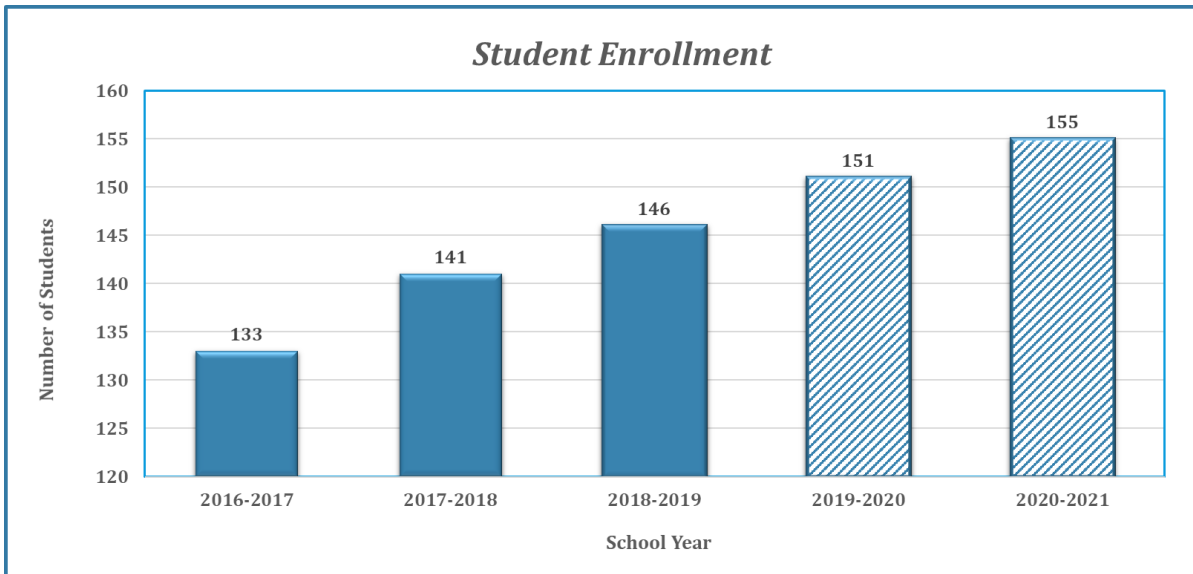


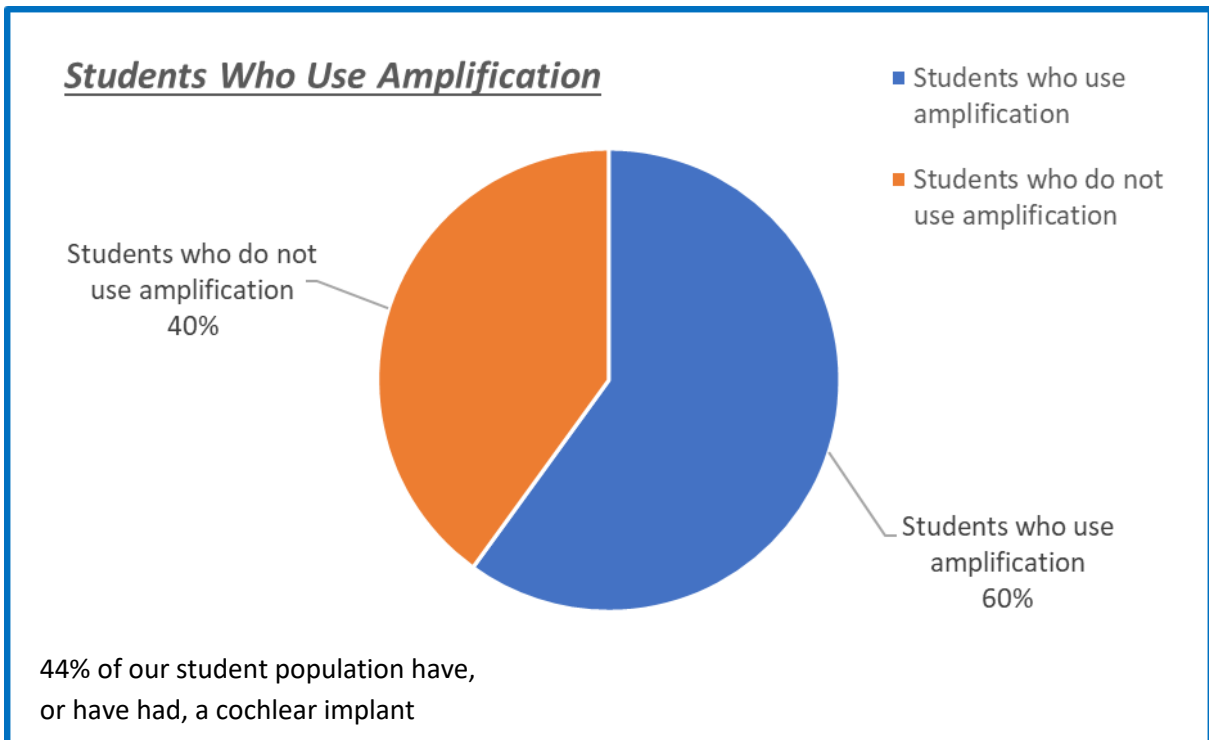
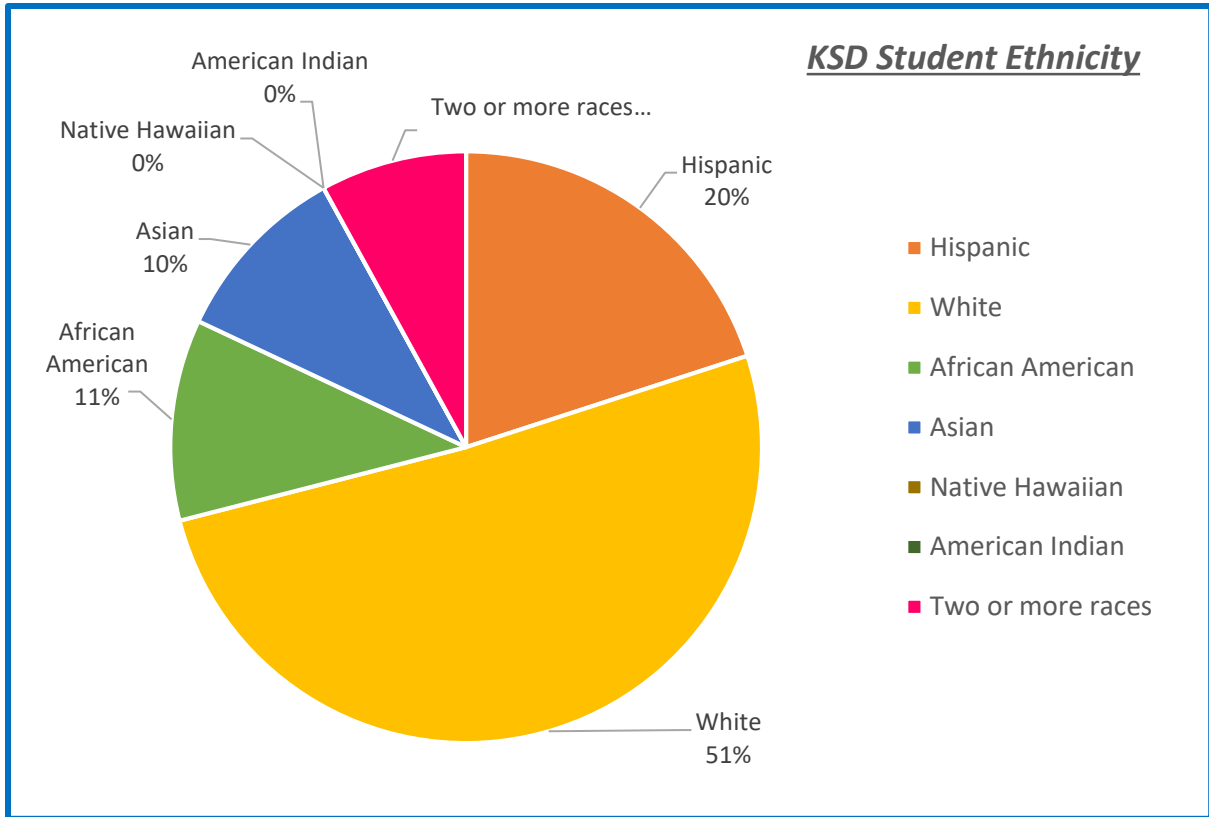
Percentage of KSD Employees Who are D/HH

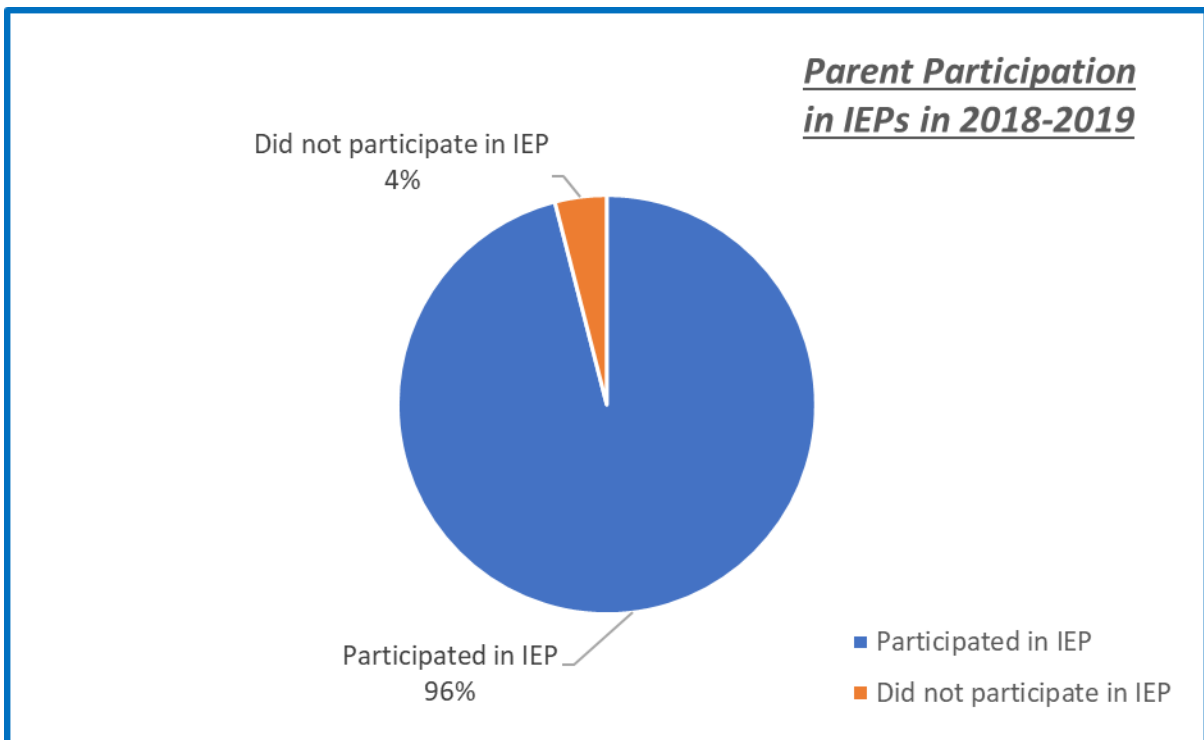
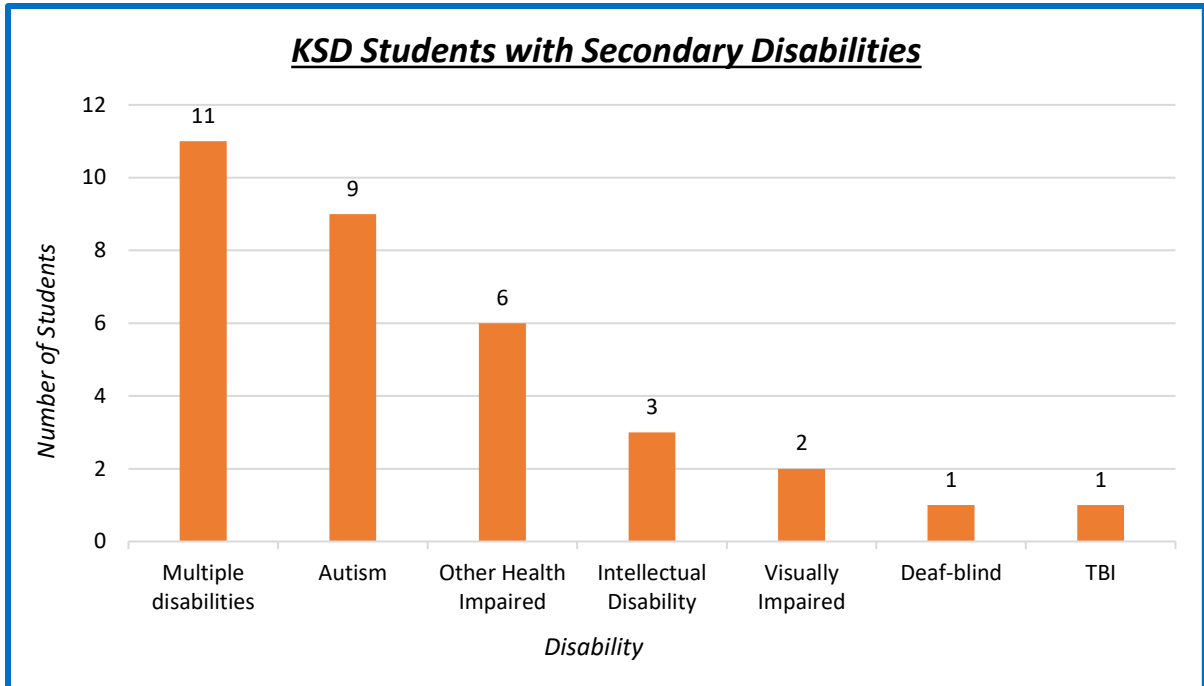


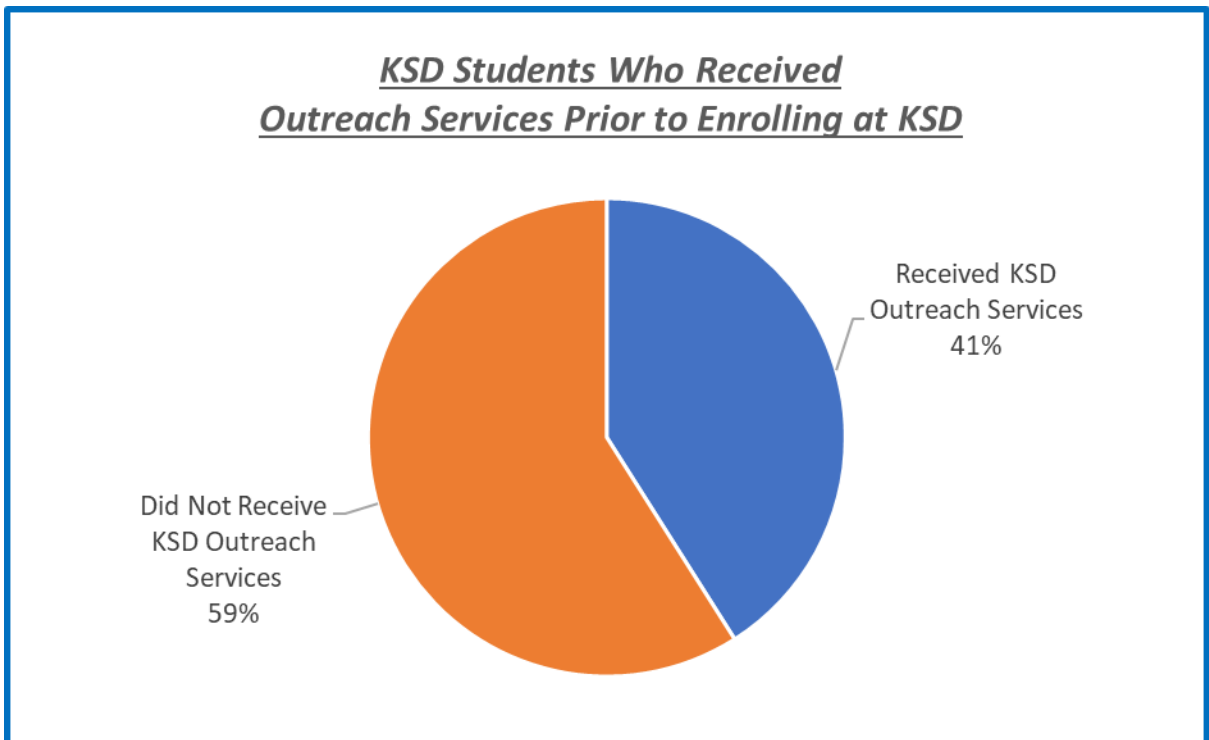
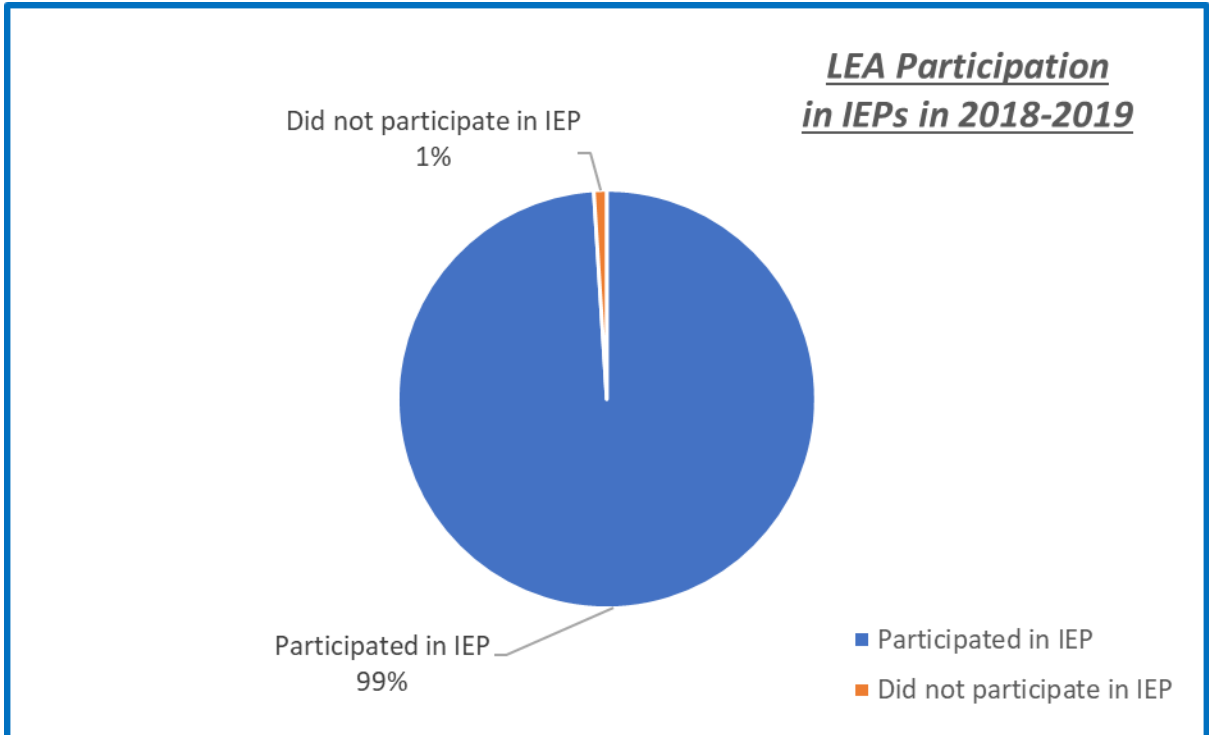


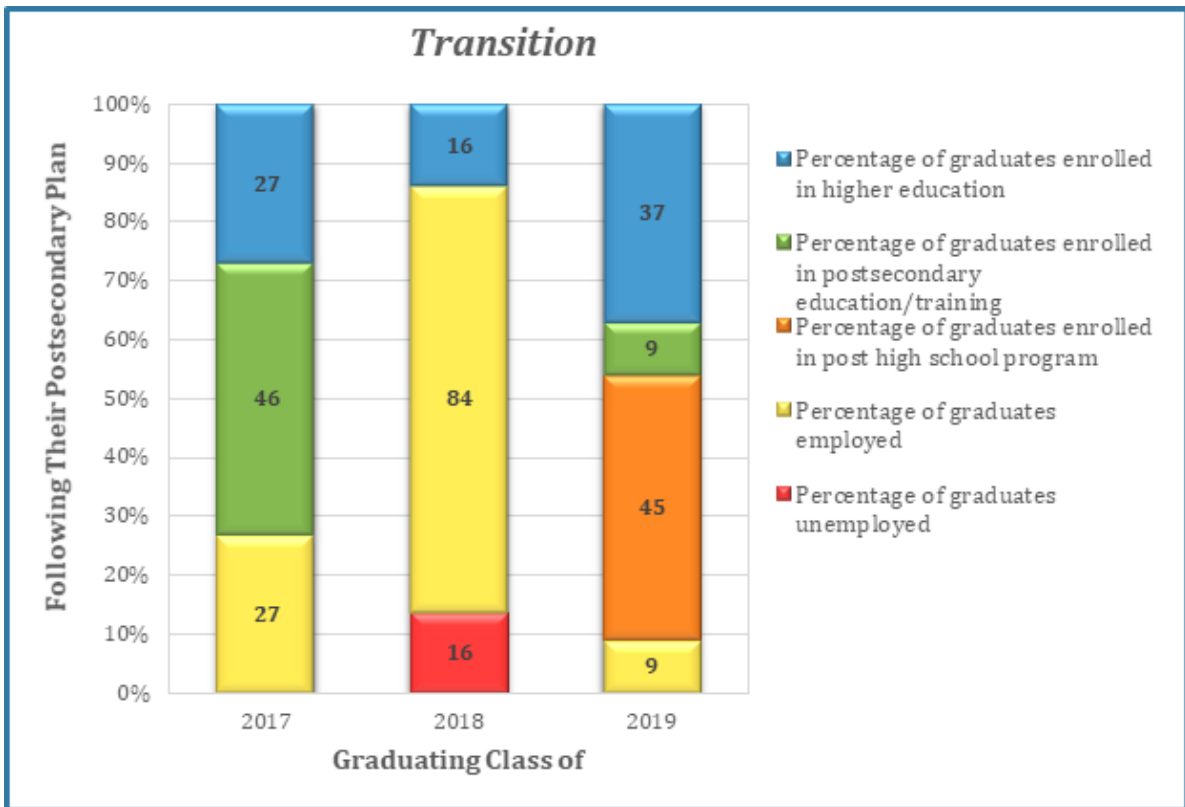
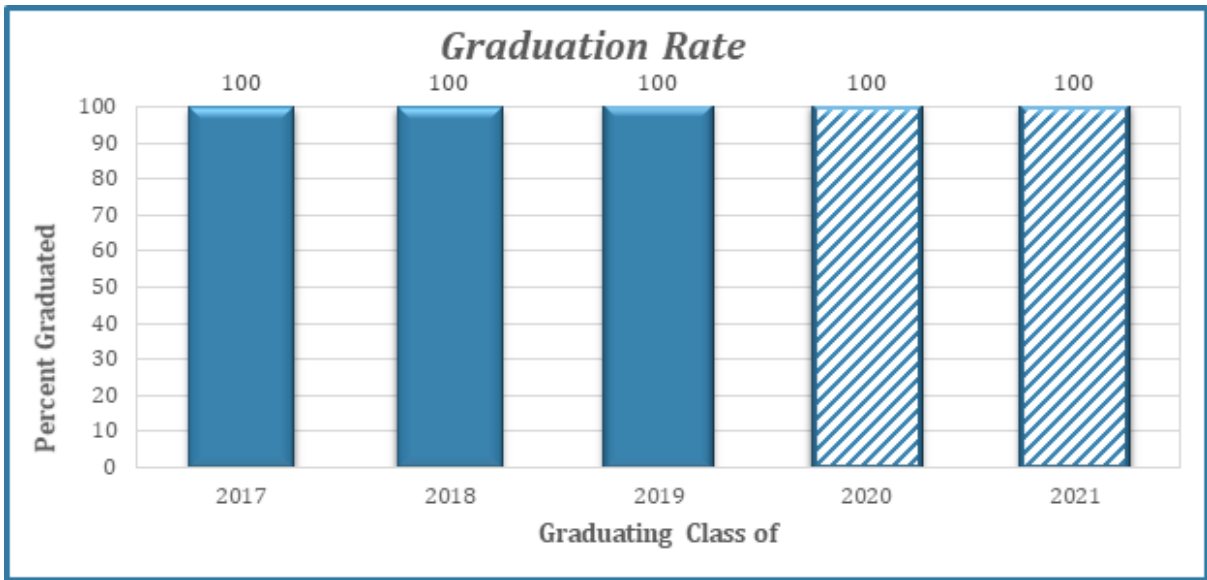
KSD Student Demographics











STUDENT ACHIEVEMENT PROFILE

The school puts together an annual profile in October for the previous school year. The reason is that we include fall testing data for the MAP assessment. Once the profile is put together, it is posted on the school's website.

The following are the Literacy, Mathematics and Science sections pertaining to both state and district level assessments. Also included is data from a 2016 ASL study as well as receptive and expressive ASL assessments.

LITERACY

For most deaf students, American Sign Language (ASL) is their first language, and English is taught as a second language. The Kansas School for the Deaf has adopted a bilingual approach to teaching reading, focusing on the development of a strong first language, signed or spoken, and through that first language teaching reading as a second language. The majority of deaf students do not have access to early language learning which is one of the primary building blocks in reading instruction. While the process of teaching reading may be different for deaf children, our goal is the same, to develop in all of our children the reading skills necessary to access the same content as their general education peers.

Assessments

To assess progress in reading English print, the following assessments were used and reported on in this document.

- Kansas State Assessment
- NWEA - Measures of Academic Progress (MAP)

Kansas State Assessment – ELA

The Common Core State Initiative is the largest-ever attempt in the United States to set unified expectations for what students in kindergarten through 12th grade should know and be able to do in each grade in preparation for college and the workforce. In short, the standards are meant to get every student in America on the same page. Right now, the common core standards covering Math and English Language Arts (ELA = writing and reading) were developed by a group of governors, chief state school officers and education experts from 48 states. The state of Kansas had adopted the common core standards and developed new academic standards (Kansas College and Career Readiness Standards) based on the common core. Using the KCCRS Standards as a guide, Kansas developed annual assessments in ELA (reading and writing), Mathematics, Science, and History and Government.

There are two assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Standards and the Alternate Assessment which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning Maps (DLM) to develop and administer the Alternate Assessment, which is based on the DLM Essential Elements standards.

In the spring of 2019, all KSD students in grades 3 – 8 took either the General or Alternate (DLM) Assessment in English Language Arts. Each student received a scaled score and was assigned a Performance Level based on their score. The Performance Levels differ for the General and Alternate (DLM) assessment and are explained below.

Based on their scaled scores, students taking the General Assessment were assigned one of 4 performance levels.

State of Kansas Performance Levels for the General Assessment

Level 1 – Performing below grade level

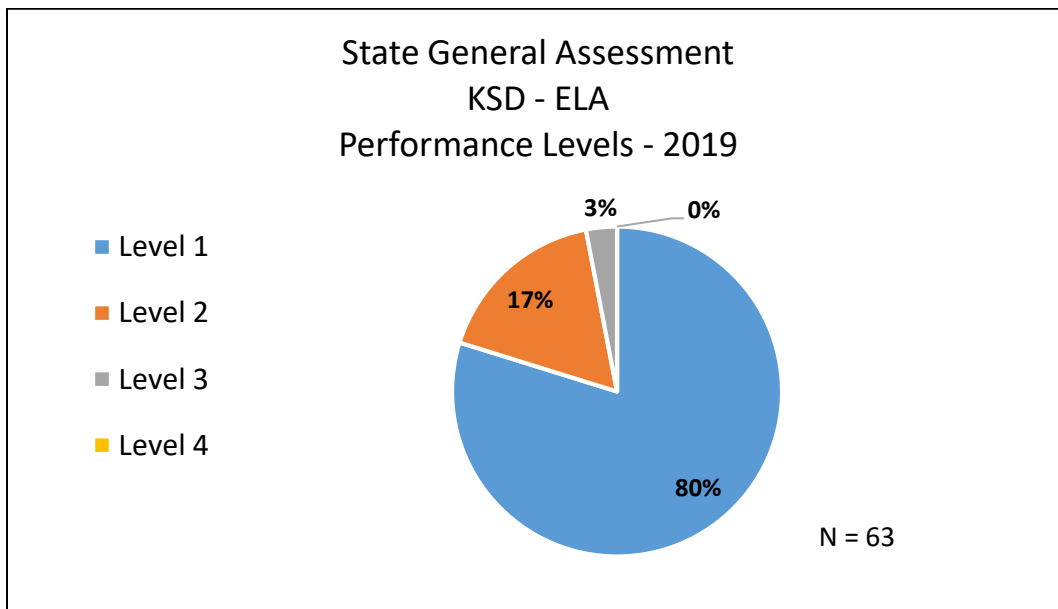
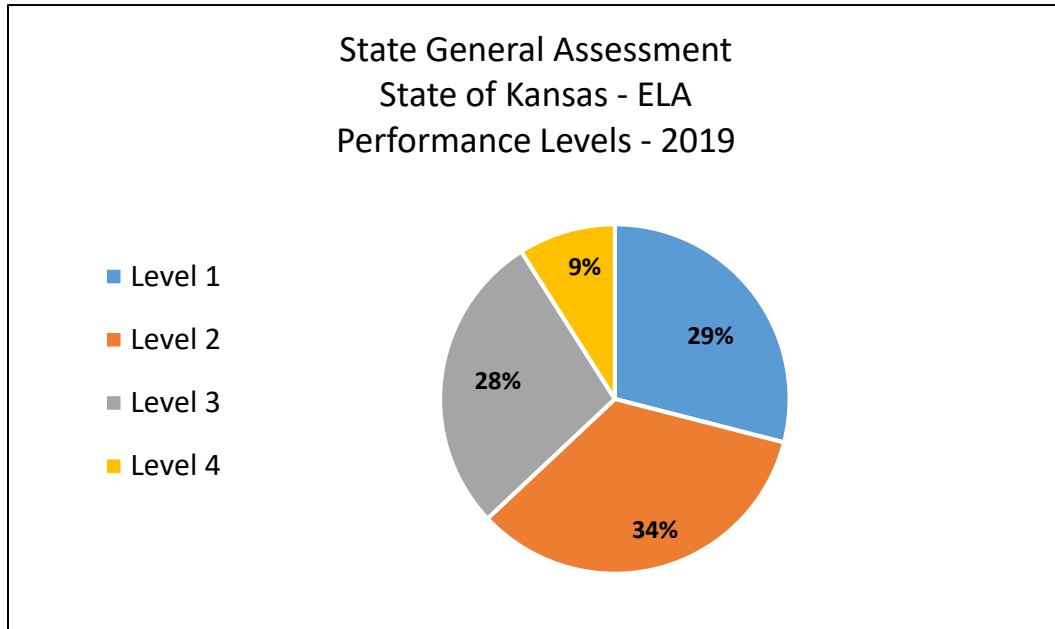
Level 2 – Performing at grade level but not yet ready for college/career

Level 3 – Performing at grade level and on track for college/career

Level 4 – Performing above grade level and on track for college/career

Kansas General Assessment – 2019 ELA Results

These graphs show the results of the 2019 State General Assessments. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2019. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.



Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

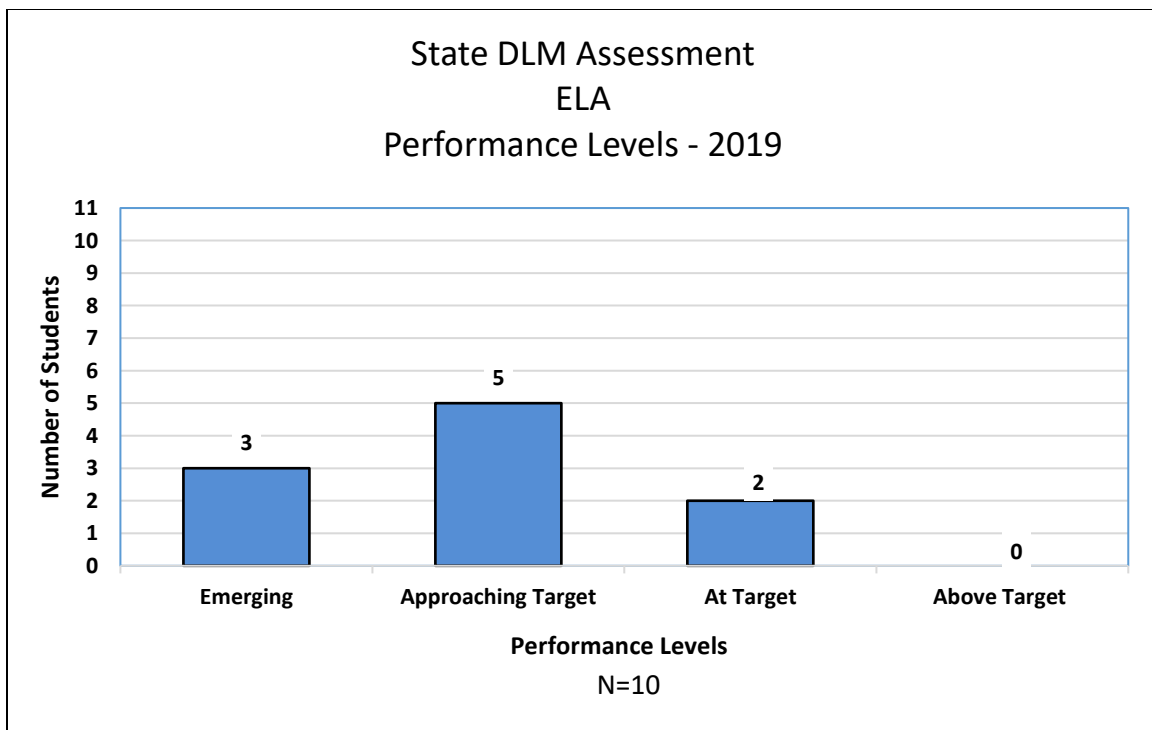
Kansas Alternate Assessment (DLM)– ELA Results

Some of our students take the alternate state assessment that is more appropriate for their abilities. The alternate assessment is called the DLM (Dynamic Learning Maps). In 2019, ten students qualified for the DLM assessment in ELA. The performance levels for the DLM are different than those for the General Assessment.

State of Kansas Performance Levels for the DLM (Alternate Assessment)

- Emerging
- Approaching Target
- Target
- Above Target

These graphs show the results of the 2019 State DLM Assessment in ELA. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 3 – 8 and 10 - 11 took the assessment in the spring of 2019.



The results indicate that over half of the students are approaching or have met their target goal.

MAP Reading and Language Assessments

The MAP tests are norm-referenced, computerized assessments administered in the subject areas of reading and math. MAP tests are based on a continuum of skills and assist teachers in identifying the instructional level of the student and also provide context for determining where a student is performing in relation to national norms. The MAP assessment is used to:

- Monitor academic growth over time
- Provide data for classroom, school, and district decision-making
- Identify students for appropriate instructional programs

KSD began testing students using MAP in Reading and Language in grades 3 through 12 in the fall of 2014. These computerized assessments are adaptive, presenting questions of varying degrees of difficulty. The questions adapt (become easier or harder) to match each student's individual instructional level.

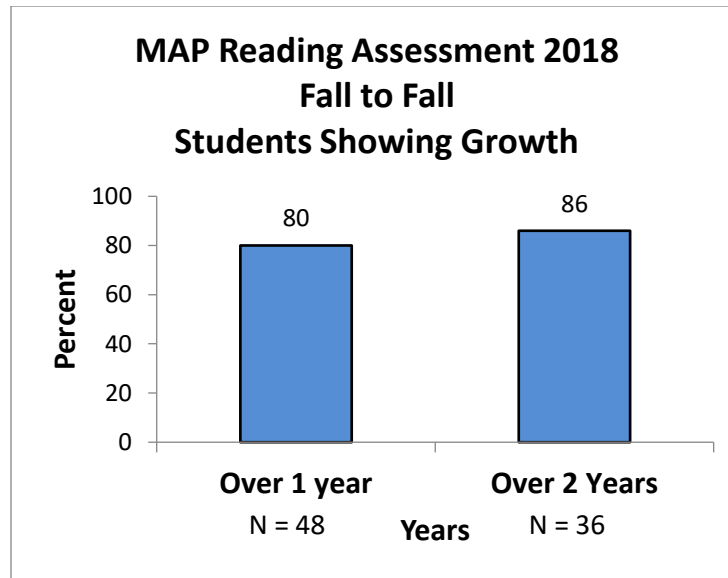
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Reading and Language assessments over a one-year period (fall of 2017 to fall of 2018) and a two-year period (fall of 2016 to fall of 2018). **Following the fall 2019 testing the profile data will be updated.**

MAP Reading Assessment

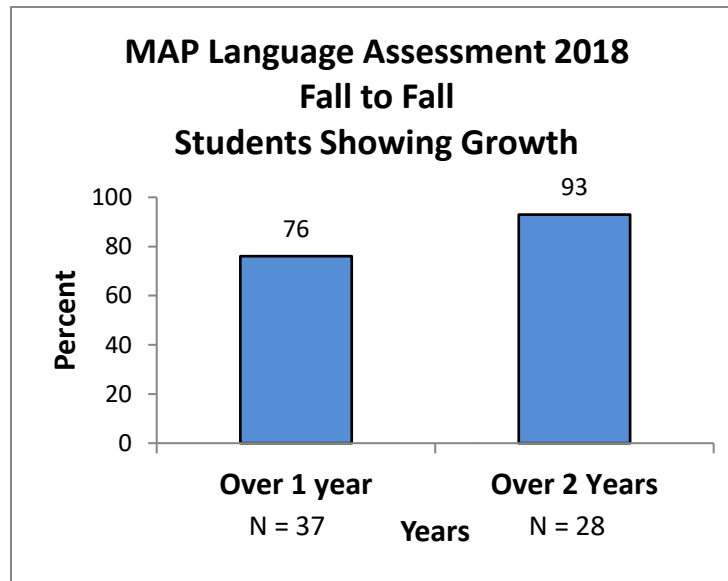
This graph compares the percentage of students whose RIT scores on the MAP Reading assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2017 to the fall of 2018 (one year) and the second bar shows the growth from the fall of 2016 to the fall of 2018 (two years). **Following the fall 2019 testing the profile data will be updated.**



Eighty percent of the students improved over one year, and over 86% improved over two years. These results indicate that most students are showing improvement over both a one- and two-year time span.

MAP Language Assessment

This graph compares the percentage of students whose RIT scores on the MAP Language assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2017 to the fall of 2018 (one year) and the second bar shows the growth from the fall of 2016 to the fall of 2018 (two years) **Following the fall 2019 testing the profile data will be updated.**



Seventy-six percent of the students improved over one year, and over 93% improved over two years. These results indicate that most students are showing improvement over both a one- and two-year time span.

MATHEMATICS

The emphasis in mathematics has shifted from rote computation to higher-level skills including application and problem solving. Our students are expected to not only perform math procedures but to apply those procedures to solve real world problems. As the emphasis shifts to application and the ability to reason and use critical thinking skills, language skills (reading and writing) have become an integral part of the math curriculum. Students need to be able to read and write mathematics as well as perform pencil and paper calculations. They need natural and early exposure to the language of math in both ASL and English in order to develop the math skills needed to solve higher-level problems.

Assessments

To assess student's math skills, the following assessments are reported on in this document.

- Kansas State Assessment
- NWEA - Measures of Academic Progress (MAP)

Kansas State Mathematics Assessment

The Common Core State Initiative is the largest-ever attempt in the United States to set unified expectations for what students in kindergarten through 12th grade should know and be able to do in each grade in preparation for college and the workforce. In short, the standards are meant to get every student in America on the same page. Right now, the common core standards covering Math and English Language Arts (ELA = writing and reading) were developed by a group of governors, chief state school officers and education experts from 48 states. The state of Kansas had adopted the common core standards and developed new academic standards (Kansas College and Career Readiness Standards) based on the common core. Using the KCCRS Standards as a guide, Kansas developed annual assessments in ELA (reading and writing), Mathematics, Science, and History and Government.

There are two assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Standards and the Alternate Assessment which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning Maps (DLM) to develop and administer the Alternate Assessment, which is based on the same DLM Essential Elements.

In the spring of 2019, all students in grades 3 – 8 and grade 10 took either the General or Alternate (DLM) Assessment in Mathematics. Each student received a scaled score and was assigned a Performance Level based on their score. The Performance Levels differ for the General and Alternate (DLM) and are explained on the next page. Based on their scaled scores, students taking the General Assessment were assigned one of 4 performance levels.

State of Kansas Performance Levels for the General Assessment

Level 1 – Performing below grade level

Level 2 – Performing at grade level but not yet ready for college/career

Level 3 – Performing at grade level and on track for college/career

Level 4 – Performing above grade level and on track for college/career

Based on their test results, students taking the DLM Assessment were given one of four Performance Levels.

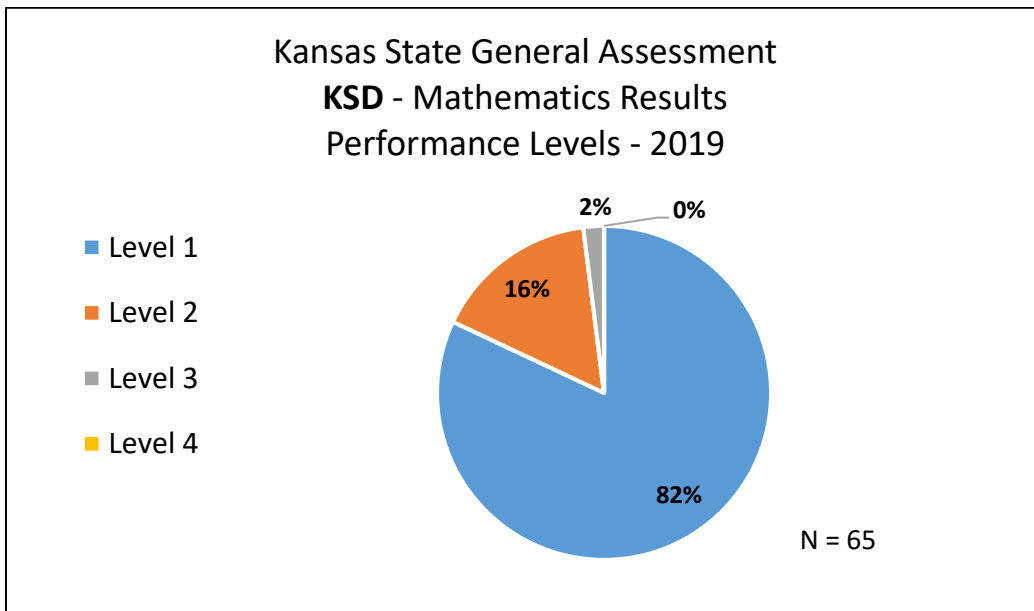
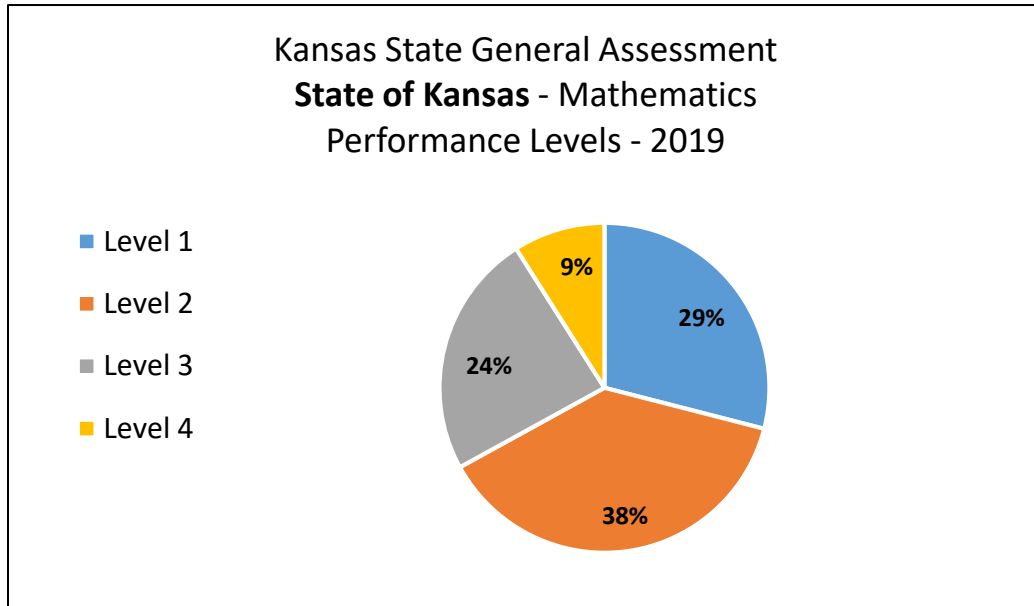
State of Kansas Performance Levels for the DLM (Alternate Assessment)

- Emerging
- Approaching Target
- Target
- Above Target

The following page shows the results of the 2019 State Math Assessments. First will be the General Assessment results followed by the results from the DLM Assessment.

Kansas General Assessment – 2019 Mathematics Results

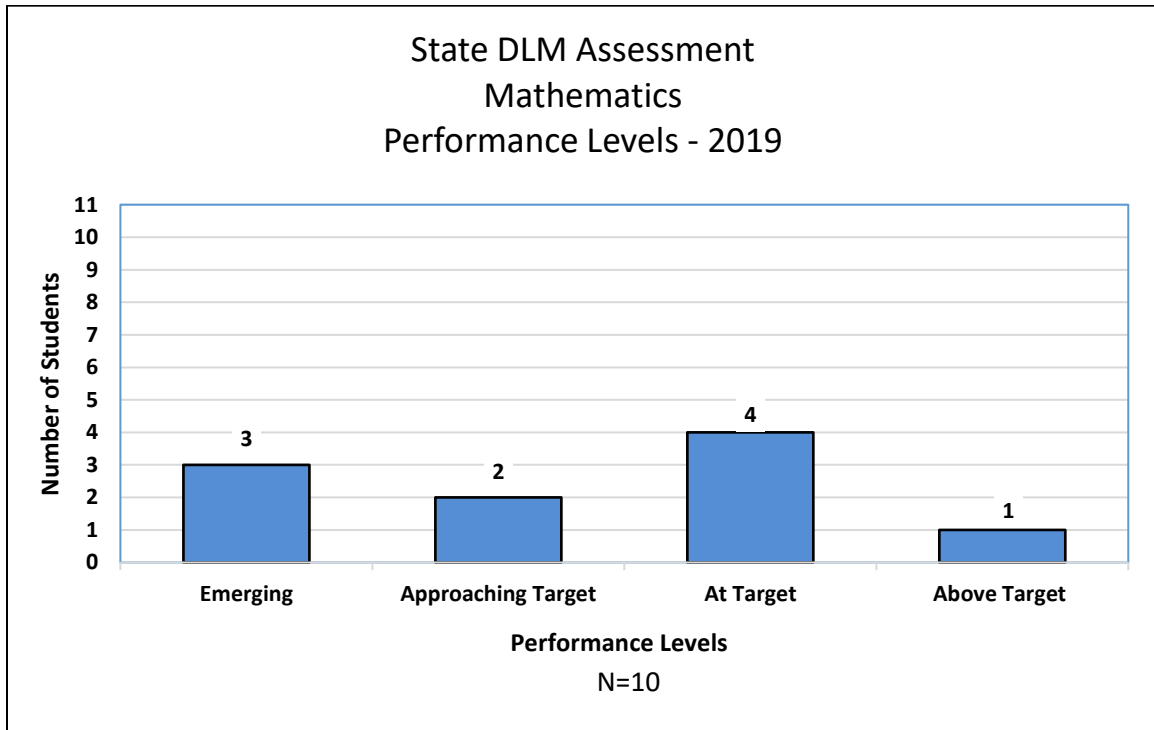
These graphs show the results of the 2019 State General Assessment in mathematics. Students in grades 3 – 8 and grade 10 took the assessment in the spring of 2019. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.



Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

Kansas Alternate Assessment (DLM) – 2019 Mathematics Results

These graphs show the results of the 2019 State DLM Assessment in mathematics. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 3 – 8 and grade 10 took the assessment in the spring of 2019.



The results indicate that half of the students have either met their target goal or exceeded it in Mathematics.

MAP Mathematics Assessment

The MAP tests are norm-referenced, computerized assessments administered in the subject areas of reading and math. MAP tests are based on a continuum of skills and assist teachers in identifying the instructional level of the student and also provide context for determining where a student is performing in relation to national norms. The MAP assessment is used to:

- Monitor academic growth over time
- Provide data for classroom, school, and district decision-making
- Identify students for appropriate instructional programs

KSD began testing students using MAP in Mathematics in grades 3 through 12 in the fall of 2014. These computerized assessments are adaptive, presenting questions of varying degrees of difficulty. The questions adapt (become easier or harder) to match each student's individual instructional level.

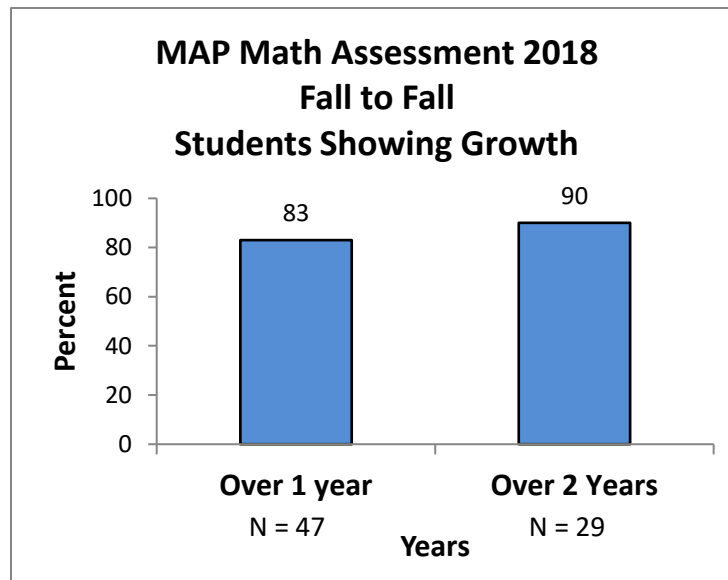
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over both one- and two-year periods.

The following graph shows the percentage of students that showed growth on the Map Mathematics assessment over a one-year period (fall of 2017 to fall of 2018) and a two-year period (fall of 2016 to fall of 2018). **Following the fall 2019 testing the profile data will be updated.**

MAP Mathematics Assessment – 2018 Results

This graph compares the percentage of students whose RIT scores on the MAP Mathematics assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2017 to the fall of 2018 (one year) and the second bar shows the growth from the fall of 2016 to the fall of 2018 (two years).



The results indicate the 83% of the students improved over one year, but over two years 90% improved their scores. These results indicated that most students are improving over both a one- and two-year time span.

SCIENCE

Kansas State Science Assessments

After the development and adoption of the new Kansas College and Career Ready Standards in Science in 2013, the state developed an annual Science assessment to measure progress through the standards. In 2015-16 the newly developed assessment was field-tested. In 2016-17 the assessment was operational and given to students across Kansas.

To assess student's science skills, the following assessments are reported on.

- Kansas State Assessment
- NWEA - Measures of Academic Progress (MAP)

There are two Science assessment forms in Kansas, the General Assessment which is an on-level assessment based on the KCCRS Science Standards and the Alternate Science Assessment, which is an assessment for those students who have significant cognitive disabilities. Kansas contracted with Dynamic Learning Maps (DLM) to develop and administer the Alternate Assessment, which is based on the same DLM Essential Elements.

In the spring of 2019, all KSD students in grades 5, 8, and 11 took either the General or Alternate (DLM) Assessment in Science. Each student received a scaled score and was assigned a Performance Level based on their score.

State of Kansas Performance Levels for the General Assessment

Level 1 – Performing below grade level

Level 2 – Performing at grade level but not yet ready for college/career

Level 3 – Performing at grade level and on track for college/career

Level 4 – Performing above grade level and on track for college/career

Based on their test results, students taking the Alternate (DLM) Assessment were given one of four Performance Levels.

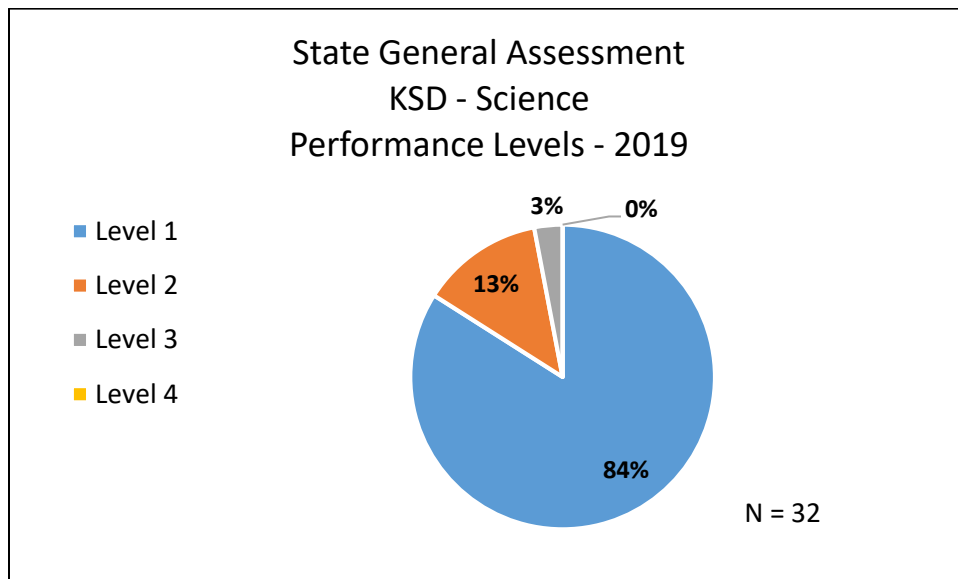
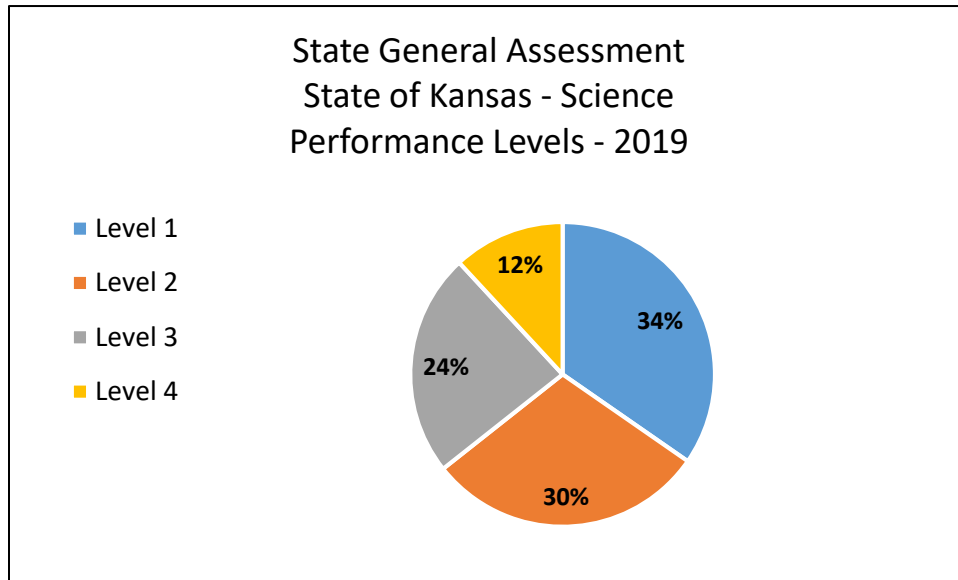
State of Kansas Performance Levels for the DLM (Alternate Assessment)

- Emerging
- Approaching Target
- Target
- Above Target

The following page shows the results of the 2019 State Math Assessments. First will be the General Assessment results followed by the results from the DLM Assessment.

State General Assessment – 2019 Science Results

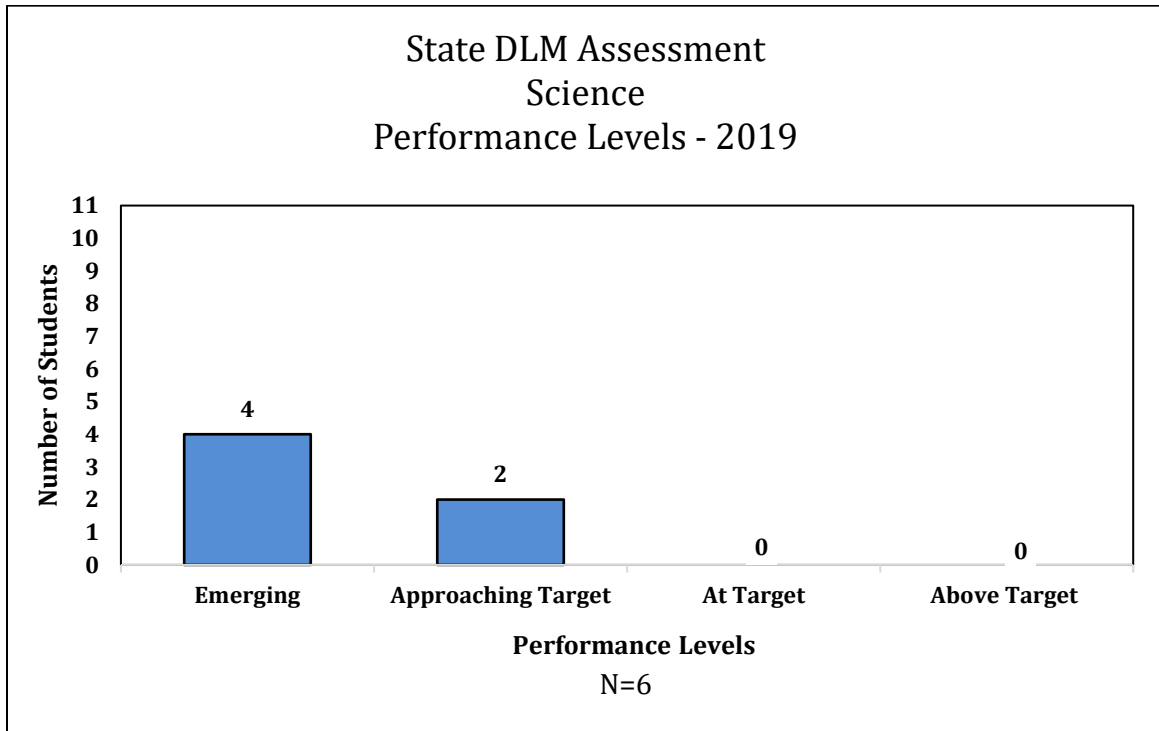
These graphs show the results of the 2019 State General Assessment in Science. Students in grades 5, 8, and 11 took the assessment in the spring of 2019. The top graph shows the state of Kansas results, the bottom graph, the Kansas School for the Deaf results.



Since students are required to take the General Assessment at their grade level and not their instructional level, the majority of our students perform at a Level 1.

Kansas Alternate Assessment (DLM) – 2019 Science Results

These graphs show the results of the 2019 State DLM Assessment in science. The DLM Assessment is for students with significant cognitive disabilities. Qualifying students in grades 5, 8 and 10 took the assessment in the spring of 2019.



The majority of our students are still at the emerging or approaching target level.

MAP Science Assessment

The MAP tests are norm-referenced, computerized assessments administered in the subject areas of reading and math. MAP tests are based on a continuum of skills and assist teachers in identifying the instructional level of the student and also provide context for determining where a student is performing in relation to national norms. The MAP assessment is used to:

- Monitor academic growth over time
- Provide data for classroom, school, and district decision-making
- Identify students for appropriate instructional programs

KSD began testing students using MAP in Science in grades 7 through 12 in the fall of 2015. These computerized assessments are adaptive, presenting questions of varying degrees of difficulty. The questions adapt (become easier or harder) to match each student's individual instructional level.

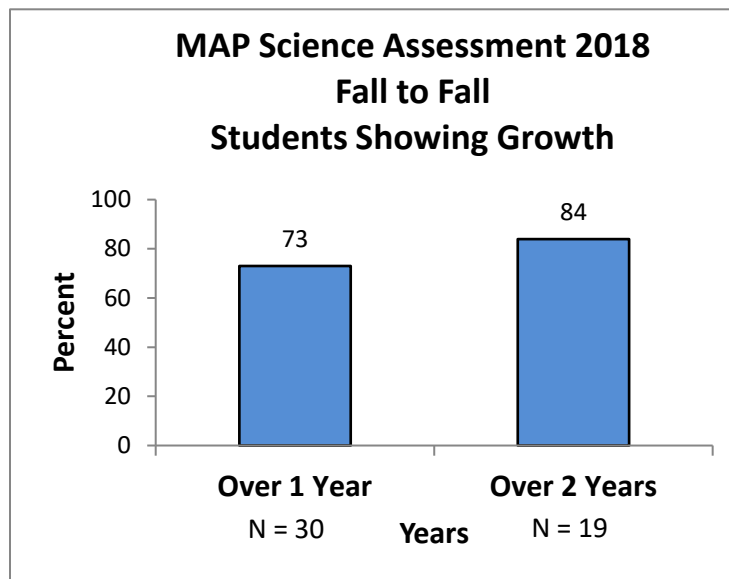
Students are tested twice a year, in the fall and spring. They receive a score called the RIT score. This is a scaled score which can be compared year to year. This scaled score can also be used to compare student performance to their peers in the norm group.

Since one purpose of the MAP Assessment is to measure growth over time, we graphed the results based on the percentage of our students that showed growth over a one- and two-year period.

The following graph shows the percentage of students that showed growth on the MAP Science assessment over a one-year period (fall of 2017 to fall of 2018) and a two-year period (fall of 2016 to fall of 2018).

MAP Science Assessment – 2018 Results

This graph compares the percentage of students whose RIT scores on the MAP Science assessment improved over one year and over two years. The first bar shows the percentage of students showing growth from the fall of 2017 to the fall of 2018 (one year) and the second bar shows the growth from the fall of 2016 to the fall of 2018 (two years). **Following the fall 2019 testing the profile data will be updated.**



The results indicate the 73% of the students' scores improved over one year, but over two years 84% improved. These results indicated that most students are improving over both a one- and two-year time span.

American Sign Language/Conversational Language Proficiency

Kendall Conversational Proficiency Levels Assessment – General Information

The Kendall Conversational Proficiency Levels (P-Levels) is a pragmatic, expressive language rating scale designed to assess Deaf children’s ASL communicative skills. The assessment focuses largely on the child’s expressive competencies in conversational situations across various settings, such as the hallway, cafeteria, and classroom. Students are given a rating from 0 – 7. The first 5 levels of the rating scale primarily reflect the student’s competencies in basic interpersonal communication skills, otherwise known as **social language**. As the students move into levels 6 and 7 the communication skills shift from **social language** into cognitive **academic language**. The earlier a student is ready for the shift to academic language, the earlier they can fully access grade level standards.

P-Level Testing Procedures

- The assessment is given annually to those students receiving ASL tutoring and as part of every student’s 3-year reevaluation.

2016-17 Study

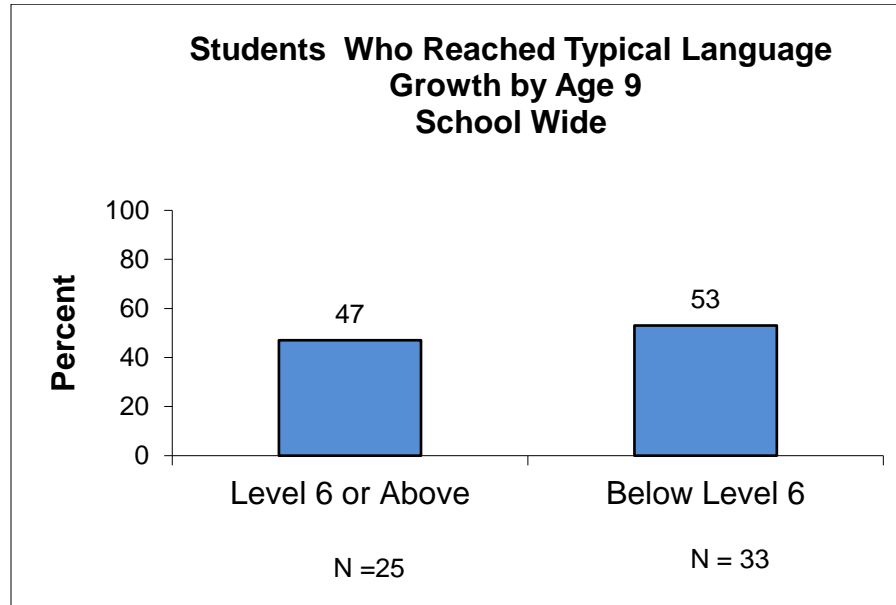
In the spring of 2017, the bilingual department conducted a study of the Proficiency Levels (P-Levels) of students in both the Elementary and Secondary Departments. The purpose of the study was to identify which students had “typical” language growth by age 9. The study group consisted of deaf students who attended KSD and did not have an additional cognitive disability. The total number of students evaluated was 58 ranging in age from 9 – 20.

“Typical” language growth by age 9 was defined as having a P-Level on the Kendall Conversational Proficiency Assessment of **6 or above**.

This study will be replicated following the 2019-20 school year.

Kendall Conversational Proficiency Levels Assessment – 2016-17 Study Results

This graph displays the percent of the 58 students tested that had typical language growth in ASL by age 9. Typical language growth is defined as having achieved level 6 or above on the Kendall Proficiency Scale.



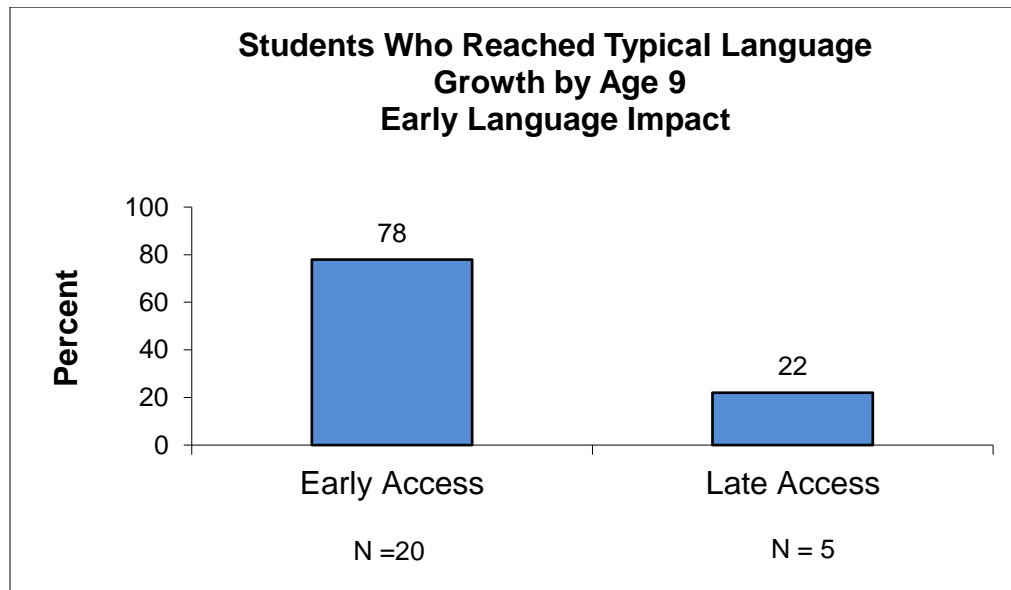
The data shows that 47% of the students tested had typical language growth in ASL by age 9.

Kendall Conversational Proficiency Levels Assessment – 2016-17 Study Results

Early Language Impact

This graph looks at the 25 students that did reach typical language growth by age 9. We wanted to see what characteristics these students displayed that were missing in the students who did not reach typical language growth.

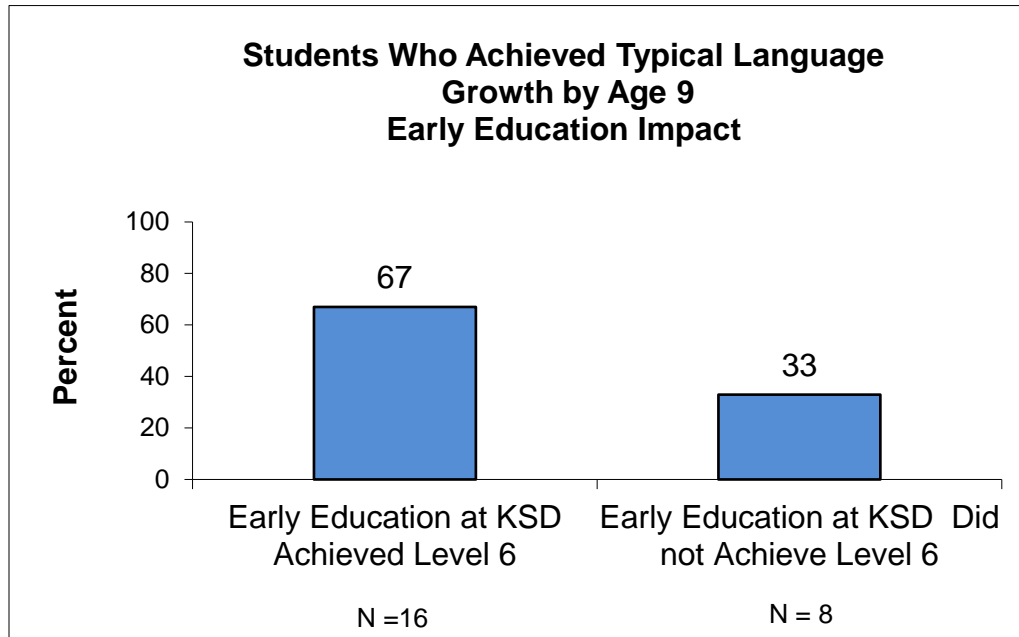
The first characteristic that we looked at was access to early language. As defined earlier, students with early language access were exposed to ASL early in life, as one or more of their parents signed.



The data shows that 78% of the students who reached level 6 by age 9 had access to early language. The results indicate the importance of early access to language in achieving typical language growth in ASL.

Early Education Impact

The second factor that we looked at was the impact of early education on reaching typical language growth by age 9. Out of the 58 students tested, 24 attended either the KSD Early Childhood Preschool or Kindergarten. We looked at those 24 students to see if starting school early at KSD would make a difference. The results are below.



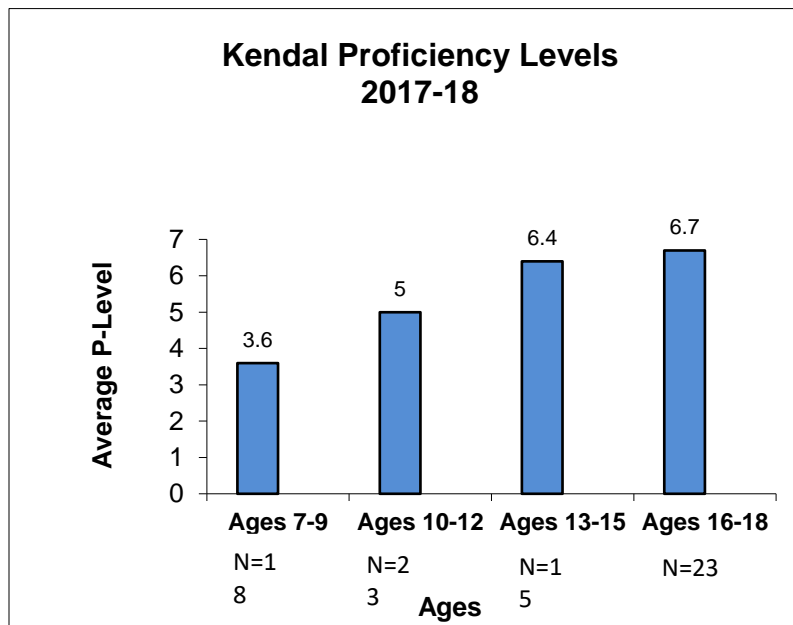
The results indicate that early education at KSD makes a significant difference in developing typical language growth in ASL. Sixty-seven percent of students who attended Early Education at KSD achieved typical language growth by age 9 compared with 33% of the control group.

Kendall Conversational Proficiency Levels (P-Level) – 2017-18 Results

The following graph looks at the Kendall Conversational Proficiency Level (P-Level) of students at the end of the 2017-18 school year. The graph displays the average P-Level for four groups of students. **This data will be updated in the fall of 2019 to include the 2018-19 school year.**

- Group 1 = Students ages 7, 8, and 9
- Group 2 = Students ages 10, 11, and 12
- Group 3 = Students ages 13, 14, and 15
- Group 4 = Students ages 16, 17, and 18

Students were assigned to groups based on their ages as of September 1, 2018. Students with additional cognitive disabilities were not included in the results. The top level on the P-Level assessment is 7.



Results indicate that student P-Levels increase as they get older and are exposed to more American Sign Language.

KSD Visual Listening Assessment (VLAT) – General Information

The KSD Visual Listening Assessment (VLAT) was developed during the spring of 1994 by the staff at the Kansas School for the Deaf for the purpose of assessing deaf students' visual listening comprehension in American Sign Language (ASL). The term visual listening refers to acquiring information through ASL. For deaf children listening means receiving linguistic information visually (through the eyes) much as hearing children listen by receiving linguistic information through the ears.

The VLAT consists of nine graded passages based on an Informal Reading Inventory (IR-TI, Manzo, 1995). The passages were translated from English to ASL and put on videotapes. Students are then assessed in individual sessions and given a visual listening comprehension level. All students are given the VLAT every three years as part of their Comprehensive Evaluation. Students referred to ASL tutoring are also given the VLAT.

VLAT Testing Procedures

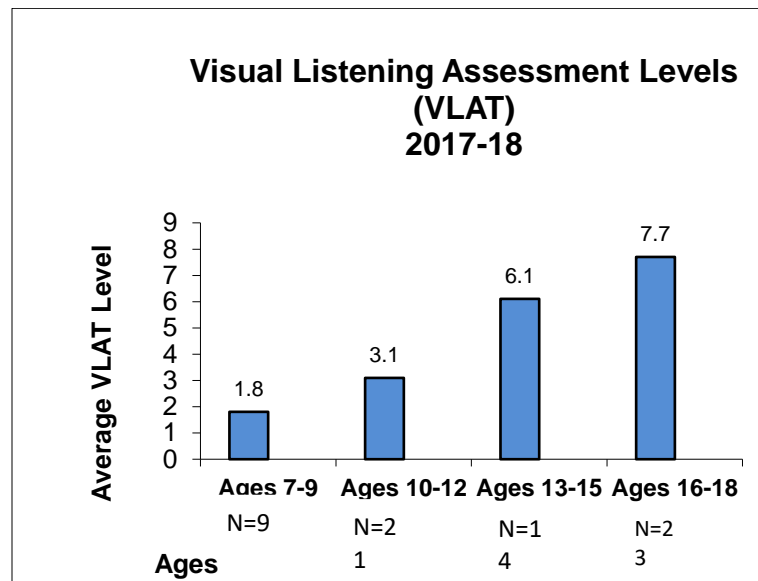
- A graded ASL passage is selected based on an English word identification assessment, and “prior knowledge” questions are signed to the student.
- The student watches the videotaped ASL passage (once or twice) and is asked literal questions, questions of fingerspelled vocabulary, and inferential questions about the passage. If the student scores 60% or higher, they move on to the next graded level.
- The student continues the above procedure until a final visual listening comprehension level is reached (66% or less of the questions answered correctly).

Visual Listening Assessment Tool (VLAT) – 2017-18 Results

The following graph looks at the Visual Listening Assessment levels of students at the end of the 2017-18 school year. The graph displays the average VLAT level for four groups of students. **This data will be updated in the fall of 2019 to include the 2018-19 school year.**

- Group 1 = Students ages 7, 8, and 9
- Group 2 = Students ages 10, 11, and 12
- Group 3 = Students ages 13, 14, and 15
- Group 4 = Students ages 16, 17, and 18

Students were assigned to groups based on their ages as of September 1, 2018. Students with additional cognitive disabilities were not included in the results. The top level on the VLAT assessment is 9.



Results indicate that the largest growth in receptive ASL skills occurs between the ages of 12 and 15.

EXTERNAL SCAN OF DEMOGRAPHIC SOCIAL, POLITICAL AND EDUCATIONAL FACTORS

The Kansas School for the Deaf (KSD) was established in 1861 in Baldwin City, Kansas and moved to Olathe, Kansas in 1866 where it has operated to the present day. We are a state agency funded primarily from the State General Fund with supervision by the Kansas State Board of Education.

Kansas Economy

A well-educated workforce is necessary for a strong Kansas economy. For that reason, KSD is tasked with responding to the educational needs of all children and youth who are D/HH, aged birth through 21, statewide. Special Education Directors and Infant Toddler Networks across the state are increasingly asking for services for birth-three because evidence-based research shows that language acquisition at the earliest age, when brains are growing and most receptive to language, is imperative if these children are to be effectively educated throughout their lives. On the other end, we are tasked to prepare students with kindergarten and career/college readiness skills. A significant number of students who enroll at KSD at a later age do not have sufficient language skills in either ASL, English, or both, which makes achieving that goal challenging.

KSBE/KASB Personnel Study

As a result of the Personnel Study conducted by KASB in 2017, a re-organization of management positions was implemented. Currently, KSD is operating with a superintendent, per recommendation of the State Board of Education. The Superintendent oversees the center-based school, Instruction, Outreach and Related Services, Student Life, and Support Services.

2017 – The Kansas State Board of Education requested that the Kansas Association of School Boards (KASB) conduct a personnel study with a focus specifically on current staffing and services offered at KSD and KSSB.

The following areas were the focus of the study:

- Review current administrative structure in alignment with both schools' desired outcomes.
- Study similar-size and types of districts/schools nationwide to determine the most effective model for the delivery of services to positively impact student success.
- Engage stakeholders to gather input and information related to perceived strengths, weaknesses, opportunities and threats to guide future planning for KSD/KSSB leadership.

The following recommendations were retrieved from the Personnel Study:

- Redesign of the current leadership structure to improve communication and services provided statewide and the campus-based program.
- Develop more outreach services and supports to meet the needs of students, parents, and staff within their local school district.
- Improve communication and visibility statewide around services and supports offered.
- Increase professional development opportunities for staff.
- Include more opportunities to assist students in their transition to life after KSD and KSSB.

2018 – Because of the unique needs in the fields of deaf education and blind/low vision, the Kansas State Board of Education (KBOE) has appointed a superintendent at each school, one at the Kansas School for the Deaf and one at the Kansas State School for the Blind. In compliance with the Kansas Association of School Boards (KASB) and Kansas Board of Education’s recommendations, both superintendents are charged to ensure that resources/services are provided to school districts, cooperatives and interlocals that serve students who are D/HH and or Blind/Low Vision.

Agency Goals in Alignment with the Board of Education Outcomes and Kansas Association of School Boards (KASB)

At KSD all aspects of the work of the agency are driven by our three goals listed below.

Goal 1

Advance the agency’s mission, vision and core values by assuring quality services are provided to internal and external community members.

- Ongoing communication with KSBE and stakeholders
- Provide leadership and technical assistance
- Strengthen campus-based and outreach programs
- Maintain safety and security

Goal 2

Provide leadership and technical assistance to campus-based and outreach programs, ensure high quality early intervention, early childhood and K-12 education, Kansas Students Transition and Academic Readiness (KSTAR) programs and success for all students who are D/HH in the state of Kansas.

- Meet individual needs of students, parents, and professionals within their local communities and schools
- Expand more online opportunities for students, families and professionals
- Maximize full array of high-quality resources and expertise to provide efficient and effective service delivery
- Shared resources via partnerships
- Ensure each D/HH student's educational needs are addressed through collaboration with the Kansas State Department of Education, Kansas Department of Health and Environment, other state agencies, local districts, and parents
- Provide effective and relevant professional development to school districts, parents, and community
- Create a system to empower active engagement preparing students for their postsecondary plans

Goal 3

Facilities Operation Services ensures facilities, equipment and services efficiently and effectively provide a comprehensive research-based 21st century educational experience for students and staff in a clean, safe, and secure environment.

Board of Education's Initiatives

In December 2015, the Every Student Succeeds Act (ESSA) became a law, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). Under ESSA, Kansas will be responsible for determining if schools are successful in meeting the needs of every student. All schools, including KSD, are expected to set rigorous standards for student success along with the Board of Education's Vision for Kansas children - KANSANS CAN. The board has defined what a successful high school graduate is with an assurance that every graduate has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be a contributing member of society.

KSDE Board of Education – Five Outcomes

The Kansas State Board of Education (KSBE) has adopted a vision for the state of Kansas. That vision is that *Kansas leads the world in the success of each student*.

In order to meet that vision, the State Board has selected five outcomes that will help measure the progress of their new vision. The five outcomes are:

1. Kindergarten Readiness
2. Individual Plans of Study
3. High School Graduation Rates
4. Postsecondary Completion/Attendance
5. Social/Emotional Growth Measured Locally

The following pages highlight each outcome and provide information (when available) to monitor KSD's progress toward meeting the five outcomes.

KSBE Outcome #1: Kindergarten Readiness

Kindergarten Readiness is an important building block for a student's future achievements and success. In order to identify where extra resources and supports should be delivered, the state has decided to screen all Kansas students entering Kindergarten using a commercial readiness screener, *Ages and Stages*. The screening began in the fall of 2018.

The results will be used to provide information to families, teachers and administrators about how many kindergarten students are developing at a rate that is appropriate for their age. It will measure development in motor, literacy/language, math, and social-emotional development. This information will support data-driven decision making by schools, districts and state policy makers who can consider targeted ways to increase readiness.

The screener won't be used to keep a child from entering kindergarten nor will it be used to measure a teacher's ability.

KSBE Outcome #2: Individual Plan of Study

An Individual Plan or Study (IPS) is based on the student's interests and talents. The plan begins in middle school and should be developed cooperatively between the student, the school and family members.

Each IPS will include results of a series of career interest inventories during the 7th and 8th grades. Coursework entering high school is aligned with the student's goals. As the student works throughout high school, the IPS is continually updated as interests and goals change. The IPS also contains a general postsecondary plan and a comprehensive personal portfolio.

The IPS is designed to help all Kansas students obtain a suitable vision of their path toward college and career readiness. It helps provides the students with relevant and career specific courses based on their interests and talents. With focused and realistic planning, it can improve the number of students successfully completing postsecondary programs (college, two- and four- year postsecondary training).

An IPS isn't a checklist. Developing and implementing an IPS is an ongoing process that should be reviewed and updated with the students and families regularly.

KSD has a full-time transition facilitator who works with students and their families to develop the IPS. The following outlines the process of developing the IPS beginning in the 7th grade. During the 2018-19 school year, the transition facilitator began working with students in 6th grade as well to begin planning for their IPS.

7th Grade

- All 7th grade students take a 9-week Career class. The class focus is on exploring their strengths, weaknesses, and interests. They try to answer the question, "Who am I?"
- All students meet individually with the transition facilitator to begin the IPS planning.
- The transition facilitator attends all students' annual IEP. At the IEP, the student presents a power point related to their interests and shares that with their parents. Then the transition facilitator answers any questions.

8th Grade

- All students take a semester Career class. The focus of this course is to identify different careers and the skills needed to be successful in those careers. They look to match their strengths/interests with different careers.
- All 8th graders attend the Johnson County Career Fair.
- Students use Career One-Stop, a software program that highlights different jobs and their requirements.
- All students meet individually with the transition facilitator at least once and more often if needed to continue the IPS.
- The transition facilitator attends all students' annual IEP. At the IEP, the student updates their power point from the 6th grade and share their plan and goal with their parents. Then the transition facilitator explains how the school will try to help the student arrive at their goal.

9th – 11th Grades

- In grades 9 – 11, the school offers a semester or full year, Career Training class. The purpose of the class is to both to prepare the students for employment and provide on and off campus internships. The One-Stop software is used throughout the Career Training classes to help modify student goals.
- All students in grades 9 – 11, regardless of whether or not they are in the Career Training class, continue to meet individually with the transition facilitator to update/revise their IPS. Once they are in high school they will meet with the coordinator a minimum of two times per year – more if needed.
- The transition facilitator attends all students' annual IEP. At the IEP, the student continues to update their transition power point and shares the update with their parents. Then the transition facilitator is available for questions/clarification.
- The students have opportunities to attend multiple career fairs.

12th Grade

- In grade 12, the student has an opportunity to take the semester or full year, Career Training class including on and off campus internships.
- During their senior year, the transition facilitator meets regularly with the students, both individually and in small groups to continue their IPS and to complete their senior portfolio.
- Each senior presents their transition power point to their parents at their annual IEP. The transition facilitator is available for questions/clarification.
- The 12th grade students attend multiple career fairs.

Postsecondary

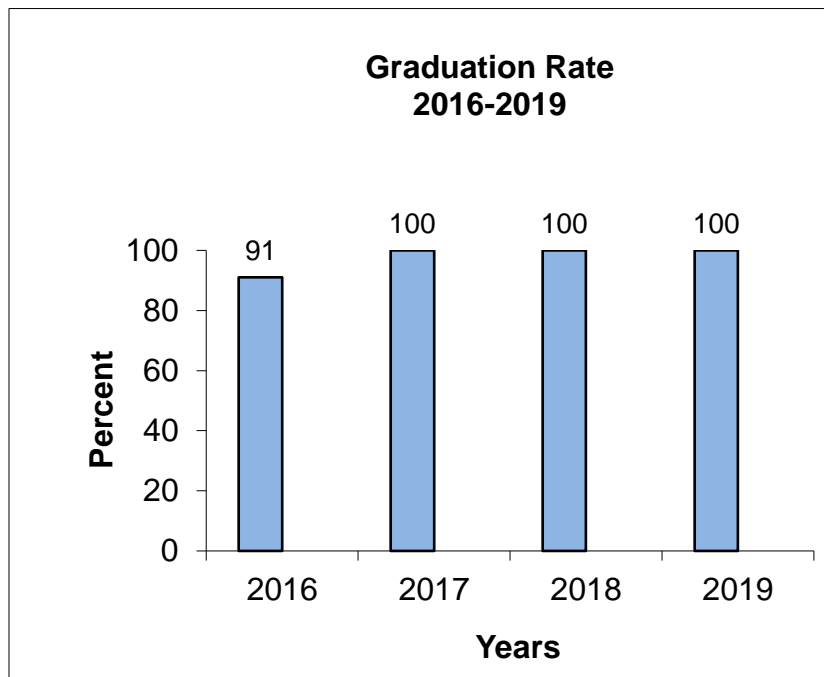
- Our school has a post-secondary program called the Kansas Student Transition and Academic Readiness (KSTAR) program. This program allows students to return to campus after their senior year, live in an on-campus apartment and take additional classes at KSD, Community Colleges, and/or Technical Training Programs. Students also can opt to work at a job with job coaching provided by KSD staff.
- During their stay, they work with the transition facilitator and Independent Living Apartment coordinator to follow their specific transition plan. The plans are updated regularly as long as they are in the program.

KSBE Outcome #3: High School Graduation Rate

The Kansas vision of ensuring the success of every student is directly tied to the graduation rate. While the state of Kansas has a graduation rate that is above the national average, it isn't enough. We need to make sure that every student graduates with the skills needed to be successful as they enter college or the workforce.

Statistics show that people **without** a high school diploma qualify for only 17 percent of all jobs, primarily sales and office support, food and personal service and blue-collar jobs; many of which may not provide a living wage or health care benefits.

The graduation rate at the Kansas School for the Deaf is normally above the state average. The chart below lists the graduation rate for the last four years.



KSBE Outcome #4: Postsecondary Completion/Attendance

Not every career requires a four-year degree. Technical colleges, community colleges, and the military all play a critical role in preparing students for the workforce. It is not enough to just enroll in a postsecondary program, but students need to succeed in completing a credential to meet the workforce needs in Kansas.

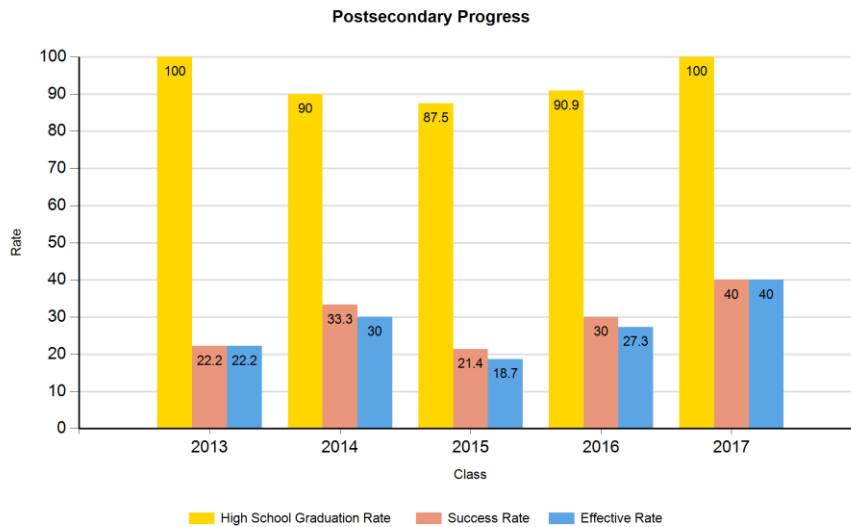
With the labor market continually trending toward a higher set of skills, students will need to pursue higher levels of postsecondary education in order to remain competitive for jobs. Most new jobs or job openings will be “middle skill” jobs- those requiring a diploma, but less than a four-year degree.

In 2020, the education demand for jobs in Kansas will be:

- 11 percent master’s degree
- 25 percent bachelor’s degree
- 35 percent associate’s degree
- 29 percent high school diploma or less

The State Board has defined a “successful student” as having attended at least two years of a postsecondary training program (4-year college, 2-year college or technical program). The goal is to have 75% of the high school graduates attending two years of postsecondary training by 2026. Achieving this goal will meet future education demands for jobs in Kansas.

The graph below shows the percentage of KSD graduates meeting the state’s definition of a “successful student”.



KSBE Outcome #5: Social-Emotional Growth Measured Locally

Academics alone won’t guarantee a student’s success after high school. Students who lack nonacademic skills, such as conscientiousness, perseverance and the ability to communicate effectively, may find it more difficult to succeed in postsecondary education and the workforce. Social-Emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

In 2012, the State of Kansas developed Social, Emotional, and Character Development Standards (SECD) to provide schools with a framework for integrating social-emotional learning. At KSD we are currently studying and prioritizing the SECD Standards. The initial

prioritizing was done by the counselors and the Related Services Director. Teacher input will follow, and once the priority standards have been selected, assessments, different methods of implementation, and curriculums and resources will be determined.

During the summer of 2018, a committee of counselors and administrators met and planned the implementation of social-emotional standards into the curriculum schoolwide. In the fall of 2018 – 2019 both the elementary and secondary began implementation of PBIS (Positive Behavioral Intervention & Supports). PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Leadership and Advocacy

KSD provides statewide leadership on matters relating to the educational needs of students who are D/HH, their parents, and the K-12 schools that serve them. The agency is also assuming a larger role in advocating for high quality educational programs serving D/HH children, aged birth-three and transitional students aged 18-21, by presenting to statewide organizational groups. KSD continues to partner with local, state, and national organizations such as:

- Kansas State Department of Education
- Kansas Department of Health and Environment
- Kansas Technical Assistance System Network (TASN)
- City of Olathe
- Kansas Association of Special Education Administrators
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
- National Outreach Conference for D/HH
- Kansas Commission of the Deaf and Hard of Hearing (KCDHH)
- Gallaudet University, Visual Language and Visual Learning (VL2) Science Foundation
- Association of College Educators - Deaf & Hard of Hearing (ACE-D/HH)
- Museum of Deaf History, Arts & Culture (MDHAC)
- Hearing Loss Association of America of Kansas City (HLAAKC)
- Kansas American Speech-Language Hearing Association (KASHA)
- National Association of the Deaf (NAD)
- Kansas Association of the Deaf (KAD)
- National Helen Keller Center (NHKC)
- Deaf-Blind Project
- Kansas State School for the Blind
- Valdosta State University
- University of Nebraska - Lincoln
- Texas Woman's University

- University of Massachusetts
- tiny-k Network (Early Intervention)
- Sertoma
- American Sign Language Round Table (ASLRT) now called ASLHLE
- American Sign Language Curriculum, Instruction, and Assessment (ASL-CIA)

Services Through Outreach

Districts are asking for more support and services at the local level for students who are D/HH and those with additional disabilities. At times this will involve discussions regarding the continuum of placement options to ensure the student is served in the least restrictive environment where he/she has the most access to language and learning. This type of collaborative, interactive technical assistance requires highly specialized personnel. KSD offers a program where outreach staff will provide ASL classes to parents through distance learning. These classes utilize a video conferencing process that allows parents and teachers to communicate/collaborate to better serve their students. Please note most of these classes are for conversational purposes, not for academic learning.

Bilingual Education for D/HH

For over 20 years, KSD teachers and students have participated in national research projects investigating the most effective educational strategies for students who are D/HH. This has allowed KSD to be on the leading edge of educational reform in Deaf Education and to serve as a model program for other schools throughout the United States. As a bilingual school, KSD has continued to strengthen its ASL/English Bilingual Program with a focus on developing language and academic proficiency in both ASL and English (literacy and listening/spoken language) for students who are D/HH in order for social, cognitive and academic advantages to accrue. Ultimately, the goal is for all students who are D/HH to be proficient in ASL and English. The pace of each child's language development varies as it depends on how early he/she acquired and learned the languages, and how frequently he/she uses the languages for social and academic purposes.

KSD maintains a focus that is always on the linguistic needs of the student and where those needs can be served most efficiently and effectively, regardless of the student's age or where he/she is located in the state. It is our intent to support students by providing both an educational placement option at a school-based program in Olathe, KS as well as Outreach services to families, students, and professionals throughout the state in order to ensure students are: meeting developmental/linguistic milestones so as to be ready to enter kindergarten, progressing appropriately in their social/emotional development, building world knowledge to learn of various career opportunities, increasing their chance at successful graduation from high school, and developing skills to successfully complete postsecondary work.

Our students do utilize, or are encouraged to use, assistive hearing devices such as hearing aids and/or cochlear implants, if appropriate. The fact is, 60 percent of our students use some type of amplification; 44 percent use cochlear implants. Some students with cochlear implants benefit from listening/spoken language, others detect only environmental sounds. Parents recognize the need for their child to have complete access to both a visual language and listening/spoken language, if possible, in order to maximize their educational experience.

Many times, these students have had no, or virtually no, formal ASL (and English) instruction. The challenge for KSD is getting the student immersed in ASL to establish a linguistic foundation and build world knowledge while also addressing English skill development. At KSD, students are exposed to both explicit instructions as well as accessible incidental learning due to the language rich environment where communication and language are developed beyond the school day. This is a critical component, especially for students who are significantly language delayed. The Instructional, Student Life, and Support staff members are dedicated to support/facilitate the complete development of both languages. Some students may not be enrolled at KSD until a later age. These students' academic performance and social/emotional development are typically significantly below their age/grade level compared to their hearing peers.

Education Accountability

State Reporting and Compliance

KSD has a full-time Data Compliance Officer who is responsible for all of the state reports as mandated by the KSDE. Data is used to ensure that we are in compliance with state and federal requirements. It is used to track graduation rates, student assessments, calculate rates, determine cohorts, graduates and non-graduates, National School Lunch Program eligibility, demographic information, program participation, and attendance data. It is also used to track and tie personnel's area of licensure with their teaching assignments.

Implementation of the Language Assessment Program for the Deaf and Hard of Hearing (LAP-DHH) [K.S.A. 75-5397e

When the Legislature passed K.S.A. 75-5397e in July, 2016, the mandate was set in motion that all children who are deaf/hard of hearing, aged birth through eight, will receive language assessments, at least annually, to ensure they are meeting language milestones that are commensurate with their hearing peers. KSD is the coordinating agency to implement this program.

Early fluent communication is critical and essential to typical cognitive, social and emotional development and should be pursued vigorously by whatever means or mode is effective for an individual child. The whole purpose of K.S.A 75-5397e is to ascertain and monitor the acquisition of language by young children who are D/HH, providing the data needed to

determine whether current interventions are effective and should be continued, or whether alternative interventions should be considered.

When the work of the Advisory Committee was completed, KSD began working on the blueprint for the implementation of the statewide Language Assessment Program (LAP) which started on July 1, 2018 with infants/toddlers who are currently served through the Sound START program (birth-three) and those transitioning to Part B early childhood programs (aged 3-5). The Senate Education Committee requested that KSD recommend a proposed budget to them for FY 2021.

Currently KSD is absorbing the cost of this program by utilizing current positions to coordinate the LAP and serve as language assessment specialists. KSD has assessment protocol and other materials needed for the assessment and report writing required by the LAP. However, as this program expands with each new phase of implementation, costs will increase and requests for funds to support continuation of the mandated assessment program will be needed.

Although the cost is not specified in K.S.A 75-5397e and the law mentioned that all children who are D/HH be assessed on July 1, 2018, the language assessment program is being implemented in phases, for practical reasons. Phases will be implemented pending funding, staffing, and logistics. KSD has absorbed some of the start-up costs and a grant has been obtained for database development and maintenance for three years. A budget increase request was included in the recently submitted FY 2021 budget. Future budgets will also include budget increase requests to cover the remaining costs toward full implementation.

Department of Health and Environment and SoundBeginnings

KSD has re-allocated resources to support the expansion of birth to three services, the early childhood program, family/community engagement, distance learning, and the ASL/English bilingual program. An early intervention specialist has been added to the Outreach Department enabling us to increase home visits and provide quality early intervention services. In collaboration with SoundBeginnings (Early Hearing Detection and Intervention), KSD received a federal grant that will be used to establish and implement procedures for early intervention with deaf/hard-of-hearing newborns. Grant funds cover salaries for a part-time Parent Support Coordinator and part-time Family Liaison through FY 2019. Funds will also be used for materials and supplies for parent workshops, and attendance at educational conferences to maintain knowledge of current practices.

Retention and Recruitment of Qualified Staff

The education of students who are D/HH is one of the most highly specialized areas of teaching. The effects of deafness or hearing loss on learning are pervasive and complex. In order to work with students who are D/HH, Teachers of the Deaf (TODs) should have dual endorsements in general education and deaf education. Kansas does not have a university program which offers a teacher preparation program (i.e., Deaf Education) for teachers of the deaf (TODs); as a result, we must recruit nationally to find licensed TODs, or recruit local licensed teachers who are willing to take an online deaf education program.

There is a critical shortage of teachers of the deaf (TODs) throughout the state, especially in rural areas. KSD has been awarded a Technical Assistance Support Network (TASN) project through the Kansas Department of Education for teacher preparation to increase the number of qualified TODs across the state. We have affiliated with Valdosta State University in Georgia, Texas Woman's University, the University of Nebraska-Lincoln, and other institutes of higher education to provide online programs to prepare new TODs in Kansas. Ongoing professional development and mentoring provided by KSD professionals will be required for this vital cadre of teachers. TODs are highly trained teachers who must have a general education license, then must obtain an endorsement in Deaf Education to become a master's level, certified TOD.

Through the TASN project and partnership with universities, we can recruit and increase the number of TODs for students who are D/HH. Additional professional development, coaching and mentoring are provided by KSD staff. These activities will be facilitated by staff at KSD in collaboration with the Kansas State Department of Education Technical Assistance System Network (TASN). Currently, there are 11 participants in the program representing 10 districts.

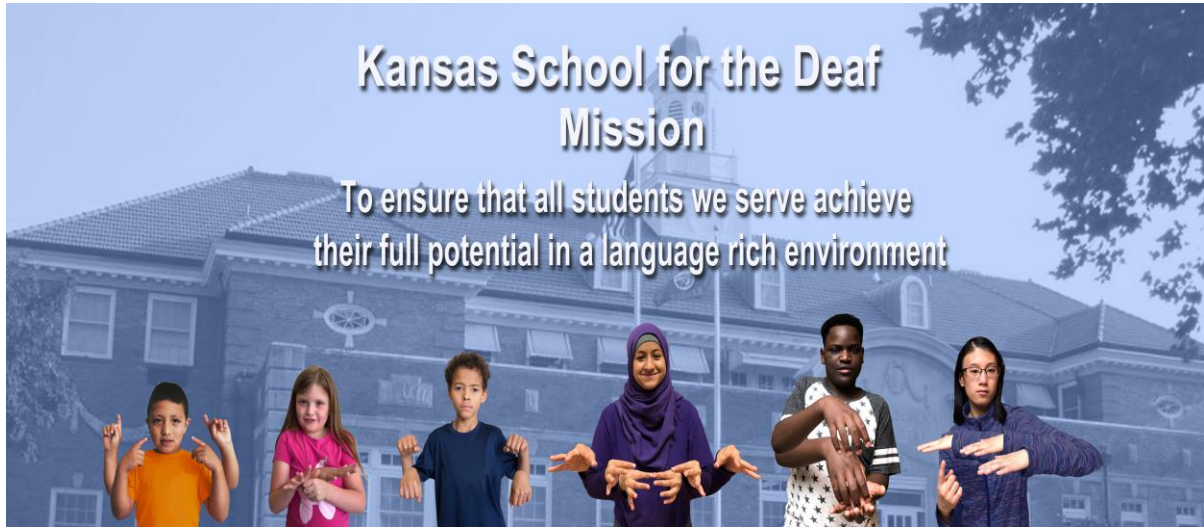
KSD continues to work collaboratively with universities that have a teacher preparation program by offering student teachers the opportunity to do an 8-16 week practicum on-site, with hopes of recruiting potential teachers with the appropriate endorsement to teach at KSD and any other school district in Kansas.

Interpreters are the critical connection to accessing language for students who are D/HH. Unless an interpreter has academic level ASL skills plus knowledge of the content being taught, students cannot fully access the curriculum/instruction. KSD would like to have a greater role in increasing the level of proficiency of educational interpreters in districts across the state. Interpreters are rated on a scale of 1-5. Full academic ASL is 4-5 but many classroom interpreters are at the 2-3 level—that level simply cannot help a student achieve academic proficiency. A level 2-3 is equal to a student receiving less than 50 percent of the academic information being provided by the classroom instructor. An additional consideration of using interpreter services is the fact that the child has limited exposure to language models compared to his hearing counterparts, thus impacting his linguistic development.

MISSION/VISION/DIVERSITY/CORE VALUES STATEMENTS

KSD Mission Statement

To ensure that all students we serve achieve their full potential
in a language-rich environment



KSD Vision Statement

Every student who is Deaf or Hard of Hearing in Kansas will achieve personal success and
become a responsible and productive citizen.

KSD Diversity Statement

The Kansas School for the Deaf values the diversity of the students we serve. We believe all
students must be able to understand, appreciate, work with, and learn from people with
cultures and backgrounds different from their own.

KSD Core Values

KSD believes that:

- Each student has the right to a safe educational environment.
- Each student has the right to an academically rigorous program.
- Each student has the right to full access to ASL and English. Both languages are crucial to a student's development and are equally valued.
- Each student and their family should be given the opportunity to be exposed to and experience Deaf culture.
- Individuals, aged birth to 21, throughout the state of Kansas who are Deaf or Hard of Hearing, deserve quality outreach services, resources, and support. By collaborating with families, communities, and professionals we can provide comprehensive and unbiased information that addresses their specific, unique needs.
- Each student and their family have the right to transition services to understand the student's needs, access available services, and utilize programs for the benefit of the student's educational career and into post-secondary life.

ANALYSIS OF STAKEHOLDERS SURVEYS

We used online surveys to collect feedback from our stakeholders including parents, staff and community members. The surveys were developed around the 12 standards and their indicators and targeted to different staff members. We developed and sent out a total of 26 different surveys covering all 12 standards. Combined, the surveys generated approximately 800 responses.

We also used small group meetings to obtain feedback from different stakeholders. Student feedback was obtained through class meetings with their teachers, who recorded their feedback.

Survey results were printed and distributed to the standard chairs, who then used the results when rating the specific indicators in each of their standards. The results of each survey are listed in the survey addendum document. Strengths and areas to improve, based on the surveys, are listed under each standard in the self-study.

Standard 1: Philosophy/Mission

STANDARD 1: Philosophy/Mission

Rating of Adherence to the Standard

1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Standard
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Standard and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Standard
4. Exceeds	The evidence indicates the school exceeds the expectations of this Standard

SIGNIFICANT STRENGTHS IN THE AREA OF PHILOSOPHY/MISSION:

- The mission statement is visible around the school.
- The mission committee was representative of the school's stakeholders including students, teachers, paraprofessionals, student life, administrators, and parents.
- There was a high percentage of support for the mission statement from stakeholders.
- The inclusion of a school-wide diversity statement.

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF PHILOSOPHY/MISSION:

- To ensure that the mission is accessible to families in their home languages.
- To continue to review the mission with students on an annual basis.

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Re-visit the vision/mission statement to consider adding Outreach Services to the statements and being sure it is clear that all students in the state of Kansas are included.
2. Develop a mechanism for accessing whether or not the school is being successful in fulfilling its mission through follow-up of its graduates.
3. Consider adding the mission statement to the school letterhead and email addresses.

RESPONSE:

1. Outreach was added to the belief statements in the 2014 review. Clarifying who we serve was addressed when we began the mission review in the fall of 2018.
2. We will use the AMOS data from the Transition Facilitator to share with the mission review committee to consider during the mission review in the fall of 2018. We also plan to tie in the Kansas Outcome of graduation "successful" students. We will use the state provided information to define "successful" students.
3. KSD has added the vision, mission, and core beliefs to our new website. The mission is clearly emblazoned on the front of the website. Including this in the letterhead continues

STANDARD 1: Philosophy/Mission

to be a challenge because our school letterhead includes both the school for the deaf and the school for the blind as the Commissioner of Education requests we do not make any changes at this moment. Employees are encouraged to add the mission statement in their email addresses. New key lanyards with our mission statement were given to staff at the opening meeting for the 2019-2020 school year.

NARRATIVE:

The Kansas School for the Deaf developed our school-wide vision, mission, core values and diversity statements through a collaborative process. We started the current improvement cycle by revisiting these statements and based on the feedback received, our vision, mission, and core values were adjusted to reflect the changing educational environment. In addition, it was decided to develop a school-wide diversity statement for the new improvement cycle.

During the self-study, which began in 2018, a committee was formed to solicit feedback on revising our current mission, vision, and core values. The committee consisted of teachers in both the elementary and secondary departments, administrators, student life staff, paraprofessionals, and parents. We made a concentrated effort to involve as many stakeholders as possible in order to get as many different perspectives as we could. Feedback was collected from staff, community members, students, parents, and the state department of education through online surveys and small group meetings. The committee considered the feedback and developed revised vision, mission, diversity, and core value statements. In the spring of 2019, the revised statements were presented to the Kansas School for the Deaf leadership team (KSDLT) and the school's advisory council for review. Following a final round of revisions, the statements were approved.

The new statements were presented to the whole staff by Superintendent Barron at the opening of school in August 2019 and to the Kansas State Board of Education on September 11, 2019.

STANDARD 1: Philosophy/Mission

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 1

Ratings

5	4	<u>3</u>	2	1	NA	1.1	The school takes steps to ensure that students and their families understand and support the school's philosophy/mission.
<u>5</u>	4	3	2	1	NA	1.2	The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.
<u>5</u>	4	3	2	1	NA	1.3	The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.
5	4	<u>3</u>	2	1	NA	1.4	The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.
5	<u>4</u>	3	2	1	NA	1.5	The school's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbook, website, and similar resources, and is accessible to families in their home languages.

EVIDENCE	**HC OR E
Copies of the school's philosophy/mission/belief statements	E
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	HC/E
Marketing, recruitment, and admissions materials	HC/E
Policies related to the philosophy/mission/beliefs	NA
Strategic/Long range plan document	E
Student handbook	E
Activity calendars, fliers, and daily announcements	HC
Mission Surveys	E/HC
Copy of the mission poster and lanyard	E/HC

Standard 2: Governance and Leadership

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.

Overall Standard Rating = 3

This summary report is a compilation of 4 surveys distributed to:

9 Administration 9 Faculty/Student Life 64 Students 95 Parents
7 Advisory Council Members 6 Other: Support service staff, HR Assistants,
Interpreter Coordinator,
Maintenance Supervisor

OTHER METHODS USED TO DETERMINE ASSESSMENT RATINGS:

Discussion and feedback took place during the Leadership Team meetings during the 2018-19 school year.

Report completed by: Luanne Barron Date: 6/25/2019

COMMITTEE:

Luanne Barron, Superintendent

Jeanette Magathan, Director of Finance

John Martello, COO of Facility Operations

Jay Ray, Operations Manager

Mary Hughes, Dean of Student Life

Dean Muszynski, Activities Director

Joe Oborny, Instructional Tech Coordinator

Lori Colwell, Lead Interpreter

Teresa Chandler, Director of Human Resources

Kevin Milner, Secondary Head Teacher

Larry Finn, Curriculum/Assessment Coordinator

Tessa Adcock, Director of Food Services

Petra Horn-Marsh, Elementary Head Teacher

Brian Allen, Safety & Security

*Dr. Randy Watson, Commissioner of Education

*(via) email/verbal communications

STANDARD 2: Governance and Leadership

Rating of Adherence to the Standard

1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Standard
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Standard and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Standard
4. Exceeds	The evidence indicates the school exceeds the expectations of this Standard

SIGNIFICANT STRENGTHS IN THE AREA OF GOVERNANCE AND LEADERSHIP:

- Sustain governance and leadership by creating a feedback loop in which the Kansas State Board of Education and KSD leadership team can identify and respond to campus-based programs and statewide outreach and operational needs.
- Overall direction, effectiveness, supervision, and accountability of the school is healthy.
- The State Board of Education has genuine interest in what KSD has to offer to school districts and interlocals in the state.

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF GOVERNANCE AND LEADERSHIP:

- Celebration of employees' success and diligence due to state regulations pertaining to gifts.
- KSD leadership team members recognize that there is a need to ensure both the flow of information to their departmental staff and that there is transparency and accountability to internal and external stakeholders.

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. KSD executive team continues to work on completing the new policy manual that will merge the policy manuals of KSD and KSSB to assure a smooth and seamless transition to the new organizational framework.
2. KSD executive team develops a plan for recognition of the work that staff do in both the academic and student life programs.

RESPONSE:

1. Since the KASB study/recommendations in July 2018, both schools have their own superintendent and the organizational chart has been revised to minimize the number of administrative positions. KASB will be assisting us with the revision of the policy manual. Completion of this policy manual will take some time since the KASB recommendations for organizational structure precedes the policy revision. It will be completed before the next accreditation cycle.

STANDARD 2: Governance and Leadership

2. KSD no longer has an executive team. Our professional development coordinator, head teachers, and dean of student life put forth effort to ensure the professional development is scheduled for both departments together. Employees are recognized in the Employee Spotlight section of the weekly HR newsletter. State recognition of service pins for years of service. We can't give gifts or provide meals due to state regulations; however, in the FY 20 budget, we were given \$2,000 for the hospitality fund - to be used for working professional meals. Each department plans potluck meals and "informally" recognizes their staff.

NARRATIVE:

The Kansas School for the Deaf (KSD) was established in 1861 in Baldwin City, Kansas and moved to Olathe, Kansas in 1866 where it has operated to the present day. We are a state agency funded primarily from the State General Fund with supervision by the Kansas State Board of Education (KSBE). KSD is governed by various federal and state statutes which provide direction in the supervision of the two state schools, eligibility requirements for students, as well as federal and state special education requirements. All statues are located in K.S.A. Chapters 72 and 76 and federal Individuals with Disabilities Education Act (IDEA) regulations.

KSBE and the KSD superintendent work cooperatively to actualize the school's mission and vision. There has been a strong working relationship between the board and the school. They realize the implication of budget cuts, but do not have fiscal authority for the school. That authority is granted to the governor and the Kansas State Legislature.

In 2009, a state commission appointed by the governor, studied both the school for the deaf and the school for the blind with the purpose of identifying organizational options. Following the completion of the study, the commission recommended to the board that both schools remain on separate campuses, but the resources be shared whenever feasible. The board adopted the commission's recommendation and reorganization began. Currently, six (6) positions are shared by the two schools, including Deputy Superintendent (Operation Director), Human Resources, Maintenance, Housekeeping, Security, Dietician, and Superintendent.

In 2017, the Kansas State Board of Education requested that the Kansas Association of School Boards (KASB) conduct a personnel study with a focus specifically on current staffing and services offered at KSD and KSSB. The following areas were reviewed over the course of the study:

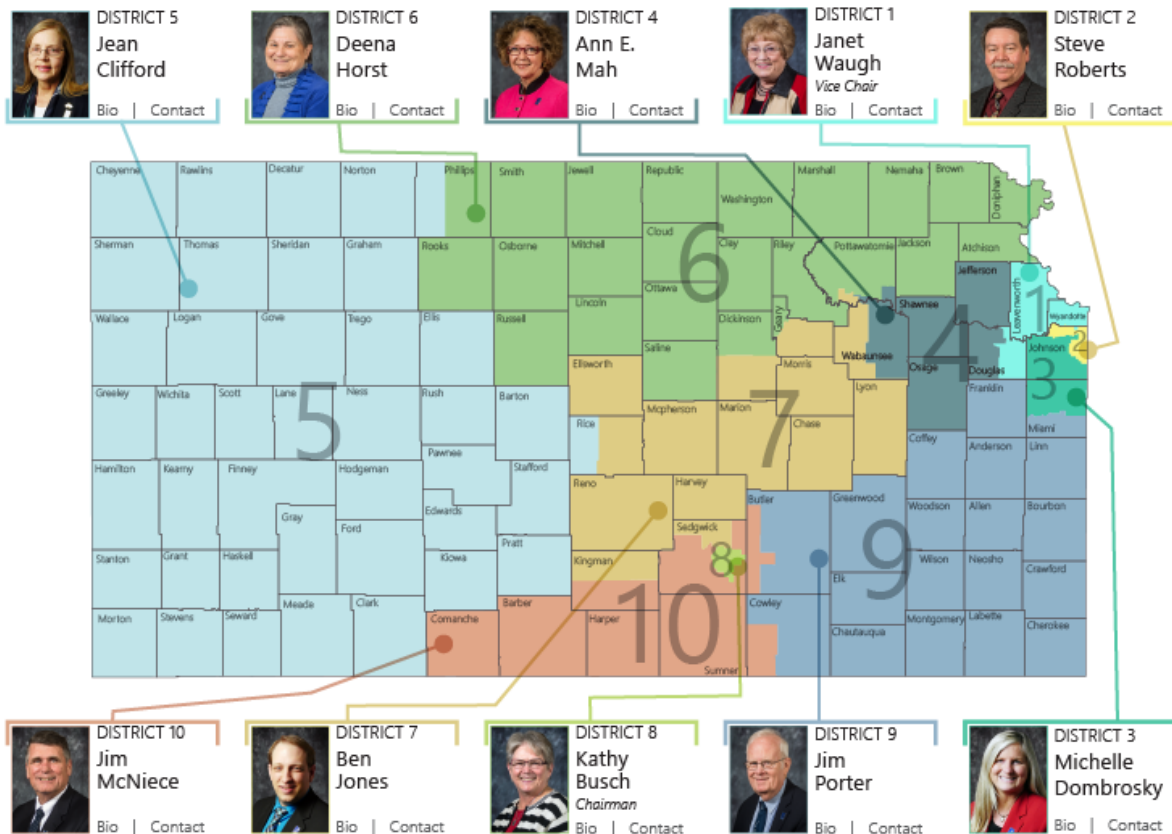
1. Review current administrative structure in alignment with both schools' desired outcomes.
2. Study similar-sized and types of districts/schools nationwide to determine the most effective model for the delivery of services to positively impact student success.

STANDARD 2: Governance and Leadership

- Engage stakeholders to gather input and information related to perceived strengths, weaknesses, opportunities, and threats to guide future planning for KSD/KSSB leadership.

2018 - Because of the unique needs in the fields of deaf education and blind/low vision, the Kansas State Board of Education (KBOE) has appointed a superintendent at each school, one at the Kansas School for the Deaf and one at the Kansas State School for the Blind. In compliance with the Kansas Association of School Boards (KASB) and the Kansas Board of Education's recommendations, both superintendents are charged to ensure resources/services are provided to school districts, cooperatives, and interlocals that serve students who are D/HH and/or Blind/Low Vision.

The school makes an effort to educate board members in several ways on the process of educating deaf children. Annually, the board members are invited to the school in the spring for a tour and presentation. New board members are invited to the school for an orientation as well.



STANDARD 2: Governance and Leadership

The Board of Education expects that the superintendents of KSD and KSSB will continue to seek efficiencies among current shared administrations: Director of Facilities Operations, Director of Finance, and Director of Human Resources.

KSD is a hub of specialized knowledge in the field of deaf education; however, increasingly school districts are requesting services at the local school level for students who are D/HH. The State Board of Education encourages this and many legislators support local services. All of these groups also acknowledge that local services cannot and should not replace the campus program because local services cannot provide the level of intense language immersion that many students require. KSD is an accredited school which is committed to the education of students who are D/HH and we continue to expand our Outreach Program to meet more local requests. The school must maintain compliance with all state standards, assessments, and performance standards just like any other public school in Kansas.

The board evaluates the school using several different measures; state assessment scores, attendance, transition, graduation rate, and successful graduate. In addition to those measures, the school must meet eleven quality criteria including: development of school improvement plans, use of external assistance teams, a use of local assessments, formal training for staff, use of certified staff in the classrooms, development of programs and services to support learning (K-12), and compliance with all federal, state, and local policies.

Communication Avenues with the Commissioner and Board of Education

One of the expectations from the Commissioner and KSBE is regular communication between the school and them. The superintendent attends the Board of Education meetings to present quarterly reports pertaining to the Board of Education Outcomes and expectations as indicated in the KASB Study. Weekly written updates about school events and student achievements and/or projects are sent to the Commissioner every Thursday. Any major concerns related to students, parents, personnel or community must be reported to the commissioner.

KSD Advisory Council

KSD Advisory Council is a school-based group intended to represent the school, the community and those persons working closely with the students. The council is composed of stakeholders representing the parent group, community colleges, general community representative from the Kansas Commission for the Deaf and HH, deaf community, school community, mental health, workforce, vocational rehabilitation, alumni, student body council, and association of the deaf. The committee meets two times a year to discuss school-related items such as strategic plan, CEASD accreditation process, school improvement, workforce/transition for our existing students and graduates, etc.

KSBE is responsible for the oversight of the school and the KSD Advisory Council is responsible for guiding the school through the process of continuous school improvement.

STANDARD 2: Governance and Leadership

Division of Budget and Governor's Office

KSD works with legislative analysts from the Division of Budget and the Governor's office in developing budgets to address the needs of Kansas citizens. KSD's budget is utilized to serve students who are D/HH on a campus-based program and throughout the state of Kansas in an effective and efficient manner to ensure equal and appropriate educational opportunities. The superintendent undergoes an annual performance review by the state commissioner of education.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 2

RATINGS

Governance and Leadership

5	4	<u>3</u>	2	1	NA	2.1	The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the school's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.
5	<u>4</u>	3	2	1	NA	2.2	The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
5	4	<u>3</u>	2	1	NA	2.3	The governance and leadership appropriately recognize the accomplishments of staff and students.
5	4	3	2	1	<u>NA</u>	2.4	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.

Comments: The Board of Education is more involved and responsive than before because of the Kansas Association of School Boards (KASB) study and concerns arose by previous administration.

STANDARD 2: Governance and Leadership

Governance

- | | | | | | | | |
|---|----------|----------|---|---|----|------|---|
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 2.5 | The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.6 | The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 2.7 | The governance systematically evaluates its own effectiveness in performing its duties. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.8 | The governance is focused on selection, evaluation, and support of the head of the school; policy development; planning; assessing the school's performance; and ensuring the availability of adequate resources to accomplish the school's philosophy/mission. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.9 | Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.10 | The governance utilizes a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school. |

Leadership

- | | | | | | | | |
|---|----------|----------|---|---|----|------|---|
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.11 | The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 2.12 | The leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.13 | The leadership ensures that professional and support staff members stay well informed about educational developments. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 2.14 | The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals. |

STANDARD 2: Governance and Leadership

- 5 4 3 2 1 NA 2.15 The leadership adheres to appropriate guidelines concerning confidentiality in communications.
- 5 4 3 2 1 NA 2.16 The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students with sensitivity to their diverse backgrounds.

COMMENTS:

Safety has always been our first and foremost priority.

EVIDENCE	**HC OR E
Job descriptions for the head of the school, key administrative personnel, and all staff members	HC
Appraisal tool and/or description of the process used to appraise the performance of the head of the school and other staff members	HC/E
Chart of lines of authority/responsibilities (Organizational Chart)	HC/E
Policies related to governance and leadership	HC/E
Strategic/long-range plan document	HC/E
Agendas and Minutes of administrative meetings and other pertinent planning meetings	HC/E
Communication/public relations plan (as part of strategic plan)	HC/E

Standard 3: School Improvement Planning and Viability

STANDARD 3: School Improvement Planning, Outreach, 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. Outreach services are provided to critical stakeholders. The school has in place strategies, services, partnerships, marketing plans, etc. to ensure the viability of the school.

Overall Standard Rating = 4

This summary report is a compilation of 7 surveys distributed to:

9 Administration 11 Faculty/Student Life 64 Students 95 Parents
6 Advisory Council Members Other: _____

OTHER METHODS USED TO DETERMINE ASSESSMENT RATINGS:

Leadership team meetings
Feedback from School Improvement Committees
Outreach team meetings

Report completed by: Luanne Barron, Larry Finn, Joan Macy Date: May 16, 2019

COMMITTEE:

<u>Larry Finn, Curriculum/Assessment Coordinator</u>	<u>Luanne Barron, Superintendent</u>
<u>Petra Horn-Marsh, Elementary Head Teacher</u>	<u>Joan Macy, Outreach Coordinator</u>
<u>Elementary School Improvement Committee</u>	<u>Kevin Milner, Secondary Head Teacher</u>
<u>Secondary School Improvement Committee</u>	

Rating of Adherence to the Standard

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STANDARD 3: School Improvement Planning, Outreach, and Viability

SIGNIFICANT STRENGTHS IN THE AREA OF SCHOOL IMPROVEMENT PLANNING, OUTREACH, AND VIABILITY:

School Improvement

- Bottom-up approach with staff identifying the area to improve and leading the training led to strong staff buy-in
- Instructional staff and counselors work together
- Weekly PRIDE sessions lead to consistency and classroom applications
- Consistent PBIS program across Elementary department

Outreach

- Unparalleled interpersonal skills that are authentically relatable to parents and professionals alike
- Outreach team has incredible professional convictions as to best practices, accountability data tracking/progress monitoring
- They set the tone and standard of excellence that naturally encourages parents/professionals to ask critical questions

Viability

- Collaboration with school districts, state agencies, parents, private schools, Technical Assistance System Network (TASN), and businesses

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF SCHOOL IMPROVEMENT PLANNING, OUTREACH, AND VIABILITY:

School Improvement

- Need to expand the school improvement process to the Student Life area
- Do a better job disseminating the school improvement plans to our stakeholders. School Improvement webpage needs to be developed and placed on the website to improve communication.
- Continue to develop ways to measure the effectiveness of the interventions.

Outreach

- Establish database to track and evaluate outreach service
- Increase publicity of events and services to potential consumers

Viability

- Maintain statewide viability with high turnovers in special education directors and teachers of the deaf (TODs)

STANDARD 3: School Improvement Planning, Outreach, and Viability

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Involve parents in making additions/changes to the school improvement plans in years 2, 3, 4, and 5.
2. Include measurable goals and objectives in the language arts action plan based on an individual student growth model.
3. Develop a marketing and school viability plan that highlights the school's strengths as an appropriate placement option for students who are deaf and hard of hearing in the state of Kansas.
4. Include head teachers on the Improvement Teams.

RESPONSE:

1. Due to meeting times, we have not been able to schedule parents into the school improvement planning.
2. The Elementary Department developed an assessment that was given to the students to measure their growth on their goal of vocabulary. Staff will be trained on January 19th. The Secondary Department is using survey information from both staff and students to measure growth in the area of Time Management.
3. KSD Outreach Team has a 5-year strategic plan that includes disseminating information about KSD programming through both the campus-based program and outreach services. Social media, electronic newsletters, listservs, and traditional media is utilized in this effort. Informational booths are at each state-wide conference.
4. This has been done; both head teachers are actively leading the School Improvement Teams.

NARRATIVE:

School Improvement

The Kansas School for the Deaf follows a continuous improvement model and our current model is based on a five-year cycle. Improvement committees are organized in each department under the lead of the head teacher. An important part of our model is that the improvement committees are made up of "front-line" staff (teachers, counselors, therapists, and head teachers) who work with the students daily.

The process begins with staff selecting areas of concern based on as much data as can be collected. Then, the entire staff selects the goal to work on during the cycle. Involving as many staff as possible in selecting the goal is critical. When you have consensus from the "front line", buy-in is much stronger. Once the goal is selected, the committees go to work and develop interventions. The committees work with the curriculum/assessment coordinator to schedule training to implement the interventions. As we go through the cycle, the committees

STANDARD 3: School Improvement Planning, Outreach, and Viability

meet regularly to review the progress and make necessary adjustments in the interventions for the following year.

In summary, the school improvement process at KSD is not a top-down program but rather a true bottom-up approach. Both improvement committees are made up almost entirely of the staff that will be delivering the interventions. The process challenges teachers to identify the strengths and weaknesses of their program and then empowers them to develop initiatives to improve those weaknesses and turn them into strengths. To date the school leadership has been willing to support the initiatives developed by the teachers. School improvement has truly become an important part of our school climate and not seen by teachers as a negative, but rather as an opportunity to make a positive change for themselves and their students.

The biggest challenge we face in school improvement is finding ways to measure the effectiveness of the interventions. Some goals are easier to measure, while others require a variety of tools (surveys, teacher-made assessments, school wide discipline reports, etc.).

Outreach

The Kansas School for the Deaf (KSD) has a strong commitment to providing outreach to school districts statewide. An outreach team consisting of teachers of the deaf, speech language therapists, early intervention specialists, audiologists, and interpreters offers comprehensive evaluations, formal observations, and initial consultations for students throughout the state of Kansas. Each professional on the Outreach Team is required to have and maintain professional licensure in their specific area of expertise. The team also conducts trainings, workshops, and professional development for schools, districts, state organizations/conferences, and national conferences. The team has developed its own two-part workshop, "Understanding the Unique Needs of Students who are Deaf and Hard of Hearing" and "Addressing the Unique Needs of Students who are Deaf and Hard of Hearing". This workshop has been presented in various sites throughout Kansas. During 2019-2020 school year this will continue to be presented to new areas in the state. During alternating years, KSD hosts Family, Fun, & Facts: The Whole Child. This is a weekend workshop designed to bring families to KSD for a fun, educational weekend. The next workshop will be held June, 2020.

KSD Outreach provides a wide-array of supports for students attending school in their home districts. We run the state-wide hearing assistive technologies (e.g., assistive listening devices) program which leases equipment to schools/districts to maximize their students' auditory input. The leasing agreement includes training, set up, trouble-shooting, and on-going support during the school year. The Blended Learning program allows students in local public schools access to ASL story time by utilizing video-conferencing software. A deaf teacher from KSD leads story time with classes throughout Kansas. This is complemented with on-site visits at least two times per year.

STANDARD 3: School Improvement Planning, Outreach, and Viability

The outreach department collaborates with the State of Kansas on several projects. KSD partners with SoundBeginnings, the state infant screening program, whom refers to Sound START Early Intervention Program. KSD is the lead agency for the Deaf Mentor Program in Kansas. Outreach is a member of the Technical Assistance System Network (TASN). In this capacity, KSD oversees the Teacher of the Deaf Preparation project. The goal of this project is to recruit current and future teachers to obtain an endorsement as a teacher of the deaf (TOD) and work in the State of Kansas for a minimum of three years.

The Language Assessment Program for the Deaf/Hard of Hearing (LAP-DHH) is led and administered through KSD Outreach. This program fulfills the legal requirement that all children, ages birth through eight, who are deaf/hard of hearing have their language(s) development in ASL and/or English assessed annually at a minimum. The goal of this program is to ensure that students develop language at a typical rate and are kindergarten-ready by the time they enter school. A state statute was passed in 2016 establishing an LAP-DHH Committee to develop a recommended plan of action. In 2018, assessments started with children currently receiving services from KSD Sound START Early Intervention and KSD Outreach. Each consecutive year a new group of children and/or students will be added until it encompasses all children ages 0 through 8 across the state.

Outreach is currently adapting a new database to better track services provided. This information is shared with the Superintendent, Kansas Board of Education, Kansas Department of Education, and legislative bodies of Kansas on a regular basis, or as needed.

Our work is publicized through brochures, flyers, listservs, newsletters, and networking. We are currently re-energizing our efforts in marketing. The KSD website is being redesigned as well as other social media accounts.

KSD has re-allocated resources to support the expansion of birth to three services, the early childhood program, family/community engagement, distance learning, and the ASL/English bilingual program. Two early intervention specialists have been added to the Outreach Department enabling us to increase home visits and provide quality early intervention services. One of the interventionists is fluent in Spanish which allows for direct communication between provider and parents when supporting our Spanish-speaking families. In collaboration with SoundBeginnings, KSD received a federal grant that will be used to establish and implement procedures for early intervention with deaf/hard-of-hearing newborns. Grant funds cover salaries for a part-time Parent Support Coordinator and part-time Family Liaison through FY 2020. Funds will also be used for materials and supplies for parent workshops and attendance at educational conferences to maintain knowledge of current practices.

STANDARD 3: School Improvement Planning, Outreach, and Viability

Education Trends and Needs. Districts are asking for more support and services at the local level for students who are D/HH and those with additional disabilities. At times this will involve discussions regarding the continuum of placement options to ensure the student is served in the least restrictive environment where he/she has the most access to language and learning. This type of collaborative, interactive technical assistance requires highly specialized personnel.

KSD offers weekly community and family ASL classes on campus. Some parents would like to participate in sign language classes but cannot attend traditional classes for a variety of reasons. These reasons may include a lack of classes in their area, conflicts with work schedules, or they live too far away. KSD continues to investigate ways to expand distance learning opportunities to help parents of children who are D/HH improve their sign language skills so they can communicate more effectively with their children. A distance learning class (Family Signs Kansas) allows the sign language students (the parents of D/HH children) and the instructors to set their own times and participate from any location in Kansas with high-speed internet access. There has been positive response to this program. In several situations, family members have joined the parents for class so the entire family can develop their ASL skills. This allows for a more natural flow of conversation at home. Please note, most of these classes focus on conversational communication, not academic learning.

Local ASL learning opportunities include: Basic Family and Community and Emerging Conversational for Families. Last year, a total of 42 individuals attended these classes. The Family ASL Immersion Camp is held each year during the first weekend in June. This year, our theme was Power Up with ASL and we had a record 77 registrants! The goal of the camp is that after only three days, families will leave having achieved an emerging conversational level and be confident enough to continue learning ASL once they get back home. Families attending camp this year were from the towns/cities of Lyons, Sterling, Spring Hill, Topeka, KCK, Overland Park, Olathe, and Leawood and from Douglas county in Kansas as well as Kansas City and Carthage in Missouri. In addition to immediate family members, some of those attending were grandparents, aunts, uncles and cousins.

Parent Engagement Research shows that children with parents who are engaged with their child's academic experience tend to perform better. As part of KSD's expansion of its Outreach program, a family/community engagement facilitator role has been added to the staff duties. This will build on the already strong culture of engaging families and providing them with dynamic support. This position is to provide a broader reach and quicker response to requests statewide.

KSD Outreach provides guidance to families with children who are D/HH throughout the state via the Kansas Parent Support group. The intent of this group is to provide networking opportunities for family members by hosting informational sessions and social outings. The Outreach team hosts mini-workshops throughout the state as a part of the Family Information Series. At these workshops, free childcare is provided while adults attend a workshop to build their skills of raising and working with children who are D/HH. A part-time parent liaison helps

STANDARD 3: School Improvement Planning, Outreach, and Viability

connect parents with other couples that have children who are D/HH to build a network of support. This is done in collaboration with the infant early screenings conducted as part of SoundBeginnings (KDHE).

Deaf Mentor. The SKI-Hi Deaf Mentor Program is an evidence-based curriculum used for working with families of children who are D/HH. It provides weekly home visits from a deaf adult who is trained to use the curriculum. The goals of the Deaf Mentor programs are to support families in learning ASL and help them learn about Deaf Culture. The role of the Deaf Mentor is to interact with the family and their child using ASL by providing fun and educational language modeling, assist family members in understanding and appreciating Deaf Culture, and serve as a connection for families to participate in the Deaf Community. Families will be provided a total of 30 home visits during the course of a school year. We are piloting this program for the next two years with the hope of expanding to the rest of the state in subsequent years. The focus will be on families with children aged birth-three with a goal of expanding to include families with children up to the age of eight.

Leadership and Advocacy. KSD provides statewide leadership on matters relating to the educational needs of students who are D/HH, their parents, and the K-12 schools that serve them. The agency is also assuming a larger role in advocating for high quality educational programs serving D/HH children, aged birth-three and transitional students aged 18-21, by presenting to statewide organizational groups. A member of the KSD Outreach Team serves on the Special Education Advisory Council (SEAC) at the State Department of Education. KSD continues to partner with local, state, and national organizations. We are recognized by the State Department of Education as a resource to the state and districts.

Viability

KSD was one of the first schools to request that a CEASD team do a School Viability Analysis in April 2014, a few months after the CEASD visiting team came to do the accreditation. At that time, CEASD was seeking a school to do a “pilot” on school health check. During that time, KSD’s enrollment was in the low 100’s and we did not have a formal strategic plan in place. Although we received many commendations, but for the purpose of this report that is relevant to the current Self-Study report, recommendations are what we have been working. Five areas are recommended with an intent of making KSD more viable to the parents, community members, and school districts.

New Educational Programs

- Consider a variety of special programs/services for children with cochlear implants - most of our services are comprehensive, not only limited to children with cochlear implants
- Expand existing summer programs that will attract and benefit children with a variety of needs and interests

STANDARD 3: School Improvement Planning, Outreach, and Viability

Internal Communication Strategies

- Develop continuous unobtrusive internal communication systems

Long Range Plan

- Develop an agency-wide strategic plan

Endowment Expansion

- Consider how to better utilize the Endowment as a mechanism to raise funds to support programs and services that cannot or are not being funded by SGF

Marketing

- Develop a comprehensive three-five-year marketing plan

Southeast Kansas Education Service Center (Greenbush in Girard, KS) is assisting us with the development of a more formalized schoolwide strategic plan which will compile three separate plans (Kansas Association of School Boards [KASB], CEASD School Viability report, Outreach and existing CEASD Self-Study report).

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 3

RATINGS

5	<u>4</u>	3	2	1	NA	3.1	The school's improvement plans are developed with broad-based school community participation and input.
5	4	3	<u>2</u>	1	NA	3.2	Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.
5	<u>4</u>	3	2	1	NA	3.3	Improvement plans are supported by the school community and approved by the governance where appropriate.
5	<u>4</u>	3	2	1	NA	3.4	Periodic external reviews validate the school's processes for strategic or long-range planning and school improvement.
5	4	<u>3</u>	2	1	NA	3.5	Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.
5	<u>4</u>	3	2	1	NA	3.6	The school's improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.

STANDARD 3: School Improvement Planning, Outreach, and Viability

- | | | | | | | | |
|---|---|---|---|---|----|-----|---|
| 5 | 4 | 3 | 2 | 1 | NA | 3.7 | Planners consider the capacities of its facilities, equipment, and staff before adopting new programs. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.8 | The school can document its long-range planning for finances, facilities, technology, marketing and expansion of statewide services. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.9 | The school demonstrates a variety of unique community partnerships and the school insures its visibility in the extended community of diverse stakeholders. |

Indicators for schools that provide outreach:

- | | | | | | | | |
|---|---|---|---|---|----|------|---|
| 5 | 4 | 3 | 2 | 1 | NA | 3.10 | The role of outreach is reflected in the school's mission. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.11 | The outreach staff is sufficient and appropriately qualified to provide outreach services. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.12 | An array of comprehensive outreach services are provided both on and off campus to children and adults both deaf and hearing. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.13 | There is evidence of collaborative projects with statewide stakeholders. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.14 | Outreach services are tracked and evaluated. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.15 | Outreach services are well publicized to potential consumers. |
| 5 | 4 | 3 | 2 | 1 | NA | 3.16 | Training and professional development opportunities are provided to potential consumers. |

STANDARD 3: School Improvement Planning, Outreach, and Viability

EVIDENCE	**HC OR E
Strategic and/or long-range plan	HC/E
Development/institutional advancement plan	HC/E
Enrollment plan	HC/E
Policies related to school improvement planning	HC/E
Marketing plan for viability	HC/E
Community involvement and partnerships	HC/E
Complete planning documents (financial, technology, staff development, staffing, student enrollment, advancement, curriculum review, public relations, etc.)	HC/E
School improvement/action plans	E
Minutes of planning/school improvement meetings	E

STANDARD 3: School Improvement Planning, Outreach, and Viability

Current School Improvement Plans

At the Kansas School for the Deaf, we have two improvement plans, one for the Elementary Department and one for the Secondary Department. Following the last CEASD visit in 2014, it was recommended that the head teachers be responsible for improvement plans in their departments. In 2016, we begin a new improvement plan cycle under the supervision of the Elementary and Secondary head teachers.

School Improvement Process

1. The entire faculty in each department were surveyed to identify areas to improve.
2. Committees of “front-line” staff were formed under the supervision of the head teachers.
3. Following the survey, the staff met to select a specific improvement goal.
4. The committees met to research interventions and develop an action plan.
5. The committees and the staff development coordinator planned staff inservices to train the teachers.
6. Following training, the interventions were implemented.
7. Annually, data is collected and presented to the committee.
8. In the summer, the improvement team meet to discuss the previous year and revise the action plan if necessary.

The current improvement plans are listed on the following pages.

STANDARD 3: School Improvement Planning, Outreach, and Viability

Elementary School Improvement Plan

2016-2021

Data Analysis	The MAP Assessment showed low scores on the vocabulary subtest. On the Kansas State ELA Assessment, the majority of our students scored below the state average for each performance level.
ELA School wide Goal	All students will improve their vocabulary knowledge through the 10 stages of vocabulary usage.
School Objective and Evaluation	<ul style="list-style-type: none"> • Increase the average MAP vocabulary subtest scores. • Decrease the percentage of students scoring 1 on the Kansas State ELA Assessment. • Average 80% or above on summative assessments developed by the committee.
Benchmarks	Assessment results will be compiled annually. Reading committee members will analyze the scores the following summer.
Interventions	<ol style="list-style-type: none"> 1. Make staff aware of the ten stages of vocabulary development. 2. Specific techniques for teaching the stages of vocabulary
Resources	Resources will depend on the stage(s) being emphasized for that year.
Timeline	<ol style="list-style-type: none"> 1. Improvement team met during the 2016-17 school year to analyze available data and develop the goals, plans, and assessments. 2. Inservice in the fall of 2017 to develop interventions for functions, associations, and categorization with follow-up inservices at department meetings throughout the year. 3. Meeting of the improvement team in the summer of 2018 to review the data and goal. 4. Inservices/training in the fall of 2018 with increased emphasis on Associations and Categories as well as implementing cross-curriculum connections. Follow-up discussions at department meetings throughout the year. 5. Meeting of the improvement team in the fall of 2019 to review the data and goal. 6. Inservices/training in the fall of 2019 with the emphasis on the interventions for antonyms with follow-up inservices at department meetings throughout the year. 7. Meeting of the improvement team in the summer of 2020 to review the data and goal.

STANDARD 3: School Improvement Planning, Outreach, and Viability

	<p>8. Inservices in the fall of 2020 with the emphasis on intervention for similarities and differences with follow-up inservices at department meetings throughout the year.</p> <p>9. Meeting of the improvement team in the summer of 2021 to review the data and goal.</p> <p>10. Inservices in the fall of 2020 with the emphasis on the intervention for attributes, synonyms and definitions with follow-up inservices at department meetings throughout the year.</p> <p>11. Meeting of the improvement team in the summer of 2022 t review the data and goal.</p> <p>12. Inservices in the fall of 2022 with the emphasis on the intervention for multiple meanings and figurative language with follow-up inservices at department meetings throughout the year.</p> <p>13. Meeting of the improvement team in the summer of 2022 to review the data and goal and begin planning for the next School Improvement Plan.</p>
Monitoring	Elementary Head Teacher
Persons Responsible	<p><u>Elementary School Improvement Team:</u> Molly Rothwell, Leslie Caldwell, Daniel Allen, Kester Horn-Marsh</p>

STANDARD 3: School Improvement Planning, Outreach, and Viability**Kansas School for the Deaf****Secondary School Improvement Plan**

Data Analysis	A survey of soft skills was conducted during the 2016-17 school year. The lowest ranked area was Time Management.
Primary Goal	All students will improve their soft and social emotional skills.
Beginning Goal	All students will improve their Time Management skills.
Future Goals	All students will improve their social-emotional skills.
School Objective and Evaluation	<ul style="list-style-type: none"> • Increase the number of students with adequate Time Management skills on a department-wide survey. • Decrease the number of tardies. • Decrease the number of APRs.
Benchmarks	Surveys will be conducted annually in the spring of the year. The number of tardies and APRs will be monitored.
Interventions	<ol style="list-style-type: none"> 1. Schedule a new period of time that students will meet regularly with their primary provider to focus on soft skill development beginning with Time Management. 2. Implement the Time Management curriculum from Project Discovery. 3. Train secondary staff on the 7 Habits of Highly Successful Teens 4. Inservice the student life staff on Time Management activities and the 7 Habits of Highly Successful Teens
Resources	<ul style="list-style-type: none"> • Project Discovery Time Management curriculum • SECD Standards • 7 Habits of Highly Successful Teens

STANDARD 3: School Improvement Planning, Outreach, and Viability

<p>Timeline</p>	<ol style="list-style-type: none"> 1. Improvement team met during the 2016-17 school year to analyze available data and develop the goals, plans, and assessments. 2. In the fall of 2017, implement a PRIDE period, four days a week in order to teach and support Time Management skills 3. All primary providers will teach the Project Discovery Time Management curriculum beginning in the fall of 2017. 4. During the 2017-18 school year the committee continued to meet and develop the PRIDE schedule. 5. Meeting of the improvement team in the summer of 2018 to review the data and goal. 6. Inservices in the fall of 2018 with the emphasis on applying the social-emotional standards in the classroom. Staff will begin using 7 Habits for the Highly Successful Teen by Steven Covey during PRIDE in order to teach the social-emotional standards. 7. Meeting of the improvement team in the summer of 2019 to review the data and goal. 8. During 2019-2020 school year, the staff will continue to use the 7 Habits for the Highly Successful Teen with their students. The student life staff will have additional training in the fall. 9. Improvement Committee will meet in the summer of 2020 to assess the year and make plans for 2020-21.
<p>Monitoring</p>	<p>Secondary Head Teacher</p>
<p>Persons Responsible</p>	<p><u>Secondary School Improvement Team:</u> Joelle Allen, Nancy Frazier, Amanda Harris, Janna Wiesner, Jennifer Kucinski, Mike Wiesner, Kevin Milner and Sally Luton</p>

Standard 4: Finances

STANDARD 4: Finances

SIGNIFICANT STRENGTHS IN THE AREA OF FINANCES:

- School utilizes a comprehensive system to plan, budget, and monitor expenses with appropriate mechanisms to ensure fiscal integrity
- Financial climate is stable

SIGNIFICANT AREAS FOR IMPROVEMENT IN THE AREA OF FINANCES:

- May need to be creative in managing resources to develop new state-wide program while maintaining viability of current programs

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Administration develop a comprehensive set of policies that guide the use of facilities by staff and community organizations.
2. Administration develop communication strategies that provide information to stakeholders regarding long-range building projects and funding sources for those projects.
3. Administration investigate whether a statutory change that obligates the legislature to appropriate funds necessary to meet pay parity in existing statute for professional staff would be beneficial to the school.

RESPONSE:

1. Policies and procedures have been developed that help Facility Operation Services Manager requests to use KSD facilities by staff and the community in a way that ensures appropriate use and care, convenient scheduling, and the ability to recapture operating costs.
2. The development and status of updates of major building projects is discussed in KSDLT meetings. Also, a comprehensive bi-annual list of projects is sent to all staff outlining what has been completed, what is in the process of being done, and what will be done in the future. Regarding funding, a five-year Capital Budget Plan is developed and updated every June in concert with the agency budget and following the policies and procedures outlined by the Division of Budget.
3. The teacher salary increase required by K.S.A. 76-1197 has been presented as an enhancement in the budget request which means funds may or may not be appropriated by the legislature. Our budget analyst has indicated the salary increase should be built into the base budget by the school when preparing future budgets, resolving the issue of adequate funding to support the statute.

STANDARD 4: Finances

NARRATIVE:

The Kansas School for the Deaf is a state agency which requires compliance with all State of Kansas written financial policies. The Government Accounting Standards Board (GASB) requires the State of Kansas to provide financial reporting encompassing all state operations. This is accomplished mainly by accessing information about all agencies, including Kansas School for the Deaf, from the comprehensive SMART system (Statewide Management, Accounting and Reporting Tool). A full-time Director of Finance with a Bachelor of Science degree in Business Administration oversees all financial aspects of the school and directs the activities of the Procurement Officer and Accountant. The State of Kansas provides fiduciary control and conducts random audits of accounting and purchasing activities. Current finances are stable, state revenues have improved in the past year and the economic outlook in the State of Kansas is positive.

Our fiscal year runs from July 1 through June 30. The school develops an annual budget which is due on September 15. The budget is analyzed by the state's budget analyst and goes through several channels before final approval by the Legislature. Budgets are prepared annually in advance to ensure continuity in delivering educational programs and services. The budget document includes requests for monies from the State General Fund (SGF) for operating expenses, State Institutional Building Fund (SIBF) for Capital Improvements, and authorization to spend fee funds collected throughout the year. Fees are collected from school districts for outreach services, weekend supervision of students, additional paraprofessionals needed for specific students, and the hearing assistive technology lease program. The school also receives funds for rental of office space by the Helen Keller National Center and rental of the former superintendent residence.

The budget is prepared by the Superintendent and Director of Finance with input from the different department heads. Each department is allocated a certain amount of money for the fiscal year. The department heads then allocate their individual budgets based on department needs, and monthly department expenditure reports help supervisors manage budgeted expenditures. Staff survey of the financial operation indicates the majority agree or strongly agree that finances are stable and handled appropriately. Concerns about salary have been addressed this year with a 2.5% increase awarded to employees from the state legislature.

The Business Office operates under the regulatory standards set by the legislature for all state agencies. Purchases are made using state contracts when available, or through a bid process handled by the Office of Procurement and Contracts if cost is \$5,000 or above. Following state statute, the school is self-insured. Liability insurance on vehicles is purchased, along with catastrophic accident coverage for student activities.

Families enrolling in school receive an enrollment packet in the summer which outlines all associated costs. Some of the costs associated with the school include class dues, activity fees, hearing aid deposits, and allowance. The school provides refunds on a case by case basis, depending on the circumstances.

STANDARD 4: Finances

The school has an Endowment Fund which provides funding for a variety of purposes not covered by the state budget. Monies come from memorial donations, civic organizations, corporate donations, and group fundraising. Funds are sometimes designated for specific purposes, such as the memorial donation designated for transition that will provide for student needs in the KSTAR program after high school graduation.

The Cantrall Trust fund was established many years ago to benefit dormitory students with a monetary need and is used for allowance to enhance evening activities. The trust is operated by an independent banking institution. Funds are requested by the Director of Student Life each year and deposited to the Pupil's Trust Fund Account managed by the Business Office and regulated by the State of Kansas.

Kansas School for the Deaf also receives federal grants that have allowed for establishment or expansion of outreach programs. The SoundBeginnings grant enables the school to further serve infant/toddlers aged birth-three throughout the state, and a new grant will provide an information system to access a statewide database of deaf children. The TASN Project fund helps prepare teachers to better serve the needs of deaf students in Kansas.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 4

Ratings

<u>5</u>	4	3	2	1	NA	4.1	The school implements written financial policies and procedures that are in accordance with accepted business practices.
<u>5</u>	4	3	2	1	NA	4.2	The governance and leadership exercise prudent control over all financial operations.
<u>5</u>	4	3	2	1	NA	4.3	Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities
5	4	<u>3</u>	2	1	NA	4.4	Finances are currently stable and projections indicate continuing stability.
5	<u>4</u>	3	2	1	NA	4.5	The school develops short- and long-range financial plans to ensure resources are available to deliver its educational program and services.
5	4	<u>3</u>	2	1	NA	4.6	Stakeholders have opportunities to provide input into financial plans.

STANDARD 4: Finances

- 5** 4 3 2 1 NA 4.7 Families enrolling students in the school are informed in advance of all financial obligations for attending the school.
- 5** 4 3 2 1 NA 4.8 Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.
- 5** 4 3 2 1 NA 4.9 Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.
- 5 **4** 3 2 1 NA 4.10 The school has written, reasonable, and equitable tuition, collection, and refund policies.
- 5 4 3 2 1 **NA** 4.11 The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.
- 5 4 **3** 2 1 NA 4.12 The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.

EVIDENCE	**HC OR E
Current operating budget (for main campus and each branch campus)	HC
Certified external audit letter conducted within the last two years (for main campus and each branch)	HC
Student tuition and fee schedule (if applicable)	HC
Long-range financial plan	HC
Evidence that the school has no contingent liabilities or on-going litigations that potentially could affect the school's ability to continue operation	HC
List of grants and other funding sources obtained in the last calendar year	HC
Publications provided to students outlining students' financial obligations	HC
Summary of the school's insurance coverage (for main campus and each branch)	HC/E
Policies related to finances, financial aid, refunds, personal student accounts and student organization fund raising	HC
Summary of budget planning process	HC
Job descriptions of business management personnel	HC
Monthly Budget/Expenditure Report	HC

Standard 5: Facilities

STANDARD 5: Facilities

SIGNIFICANT STRENGTHS IN THE AREA OF FACILITIES:

- Campus lighting
- Campus infrastructure in order to keep the campus functional, safe, and in good order for the day-to-day use by staff, students and community

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF FACILITIES:

- HVAC and climate control
- Funding for needed improvements and upgrades

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Administration develop a comprehensive set of policies that guide the use of facilities by staff and community organizations
2. Administration develop communication strategies that provide information to stakeholders regarding long-range building projects and funding sources for those projects

RESPONSE:

1. Policies and procedures have been developed that help Facility Operation Services Manager requests to use KSD facilities by staff and the community in a way that ensures appropriate use and care, convenient scheduling, and the ability to recapture operating costs.
2. The development and status of updates of major building projects is discussed in KSDLT meetings. Also, a comprehensive bi-annual list of projects is sent to all staff outlining what has been completed, is in the process of being done, and will be done in the future. Regarding funding, a five-year Capital Budget Plan is developed and updated every June, in concert with the agency budget and following the policies and procedures outlined by the Division of Budget.

NARRATIVE:

The school maintains the buildings and grounds in order to ensure students have a safe and healthy environment in which to live and learn. Individual classrooms are well lit and can safely and comfortably accommodate the students. There is adequate conference space throughout the different buildings on campus. The school has three gymnasiums and a full-size indoor pool as well as a recreation center. Storage spaces vary from building to building and comply with the city's fire code. An online work order system allows requests for maintenance to be centrally coordinated and managed with a combination of internal and outsourced resources. In our effort to continually improve, we are in the process of upgrading our work order system to take advantage of better tracking and reporting features, as part of

STANDARD 5: Facilities

meeting performance-based budgeting indicators. This upgrade will also capture work orders performed by outside resources (such as outsourced contractors, trades and services). The outsourcing of specialty service has increased over the last several years, due to low unemployment rate and difficulty recruiting vacant positions, specific technical needs, and the appropriate repositioning of internal resources toward instructional services.

The school has a five-year Capital Improvements Plan that prioritizes the campus needs, which is developed annually with input from administration, staff, and in coordination with architects and engineers to ensure accuracy before presenting to the State Legislature and Governor for funding. The adopted plan aggressively targets multiple and equally important needs simultaneously. KSD is in the final year of a five-year project to invest in safety and security systems, which includes integrated fire detection, modern mass notification abilities, uniform security grade key system, access control cards, quick locking classroom door hardware, video surveillance, secure visitor check-in for the Roth, Emery, and Roberts buildings, and on-site security personnel. We are currently undergoing a major renovation of the Roth building auditorium and Emery HVAC cooling system this fiscal year. These improvements are projected to be completed by June 2020. Planning will start this spring for the modernization of Roberts building the following fiscal year. Upgrades to all the campus HVAC systems continue to be pursued, with new building boilers to Roth and Emery having been completed and the final stages of upgrading the cooling systems to these buildings underway. Planning and funding for the HVAC systems in the remaining buildings continues to be actively pursued. In addition, regular maintenance and repair projects will continue, such as remodeling the dormitory rooms in the Roth and Emery buildings with needed upgrades and improving the appearance and function of public restrooms to be gender neutral.

Water and air quality is taken seriously and Facility Operation Services maintains, tests and upgrades multiple systems campuswide. The school has installed backflow preventers on all water sources to prevent contamination from equipment discharge, and these backflow preventers are inspected annually by a certified contractor and meets all city codes. All the campus drinking water sources were tested for lead and those locations that exceeded the EPA standards were condemned or new plumbing solutions installed. Air testing for mold spores is conducted periodically to ensure indoor air quality is maintained. The facilities and systems are inspected regularly by state and local inspectors.

Our school collaborates with the Olathe Parks and Recreation Department, the Olathe Chamber of Commerce, and the general public to make our facilities available for use by their constituents. Numerous businesses and organizations contribute their resources, volunteering their time and talent to help keep the campus beautiful and in good order. This combination of internal and external forces keeps KSD vibrant.

STANDARD 5: Facilities

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 5

Ratings

5	<u>4</u>	3	2	1	NA	5.1	The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.
5	<u>4</u>	3	2	1	NA	5.2	The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.
5	<u>4</u>	3	2	1	NA	5.3	The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodations for: <ul style="list-style-type: none"> • Instruction • Administration • Conferences • Student activities • Student services • Storage of school property • Storage for student belongings
5	4	<u>3</u>	2	1	NA	5.4	Sufficient systems are in place to monitor and adjust air quality to appropriate levels.
<u>5</u>	4	3	2	1	NA	5.5	Lighting is adequate and appropriate in student and staff areas.
<u>5</u>	4	3	2	1	NA	5.6	Sufficient space is available for ingress, egress, and traffic flow within the facilities.

EVIDENCE	**HC OR E
Floor plans of facilities	E
Long-range facilities plan	HC/E
Maintenance/repair schedules/maintenance budget/annual capital outlay budget	HC/E
Plans for any facilities improvements	HC/E
Policies related to facilities	E
Health/safety inspections	HC/E

Standard 6: School Climate and Organization

STANDARD 6: School Climate and Organization

SIGNIFICANT STRENGTHS IN THE AREA OF SCHOOL CLIMATE AND ORGANIZATION:

- KSD leadership team meets monthly to ensure coordination, supervision, and direction for all programs: educational, student services, and student activities.
- Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.
- Our school reflects a true "sense" of community.

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF SCHOOL CLIMATE AND ORGANIZATION:

- Administration, instructional, and support personnel are qualified, competent, and sufficient in number to meet the total needs of the educational, student services, and student activities programs.
- The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment of staff.
- The school implements written policies and procedures for orienting and mentoring new staff members.

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Administration provides a stronger presence and support for Student Life staff and also allocates resources to the counseling program during student life hours.
2. Administration team develops realistic priorities for academic staff time commitments with respect to planning/teaching and school improvement initiatives, and seeks expertise for staff training.
3. Administration continues to work with the Board and Governor's office to secure additional funds for salaries, particularly for dormitory personnel, to help reduce the rate of employee turnover in that program.
4. Administration considers additional ways to increase communication with parents so that stronger relationships between the school and family can be formed and used as a base of support when advocacy is needed for the school.

RESPONSE:

1. KSD administration has agreed that there is a seamless flow of 24/5 between the Instructional and Student Life programs. More events such as professional development and lunch gatherings are being jointed. A Case Manager is now working from 12-8 pm to support students in the Student Life program. An Activity Coordinator reports to the Dean of Student Life and is responsible for the interscholastic athletic program and after-school activity planning.

STANDARD 6: School Climate and Organization

2. The KSD-KNEA and KSD Board agreement indicates that teachers' planning time is not to be used for planning school improvement initiatives. Release time or paid summer work are utilized to work on initiatives. The professional development committee meets twice a year to develop professional development activities for the following year. Early release on Fridays is used for PD, meetings, curriculum development, etc.
3. Student Life staff got a 2.5% increase this year and there is no guarantee of a yearly increase. Hiring paraprofessionals/dorm teachers for summer events and/or ESY is considered a priority.

It is mandated that KSD teachers be given the same percentage of salary increase that teachers in the Olathe School District are given. There is a one-year gap and each year KSD teachers receive a pay increase equal to what Olathe teachers received the previous year. Our annual budget request includes a supplemental to cover the funds required to meet this mandated increase in teacher salaries.

4.
 - Newsletter
 - Easy access to PowerSchool
 - Letters informing about state assessment results
 - Ongoing communication regarding child's progress through emails and texts
 - Facebook presence (closed group)
 - Google classroom and homework apps in secondary
 - ASL classes
 - FSK
 - Eblasts
 - State assessment updates
 - Post events on website
 - Some teachers use Seesaw and Bloomz

NARRATIVE:

Administration is responsible for the safe, efficient, and effective operation of the Kansas School for the Deaf (KSD). The superintendent, as chief executive office, oversees and guides KSD in the execution of its mission and is committed to statewide advocacy and efforts for students who are D/HH, their parents, and the schools that serve them, anywhere in the state.

As indicated on the School Culture survey, the majority of internal and external stakeholders agree that KSD reflects a true "sense" of community and every D/HH child in Kansas matters. The language in the school mission indicates a broader perception that we serve all students through the campus-based program and through Outreach services. The school continues its long, rich history of educating students who are deaf or hard of hearing (D/HH) on the Olathe campus, as well as a growing focus on expanding services for students across the state. KSD is a hub of specialized knowledge in the field of deaf education for students who are D/HH,

STANDARD 6: School Climate and Organization

from birth to age 21 across the state of Kansas; however, increasingly school districts are requesting services at the local school level for students who are D/HH. The State Board of education encourages this and many legislators support local services. All of these groups also acknowledge that local services cannot and should not replace the campus program because local services cannot provide the level of intense language immersion that many students require. KSD continues to expand our Outreach Program to meet more local requests. Furthermore, the results of surveys distributed to the students, staff, and parents indicate that the majority feel safe in the school.

Our 158-year history of educational services has ensured that thousands of students and youth who are D/HH have become active, productive, and independent citizens of the state. Over the years, our services have continuously improved to meet the changing needs of education and society. Instructional services are responsible to provide specially designed instruction (SDI) and extracurricular programs. Our Student Life program is an extended day program that offers room and board for students who do not live close enough to be transported to and from home and school daily; however, they go home every weekend. This program also includes an intensive focus on ASL and English acquisition and daily living skills to help our students successfully function in a language-rich environment. Both our instructional and student life programs are actively involved in our transition and career education program. A student handbook defining the student code of conduct has been developed and is given to the students and their parents at enrollment in the fall. It is also available on the school's website.

In addition, KSD offers statewide outreach that provides the highest quality of services, resources, and support to children aged birth to 21 who are D/HH by collaborating with their families, their communities, and the professionals that serve them. Details regarding Outreach programs are included in Standards 3 & 8.

The Business Office and the Human Resource Department, along with the functions of maintenance, security, housekeeping, dietary, and information technology services performed by the Facility Operations Department, are committed to keeping KSD a safe, comfortable, and healthy place for students to learn. Housekeeping and dietary services are made available whenever students are on campus. Security, information technology, and other administrative support services operate year-round to ensure they support the instructional departments and that KSD is maintained in a secure, efficient, and effective manner.

At KSD all aspects of the work of the agency are driven by our three goals listed below.

1. Advance the agency's mission, vision, and core values by assuring quality services are provided to internal and external community members.
 - Ongoing communication with KSBE and stakeholders
 - Provide leadership and technical assistance

STANDARD 6: School Climate and Organization

- Strengthen campus-based and outreach programs
 - Maintain safety and security
2. Provide leadership and technical assistance to campus-based and outreach programs, ensure high quality early intervention, early childhood and K-12 education, Kansas Students Transition and Academic Readiness (KSTAR) programs and success for all students who are D/HH.
- Meet individual needs of students, parents, and professionals within their local communities and schools
 - Expand more online opportunities for students, families, and professionals
 - Maximize full array of high-quality resources and expertise to provide efficient and effective service delivery
 - Shared resources via partnerships
 - Ensure each D/HH student's educational needs are addressed through collaboration with the Kansas State Department of Education, the Kansas Department of Health and Environment, local districts, and parents
 - Provide effective and relevant professional development to school districts, parents, and community
 - Create a system to empower active engagement preparing students for their postsecondary plans
3. Facilities Operations services ensures facilities, equipment, and services efficiently and effectively provide a comprehensive research-based 21st century educational experience for students and staff in a clean, safe, and secure environment.

KSD has a clear administrative organization providing qualified leadership for the educational program, student services, and student activities. The organizational breakdown is illustrated in a flow chart clearly outlining supervisory responsibilities. A written job description exists for all positions and is currently up-to-date (as of summer 2019).

The expectations for all employees are clearly outlined in the employee handbook where organizational health and positive work environment is reiterated. Currently, the policy manual is under review by KASB and will be monitored by the Human Resources department.

- Advance the highest standards in all school activities to inspire confidence and trust
- Be proactive in providing quality service in a responsive, courteous, and professional manner.

STANDARD 6: School Climate and Organization

- Seek public input and participation that promotes ethical behavior and holds staff and students accountable for their conduct
- Demonstrate and champion a cooperative work environment among all school departments
- Have the courage to overcome barriers to communication, cooperation, and productivity
- Use effective planning strategies to facilitate the current and future goals of the school

Promote Professional and Personal Integrity

- Be sensitive to the balance of the diverse groups served by the school as stated in our Diversity Statement
- Take personal responsibility for decisions and actions
- Recognize the contributions and efforts of others
- Practice truthfulness, respect, and maintain confidentiality in all interactions
- Establish and maintain professional relationships with all KSD employees and consumers

KSD Affirmative Action Policy

Kansas State government adheres to and supports the principles of equal opportunity, non-discrimination and respect for human dignity. The Kansas School for the Deaf also recognizes the importance of these principles and reaffirms the agency's commitment to them. Various state and federal laws offer guidelines which prohibit discrimination based on race, color, national origin, sex, disability, or age. It is the responsibility of management and all employees to ensure that actions and behavior support these ideas.

This plan includes the following policy statements on:

- Sexual Harassment
- Americans with Disabilities Act (ADA)
- Fair Employment practices to continue considering applicants based on qualifications to increase their representation in all EEO categories.
- Grievance Procedure Statement

State of Kansas Employee Assistance Program

The Employee Assistance Program (EAP) is a special service provided for State of Kansas benefits eligible employees and their dependents at no charge. The EAP provides information, short-term counseling, advice, and referrals from licensed professionals who understand the typical stresses we all face day-in and day-out.

STANDARD 6: School Climate and Organization

EAP counselors are available 24/7 to provide immediate care, concern, and assistance because life's questions don't always come between 8 AM and 5 PM.

When an employee calls the 24-hour EAP helpline, he/she will talk with a caring and experienced counselor who will take a small amount of initial information, and depending on your needs will:

- Provide any immediate help, assistance, or guidance you may need
- Connect you with a specialist for assistance with childcare, personal money management, eldercare, legal advice, etc.
- Help you make an appointment with an EAP counselor for a face-to-face visit in your community. EAP counselors are not State employees but are professional counselors working for ComPsych under contract to the State. All counselors are certified or licensed in their field of expertise.

EAP services are always completely confidential. All discussions, in accordance with very stringent state and federal regulations are confidential, and no one has access to your personal information without your written permission. The only exception is if someone is in immediate danger of harming self or others, or if child abuse is suspected.

Appraisals

Written policies for staff evaluation are in place. The classroom teacher and building level administrators use state-approved evaluation tool from Greenbush Southeast Kansas Education Service Center, which includes student performance factors. All other non-teaching staff will use the state designed evaluation called the PMP. Student Life staff use a certain evaluation tool that applies to the uniqueness of their duties.

Professional Development

Professional development topics are chosen in collaboration with the staff, administrators and curriculum and assessment coordinator. KSD provides ongoing staff development in several ways. At the beginning of each school year, three staff development days are scheduled for all staff. In planning for these days, the curriculum/assessment coordinator meets with the administrators to assess each department's needs as well as the required state and local training needed. Then the three days are planned and schedules created for all staff including instructional, student life, support, health center, related services, and outreach staff.

Staff development during the school year is addressed in several ways. For instructional and related services staff, every Friday school is dismissed an hour early. Schedules for those Fridays are created by the head teachers in each department and coordinated by the curriculum/assessment coordinator. They are planned a month in advance and meet the unique needs of each department. Student life staff have three days of inservice throughout the school year. Topics for those inservices are selected by the dean of student life with the assistance of the curriculum/assessment coordinator.

STANDARD 6: School Climate and Organization

The state of Kansas requires several annual trainings. These are scheduled throughout the school year. In the summer of 2018, KSD subscribed to Infinitec, an online training company. As an Infinitec member, we have access to many online webinars and training materials. While some of the Infinitec training materials are captioned, some are not. In order to facilitate the state required trainings, we created several of our own videos, including text, voice, and ASL. Three videos have been completed: Bloodborne Pathogens, Abuse Policies, and FERPA and Confidentiality. These modules are used to train our staff online through Infinitec. The state has mandated that all state employees take sexual harassment training yearly.

KSD instructional staff participate in the Kansas Professional Development program to earn professional development points which can be used to renew their state licenses and move over on the salary schedule. Points can be earned in various ways, attending inservices/workshops both on and off campus, presenting at conferences, serving on school committees, etc. The school has a professional development committee made up of teachers and administrators. The committee monitors the requests for points. A professional development handbook has been created with guidelines covering the policies for earning points. The handbook has been approved by KSDE and is updated annually. Licensed staff use an online portal, the Greenbush Toolbox, to keep track of their points. Student Life staff also earn points which can be used to earn a salary increase.

The school supports professional development off campus whenever the budget allows. Staff are provided administrative leave with pay, a school vehicle, and registration to attend approved conferences in their specific area. Staff are encouraged to join professional organizations to network and enhance their professional development.

Professional development training is also provided to the TODs, general education administration, special education directors, interpreters, speech-language pathologists, families, and other professionals who work with D/HH students. KSD will continue to collaborate with the Gallaudet University Regional Center and other organizations in presenting statewide as well as regional conferences. Varied opportunities such as Understanding the Unique Needs of Students who are D/HH; Addressing the Unique Needs of Students who are D/HH; Family, Fun, and Facts Weekend (FFF); Sound START trainings; and educational and related services support throughout the state.

Licensed Personnel

The majority of administrators and classroom teachers are certified and licensed through the state of Kansas for their assigned position. A small number of staff members are provisionally certified through the state and are actively pursuing full licensure. All instructional leaders have building level certification, and the superintendent has building and district level certifications. Annually, the head teachers meet with individual staff members to review their licensure and endorsements. The school is working toward 100% of the staff fully licensed with appropriate content area as well as deaf education endorsements. Staff members are assigned positions based on their licensure and content area endorsements.

STANDARD 6: School Climate and Organization

ASL and English Diagnostic Assessment for New Hires

The ASL Diagnostic Assessment Test is a tool used for assessment of American Sign Language skill level. The test is conducted as an interview. There are no test booklets associated with this test. The interview is structured as a conversation between the candidate being interviewed for a position and an interviewer (KSD employees fluent in ASL) and will cover topics of general interest. The interview has a prepared set of questions and prompts for stimulating communication.

Each candidate will be assessed in two parts: ASL and written English. Any positions that require direct contact with students on a daily basis, will require “almost fluent” ASL skills prior to hiring. New hires for all other positions will have up to three years to learn conversational language. We are currently in the process of developing a tool for measuring conversational levels. KSD provides ASL learning opportunities for staff who are new to KSD each year and are not at the conversational level. A person who is a native ASL user teaches the classes approximately 5 hours per week to the following departments: Related Services: Health Center, OT and PT, Audiology as well as Outreach: Early Interventionists, Security, Kitchen, HR, Operations and Student Life.

New Employee Orientation and Mentoring

The school provides a two-day orientation and mentoring program for new employees. The orientation activities are planned in conjunction with the department heads and curriculum/assessment coordinator to meet the needs of each department.

The school also provides a two-year, state approved mentoring program. Mentors are assigned to new teachers for two years to assist in the transition to teaching at KSD. The mentor and mentee meet with the staff development coordinator and go through the requirements prior to the school year. The new teachers and their mentors meet regularly with required documentation. In the dormitory, new staff are mentored by both the dean of students and an assigned dorm teacher. Mentors for licensing purposes are paid a supplemental contract of \$1,000 per year. A mentor handbook has been developed containing information for both the mentor and mentee.

Based on the survey results, there seems to be a greater need for additional support/mentoring for new employees. This is an area that we need to revisit our current plan for new employees.

Community Engagement

The deaf community in Olathe, as well as the hearing community, has been very supportive of the school over the years. Both communities get involved with the school in multiple ways. Several large companies; Home Depot, Lowe’s, and State Farm Insurance, have held community service days at KSD providing not only labor but funds for landscaping, painting, and other school needs. The Olathe Chamber of Commerce uses our facilities for an annual

STANDARD 6: School Climate and Organization

coffee bringing many Olathe residents into the school. The school serves as an evacuation site for the city of Olathe employees.

The deaf community in Olathe is a vibrant and treasured resource of the school. Volunteers attend many of the school's events and hold fundraisers for the benefit of different school programs. The school maintains an Endowment fund which has grown since its inception. Many families and community members have made generous donations over the years in order to support the school. The Endowment fund is used to meet the needs of the students that can't be met by the state budget. The fund also sponsors the Museum of Deaf History, Arts and Culture.

Family Engagement

Every year, KSD hosts a Family ASL Immersion Camp for three days in June. Every other year, KSD presents a Family Fun and Facts weekend for families. A number of volunteers from both communities attend both weekends to help out with the events.

Our community ASL classes and distance learning ASL classes are conducted by qualified staff. All instructors are fluent in American Sign Language and have education backgrounds.

Kansas National Education Association

The Kansas School for the Deaf's teachers are represented by the Kansas National Education Association (KNEA). The KNEA team negotiates working conditions and workloads for certified staff. The KNEA also represents certified staff (teachers, SLPs, counselors) in any school related incident. The state of Kansas has a grievance procedure in place for all staff that is handled through the Human Resources office.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 6

RATINGS

5	<u>4</u>	3	2	1	NA	6.1	The school's design, organization, climate, and leadership support attainment of the school's philosophy/mission
5	<u>4</u>	3	2	1	NA	6.2	Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities
5	<u>4</u>	3	2	1	NA	6.3	A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships

STANDARD 6: School Climate and Organization

5	4	<u>3</u>	2	1	NA	6.4	Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities
5	<u>4</u>	3	2	1	NA	6.5	Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school's success
5	<u>4</u>	3	2	1	NA	6.6	The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees
5	4	<u>3</u>	2	1	NA	6.7	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the students served
5	4	<u>3</u>	2	1	NA	6.8	The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff
5	<u>4</u>	3	2	1	NA	6.9	The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals
5	<u>4</u>	3	2	1	NA	6.10	Staff members are provided opportunities to offer input into the content of their professional development programs
5	4	<u>3</u>	2	1	NA	6.11	As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse students and families the school serves
5	<u>4</u>	3	2	1	NA	6.12	The school implements written policies and procedures for handling complaints/grievances by members of the staff
5	4	<u>3</u>	2	1	NA	6.13	The school implements written policies and procedures for orienting and mentoring new staff members

STANDARD 6: School Climate and Organization

5	<u>4</u>	3	2	1	NA	6.14	The school implements written policies and procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported
5	4	<u>3</u>	2	1	NA	6.15	The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions
5	4	<u>3</u>	2	1	NA	6.16	Professional satisfaction and good general morale characterize the school's staff
5	<u>4</u>	3	2	1	NA	6.17	Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts
5	<u>4</u>	3	2	1	NA	6.18	The leadership encourages staff members' affiliation with professional organizations
5	4	<u>3</u>	2	1	NA	6.19	The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support
5	<u>4</u>	3	2	1	NA	6.20	Members of the staff, students, and their families feel safe in the school
5	<u>4</u>	3	2	1	NA	6.21	A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly
<u>Other</u>							
5	<u>4</u>	3	2	1	NA	6.22	Staff are involved in the decision making process with regards to programming needs
5	4	<u>3</u>	2	1	NA	6.23	Our school reflects a true sense of community
5	<u>4</u>	3	2	1	NA	6.24	Frequent community for staff
5	4	<u>3</u>	2	1	NA	6.25	Members of our school community seek alternatives to problems/issues rather than repeating what we have always done
5	<u>4</u>	3	2	1	NA	6.26	People work here because they enjoy it and choose to be here

STANDARD 6: School Climate and Organization

EVIDENCE	**HC OR E
Organizational chart for the school and school system	HC/E
List of members of the professional and support staff, job descriptions for staff, appraisal tool for staff	HC/E
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	HC/E
Contracts (e.g. union, collective bargaining agreements)	HC/E
Results of any climate survey	N/A
Instruments used for evaluating the performance of the staff	HC/E
Professional development plan	HC/E
Policies related to school climate and organization	HC/E
Policy/procedure for handling grievances/complaints	HC/E
Climate survey	HC/E

Standard 7: Health and Safety

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 and provides an environment that addresses the rights of deaf and hard of hearing students to attend safe schools free from violence and exploitation of all kinds. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

Overall Standard Rating = 3

This summary report is a compilation of 5 surveys distributed to:

8 Administration 43 Faculty/Student Life 64 Students 95 Parents
6 Advisory Council Members _____ Other: _____

OTHER METHODS USED TO DETERMINE ASSESSMENT RATINGS:

Report completed by: Joan Macy and John Martello Date: June 14, 2019

COMMITTEE:

Joan Macy, Outreach Coordinator John Martello, COO of Facility Operations
Larry Finn, Curriculum/Assessment Coordinator Jay Ray, Operations Manager
Cathy Reynolds, Senior RN _____

Rating of Adherence to the Standard

1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Standard
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Standard and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Standard
4. Exceeds	The evidence indicates the school exceeds the expectations of this Standard

STANDARD 7: Health and Safety

SIGNIFICANT STRENGTHS IN THE AREA OF HEALTH AND SAFETY:

- Major improvement to the emergency communications and crisis planning categories with implementation of customized, state of the art emergency notification, access control, and other health and safety systems
- Establishment of a separate budget unit entitled "Safety and Security Systems" with specific major upgrades forecasted
- Maintenance of health records and medicine storage
- Working relationship with local authorities and health service providers

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF HEALTH AND SAFETY:

- Perceived issue with safe drinking water
- Revisit visitor check-in/check-out protocol and communications
- Clarify what health information can and can't be shared
- Develop comprehensive health and wellness program for students

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Administration develop a comprehensive set of policies for health and safety that support the procedures used by staff to ensure students are safe and well cared for
2. Emergency egress routes be posted in every room and in all facilities

RESPONSE:

1. Emergency protocols have been revised, and crisis management information placed in every room. The Department of Education guidelines on drills and best practices are followed.
2. Emergency exit maps have been developed with assistance by architect.

NARRATIVE:

Health and Safety

Student safety and health are high priorities at the Kansas School for the Deaf. In the area of health, the KSD provides 24-hour nursing services for our students. We have a health center/infirmary on campus staffed by licensed nurses 24 hours a day when students are on campus. KSD contracts with a physician to make daily/as needed visits to evaluate medical situations and monitor students. School functions that take place off campus are covered in a variety of ways. Classroom teachers, paraprofessionals, coaches, and dormitory teachers are trained in how to dispense medication if they are away from campus. The health center

STANDARD 7: Health and Safety

staff prepares the medication and a schedule prior to any off campus trips. The school secretaries and Activities Director distribute student's consent to treat forms should there be an emergency off campus. A nurse is always on call should additional information be needed.

Every fall the staff is trained on medical emergencies and procedures. Specific training is given to staff covering individual students who may have more complicated medical issues. The training is reviewed mid-year and staff is always encouraged to contact the infirmary if they have any questions or concerns. The nursing staff works with faculty and parents to keep everyone updated on students' health or physical needs. The nursing staff also maintains a list of students requiring car seats and/or booster seats based on height and weight as mandated by Kansas law.

The school's policy is that students do not carry their own medicine, including over the counter medication. All medicine is kept in the health center and distributed from there. Parents and drivers deliver prescription medicine to the health center from home or, in some cases, the health center will order the prescription and have it sent directly to KSD.

For group medical procedures (eye screenings, etc.) elementary teachers accompany their classes to the health center. Individual students going to the health center either come with a staff member or by themselves depending on their age and the situation.

The school maintains electronic health care plans on all students. Health care plans are routinely updated during enrollment in the fall. Plans are updated at any time during the year if conditions change.

KSD maintains a good working relationship with local authorities and health service providers. The local hospital, Olathe Medical Center, provides our school with an annual grant to purchase health related materials. Classes also attend health programs put on by the hospital. Children's Mercy hospital also provides services for our students. The school maintains a relationship with Johnson County Med Act making them aware of our student's needs. Johnson County Mental Health Services also provides services to some of our students and their families. A local dentist provides quarterly dental screening services to our students. We have a local optometrist that we work with as well.

Should students have unique health issues, the health center staff works to educate the students on their specific condition. They meet with the student and family and explain in detail information of which the student needs to be aware. The school's dietician works with the staff and students to encourage healthy life-style choices.

Security and Safety

In order to provide the safest environment possible for our students, all visitors are required to check into the office and receive a visitor badge before having access to the school. All employees and volunteers are required to have a background check, done through the Human Resources office, prior to working with the students. At the beginning of every school year,

STANDARD 7: Health and Safety

mandatory in-services are provided for the staff regarding abuse (physical, sexual, emotional, or psychological), FERPA, Confidentiality, CPI (Crisis Prevention Institute), and Bloodborne Pathogens. The employee handbook contains written policies regarding abuse and harassment. The counselors provide workshops for the staff and students on bullying and abuse throughout the school year.

Student safety is a priority and as such, procedures are in place to ensure that students are accounted for throughout the day. Staff monitors the arrival and departure of busses, vans, and taxis at the beginning and end of the school day. Should there be an emergency (fire, tornado, evacuation), head counts are required and confirmed by the administrators. Staff are trained on emergency procedures through documented drills. Emergency drills are conducted multiple times during the year as prescribed by State law.

Since the last CEASD visitation, there have been significant improvements to the campus signage, clearly informing motorists along Santa Fe and Park street of the schools presence and boundaries, informing which entrance is for visitor parking, and directing visitors towards the entrance leading to the centralized security office for check in. From there, visitors are greeted and provided guidance, depending on their purpose and direction provided by each KSD department. The continued deployment of signage will occur as funding allows.

The school has a printed crisis management plan that outlines procedures for a variety of emergencies including medical, fire, weather, intruder, toxic chemicals, campus evacuation, bomb threats, etc. Also included in the plan are field trip procedures, resource information, and emergency contact information. The plan is regularly updated and posted campuswide. Our current emergency notification system is building specific for fire, yet centralized to alert security of events. The emergency notification system for intruder and tornado events is campuswide. There has been a significant and sustained investment in the emergency notification system over the last several years. The upgrade provides a centralized system which includes among other features, campuswide text, email, and improved visual notification. We will continue to fully utilize and integrate additional new features. In January 2019, the School Safety Specialist from the Kansas State Department of Education visited KSD and was very complimentary to our efforts and stated that we are leaders in our efforts.

With student and staff safety a high priority, steps have been taken to insure that equipment and supplies are correctly stored. All chemicals and cleaning supplies are stored in locked areas accessible only by appropriate staff. The school's maintenance shop is card key controlled with restricted access allowed for maintenance employees only.

As discussed previously in this report, water and air quality is important to administration and is actively managed. New water fountains have been installed in a number of locations on campus. The on-going replacement and upgrading of heating and cooling systems throughout the campus continues, to ensure effective climate control inside our facility buildings.

STANDARD 7: Health and Safety

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 7

RATINGS

5	4	<u>3</u>	2	1	NA	7.1	The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.
5	<u>4</u>	3	2	1	NA	7.2	The school provides adequate health care at school functions that take place away from the school's premises.
5	4	<u>3</u>	2	1	NA	7.3	Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.
<u>5</u>	4	3	2	1	NA	7.4	The school appropriately manages the storage and administration of student medications.
5	<u>4</u>	3	2	1	NA	7.5	The school safely stores equipment and supplies
5	4	<u>3</u>	2	1	NA	7.6	A system exists to account for the whereabouts of students at all times.
<u>5</u>	4	3	2	1	NA	7.7	The school maintains comprehensive, current health records for all students and staff.
<u>5</u>	4	3	2	1	NA	7.8	The school conducts and maintains written records of regular emergency drills.
5	4	<u>3</u>	2	1	NA	7.9	Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.
5	<u>4</u>	3	2	1	NA	7.10	The school ensures that the staff is kept up-to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.
<u>5</u>	4	3	2	1	NA	7.11	Working relationships with local authorities and health service providers are positive and ongoing.
5	4	<u>3</u>	2	1	NA	7.12	The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.

STANDARD 7: Health and Safety

<u>5</u>	4	3	2	1	NA	7.13	The school has an effective system to control access to the school by visitors and other non-school personnel.
5	<u>4</u>	3	2	1	NA	7.14	Staff members model positive health and safety practices.
5	<u>4</u>	3	2	1	NA	7.15	Safe drinking water is available throughout the day for the staff and students
<u>5</u>	4	3	2	1	NA	7.16	The school has a plan to conduct background and criminal history checks on employees.
5	<u>4</u>	3	2	1	NA	7.17	Staff development programs are in place to train members of the school community in the school's expectations, policies, and procedures with respect to suspected abuse, neglect, or exploitation as well as violence prevention, bullying prevention, sexual harassment, and other child safety and protection measures.
5	<u>4</u>	3	2	1	NA	7.18	The school has policies and procedures in place for both prevention and intervention of physical, sexual, emotional, or psychological abuse.

STANDARD 7: Health and Safety

EVIDENCE	**HC OR E
Emergency and crisis plans/safety plan	HC/E
Records of most recent health and safety inspections	HC/E
Posting of fire drill/evacuation plans visible in each classroom and dormitory room. Records of emergency drills	HC/E
Emergency Procedures section in Employee Handbook	HC/E
Abuse and neglect policy/violence/substance abuse/weapons/suicide/reporting policies	HC/E
Functional equipment to communicate emergencies	HC/E
Missing student procedures	HC/E
Staff training in CPR/or other such program and First Aid certification	HC/E
Wellness committee activities	HC/E
Code of conduct/behavior including policies on handling minor and major infractions and data on student discipline including discipline referrals and suspensions	HC/E

Standard 8: Educational Program

STANDARD 8: Educational Program

SIGNIFICANT STRENGTHS IN THE AREA OF EDUCATIONAL PROGRAM:

- State Standard documents in ELA have been streamlined to represent a diverse population of students. The documents are available online
- Renewed emphasis on social-emotional skill instruction by moving from a counselor-led model to an integrated approach involving classroom and dormitory teachers
- Implementation of the KSTAR program to address transition to work and independent living
- Teacher involvement in different curriculum committees during the summer
- A variety of instructional resources to meet the needs of a diverse group of students
- Flexible class groupings in elementary and secondary

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF EDUCATIONAL PROGRAM:

- Continued development of project and community-based instructional curriculums that align with the Kansas College and Career Readiness Standards
- Improve curriculum consistency, when possible, between elementary and secondary departments
- Identification of appropriate standards, objectives and resources for students who are significantly below grade level.
- Continued implementation of the appropriate Common Core thinking and study skills into all content areas.
- Need an overview of the educational program that is available to parents and students other than the syllabus. This should be placed on the Website.

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Create consistent mechanisms, oversight, and formalized procedures to better guide those responsible for implementing curriculum
2. Formalize the process by which students and their families are prepared for the transitions between educational programs
3. Outreach Program (birth to three) strengthen its regular communication/ties with the Early Childhood Program.
4. Outreach Program disseminate results of their state-wide work with the KSD Deaf community and other stakeholders.

STANDARD 8: Educational Program

RESPONSE:

1. Pacing guides were developed for teachers in the Elementary Department in Math, Science, Social Studies, and KU Writing. The secondary department has been working on skills-based lesson planning which makes monitoring more objective.

There is still lots of work that needs to be done in this area. We completed an Elementary curriculum snapshot which highlighted our strengths and weaknesses in this area. This will always be a work in progress.

2. a. There has been a designated day of transition for students moving from Early Childhood to Kindergarten and from 6th to 7th grade.
b. Parents have a transition meeting arranged by the head teachers and IEP coordinator
c. Add
 - Individual plan of study
 - Pre-school orientation
 - Early Childhood - Kindergarten orientation
 - 6th grade orientation
 - 6th grade practice middle school expectations starting in January
 - 8th grade seminar to preview high school
3. We provide parents with tours of Early Childhood. The programs have different goals and are structured differently. Early Childhood is classroom-based while birth to three is home-based.
4. Presentation at Advisory Council meeting. Superintendent shares information with Deaf Community and State Board of Education. Brochures list all of our services. We set up a meeting with the Deaf Community on August 18th with a plan for quarterly meetings including representatives from Kansas Association for the Deaf (KAD), K-CAP, and Museum of Deaf History, Arts and Culture (MDHAC). The superintendent reports to the State Board of Education quarterly as well as a weekly update to the Commissioner of Education.

NARRATIVE:

The school is divided into five different educational departments, Birth-3, Early Childhood serving students ages 4 – 5, Elementary serving students in grades K – 6, Secondary serving students in grades 7 - 12, and KSTAR serving postgraduate students through age 21.

State Standards and Curriculums

Curriculums and educational resources are selected to align with the Kansas State College and Career Readiness Standards (KCCRS). The Kansas State College and Career Readiness standards are based on the national common-core standards. Each content area

STANDARD 8: Educational Program

has their own state standards; English Language Arts (ELA), Mathematics, History/Government, Science, Physical Education, Health, and Character Education. All standards are published on the Shared Google Drive and are accessible to instructional staff.

The on-grade level KCCRS standards are referred to as the General Standards. In addition, the state developed modified standards in ELA for ELL students. These modified English Language Proficiency standards (ELP) are targeted to English speakers of other languages (ESOL). They align with the general standards but are structured to address the needs of students whose native language is not English.

For students with additional cognitive disabilities, there is a set of standards in Mathematics, ELA and Science called the Essential Elements. These Essential Elements also align with the KCCRS but are modified to fit the unique learning needs of these students.

A curriculum coordinator oversees the development and implementation of content area curricula, coordinates all schoolwide state and local assessments, and provides curriculum development and resources to support the school improvement plan. The school has selected a variety of curriculums and resources in each content area in order to teach the state standards. We have worked over the last several years to add materials that are both aligned with the state standards and flexible enough to address the needs of a wide variety of students. With a diverse population of students, curriculums and resources vary in order to meet the students' individual needs. In the summer, different teachers and the curriculum coordinator meet to revise and enhance the curriculums that we use. New curriculums are selected by the teachers and the curriculum coordinator.

Over the past five years, technology has become a larger part of the curriculum. Today, we provide a combination of print and technology curriculums and resources. More and more the needle is shifting toward technology-based curricula. The change is a challenging one as there is so much technology to shift through. Also, many of the electronic curriculums and resources contain audio content which is not accessible to many of our students. It is predicted that over the next five years, technology in the classroom will continue to increase.

The challenge that we face with curriculums is finding a variety of accessible, standards-based materials at each grade level that are appropriate for students with a wide range of abilities. As a result, we cannot have just one set of materials on our bookshelf. We need to provide the teachers at each grade level with different curriculums and resources that they can use to best instruct their students. The other challenge is to blend the right amount of technology into the classroom.

STANDARD 8: Educational Program

Birth-Three Services

The Kansas School for the Deaf employs a certified teacher to work with students, families, and service providers statewide. The work involves three areas: Direct Services, Sound START Early Intervention Program, and Statewide Parent Support Group.

Direct services and resources are provided to tiny-k early intervention service providers who are working with children, ages birth-three, who are deaf/hard of hearing as well as Kansas families whose children, ages birth to three, are deaf/hard of hearing. This includes, but is not limited to, the following services: home visits, collaboration with service providers, attending audiology appointments with the family, participation in the planning and implementation of the Individual Family Service Plan (IFSP), conducting assessments for the Language Assessment Program for Deaf/Hard of Hearing Students (LAP-DHH), and assisting with the transition to preschool.

The **Sound START Early Intervention program** is a statewide task force designed to provide support for the tiny-k early intervention service providers in the state of Kansas who are working with children ages birth-three who are deaf/hard of hearing.

The mission of Sound START is “to ensure that families of infants and toddlers with a hearing loss receive comprehensive, unbiased information and support through regional consultation within the local tiny–k networks.” Future goals are to develop a regional consultation program so that all families have access to quality services for their children who are deaf/hard of hearing. Currently, we are providing training and technical support to the service providers throughout the state of Kansas. KSD has recently hired an additional early intervention specialist as the number of children and families served by Sound START have substantially increased in recent years.

We offer a **Statewide Parent Support Group** that hosts various events throughout the state of Kansas. Events are planned with the intention of providing social opportunities for parents of children who are deaf/hard of hearing (D/HH) as well as for the kids and siblings. Integrated into these social events are opportunities to model and support natural language development through familial interaction. Additionally, these are opportunities to present resources and information to parents to assist them as they advocate for their child in early intervention and education systems.

Early Childhood Department

The Kansas School for the Deaf offers an early childhood program for preschool aged children. In the Early Childhood Center, the core belief is that children who are deaf or hard-of-hearing and their families have the right to services that provide early language acquisition. We recognize that families are our children's first teachers and that we (school and families) are partners in early education. We emphasize a bilingual philosophy in which acquisition of both the English language and American Sign Language is encouraged.

STANDARD 8: Educational Program

The Early Childhood Center (ECC) utilizes a developmentally appropriate curriculum to serve the age span of children within each group and with respect to different needs, interests, and developmental levels of those individual children. Our program is based on the High-Scope Curriculum, which effectively combines sound educational theory with developmentally appropriate experiences. The cornerstone of High-Scope's early childhood curriculum is active learning composed of personal, hands-on experiences. The curriculum is designed to promote the development of physical, social, emotional, and cognitive skills. A bilingual communication in education is used based on the model from the ASL and English bilingual education research and practices for the acquisition of both American Sign Language and English. Assessment procedures are based on the Child Observation Record (COR) from High-Scope, bilingual checklists, and literacy and communication observations.

To better prepare Deaf and Hard-of-Hearing students for Kindergarten when they transition from preschool to elementary school, the ECC has two designated classes: preschool and Pre-Kindergarten.

The preschool class is for students who need language acquisition primarily in American Sign Language (ASL) and secondarily in English, and foundational mathematics (for example, uppercase and lowercase letter recognition, fingerspelling, one-on-one counting correspondence, learning how to spell and write their names, labeling, story read-aloud) as well as socioemotional and physical development and other content areas.

Students in the Pre-Kindergarten class continue with their ASL acquisition and development (developing students' conversational pragmatics and narrative skills) and academics (bilingual language arts in the areas of letter and word recognition, emerging reading skills, early bilingual literacy appreciation and development, foundational mathematical awareness and development, and content areas). Socioemotional and physical development aspects are also taught to the students. Students in both classes receive the services of speech-language therapy, occupational therapy, and physical therapy.

Elementary Department

Following the Kansas College and Career Readiness Standards, our instruction provides each Deaf or Hard-of-hearing student opportunities for language experience and development in American Sign Language (ASL) and English across the curriculum. Students are engaged with learning and using signing, viewing, reading and writing, and listening and speaking as appropriate, in both languages. For students to become fully bilingual, they need full access to both languages at all times at school and at home. Also, social skills instruction using the Second Step curriculum and practices are incorporated into our curriculum in all classrooms. In addition, the structure of supports in students' academic and study skills is built into the daily schedule to ensure students develop the needed skills to succeed as they transition to middle school. Last, but not the least, each student's family's acquisition and application of accessible language and communication in the home are fostered through KSD Outreach Department's resources and programs.

STANDARD 8: Educational Program

The elementary school offers a comprehensive K-6 instructional program for elementary-aged students, which has been designed to meet the varying educational needs of Deaf/Hard-of-Hearing students. The curriculum, which follows the Kansas College and Career Readiness Standards, is used to teach a variety of areas, including Language Arts, Math, Science, Social Studies, American Sign Language, Deaf Studies, Library/Media, Art, Physical Education, and Keyboard/Technology.

The language arts program and mathematics program rotate students to meet the individual needs of each. This allows teachers to provide materials at the student's instructional level of language and academic functioning while challenging them to improve their skills. Elementary students also participate in a variety of programs to work towards individual, classroom, and schoolwide goals while improving their reading, writing, signed and/or spoken language (ASL and/or spoken English), and socioemotional and physical skills. In addition, field trips provide the needed background knowledge and experience for the students to apply to their classroom and textbook learning and discussion.

Our ASL/English bilingual program provides content instruction for Deaf and Hard-of-Hearing students using both social and academic ASL and English to promote higher levels of language, literacy development, and critical thinking skills. Academic work is kept at grade level in both languages at all times. Using language separation, the ASL Language Arts instruction and the English Language Arts instruction are linked together across the curriculum and students receive opportunities for language experience in signing, viewing, reading, and writing in both languages. Students, who have access to spoken English, also have opportunities for language experience in listening and speaking across the curriculum.

Students, who have emerging, limited ASL skills participate on a short-term basis in ASL Immersion class every day for one hour to focus on the development of social and academic ASL in support of overall bilingual acquisition. Driven by Kendall Conversational Proficiency Level (P-Level) assessment findings, students work on their ASL conversational skills, and these conversational skills are assessed each quarter. Students who achieve a P-Level score of 4 are dismissed from ASL Immersion class and begin receiving individualized ASL services.

Secondary Department

The secondary department is made up of the middle school (grades 7 and 8) and high school (grades 9 through 12) and is housed in the Roberts Building. Middle School students take a prescribed course of study which includes English/writing, math, science, social studies, and physical education. In addition to these core subjects, students take Deaf Studies, ASL, and Careers (includes interest assessments and the opportunity to job shadow). Starting in 6th grade and continuing through middle and high school, students work with the transition facilitator to develop their Individual Plan of Study.

STANDARD 8: Educational Program

The focus of the high school program is on postsecondary planning such as preparation for employment, postsecondary education (college or training programs), volunteerism, and independent living skills.

Students receiving the Kansas Board of Education diplomas must complete the minimum graduation requirement of 25 credits. All high school students consult with the transition facilitator and their primary provider (advisor) regarding selection of course offerings to meet the requirements for graduation as well as their postsecondary plans.

Due to size and budget constraints, there are some areas of study that KSD is not able to offer. KSD partners with the Olathe School District to allow students to attend and take classes at both KSD and either Olathe North High School, Santa-Fe Trail (Middle School), or the Olathe Advanced Technical Center. In addition to the Olathe School District, KSD works with the Johnson County Community College TIPS program for eligible seniors and KSTAR students. KSTAR students earn college credits while KSD students earn both college and state credits. During the 2018-2019 school year 15 students participated in the Dual Placement Program. (Eligibility and additional information on the Dual Placement program is available in the parent/student handbook.)

All KSD high school students perform community service hours throughout their high school careers. Community service is designed for student volunteers to perform community service that emphasizes learning and caring. Volunteer experiences are integrated with academic course work. Each student will do one part of a service project after school at KSD and the other half at home on weekends or during the summer. The Service Learning Coordinator must approve all proposals prior to beginning the projects in order to receive credit. An evaluation form and a reflection form will be completed in order for the students to receive credit for the Service Learning Project hours. A total of 64 hours must be accumulated prior to graduation.

Freshman 6 hours (3 off campus)

Sophomores 12 hours (6 off campus)

Juniors 20 hours (10 off campus)

Seniors 26 hours (13 off campus)

Career Planning

In order to address career planning and transition, KSD employs a full-time transition coordinator. The coordinator's job encompasses several areas, career planning, transition, and dual placement.

Career training starts in the elementary department by focusing on soft skills in the classroom environment. Elementary teachers often assign students to different "work tasks" within their class. The sixth-grade class runs a school store, once a month for the students. They work

STANDARD 8: Educational Program

on different tasks at the store from customer service to check-out. They keep track of inventory and decide on pricing.

In grade 7 and 8, students take a careers class and are exposed to a variety of career choices. Through different activities, questionnaires, job shadowing, and interest inventories, the students begin to develop an awareness of their own skill sets and match those with different careers. The goal is that by the time they begin high school, they can choose course work parallel with their interests and skill sets. KSD is pursuing partnerships with local businesses to simulate real world work environments. Several students also work on campus during the day as part of their transition program. Students continue to take career classes throughout high school focusing on career exploration, career readiness, finding a job and growing toward independence. Students in the career classes have an opportunity to work both on and off campus to apply what they learn in the classroom.

Kansas utilizes the National Career Clusters® Framework. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require additional knowledge, improved skills and highly flexible workers who continually update their knowledge and skills. Career clusters link what students learn in school to the knowledge and skills they need for success in post-secondary education and careers. In Kansas secondary schools, 36 Career pathways are offered, spanning across all 16 Career clusters. These clusters and pathways are covered in the secondary career program.

As part of the secondary school improvement plan, soft skills are taught using Steven Covey's 7-Habits of Highly Successful Teens. These soft skills go along with the information in career classes to improve the students' chances for employment success after leaving school.

A number of our students participate in the dual placement program. This program allows our students to attend a local public school for courses that are not available at KSD. Dual placement is determined through the IEP process and monitored by the transition facilitator. During the 2018-19 school year, 15 students participated in dual placement options.

Follow up studies of graduates and other former students are done as part of the National Longitudinal Transition study by the transition facilitator. It has always been a challenge keeping up with the graduates when they leave as contact information changes. The transition facilitator is exploring different ways to contact students including the increased use of social media.

KSTAR Program

The Kansas Students Transition and Readiness (KSTAR) program at the Kansas School for the Deaf serves young Deaf adults, ages 18-21, offering specialized programming for students who have completed the requirements necessary for obtaining their high school diploma. The program curriculum is transition-focused with community-based work instruction. The following areas are supported:

STANDARD 8: Educational Program

Career and Employment
College/Technical Training
Independent Living

KSTAR students attend classes at KSD as well as Johnson County Community College. They also participate in community-based work experiences. The program is facilitated by the secondary head teacher and transition facilitator. A classroom teacher and job coach work with students both in and out of the classroom.

Bilingual Department

Our ASL/English bilingual program provides content instruction for Deaf and Hard-of-Hearing students using both social and academic ASL and English to promote higher levels of language, literacy development, and critical thinking skills. Academic work is kept at grade level in both languages at all times. Using language separation, the ASL Language Arts instruction and the English Language Arts instruction are linked together across the curriculum, students receive opportunities for language experience in signing, viewing, reading, and writing in both languages. Students, who have access to spoken English, also have opportunities for language experience in listening and speaking across the curriculum. Classroom teachers encourage purposeful, homogeneous grouping of students with access to spoken English in small-group work on projects, homework, and test preparation so that they can use content information in spoken English with peers or with teachers.

Students, who have emerging, limited ASL skills, participate, on a short-term basis, in ASL Immersion class every day for approximately one hour to focus on the development of social and academic ASL in support of overall bilingual acquisition. Driven by the Kendall Conversational Proficiency Level (P-Level) assessment findings, students work on their ASL conversational skills; and their ASL conversational skills are assessed and updated each quarter to determine needed instructional changes to meet their current needs. Students, achieving a P-Level score of 4, are dismissed from ASL Immersion class and begin receiving individualized ASL services. In a response to core content-area teachers' requests for higher academic proficiency in ASL from secondary students, a second ASL Immersion class has been implemented to address communication skills stemming from skills on Levels 5-7 on the P-Level assessment. Students in this secondary ASL Immersion class focus on providing descriptions with clear overall meaning and structure, asking and answering higher-level WH-questions, participating in hypothetical discussion, providing sufficient context over non-routine and complex topics, follow with accuracy multi-cornered conversations, describing the details of moderately elaborate systems, presenting academic information cohesively, paraphrasing comments, clarifying ambiguous messages, and formulating persuasive arguments to defend positions.

ASL Classes are offered in both the Elementary and Secondary departments. In the Elementary department, students receive an ASL class and Deaf Studies class once a week. In the Middle School there is a 9-week course in ASL and a 9-week course in Deaf Studies.

STANDARD 8: Educational Program

In the High School, a one-semester course in ASL and one-semester course in Deaf Studies is offered.

Speech and Language Therapist Assessments

The speech language therapists at KSD provide diagnostic evaluations, IEP evaluations, and speech/language therapy for students demonstrating difficulties in the areas of articulation and phonology*, pronunciation*, vocabulary, semantics*, syntax and morphology*, word-finding skills, following directions, and pragmatics*. Assessments are used to find the strengths and weakness in these areas and to determine if therapy is warranted. If therapy is recommended, more in-depth probes are also used to help establish the goals and objectives for the IEP. The complete list of assessments are located in the evidence folder for Standard 9.

Class Placement

Class placement is based on a number of factors including age, student achievement and graduation requirements. Due to the small population and widely diverse academic/language abilities, class groupings provide a challenge. To meet the needs of the students, flexible groups are created across age levels taking into account assessment results, cognitive, emotional and language needs. Annually teachers in different departments meet to give recommended groupings to the head teacher who creates the classes and schedules for the following year.

Two special classes, one in both the elementary and secondary departments, have been set up to meet the needs of students with additional disabilities. Placement into these classes are handled on a student-by-student basis. Over the last several years, the teachers and head teachers of these programs have been working to clarify criteria for the special class placement.

Paraprofessionals

Paraprofessionals are an integral part of our educational program in all departments. The majority of the paraprofessionals are assigned to the early childhood and elementary departments. There are two types of paraprofessionals, those employed by the school and those employed by outside school districts. The paraprofessionals employed by the outside districts are assigned to a single student and are designated as 1-on-1 para. Those employed by KSD are assigned to a teacher(s) and work with any student in the class.

Paraprofessional duties vary depending on their placement. Everything from preparing materials to working with students. Before- and after-school bus duty is supervised by the paraprofessionals under the direction of the head teachers. In the secondary career and KSTAR classes, paraprofessionals serve as job coaches and provide transportation for the dual placement program and job training sites.

STANDARD 8: Educational Program

Accountability

Teachers submit lesson plans to the head teacher who uses those in monitoring/evaluating the educational program. Elementary teachers have tracking logs in math, science, and social studies which are reviewed by the head teacher. We are moving toward skill-based lesson planning where the emphasis is on what the student will be able to do and not as much on how the teacher is planning get it done. In 2019-20 the secondary department will be using a new skill-based format developed during the summer of 2019.

Social Emotional Learning Curriculum

The state of Kansas recognizes the importance of social emotional growth. Under the direction of counseling department, several social-emotional programs are in place at KSD. In the past, social-emotional skills were taught in a separate class or student meeting. Today, we are trying to not only teach the skills but to apply and integrate the skills across all classes. The skills may be introduced in a group setting, but then the emphasis is on applying it throughout the day. Currently, the Elementary students meet every morning from 7:55 am-8:05 am for the Morning Meeting. This is a time when teachers and related staff members take turns leading the meeting to deepen student's knowledge of specific character traits each week. This happens through discussions, role-playing activities, skits and simple conversations. The character trait of the week is referred to by all staff members throughout the day, as well as an added spelling word on majority of the teacher's spelling lists.

The elementary and secondary program is using the PBIS and PRIDE curriculum with their students. They also are looking at using Steven Covey's 7-habits to tie into what the secondary department is using. The secondary department is using Steven Covey's 7-Habits of Highly Successful Teens and the Character Education Standards from state of Kansas.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 8

RATINGS

Indicators for schools (overall indicators)

5	4	3	2	1	NA	8.1	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
5	4	3	2	1	NA	8.2	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.

STANDARD 8: Educational Program

- | | | | | | | | |
|---|----------|----------|---|---|----|------|--|
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 8.3 | Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 8.4 | The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 8.5 | Students are provided varied opportunities to gain appreciation of art, visual and performing arts, health, world languages, and physical education in ways that reflect cultural diversity in respect to their family backgrounds and values. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 8.6 | The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 8.7 | The educational program includes instruction in effective uses of information technology and provides opportunities for application. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 8.8 | A variety of group learning settings (e.g., individual, small group, large group) are provided for students daily. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 8.9 | The educational program offers opportunities for development of social skills--such as increasing self-control and a sense of individual and group responsibility--in interaction with adults and peers. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 8.10 | Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 8.11 | An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 8.12 | The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits. |

STANDARD 8: Educational Program

<u>5</u>	4	3	2	1	NA	8.13	Course or program objectives are simply stated and understandable to students.
5	4	<u>3</u>	2	1	NA	8.14	The educational program considers varied opportunities and materials to build children's understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.
<u>5</u>	4	3	2	1	NA	8.15	The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.
5	4	<u>3</u>	2	1	NA	8.16	The educational program and its expectations for learning are understood and supported by the school's stakeholders.

Indicators for schools that provide Early Intervention (0-3) Services:

<u>5</u>	4	3	2	1	NA	8.17	The early intervention program is an integral part of the EDHI system.
<u>5</u>	4	3	2	1	NA	8.18	The early intervention program curriculum is research-based and data-driven.
<u>5</u>	4	3	2	1	NA	8.19	The early intervention program employs qualified personnel with backgrounds specific to early childhood and deafness.
<u>5</u>	4	3	2	1	NA	8.20	The early intervention program's services are specific to hearing loss, able to support a variety of communication approaches, responsive to stakeholders, and family centered.

Indicators for schools with early childhood programs:

5	4	<u>3</u>	2	1	NA	8.21	Families have opportunities to give input into curriculum development.
5	<u>4</u>	3	2	1	NA	8.22	The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.
5	<u>4</u>	3	2	1	NA	8.23	Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.

STANDARD 8: Educational Program

- 5 4 3 2 1 NA 8.24 Both child-initiated and teacher-initiated activities are included in the daily plan.
- 5 4 3 2 1 NA 8.25 Young toddlers primarily receive individual attention and occasionally take part in small groups.
- 5 4 3 2 1 NA 8.26 The education program provides:
- a balance of quiet and active times and flexibility incorporates learner's natural routines into the rhythm of the day.
 - daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.
 - early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, fingerplays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.
 - opportunities for increasing independence in use of materials and equipment.
 - structured and unstructured opportunities for children's active involvement with people and materials.
 - spontaneous learning and builds on children's repertoires and curiosity.
 - learning areas designed for individual and group exploration and growth.
 - the integration of routine daily activities into learning.
 - varied opportunities and materials to build the childrens' understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.
- 5 4 3 2 1 NA 8.27 The educational program provides experiences that prepare students for a successful transition to elementary school settings.

STANDARD 8: Educational Program

Indicators for schools with elementary school programs:

- 5 4 3 2 1 NA 8.28 The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.
- 5 4 3 2 1 NA 8.29 The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

Indicators for schools with middle school programs:

- 5 4 3 2 1 NA 8.30 The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.
- 5 4 3 2 1 NA 8.31 The educational program provides experiences that prepare students for successful, smooth transitions from elementary school to middle school and from middle school to secondary school.

Indicators for schools with secondary school programs:

- 5 4 3 2 1 NA 8.32 The educational program facilitates a smooth transition from elementary or middle school to secondary school.
- 5 4 3 2 1 NA 8.33 The educational program develops academic knowledge and skills as well as career competencies.
- 5 4 3 2 1 NA 8.34 The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.
- 5 4 3 2 1 NA 8.35 The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.

Indicators for students with special needs:

- 5 4 3 2 1 NA 8.36 Students with special needs are identified and placed in special needs classrooms through a clearly defined assessment process.

STANDARD 8: Educational Program

- 5 4 3 2 1 NA 8.37 Students with special needs have an opportunity to be included in both formal and informal activities with their age appropriate peers.
- 5 4 3 2 1 NA 8.38 Students with special needs have access to the general curriculum to the extent appropriate for their individualized needs.
- 5 4 3 2 1 NA 8.39 Students with special needs participate in the state assessment program.
- 5 4 3 2 1 NA 8.40 Students with special needs receive related and support services by specially trained staff.
- 5 4 3 2 1 NA 8.41 Curriculum and classrooms are designed in such a way to facilitate hands-on life skills learning in an authentic environment.
- 5 4 3 2 1 NA 8.42 Students with special needs have access to accommodations, including assistive technology and other specialized instructional strategies.
- 5 4 3 2 1 NA 8.43 Students with special needs have a pathway for transitioning from the special needs program, and when appropriate returning to the regular classroom.

EVIDENCE	**HC OR E
Program of studies or other overview of the components of the educational program (lesson plans, unit plans, IEPs)	HC/E
Scope and sequence charts showing vertical/horizontal articulation	E
Written curriculum guides for each component of the educational program and review cycle	E
Master schedule (staff and student)	E
Policies (criteria for admissions, placement of students) and budget related to educational program	E
Evidence of transition being addressed between each department and at time of graduation	E
Department meeting agendas and minutes	E
Report cards/transcript review	HC/E

Standard 9: Assessment and Evidence of Student Learning

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.

Overall Standard Rating = 3

This summary report is a compilation of 5 surveys distributed to:

 Administration 47 Faculty/Student Life 64 Students 95 Parents
 6 Advisory Council Members Other: _____

OTHER METHODS USED TO DETERMINE ASSESSMENT RATINGS:

Report completed by: Larry Finn Date: 9/18/2019

COMMITTEE:

 Larry Finn, Curriculum/Assessment Coordinator Kevin Milner, Secondary Head Teacher
 Petra Horn-Marsh, Elementary Head Teacher Elementary and Secondary Teachers

Rating of Adherence to the Standard

1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Standard
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Standard and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Standard
4. Exceeds	The evidence indicates the school exceeds the expectations of this Standard

STANDARD 9: Assessment and Evidence of Student Learning

SIGNIFICANT STRENGTHS IN THE AREA OF ASSESSMENT AND EVIDENCE OF STUDENT LEARNING:

- Good assessment tools that differentiate (ILX and MAP)
- Well-defined MAP and State Assessment testing procedures
- Assessment information is used to address social-emotional and academic concerns. The data is then used to develop individual BEST/BIP plans.
- Annual IEP meetings for students in 6th grade and above include additional meetings with the school's transition facilitator to create/modify an Individual Plan of Study based on a variety of assessment results.
- MTSS collection of SWISS data

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF ASSESSMENT AND EVIDENCE OF STUDENT LEARNING:

- State Assessment scores
- Development of an accessible assessment database of meaningful assessment results
- Improve communication of assessment policies and practices to parents via parent and teacher handbook, website, etc.
- Reliable assessments to assess a variety of performance levels
- Development of appropriate assessment tools that align with all curriculum materials

Continue to develop meaningful and appropriate assessment for the Present Level of Performance (PLEP) to be used in the annual IEP.

Finalize a rubric to objectively evaluate our student's writing.

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Develop a cohesive tiered system of student performance assessments across educational departments to include more frequent progress monitoring, with built-in mechanisms for ongoing communication with teachers (for data driven instruction) as well as with families and other stakeholders.
2. Develop comprehensive narrative analyses of what the implications of disaggregated student performance data suggests for further program planning and to prioritize resource allocations.
3. Extend assessment analysis in the annual School Improvement Profile to include comparisons with national D/HH (e.g., Stanford Achievement Test).
4. Reconsider offering families more frequent parent conferences beyond the minimum annual IEP meeting.

STANDARD 9: Assessment and Evidence of Student Learning

RESPONSE:

1.
 - a. We have assessments in place, KU Writing Assessment, MAP, P-Level, VLAT, State Assessments and Renaissance Learning Assessments.
 - b. We recently began training staff on IXL to use for IEPs and progress monitoring. Secondary is using it for ELA, Math, and Science. Elementary will be trained in the second nine weeks.
 - c. We need to continue to look for/develop formative and summative assessments that are sensitive enough for our population.
 - d. Finding consistent assessments throughout the departments is also a work in progress.
2. Our disaggregation data needs to be used to develop interventions for those students who struggle. Sometimes the numbers are so small which makes disaggregation difficult.
3.
 - a. We cannot get that data.
 - b. We share MAP data with other schools for the Deaf.
 - c. The data that we share from MAP from other schools can't be used for comparison as each school administers the assessments in different ways. For example, we do not provide ASL support, while some schools do.
4. We added the Individual Plan of Study meeting with parents following the IEPs for students 7th grade and above. That will soon change to include parents of students in 6th grade as well.

Parent tours led by head teachers and the dean of students following the May transition meeting.

NARRATIVE:

The Kansas School for the Deaf uses a variety of norm referenced and criterion referenced assessments to monitor student achievement.

Kansas State Assessments

Every spring, the school administers the Kansas state assessment in the areas of reading, math, science, and history/government. Reading and math are administered to elementary and middle school students in grades 3 – 8. Students in high school take the state reading and math assessment during the 10th grade. Science is assessed in the 5th, 8th, and 11th grades. History and Government is tested in the 6th, 8th, and 11th grade every two years. Teachers have access to their assessment results shortly after the assessment window closes. Results are mailed to the parents with the fourth quarter report cards.

STANDARD 9: Assessment and Evidence of Student Learning

Students with additional cognitive disabilities may take the state's alternate assessment if they qualify. The state has contracted with Dynamic Learning Maps company to provide the alternate assessment in the areas of ELA, Math and Science. The grade levels for the alternate assessment are the same as the general assessment. Alternate assessment results are not available until the following fall.

Since 2014, our district assessment has been the NWEA MAP. We assess students twice a year, in the fall and spring. Students in grades 3 – 6 are given the reading, language, and math assessments, and those in grades 7 – 12 are given reading, language, math, and science assessments. Students with additional disabilities are tested on a student-by-student basis. The MAP assessment works well for our population as it contains an internal branching algorithm, which adjusts the level of difficulty of the items as the student works through the assessment. This allows all students to be working at their appropriate level. We provide ASL support for directions only, but not for the test items. The reasoning behind this is that it's impossible to standardize the ASL support year-to-year, which could lead to skewed and unreliable results. The purpose of the assessment is to measure growth over time. The MAP is a normative assessment and not criterion-referenced. Parents receive their student's MAP scores at the annual IEP and at parent-teacher conferences.

Writing Samples

Students in grades 2–12 are given an annual free-writing assessment in the spring. Teachers pick a topic that applies to their students and lead them in a discussion of the topic in order to build background knowledge and stimulate ideas. Following the discussion, the students write to the topic with no teacher support (spelling, grammar, conventions, organization). The reason for no support is that we want to see the quality of writing the student can do on their own.

Student writing samples are collected and scanned electronically into a Google folder. Teachers are given access to their students' current and previous samples. Now that we have up to 4 years of samples on some students, we are planning to get the ELA teachers together next summer to analyze the assessments with the goal of identifying department/school wide strengths and areas to improve. Also, we want to try and develop a rubric that addresses the unique writing issues many of our students have.

STAR Reading

Star Reading is an online assessment program developed by Renaissance Learning for students typically in grades K-12. The program uses a combination of the cloze method and traditional reading comprehension passages to assess forty-six reading skills across eleven domains. The program is used to determine a student's overall reading level as well as identify a student's individual strengths and weaknesses. The program is designed to provide teachers with individual student data, quickly and accurately. It typically takes a student 10–15 minutes to complete an assessment, and reports are available immediately upon completion.

STANDARD 9: Assessment and Evidence of Student Learning

The assessment consists of approximately thirty questions. Students are tested on foundational reading skills, literature components, reading informational text, and language. Students have one minute to answer each question before the program automatically moves them to the next question. The program is adaptive, so the difficulty will increase or decrease based on how a student performs.

STAR Math

STAR Math is an online adaptive assessment program from Renaissance Learning for math in grades K-12, including basic math, algebra, geometry and statistics.

Using a few dozen multiple-choice questions drawn from a 4,000 item test bank and “adapting” the level of difficulty of subsequent questions based on those responses, in about 20 minutes STAR Math promises to deliver quick and precise information about students’ math achievement so they can be placed into classes and groups for further instruction. STAR Math is appropriate for both upfront diagnostic purposes as well as ongoing progress monitoring.

STAR Math is embedded in the Accelerated Math program from Renaissance Learning. One of the purposes of Star Math is to guide students to the right level in the Accelerated Math program. Since we do not use that program here at KSD, STAR Math is not a required assessment, but optional.

Local Curriculum-Based Assessments

Individual teachers administer a number of curriculum-based assessments in their classrooms. These criterion-referenced assessments measure individual progress through the curriculum and are aligned with instruction. These curriculum-based assessments come directly or indirectly from the various textbooks/materials that teachers are using in the classroom.

Early Childhood Language Assessments

In the early childhood classroom, a number of assessments are used to monitor language, academic and social-emotional growth. Some of the assessments used for language development are:

- Stages of Literacy Development
- Kendall Conversational Proficiency Levels
- ASL Development Checklist
- Visual Communication Sign Language Checklist
- MacArthur Communication for ASL for Children

STANDARD 9: Assessment and Evidence of Student Learning

A summary of each is provided below:

- The Stages of Literacy Development were developed by Martha French at Gallaudet University to assess the development of literacy skills in the Deaf children from preschool through middle school age.
- The Kendall Conversational Proficiency Levels were developed at Kendall Demonstration Elementary School on the campus of Gallaudet University to assess how children use language from a very young age up through approximately middle school age. IT was developed specifically for use with Deaf and Hard of Hearing children.
- The ASL Development Checklist is borrowed from the Bilingual Nursery School in Winnipeg, Canada. It looks at ASL Development in children from birth through age 6, with additional information on continued development through age 13. It was developed to assess the skills of Deaf children from Deaf families, deaf children from hearing families, and hearing children from Deaf families.
- The Visual Communication Sign Language Checklist was developed at Gallaudet University. It is a compilation of available ASL assessments for young children.

High Scope Curriculum-Based Assessment

In addition to the language assessments, a curriculum-based assessment is used in early-childhood. High Scope is the curriculum that the early childhood teachers use. That curriculum has an assessment called the “The Child Observation Record”. It is designed to be used with children ages 2 1/2 through age 6 and assesses in 6 domains.

Ages & Stages Questionnaires

Beginning in the 2018-19 school year, the state of Kansas requires parents to complete two questionnaires for all children entering Kindergarten statewide. The two tools chosen by the state are the Ages & Stages Questionnaires (ASQ-3) and the Ages & Stages Questionnaires Social Emotional (ASQ: SE-2) These two tools provide a snapshot of a child’s developmental milestones. The ASQ-3 addresses five developmental areas: communication, gross motor, fine motor, problem solving and personal-social behaviors. The ASQ: SE-2 addresses seven social-emotional areas: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect and interaction with people.

STANDARD 9: Assessment and Evidence of Student Learning

We have the ability to use these instruments not only for students entering Kindergarten, but for younger children as well. In the summer of 2020, we plan to have the teachers meet to set up a screening schedule for all of our early childhood students using the ASQ.

IXL Skill-Based Software

A new criterion-based assessment tool, IXL, was adopted in 2018-19. The IXL program is a computer delivered, skill-based learning site. It is used both in the classrooms and home/dorm. It contains over 7,000 academic skills from Pre-K to 12th grade. Available content areas include ELA, Math, Science, and Social Studies. It includes unlimited practice as well as tutorials. The assessment piece contains both an analytic and diagnostic program, which allows teachers to track student progress and better identify areas of strengths and weaknesses. We currently have subscriptions to the ELA, Math, and Science areas. Teachers use IXL to both target specific learning goals and remediate areas a student may be struggling with. The value of IXL is that it allows teachers to differentiate in classes of mixed levels.

Batteries of assessments are also given prior to the student's annual IEP to determine their Present Level of Educational Performance (PLEP). The results of these assessments are shared at the annual IEP meeting with parents, students, and LEAs. Annual goals are written and updated quarterly. IEP Assessments are developed to measure the student's quarterly progress.

ASL Assessments

Students are assessed in both expressive and receptive ASL using several instruments. The KSD Visual Listening Assessment Tool (VLAT) was developed during the spring of 1994 by the staff at the Kansas School for the Deaf for the purpose of assessing deaf students' visual listening comprehension skills in American Sign Language (ASL). The term visual listening refers to acquiring information through ASL. The VLAT scores inform teachers of how much information their students might be comprehending during classroom instruction.

The VLAT consists of eighteen graded passages (1st – 9th grade, forms A and B) based on an Informal Reading and Thinking Inventory (IR-TI, Manzo, 1995). The passages were translated from English to ASL and recorded on DVDs. Students are then assessed in individual sessions and given a visual listening comprehension level. The students are given the VLAT every three years as part of their Comprehensive Evaluation. The existing stories in English and videos in ASL were all analyzed by two different committees over a three-year span, and new ASL videos were created to more accurately reflect the content in English, yet more accurately portray the meaning in ASL for children who learn through the eye.

The Kendall Conversational Proficiency Levels (P-Levels) is a conversational rating scale designed to assess deaf children's communicative competency or pragmatic use of the language. The assessment involves answering sets of questions to determine where on a descriptive scale of development a child is currently functioning. The assessment focuses

STANDARD 9: Assessment and Evidence of Student Learning

largely on the child's expressive competencies in social and academic situations across various settings, such as the hallway, cafeteria, and classrooms. Students are given a rating on a scale from 0 – 7. Those students receiving ASL tutoring services are assessed annually using the P-Levels. Recommendations are made to teachers to help them recognize the expressive ASL skills that students need to acquire. The Bilingual Specialist analyzes the results and creates recommendations for teachers, parents and LEAs. The Bilingual Specialist also develops goals for push-in or pull-out tutoring. Additional services such as ASL Immersion classes, language facilitation, reading, fingerspelling or viewing intervention services may be recommended based on the results. Currently working in the Bilingual Department are the Bilingual Specialist, an elementary ASL and Deaf Studies teacher, a secondary ASL and Deaf Studies teacher, both of whom also assist in VLAT and P-Level assessments, teach ASL Immersion classes as well as handle the school's entire ASL tutoring load (typically about half of the school's total population), and two Language Facilitators. Language Facilitators are akin to language coaches. While new students to ASL have ASL Immersion classes or ASL tutoring to acquire ASL, they still are expected to handle academic content in all of their classes. In order to mitigate frustration, Language Facilitators push into classes to facilitate communication between the target students and their ASL-fluent peers and teachers through spoken English, written/typed/fingerspelled English, and ASL. This helps eliminate the challenges of the "sink or swim" method from bilingual programming.

Skill Based Report Cards

The elementary department has been working the last two summers on developing skill-based report cards. These report cards, from Early Childhood - 6th grade, allow teachers to report on specific student skills in the areas of ELA, ASL, Math, Science, Social Studies and Social Emotional Learning. These skills are standards-based and reflect the school's curriculums. We are implementing them across the elementary department in 2019-20. These report cards give parents much more information about their child's progress than the traditional report cards.

Assessment Results Storage and Dissemination

Our school has moved to Google Drive, which is not the most efficient platform to track students over a number of years on a variety of assessments. As a result, we are looking for a new database program to track individual and group scores on all school wide assessments. It is our goal to make the data easily accessible to appropriate staff and parents in a timely fashion. Our school uses PowerSchool, which is going through an upgrade. Once the upgrade is complete, we hope to be able to use Power School as our assessment database. This is an area we need to improve and has been targeted for an improvement goal.

State assessment results are disseminated to parents with fourth quarter report cards. The results are made available to staff in print form as well as online through the state testing website.

STANDARD 9: Assessment and Evidence of Student Learning

Assessment results are shared with parents at the student's annual IEP and parent-teacher conferences. Schoolwide results in MAP and the State Assessments are shared with the teachers in the fall of the year.

Assessment Challenges

Accurately assessing student performance and progress is challenging with deaf students. Most every academic assessment is delivered through the English language, either spoken or written. With the variability of English language competence in our school, the approach of one static assessment just does not work. We are constantly looking for assessments that can adjust to meet the needs of all of our students. Two examples of assessments that internally adjust are the MAP and IXL. The MAP assessment contains an internal branching algorithm which adjusts the assessment to the student's level. The IXL assessment also will adjust internally to find individual student strengths and weaknesses.

We are trying to move to an individual growth model where we identify specific assessments that are appropriate for each student. With this approach, not all students will be using the same assessment. Even the same assessments may be delivered differently, ASL, written English, spoken English or a combination.

Once we can identify some common assessments that are given regularly, we want to track each student using their individualized assessments. This has started with MAP, which allows teachers to see previous year's results and the writing sample portfolio. We need to expand this tracking with other assessments.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 9

RATINGS

5	4	<u>3</u>	2	1	NA	9.1	The leadership and staff commit to, participate in, and share in accountability for student learning.
5	4	<u>3</u>	2	1	NA	9.2	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.
5	4	<u>3</u>	2	1	NA	9.3	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.
5	<u>4</u>	3	2	1	NA	9.4	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

STANDARD 9: Assessment and Evidence of Student Learning

5	4	<u>3</u>	2	1	NA	9.5	Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none">• individual students as they move through the school• cohorts of students as they move through the school• comparable (local, state, and national) groups outside of the school
5	4	<u>3</u>	2	1	NA	9.6	Assessment results are used to make decisions regarding allocation of resources.
5	4	<u>3</u>	2	1	NA	9.7	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
5	<u>4</u>	3	2	1	NA	9.8	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
5	4	<u>3</u>	2	1	NA	9.9	Assessments take into account recent, reliable research findings on child development and growth.
5	4	<u>3</u>	2	1	NA	9.10	Assessments reflect understanding of the unique needs and backgrounds of each student.
5	<u>4</u>	3	2	1	NA	9.11	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
5	<u>4</u>	3	2	1	NA	9.12	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.
5	<u>4</u>	3	2	1	NA	9.13	Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.
5	4	<u>3</u>	2	1	NA	9.14	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, websites, teacher handbook, policy manuals).

STANDARD 9: Assessment and Evidence of Student Learning

- 5 4 3 2 1 NA 9.15 Families are viewed as an important source of information and insights about students.
- 5 4 3 2 1 NA 9.16 Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.
- 5 4 3 2 1 NA 9.17 Students learn and perform at levels expected, or progress is being made to raise results accordingly.

EVIDENCE	**HC OR E
Example of student transcript and student report card	HC/C
Samples of Individualized Education Plans	E
Reports of results of assessments administered to students (disaggregated data by gender, race, socioeconomic status, etc.)	E
Policies related to assessment of student learning and description of the assessment program	E
Schools participation in the state assessment system	E
Time schedule of testing and master test listing	E
Examples of assessment tools such as portfolios, projects, etc.	HC/E
Post graduate survey	E

Standard 10: Student Services

STANDARD 10: Student Services

THE STANDARD:

The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age and developmentally appropriate to optimize transition 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.

Overall Standard Rating = 3

This summary report is a compilation of 6 surveys distributed to:

15 Administration 30 Faculty/Student Life 64 Students 95 Parents
6 Advisory Council Members _____ Other: _____

OTHER METHODS USED TO DETERMINE ASSESSMENT RATINGS:

Report completed by: Joan Macy, Mary Hughes, Date: August 19, 2019
Kelly Grove, and John Martello

COMMITTEE:

Joan Macy, Outreach Coordinator Kelly Grove, Transition facilitator
Mary Hughes, Dean of Student Life John Martello, COO of Facility Operations

Rating of Adherence to the Standard

1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Standard
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Standard and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Standard
4. Exceeds	The evidence indicates the school exceeds the expectations of this Standard

STANDARD 10: Student Services

SIGNIFICANT STRENGTHS IN THE AREA OF STUDENT SERVICES:

- Written admissions policy and procedures
- Student support services incorporate community services
- Strong transition program
- Assessment data used to adapt curriculum and teaching methods

SIGNIFICANT AREAS FOR IMPROVEMENT IN THE AREA OF STUDENT SERVICES:

- Hire a high school counselor
- Follow-up of graduates
- Formalize the orientation process for students and parents

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Explore ways to develop postgraduate data to monitor their success in three years, five years, and ten years.
2. Provide ASL training to transportation providers.

RESPONSE:

1. The State Department of Education provides information on those students who attend a postsecondary training program, through the AMOS database.
2. Visual charts of basic ASL signs are issued to all transportation providers. Some providers provide signing paras to facilitate communication between the students and drivers.

NARRATIVE:

Student Services

Students are provided a variety of support services. The services are identified through the IEP process and include counseling, ASL, speech and language, occupational, and physical therapy. Also tutoring, behavior plans, and paraprofessional support are available services. KSD has been collaborating with the Kansas State Department of Education to implement the Multi-Tiered System of Supports (MTSS). MTSS is a term used in Kansas to describe how a school goes about providing supports for each student to be successful and describes the processes and tools classroom and dorm teachers use to make decisions. Positive Behavioral Interventions and Supports (PBIS) has been implemented schoolwide to emphasize teaching behavior expectations and recognizing those students who meet the expectations. The dormitory has set up a learning center (TLC) which provides after school and evening tutoring and homework assistance to both day and residential students. Several community agencies work with our students if they need support not available through the school. Johnson County Mental Health and Vocational Rehabilitation work with students on a referral basis.

STANDARD 10: Student Services

Bilingual Services

Our ASL/English bilingual program provides content instruction for Deaf and Hard-of-Hearing students using both social and academic ASL and English to promote higher levels of language, literacy development, and critical thinking skills. Academic work is kept at grade level in both languages at all times. Using language separation, the ASL Language Arts instruction and the English Language Arts instruction are linked together across the curriculum, students receive opportunities for language experience in signing, viewing, reading, and writing in both languages. Students, who have access to spoken English, also have opportunities for language experience in listening and speaking across the curriculum. Classroom teachers encourage purposeful, homogeneous grouping of students with access to spoken English in small-group work on projects, homework, and test preparation so that they can use content information in spoken English with peers or with teachers.

Students, who have emerging, limited ASL skills, participate, on a short-term basis, in ASL Immersion class every day for approximately one hour to focus on the development of social and academic ASL in support of overall bilingual acquisition. Driven by the Kendall Conversational Proficiency Level (P-Level) assessment findings, students work on their ASL conversational skills; and their ASL conversational skills are assessed and updated each quarter to determine needed instructional changes to meet their current needs. Students, achieving a P-Level score of 4, are dismissed from ASL Immersion class and begin receiving individualized ASL services. In a response to core content-area teachers' requests for higher academic proficiency in ASL from secondary students, a second ASL Immersion class has been implemented to address communication skills stemming from skills on Levels 5-7 on the P-Level assessment. Students in this secondary ASL Immersion class focus on providing descriptions with clear overall meaning and structure, asking and answering higher-level WH-questions, participating in hypothetical discussion, providing sufficient context over non-routine and complex topics, follow with accuracy multi-cornered conversations, describing the details of moderately elaborate systems, presenting academic information cohesively, paraphrasing comments, clarifying ambiguous messages, and formulating persuasive arguments to defend positions.

Counseling

Counseling services are provided by a school psychologist, school counselor, and/or school social worker. KSD employs three full-time counselors that work with students from elementary through high school and post-secondary. Students are assigned counseling services on a regular basis through the IEP process. The counseling services provider presents an annual progress report to the IEP team for those students who are assigned regular services. Students may also visit the provider on as-needed basis to help them deal with a wide variety of issues. Counseling providers are on-call after school hours if needed.

The counseling services department has instituted a team-based approach to provide behavior support for individual students. The Behavior Education Support Team (BEST) was formed to help identify and remediate a variety of behavioral and academic issues. The team is made up

STANDARD 10: Student Services

of counseling providers, principals, the residential dean, classroom teachers, student life teachers, and parents when appropriate. The team meets weekly to discuss individual student issues and develop behavior support plans. These plans are monitored by the team and regularly reviewed. A student can be referred to the team by a teacher, student life staff, or student behavior that is tracked through the School Wide Information System (SWIS). The SWIS system documents in school suspensions, major and minor office referrals, and out of school suspensions.

Students in the elementary department are provided counselor-led social skills classes every two weeks. The early childhood students have presentations weekly. The counseling providers also work with the teachers and paraprofessionals to provide training on areas such as bullying, abuse, and positive behavior support across all departments. The secondary department offers workshops to the students on seminar days. The counseling department is currently using the Second Step Program for students in early childhood through eighth grade. Students in grades 9 – 12 have used the Power 2 Achieve program and now use the *7 Habits of Highly Effective Teens*.

Career Planning

In order to address career planning and transition, KSD employs a full-time transition facilitator. The facilitator's job encompasses several areas including career planning, transition, and dual placement. In eighth grade students take a careers class and are exposed to a variety of career choices. Through different activities, questionnaires, job shadowing, and interest inventories, the students begin to develop an awareness of their own skill sets and match those with different careers.

The goal is that by the time students begin high school, they can choose coursework in line with their interests and skill sets. KSD is pursuing partnerships with local businesses to place our students in real world work environments. Several students also work on campus during the day as part of their transition program. Students continue to take career classes throughout high school focusing on career exploration, career readiness, finding a job, and growing toward independence. In the career classes, they have an opportunity to work both on and off campus to apply what they learn in the classroom.

A number of our students participate in the dual placement program. This program allows our students to attend a local public school for courses that are not available at KSD. Dual placement is determined through the IEP process and monitored by the transition facilitator. During the 2018-19 school year, 15 students participated in dual placement options.

Follow up studies of graduates and other former students are done as part of the National Longitudinal Transition study by the transition facilitator. It has always been a challenge keeping up with the graduates when they leave as contact information changes. The transition facilitator is exploring different ways to contact students including the use of social media.

STANDARD 10: Student Services

Orientation – Admissions – Placement

The school has written policies and procedures for admission. Admission to the school is coordinated through the outreach department. An annual enrollment packet is sent to the parents in the summer prior to August enrollment. The packet includes information on classes, fees, and pertinent school policies. At enrollment, parents are notified of the link on our website of the student handbook with all of the updated policies and procedures. Once admitted, students are placed in classes based on their present level of performance. All new students are required to have a transfer-in IEP which allows the school time to assess their needs and select the appropriate class placement.

When a new student applies for placement at KSD, the admissions director reviews the student's records and contacts the student's local school district. When records are received they are forwarded to the principals, deans, and school psychologist. The director and other staff may visit and observe the student in their current placement to determine whether KSD is an appropriate placement. The final determination is made at the IEP meeting. At the admissions IEP the families are informed of the nature and extent of the educational program and services available. Applicable fees, school policies, and expectations for satisfactory student performance are also covered at the admissions IEP.

The school does not have a formal orientation program for new students and their families. The parents and their child are then directed to the classroom where they can meet the teacher who explains the classroom policies and procedures. Following the classroom meetings, the residential students go to the dormitory for a tour and orientation.

The school provides families with information about child development, education, and related topics through a variety of resources. Information is sent out via school newsletters, the school's website, and flyers. The outreach department has maintained two listservs that parents can subscribe to but these have been encompassed into an electronic newsletter *Kansas Contact*. Individual classroom teachers will send resources home to parents as well.

Transportation

Transportation to and from school is provided through the local school district. The bus, van, and taxi drivers follow the local school district rules and regulations. Once on campus, the school assigns teachers/paraprofessionals to ensure that students disembark and load safely. Upon arrival students are supervised until school starts. After school, students are supervised while loading the busses, vans, and taxis. On field trips and sporting trips where vans are driven by KSD employees, written procedures exist in the school handbook. Emergency phone numbers and medical information is provided for each field trip. The school vans that are used on field trips and sporting events are inspected regularly.

Supervision of students before and after school is provided by designated staff from both the elementary and secondary departments. Paraprofessionals in the elementary department ensure that students safely arrive and leave school by van, bus, or parent. Students entering the secondary department are supervised in the school library or lobby by designated staff

STANDARD 10: Student Services

until it is time to go to class. Currently, there are no written procedures outlining duties and responsibilities.

Support Services IEP Special Needs Kids

Students with additional disabilities have a variety of accommodations built into the school day. Through the annual IEP meeting, necessary supports are identified through collaboration between parents, staff, and the student. Every five years, the state reviews the school's compliance with all state and federal regulations regarding placement and services.

Food Services

The Kansas School for the Deaf has a central dining room located in the Roth Building where students are served three meals a day. Meals follow the USDA guidelines regarding nutritional standards. The dining room is staffed by food service providers under the direction of a full time Dietician. Food service providers go through an orientation/training when hired and are required to attend additional training every five years. The food service facilities are inspected twice a year and meet all health and safety requirements of the USDA.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 10

RATINGS

Student Support Services

5	4	<u>3</u>	2	1	NA	10.1	Student support services address academic skills development, social skills development, personal growth, and career planning.
5	<u>4</u>	3	2	1	NA	10.2	Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.
5	4	<u>3</u>	2	1	NA	10.3	The school is sensitive to the critical importance of non-academic and cultural needs of students. A process is in place to address students' cultural, emotional, and social needs.
5	<u>4</u>	3	2	1	NA	10.4	Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.
5	4	<u>3</u>	2	1	NA	10.5	Career awareness activities are provided as appropriate.
5	<u>4</u>	3	2	1	NA	10.6	Student support services extend into and incorporate community services as needed.

STANDARD 10: Student Services

- | | | | | | | | |
|---|----------|----------|---|---|----|-------|--|
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 10.7 | Student data are current, comprehensive, and readily available for use by the staff. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 10.8 | Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services. |
| 5 | 4 | <u>3</u> | 2 | 1 | NA | 10.9 | The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations. |
| 5 | <u>4</u> | 3 | 2 | 1 | NA | 10.10 | Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to websites and other resources. |

Transportation Services

- | | | | | | | | |
|----------|---|---|---|---|----|-------|---|
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.11 | Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school. |
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.12 | Appropriate training is provided to transportation providers. |
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.13 | Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities. |

Food Services

- | | | | | | | | |
|----------|---|---|---|---|----|-------|---|
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.14 | Student dining areas are functional and hygienic. |
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.15 | Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available. |
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.16 | Appropriate training is provided to food services providers. |
| <u>5</u> | 4 | 3 | 2 | 1 | NA | 10.17 | Food services personnel meet the health requirements of all appropriate authorities. |

STANDARD 10: Student Services

5 4 3 2 1 NA 10.18 Food services facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.

Services for Students in Special Education

5 4 3 2 1 NA 10.19 The school implements written policies and procedures to identify and address the needs of students in special education.

5 4 3 2 1 NA 10.20 The school provides or refers families to appropriate related services and/or accommodations to meet student needs.

5 4 3 2 1 NA 10.21 As applicable, the school is in compliance with all local, state, and federal requirements related to students in special education.

Admissions and Placement

5 4 3 2 1 NA 10.22 The school implements written admissions policies and procedures.

5 4 3 2 1 NA 10.23 The school implements written policies and procedures for placement of students in appropriate programs and levels.

5 4 3 2 1 NA 10.24 Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.

5 4 3 2 1 NA 10.25 The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.

5 4 3 2 1 NA 10.26 All statements and representations related to the school's educational programs, services, and resources are clear, accurate, and current.

STANDARD 10: Student Services

EVIDENCE	**HC OR E
Guidance and counseling plan	HC/E
Examples of student schedules for support services	HC/E
Results of follow-up studies of graduates	HC/E
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	HC/E
Admissions policies and criteria (if applicable)	HC/E
Suicide Assessment Procedures	HC/E
MOUs with outside service providers	HC/E
Sample health service forms, student health record, and IEPs	HC/E

STANDARD 11: Student Life, Student Activities, and Residential Living

Standard 11: Student Life, Student Activities & Residential

STANDARD 11: Student Life, Student Activities, and Residential Living

SIGNIFICANT STRENGTHS IN THE AREA OF STUDENT LIFE, STUDENT ACTIVITIES, AND RESIDENTIAL LIVING:

- Staff members are qualified and provide appropriate supervision for the students
- Provisions for student privacy, recreation, and religious practice are appropriate
- Continuous supervision is provided for students, including evenings, weekends, and periods when class is not in session
- Increase in athletic and recreational programs in the elementary department

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF STUDENT LIFE, STUDENT ACTIVITIES, AND RESIDENTIAL LIVING:

- Students, staff, families, and the community are encouraged to offer input about and participate in student activities including cultural events
- Increased opportunities for school and dorm staff to work together
- Consistent expectations from dorm staff in the areas of time management and reporting template for Student Life IEP reports

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Explore additional time and mechanisms that provide opportunities for student life to work collaboratively with academic staff and share similar professional development training topics
2. Provide and communicate to staff clear expectations for the implementation of PBIS and MTSS, and clearly define and implement behavior consequences that are fair and equitable
3. Analyze the pay scale for student life staff for retention and equity reasons
4. Maintain close communication with parents about student life activities and promote parental involvement

RESPONSE:

1. During the beginning of the year inservice training, several joint workshops are held as well as separate trainings on similar topics. During the year, the school improvement teams from both Elementary and Secondary share what they are working on during the school year. Next fall, 2019-2020, we hope to have a joint student life/academic staff workshop on secondary school improvement plan. During the school year, the time that has been allocated for academic staff workshops conflicts with the dorm hours which makes collaboration a challenge.

STANDARD 11: Student Life, Student Activities, and Residential Living

2. Each department has MTSS coach meetings on a monthly basis. In these meetings, staff analyze behavioral data from SWIS as well as address any academic supports needed within the educational and residential programs. Coaches are responsible for leading staff meetings with their colleagues to share data, provide training, and promote/maintain buy-in into the tiered system of support. A behavior expectations matrix has been developed to address behaviors expected and consequences for infractions.
3. Pay scale schedule for the Student Life staff has been adjusted with 10% increase for new hires. Considerations are now deliberated on how an enhancement can be requested for the next budget period for the existing staff.
4. During the year, the student life staff share the monthly activity calendar with the student's parents. We need to invite the parents to the events more often. We will be hosting the Friendsgiving in November and plan on inviting the parents to come. I also call the parents once in a while to update them of their child(ren) at the dorm.

NARRATIVE:

Student Life Program

The Kansas School for the Deaf is a residential school with Elementary and Secondary dormitories. The dormitories are open Sunday through Friday during the school year with students going home Fridays after school and returning Sunday night or Monday morning. The dorm has 21 staff members including dormitory teachers and overnight staff. Each student is assigned a primary care staff member. This staff member is responsible for working with their student(s). Each primary care staff has no more than 5 students assigned to him/her. This primary care procedure allows more consistency.

Generally, to live in the dormitories, it is expected that the student lives more than 25 miles from the Kansas School for the Deaf. For some students who live closer to the KSD campus, there are times when it is beneficial to take advantage of the Student Life programs offered in the dormitories and especially to live in the dormitories. The following rules govern the acceptance and placement of students in the dormitories:

1. The student requires additional communication, language or social development activities beyond the school day.
2. The student's social and physical well being is better served in the dormitories.
3. The student is involved in school activities that might end late at night.

A day student who wishes to stay in the dormitory must have his/her parents/legal guardians meet with the Dean of Student Life. A conference will be set up to discuss the reasons for the request and the rules for the student. Parents/legal guardians are expected to attend this meeting. The day student that chooses to stay in the dormitory agrees to follow the rules of the dormitories and the direction of the dormitory staff. If he/she does not agree to this or fails to follow the rules, the student will lose his/her dormitory privilege and will need to get

STANDARD 11: Student Life, Student Activities, and Residential Living

transportation to and from school each day. Approval of a day student staying in the dormitory is always contingent on the staffing available. If there is not enough staff to provide adequate supervision, day students will not be able to reside in the dormitories.

The student life staff use the bed scanner to scan each students who are staying in the dormitory every fifteen minutes. It is to ensure the safety of each student and to show their presence at the dorm.

Prior to going out on any activity events off campus, the staff will have the parent permission form for the parent to either to give permission for their child(ren) to go off campus or not. The parents also completed the off-campus permission form for the secondary students. The safety of each student is our number one priority.

We have student(s) that live very far away from home, they may stay here on the campus every other weekend. There are two staff working with the student(s) at the dormitory. The staff will teach the student(s) how to cook meals, and wash their clothes. We try to make it as home like as possible for the student(s). If there is any deaf related events out in the community, the staff will take the student(s) out to educate the student(s).

The student life staff assists students in developing healthy relationships with adults and other students through a variety of activities. The dorms are set up as closely as possible to mirror a home environment. Being assigned a primary care staff member gives the students a person to develop a relationship with. The staff also conducts workshops with the students on social skills and appropriate community and behavioral skills. The staff work with the elementary teachers on the Positive Behavioral Supports. The staff will use the same words that the teachers are using in the class for the time period. That way the students will have a better understanding of the words. The elementary teachers have reward systems for the students at the school, the student life staff have reward systems for the students at the student life. The staff also work with the secondary teachers on the 7 Healthy Habits. We use the same topics that is being taught at the school in the dormitory.

Some students have their own dormitory room while others share a room. No more than two students are assigned a room. Student privacy is stressed in the living environment. Students have their own dressers and closets and are responsible for their own possessions. Rules and procedures for privacy are developed and explained to the students for each level of the dormitory.

Recreational activities are incorporated into the students' daily living schedule in the dormitories. Throughout the year the residential staff and the students plan activities that explore new knowledge and skills in support of the educational program. The students use the Learning Center (a homework and tutorial center) for study time. The elementary dorm provides after school programs Mondays through Wednesdays with structured events including arts, crafts, swimming, etc. These after school activities are open to day students as well. Older students have movie nights, gym nights, and a student recreation center. In addition, field trips are taken that focus on a particular theme. Students go out into the

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community to the library, restaurants, and sporting venues. Dormitory staff use the variety of recreational experiences as teaching tools both formal and informal.

The school offers opportunities for residential students to receive religious instruction from several organizations/churches. These classes are optional and meet on campus on Monday, Tuesday and/or Wednesday afternoons/evening. Some students go off campus to religious functions with transportation provided by the organizations.

The student life staff goes through an initial orientation when hired. Twenty-four hours of ongoing training is provided annually for all residential staff. The training topics include CPR, Crisis Prevention, First Aid, Confidentiality, Abuse, Bullying, and other related topics. Some of the student life staff had an opportunity to attend the National Student Life for the Deaf and Hard of Hearing Conference last summer. Student life staff have the opportunity to suggest training topics that relate to current issues in their areas.

The school and student life staff work together in several areas. Both the school teachers and dorm staff are using Positive Behavioral Supports (PBS) and supervisors are trained together. Both the school and the dorm are beginning to implement the Multi-Tiered-Support-Systems (MTSS). Dean of Student Life attend selected school IEPs to report on the student's residential strengths and weaknesses. One area that needs to be improved is to find the time where classroom teachers and dormitory teachers have time to meet together. Finding the time to meet is challenging with overlapping supervision schedules.

The Kansas Students Transition and Academic Readiness (KSTAR) apartment coordinator has been working on a curriculum to use with the students based on the Life Centered Educational Curriculum. From the Life Centered Educational Curriculum, the KSTAR apartment residents are being taught on how to budget, find a place to live, developing menu for the week, grocery list, grocery shopping, how to start any utilities service, and so on. KSTAR apartment floor consists of 6 units, five with two bedrooms and one with one bedroom, which totals to 11 KSTAR students. The KSTAR will pack their lunches to school every day and cook their supper every night under the supervision of the apartment coordinator.

All residential rules and policies are printed in the Parent-Student Handbook which is accessible online or in print. The handbook is given to parents at enrollment in the fall at enrollment.

Athletics

Our students are given the opportunity to build skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction through a number of venues. Our athletic department, under the supervision of a full-time activity coordinator, offers a variety of sports at all levels. The coaches are CPR certified and took the Crisis Prevention training. The High School fields teams in football, volleyball, basketball, cheerleading, and track. The athletic program is on the Kansas State High Schools Activities Association's (KSHSAA) partial approval list. We follow the KSHSAA's eligibility and grading procedures for the athletes.

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We also follow the KSD's academic expectations. Academic Progress Reports (APRs) are designed to inform students and parents of academic progress. Reports are issued four times a year, at the midpoint of each quarter. If a student is in danger of failing or if the grade is pulled up to a passing grade, the teacher will submit an update on Thursday before 2 p.m. Only the semester grade becomes part of the permanent record. Academic Probation, to be eligible to participate in athletics or club activities at KSD for each week/weekend, a student must have a passing grade of "D" or better in 6 courses or units. This is monitored on a weekly basis.

Any student that fails three or more subjects of unit weight, or its equivalent, for a semester will be ineligible to 20 participate in athletics and/or being an officer for any organizations during the following semester.

KSD is also a member of the Great Plains Schools for the Deaf (GPSD) and participates in the annual volleyball, basketball, track and cheerleading competitions. Students on these teams develop leadership, cooperation, and self-direction in addition to the athletic skills. At the middle school level, football, volleyball, basketball, track, and cheerleading are offered as well. The activity coordinator attends the athletic directors meeting to review the GPSD By-laws annually.

For the GPSD records, football is determined by the wins and losses records to place in 1st place or so on. For the volleyball, basketball, cheerleading, and track, there are GPSD tournaments. The participating states, under the GPSD, take turns hosting the GPSD tournaments.

In 2018-19, KSD and a number of small private schools in the area formed the Great Plains Athletic Conference (GPAC). This conference allows for smaller schools to compete at the high school level in volleyball, basketball, and track. The GPAC hosts their tournaments at our main gym at no cost.

Students in middle school and high school have the opportunity to participate in the Special Olympics in several sports. There is a summer sports camp which offers for the middle and high school students run by the coaches.

In the elementary department, students are exposed to soccer, basketball, flag football, and volleyball. We work with the City of Olathe Parks and Recreation having our elementary students on their leagues at no cost. We allow them to use our gym at no cost.

Prior to participation, the expectations for students in the sports program are explained to all students and their parents and they sign a form confirming this along with the concussion form. The coaches also have a written athletic handbook with their expectations as well as policies and procedures to follow.

Every month, an Athlete of the Month for high school students would be announced. In order to be an Athlete of the Month, the student(s) will need to have a good standing on their grades.

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The year concludes with an Athletic Award Ceremony where participating middle and high school students receive awards and recognition.

Student Activities

Within the academic setting, leadership starts with our students being involved with a number of organizations. The Student Body Council (SBC) and class officers empower the students to build consensus and complete a variety of tasks. Whenever possible, students are given the opportunity to plan and conduct activities such as the homecoming pep rally. In March, the SBC plans and holds a community-wide garage sale. The profits are used to fund different SBC events throughout the year. Every May, the SBC plans the prom which is open to students in grades 9 - 12. The last few years the prom has been held off campus at different event centers. In May there is a Junior - Senior banquet, an annual event to honor the graduating class. The Junior class is responsible to plan the event while the freshman and sophomores serve.

Our students attend the annual youth leadership camp at Camp Taloali, Oregon, Sertoma, Teen Institute, Camp Mark 7, Explore Your Future and other summer camps and come back to share what they learned with the rest of the students.

An oratorical contest is held annually highlighting the students writing and presentation skills. Our school regularly participates in the ASL Bowl as part of the GPSD Academic Bowl and Oratorical competitions. Our elementary and middle school students participate in the Marie Jean Philip ASL Poetry, Storytelling and Deaf Art competition annually. In 2019 students participated in the Youth De'VIA art competition sponsored by the Kansas School for the Deaf and the Museum of Deaf History, Art and Culture. Many of our students attend a summer Sertoma Camp both as campers and youth leaders.

Extracurricular competitions allow the students to be involved in areas other than sports. KSD fields a team in the Academic Bowl, advancing to the finals several times at the GPSD and Gallaudet competitions. In 2018-19, the school hosted a regional academic bowl competition.

In 2019-20, KSD participated in the RIT math competition open to students in grades 6 - 8. Middle school students in grades 7 - 8 participated in the Battle of the Books sponsored by Gallaudet. During the 2019-20 school year, KSD will start an after-school STEAM robotics club in the secondary department. The robotics club is open to students in grades 9 - 12. Initially, two teams will be formed if there is enough interest.

Students represent our school on a number of committees and panels. The KSD Advisory council has a student representative which brings the students' perspective to the council. Students present annually when the state board of education visits the school. Students, sixth grade and above, attend their annual IEP meeting and are involved in the discussion and planning of their annual goals. They are encouraged to share their input with the IEP team.

STANDARD 11: Student Life, Student Activities, and Residential Living

The school's administration is open for feedback from the students, parents, and community regarding student life activities. Staff and students offer input through the activity coordinator regarding the sports program. The school has tried to institute a parent booster club in the past with limited success.

Student Accomplishments

Student accomplishments are recognized in many ways. An Athletic Award Ceremony is held every spring recognizing middle and high school students for their accomplishments. Individual letters and participation certificates are awarded. For the elementary students, they received certificates after every athletic season.

Both the elementary and secondary departments hold academic award ceremonies at the end of the school year. The sixth grade and eighth grade have special promotion ceremonies as they move into middle school and high school.

Honor Rolls are posted quarterly. Seniors have the opportunity to receive several local and national scholarships based on their academic achievements. In 2018-19 KSD seniors were awarded 8 different scholarships. The digital design and studio art classes compete in local and state competitions and have won a number of awards. For one week every year, the school sponsors a "Gallery Week" where student projects in Art are displayed. We participate in the Kansas Scholars program where top students are honored at KU in the fall. In conjunction with the behavioral program PRIDE students in the secondary program are recognized throughout the year.

In the elementary department, the Parent-Staff Organization (PSO) and head teacher recognize students quarterly who make the honor roll. There is an awards ceremony at the end of the year where school and dorm awards are given out. Students participating in the Accelerated Reader (AR) program are recognized quarterly for the quizzes they have taken and the points earned. In the spring a department-wide AR activity wraps up the year. Every quarter, elementary students who demonstrate positive behavior, as outlined in the Positive Behavior Intervention and Supports (PBIS), earn certificates. In addition, one student is recognized monthly as the PBIS student of the month.

Family Activities

The school tries to promote family activities as much as possible. Like many residential schools, our families are spread throughout the state making it a challenge to get parents to the school. In the summer of 2018, the school restarted their bi-annual Family, Facts, and Fun weekend. This is a weekend where parents and their families stay at the school. There are educational speakers and programs for parents and activities for the children. In the spring the dormitory holds a Dorm-Wide Cookout for students and parents. Parents and their children are encouraged to come and enjoy games and fellowship. KSD parents and volunteers put on an annual holiday store in December. The parents stock the store with a variety of gifts that the students can purchase for their family members. Twice a year, there

STANDARD 11: Student Life, Student Activities, and Residential Living

are parent-teacher conferences in both departments. In May, there is a transition orientation for parents of students who are moving from sixth grade to middle school.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 11

RATINGS

Indicators for all schools:

5	<u>4</u>	3	2	1	NA	11.1	Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, respect for all differences, cooperation, and self-direction through athletics and student life activities.
5	4	<u>3</u>	2	1	NA	11.2	Students, staff, families, and the community are encouraged to offer input about and participate in student activities.
5	<u>4</u>	3	2	1	NA	11.3	Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.
5	<u>4</u>	3	2	1	NA	11.4	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.
5	<u>4</u>	3	2	1	NA	11.5	Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.
5	4	<u>3</u>	2	1	NA	11.6	To better understand the cultural and diverse backgrounds of children, families, staff, and the community, the school holds community cultural events, activities, or other events and performances that include staff, families, and children.

Indicators for schools with residential programs:

5	<u>4</u>	3	2	1	NA	11.7	The school assists students to develop healthy relationships with adults in loco parentis and with other students.
5	<u>4</u>	3	2	1	NA	11.8	Provisions for student privacy, recreation, and religious practice are appropriate.
5	<u>4</u>	3	2	1	NA	11.9	Continuous and responsible supervision by qualified adults is provided for residential students, including evenings, weekends, and periods when classes are not in session.

STANDARD 11: Student Life, Student Activities, and Residential Living

- 5 4 3 2 1 NA 11.10 Opportunities for school and residential staff to work together are provided.
- 5 4 3 2 1 NA 11.11 Rules and policies governing residential life privileges and discipline are published so that staff, students, and parents know about them.

EVIDENCE	**HC OR E
Samples of student publications - e.g., yearbook, student newspaper, literary magazine	HC/E
Budget for all athletic activities	E
Budget for all non-athletic activities	E
Policies on academic eligibility	HC/E
Policies related to student life and student activities and meeting minutes of student activity committees	HC/E
Examples of work study programs	HC/E
KSTAR Apartment Expectations	HC/E

Standard 12: Learning Resources & Information Technology

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.

Overall Standard Rating = 3

This summary report is a compilation of 4 surveys distributed to:

11 Administration 61 Faculty/Dorm 64 Students 95 Parents
6 Advisory Council Members _____ Other: _____

OTHER METHODS USED TO DETERMINE ASSESSMENT RATINGS:

Report completed by: Joe Oborny and Beth Beadle Date: June 18, 2019

COMMITTEE:

Joe Oborny, Instructional Technology Coordinator Beth Beadle, Librarian
John Martello, COO of Operations Adam Klotz, Education Program Tech
Jerod Prothe, Network Administrator _____

Rating of Adherence to the Standard

1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Standard
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Standard and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Standard
4. Exceeds	The evidence indicates the school exceeds the expectations of this Standard

STANDARD 12: Learning Resources and Information Technology

SIGNIFICANT STRENGTHS IN THE AREA OF LEARNING RESOURCES AND INFORMATION TECHNOLOGY:

- We provide differentiated technology resources to fit a diverse group of students
- We keep up-to-date with accessible and compatible technology
- Long-range planning to meet future technology needs
- Administrative funding support
- Qualified librarian
- Interlibrary cooperation with Olathe Public School District
- Collaboration with Instructional Technology department

SIGNIFICANT AREAS OF IMPROVEMENT IN THE AREA OF LEARNING RESOURCES AND INFORMATION TECHNOLOGY:

- Increase staff training in both school and dorm
- With the increased growth and demands of technology, additional IT support is needed
- Reestablish the technology committee to improve communication across campus
- Need to redo the inventory procedure for both library and curriculum materials

RECOMMENDATIONS FROM PREVIOUS CEASD ACCREDITATION VISIT:

1. Continue to pursue a more robust classroom-based laptop/iPad/BYOD technology program through grants and/or set aside allocations
2. Develop an inventory for information technology equipment to monitor check-in/check-out using a barcode system
3. Teachers be provided in-service on the use of smart boards in classrooms to allow for more efficient use of this technology

RESPONSE:

1. There have been substantive changes to classroom-based technology integration over the last five years. In 2016-17 all students in grades 3–12 and the K-Star program were given a personal Chromebook. Students in grades 6–12 and K-Star are able to use the Chromebooks both in the classroom and at home.

iPad were removed from the secondary department and redistributed to the K-2 classrooms. The elementary center-based classroom also has access to the iPads. The secondary visual arts program can check out iPads to use for a variety of projects. Funding for the technology integration came from the school budget with support from the KSD Endowment Fund.

STANDARD 12: Learning Resources and Information Technology

2. The school purchased a USB scanner that prints QR codes and labels that have been placed on all computers, iPads, projectors, and other peripheral devices.
3. Smart board technology has changed over the last several years. Now the school has purchased six IPEVO wireless interactive whiteboard systems. Training was provided on the new technology to the initial 6 classroom teachers. The school continues to provide both individual and group training as the technology continues to evolve.

NARRATIVE:

Information Resources

The Kansas School for the Deaf has two fully functioning libraries, one in the elementary department and one in the secondary department. Both libraries are supervised by a state certified librarian—which is a state requirement. The KSD library is linked with our local school district (Olathe) greatly expanding the available resources. We use their Destiny system to keep track of our book collections, check out, check in books, and keeping track of devices (ipads, chromebooks, cameras, etc) in both schools. The Destiny system also allows us to borrow books from other schools in the Olathe district if we do not have a copy of the book or need more copies. We also share our library books with other schools in the district as well. It is a wonderful resource to have! In addition, our teachers can access the IRC (Instructional Resource Center), which has many books, instructional materials, manipulatives, and hands on activities that we can borrow to use in our classrooms. We are thankful to have this resource, to be able to share what Olathe has and share our materials with them as well!

The librarian has a variety of responsibilities in maintaining both libraries including the acquisition of new materials, cataloging and circulation, inventory control, and grant writing. The librarian is also responsible for teaching information and library skills to all students. Currently, each elementary and secondary class has a scheduled library period once a week during their language arts classes. Topics in the library classes include library, research, and technology skills.

The librarian serves as a support person for the teaching staff providing information resources to supplement their lessons and working collaboratively with them to gather materials from not only the school's library, but the local libraries and IRC.

This year, our librarian will have an exciting assignment of helping plan our secondary library renovation! We plan to paint our library, add carpet, replace some furniture to make it more modern, and purchasing bookshelves that can be moved on wheels! The furniture will also be on wheels so that we can create new spaces in our library so that it is always an interesting place to visit! Our librarian will work on weeding out some of the older books so that we can replace them with more current books. Our goal is to make the secondary library a place where students and staff can come to work and enjoy the atmosphere of a new library!

STANDARD 12: Learning Resources and Information Technology

The school librarian supports the school's Accelerated Reader Program (AR) and helps to plan quarterly and yearly reward activities for AR as well as updating the system with newly acquired inventory. The AR program is very successful with our elementary students, as they are motivated to earn points by reading books. They will get quarterly rewards based on how many points they earn. At the end of the year, we do an all-school reward. In the past, we have gone to a movie, went to a Royals baseball game, and we went swimming! Students can also earn individual rewards related to how many points they earn. The highest award is earning over 100 points, in which they get a gift card to ½ Price books! The secondary students also use this program but have different rewards to help motivate them to read.

The libraries in both the elementary and secondary schools have computer stations and are fully wireless. Students have access to tablets (iPads) for a variety of uses at both libraries. Smart boards are also used in the secondary library for presentations. With the increased emphasis on tablet technology, our school librarian now manages the tablets used in both the elementary and secondary departments. This includes checking the tablets in and out, maintaining inventory, syncing the tablets, and instructing and orienting the students and staff. Our librarian also helps the IT department with the Chromebooks, helping students and staff if their Chromebook isn't working or needs a password change. Our IT department added bookmarks to all of our Chromebooks for everyone to access our library system (to do book searches and to help students with research). Students and staff can also look at other Olathe library databases for books if our school doesn't have a book they need.

The librarian stays current by attending state and local conferences and networking with other school librarians at both the state and local level. Our librarian is a member of the ALA (American Library Association) and KLA (Kansas Library Association) to keep current on librarian requirements and new technology developments. Our librarian will attend yearly conferences to keep up with certification.

Technology

As of the 2019-2020 school year, there are three full-time employees providing technology support and service schoolwide: a network administrator, instructional technology (IT) coordinator, and educational program tech. Two of the employees, the network administrator and the IT coordinator, share their time between the Kansas School for the Deaf and the Kansas School for the Blind. While this is adequate staffing to meet our current needs, it is anticipated that with the continued growth of technology in education, this number will need to increase within several years. Presently, most of the technology on campus consists of dedicated desktops but with the popularity of portable devices (iPads, Chromebooks, Mobile Phones, Chromeboxes) it is anticipated that this will change. Personal devices may become the primary technology in the future with all teachers and staff using them throughout the day. This will change the technology support model requiring additional service and training. Currently there are approximately seventy (70) desktop computers, approximately thirty-five (35) PC laptops, one-hundred-seventy (170) Chromebooks, five (5) Chromeboxes, thirty-five (35) iPads, seven (7) MacBooks and ten (10) iMacs in use at KSD that are supported by the

STANDARD 12: Learning Resources and Information Technology

Technology Department. Three years ago, it was decided to implement a one-to-one Chromebook initiative. Chromebooks were distributed to every student in grades 3-12, the KSTAR program, and teachers. The Chromebooks are on a three-year replacement cycle due to end-of-life date of Chrome OS upgraded as well as wear and tear. The first replacement cycle will be the summer of 2019 when 120 new Chromebooks will be purchased. The iPads are used in the Elementary program, from Early Childhood through third grade as well as the dormitory, center-based classrooms and the athletic department. The iMacs are in a computer lab in the secondary department used primarily for media and digital art classes. All the records above are inventoried by using a USB scanner that prints QR codes and labels that have been placed on all computers, iPads, LCD projectors, Chromebooks, and other peripheral devices.

Technology has a much larger footprint in education today spanning classrooms, offices, dormitories, and operations. Over the last five years the school has seen an explosion of new software and digital applications. With constant updates in software and hardware, it is difficult to keep up with the training needs of all staff. The technology staff provides training campus-wide on an as needed basis, usually one on one or in small groups. The training covers all areas of the school, instructional, student life, and operations. Continued technology training is an area that will need to be increased as new hardware, software, and applications come online.

Our school currently uses PowerSchool which is the main student information system. Report cards, student data, attendance, incident reports, and state reporting is done through the PowerSchool software. Google Docs/Sheets/Slides and Microsoft Office are used throughout the school. The IT department purchased Apple School Management and Chrome Device Management which allows them to push apps to all computers from one central location. This has been a real time saver and much more convenient for the students and staff. The health center uses SNAP Health Center for K-12 medical record keeping. WebKIDSS is the digital data management program developed by Kansas Educators and used for IEPs. The operations department uses a digital portal "Helpdesk/Work Order" to request and monitor work orders.

A classroom in 2019 will use a variety of technology. Most classrooms are equipped with a dedicated desktop computer, LCD projector, document camera, webcams, and personal digital devices for student use (iPads and Chromebooks). Several classrooms are equipped with a wireless interactive whiteboard system. The entire campus has wifi access. In the dormitories, students and staff use Chromeboxes to access the internet. Students in third grade and above also bring their Chromebooks with them to the dorm for homework. The iPads are available in the dorm as well. There are over ninety (90) computers that have videophone access. There are also video phone booths located around campus. Every apartment in the dormitory KSTAR program has videophone access.

STANDARD 12: Learning Resources and Information Technology

The Outreach Department at KSD has grown rapidly over the last several years. To assist in the new Language Assessment program (LAP), 2-in-1 laptops were purchased for the outreach staff. In 2018-2019, a blended learning coordinator was hired to provide sign language classes and instruction over the internet to schools and families throughout the state of Kansas. The blended learning instructor uses two large monitors, MacBook, and desktop computer to provide distance learning.

The school has written policies and procedures in place for both technology and educational resources. All staff must read the policies and procedures and sign a waiver before they are connected to the school's platform. At enrollment, students and their parents also must read the policies and procedures and sign a waiver before the student is allowed online.

The managing of digital information requires a comprehensive approach, which is why information technology is divided into three areas: IT applications support; IT infrastructure and indirect support; and, digital information security. Staff assigned to these areas collectively form our IT team, that meets bi-weekly and are directly supervised by the Chief Operating Officer over Facility Operation Services. IT application support group is primarily responsible for direct user technology support and training, including public facing applications (i.e. website). The IT infrastructure and indirect support team member maintains the enterprise network hardware, equipment and devices (servers, switches, Wi-Fi controller, backup generators, etc.) and related services. All the members of the IT team are responsible for digital information and systems protection in compliance with education and industry standards. On-going training opportunities are provided to IT team members to allow for continued professional growth.

With the rapid change in technology, the school has gone from a five-year planning cycle to a two-three- year cycle. This is consistent with the state of Kansas who also has abandoned its five-year technology plan. Planning is done by the technology department and submitted to the school superintendent and business manager for inclusion in the budget. Technology support is provided in the budget including upkeep of current hardware and software as well as replacement of outdated equipment. Through careful management and with the KSD Endowment Association support, the IT department has managed to grow the school's technology resources over the last five years.

SELF-ASSESSMENT SURVEY RESULTS – STANDARD 12

RATINGS

Indicators for all schools:

Learning Resources

5 4 **3** 2 1 NA 12.1 Learning resources are made available and periodically reviewed for relevancy and currency.

STANDARD 12: Learning Resources and Information Technology

- 5 4 3 2 1 NA 12.2 Learning Resource Center staff is sufficient and appropriately qualified to provide effective services to students and staff.
- 5 4 3 2 1 NA 12.3 Adequate orientation about the use of learning resource services and equipment is provided to the staff and students.
- 5 4 3 2 1 NA 12.4 Learning resources are appropriately supported annually with funding from the school's budget.
- 5 4 3 2 1 NA 12.5 Information resources are age and developmentally appropriate, current, and reflect social and cultural diversity.
- 5 4 3 2 1 NA 12.6 Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.

Technology

- 5 4 3 2 1 NA 12.7 The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.
- 5 4 3 2 1 NA 12.8 Technology resources are appropriately maintained and supported annually with funding from the school's budget.
- 5 4 3 2 1 NA 12.9 Adequate skills training on the use of technology resources and equipment is provided to the staff and students.
- 5 4 3 2 1 NA 12.10 The school implements written policies and procedures for acceptable use of technology.
- 5 4 3 2 1 NA 12.11 Long-range planning activities are in place to ensure that the school keeps pace with technological changes.

Indicators for school that provide distance education

- 5 4 3 2 1 NA 12.12 The technology system is adequate to deliver the educational program, available when needed, and reliable.
- 5 4 3 2 1 NA 12.13 The school provides students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.

STANDARD 12: Learning Resources and Information Technology

EVIDENCE	**HC OR E
The information resources and technology plan(s)	E
Budget for information resources and technology plan for past 3 years	E
Acceptable Use Policy and data on use	HC/E
Availability of information resources including hardware and software (inventory)	E
Availability of information technology equipment	E
Policies related to information resources and technology	HC/E
Job descriptions of learning resources and information technology staff and professional development calendar for staff	E

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