

Washington Center for Deaf and Hard of Hearing Youth



January 29, 2021

***Washington Center for Deaf and
Hard of Hearing Youth***
Board of Trustees Meeting Packet

- Agenda
- Board of Trustees contact information

AGENDA ITEMS

- Board meeting minutes
- Reports
 - Director – Rick Hauan
 - Superintendent – Shauna Bilyeu
 - Outreach – Kris Ching, Carol Carrothers

**Washington Center for Deaf and Hard of Hearing Youth
Board of Trustees Special Meeting
January 29, 2021**

Due to social distancing, the meeting will be available online only to the public:

Join Zoom Meeting

<https://us02web.zoom.us/j/82542821984>

To request access to the Board Meeting please email erica.rader@cdhy.wa.gov

Agenda

- | | |
|---------|---|
| 10:00am | Call meeting to order and determine a quorum is present. Approve minutes from the December 4, 2020 Board Meeting. |
| 10:15am | Reports: <ul style="list-style-type: none">○ Director - Rick Hauan○ Superintendent – Shauna Bilyeu○ Outreach – Kris Ching, Carol Carrothers |
| 11:00am | “Executive Session pursuant to RCW 42.30.110 (1) (f) “To receive and evaluate complaints or charges brought against a public officer or employee;” and, RCW 42.30.110 (1) (i) “...to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.” |
| 11:45am | Public comments

To further support social distancing, the Board of Trustee’s will accept written public comments only. Submit your comments to: erica.rader@cdhy.wa.gov no later then Wednesday January 27 th , 2021 by 5:00 pm. |
| 12:00pm | Meeting adjourned |

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS & HEARING LOSS

BOARD OF TRUSTEES

Rick Hauan, Director (360) 418-0400 (rick.hauan@cdhl.wa.gov)
 Shauna Bilyeu, Superintendent (360) 418-0402 (shauna.bilyeu@cdhl.wa.gov)

<i>Voting Members</i>	<i>Address</i>	<i>Cong Dist.</i>	<i>Contact Information</i>	<i>Date Apptd.</i>	<i>Term Expires</i>	<i>E-Mail/Fax</i>
Maria Christianson	3796 Brown Road Ferndale, WA 98248	1	(360) 402-0162 Text	11/18/13	07/01/23	maria.christianson@cdhl.wa.gov
Allie "AJ" Joiner	15806 18 th Ave. W., B 102 Lynnwood, WA 98087	2	(425) 329-8433 VP	08/30/06	07/01/25	allie.joiner@cdhl.wa.gov
Nancy Sinkovitz	6403 NE 75 th Street Vancouver, WA 98661	3	(360) 910-0338	10/01/14	07/01/25	nancy.sinkovitz@cdhl.wa.gov
Nita Kamphius	635 S. Hawaii Place Kennewick, WA 99336	4	(509) 539-0962 (cell)	07/23/18	07/01/23	nita.kamphuis@cdhl.wa.gov
Char Parsley	3427 W. 7 th Avenue Spokane, WA 99224	5	(509) 315-2128 VP (509) 329-8535 Text	03/16/07	07/01/21	char.parsley@cdhl.wa.gov
Jennifer Acuna	105 National Avenue N. Bremerton, WA 98312	6	(360) 865-2375 (cell) (360) 478-6886	12/17/19	07/01/24	jacuna@oesd114.org
Ariele Belo, Vice Chair	1625 19 th Avenue Seattle, WA 98122	7	(206) 388-1275 TTY (206) 452-7955 (Video & Voice)	01/30/07	07/01/21	ariele.belo@cdhl.wa.gov
Sidney Weldele-Wallace,	19501 SE 332 nd Place Auburn, WA 98092	8	(253) 833-6487 (253) 833-9111 ext. 4705 (253) 569-8000 cell	06/27/02	07/01/21	sidney.weldele@cdhl.wa.gov
Nancy Fitta, Chair	512 63 rd Ave Ct NE Tacoma, WA 98422	9	(253) 517-1070 (253) 922-0539 (253) 376-0414 cell	05/01/13	07/01/25	nancy.fitta@cdhl.wa.gov
Wes Henson	7137 Mirasett St. SW Olympia, WA 98512	10	(360) 628-3639	11/20/19	07/01/24	wesley.henson@cdhl.wa.gov

Agenda Items

****WASHINGTON STATE CENTER FOR
DEAF AND HARD OF HEARING YOUTH
Board of Trustees Meeting**
December 4, 2020**

*** In response to restrictions due to COVID-19 pandemic, this meeting was conducted via videoconferencing.*

Board Members

District	Board Member Name	Officer	Present	Absent
1	Maria Christianson		X	
2	Allie Joiner		X	
3	Nancy Sinkovitz		X	
4	Nita Kamphuis		X	
5	Char Parsley		X	
6	Jennifer Acuña		X	
7	Ariele Belo	Vice-chair	X	
8	Sidney Weldele-Wallace		X	
9	Nancy Fitta	Chair	X	
10	Wes Henson		X	

Leadership Staff

Name	Title	Present	Absent
Rick Hauan	Executive Director	X	
Shauna Bilyeu	Superintendent	X	
Tsering Cornell	Legal Counsel	X	
Erica Rader	Recorder	X	
Kai Matthews	Director, Business Operations	X	
Jessica Sydnor	Director, Human Resources	X	
Kris Ching	Director, Outreach, Birth-5	X	
Carol Carrothers	Director, Outreach, K-12	X	

Interpreters

Name
Abel Constentino
Emily Dahl

Registered Guests

Name	Role
Dr. Erica Pedro	Outreach
Shannon Graham	Curriculum & Assessment Coordinator
April McArthur	Elementary Principal
Judy Spigner	Outreach
Haley Brown	Outreach
Becky Butz-Houghton	Outreach

Board Business

Nancy Fitta, chair, called the Board meeting to order at 10:00. It was determined a quorum was present.

Nancy Fitta reviewed protocols to maintain equal access for all participants for through Zoom rules for the meeting. She reminded participants to keep your video off unless you have a comment. If you would like to comment please turn on your video and raise your hand until invited to comment.

Ms. Fitta stated the chat box function was disabled for board meetings other than comments to the host.

Approval of meeting minutes

1. Page 2 line 31 Change “They will be able to get online and submit forms online” to “They will be able to fill out the forms and submit online”
2. Page 2 line 32 Change “confidential” to confidentiality”
3. Page 3 line 10 Remove “it”
4. Page 3 line 15 Change “technically” to “technical”
5. Page 4 line 34 Change “good to “well”
6. Page 5 line 2 “then” to “than”
7. Page 5 line 19 Remove “& Technology”
8. Page 5 line 22 Change “when he took out one time expenditures” to “When he took out one time payments from customers”
9. Page 6 line 8 Change “there” to “their”
10. Page 6 line 14 Change “creative” to “creativity”
11. Page 7 line 2 Change “attempted” to “attended”
12. Page 7 line 9 Change “there” to “their”
13. Page 7 line 31 Remove “s” after “motions”
14. Page 7 line 34 Change “Animals on Campus” to “Animals on Agency Premises”

Sidney moved to approve the October 30, 2020, meeting minutes with the corrections made. Nita seconded the motion. The motion passed.

Director’s Report

Rick Hauan, Executive Director

Rick informed the Board of our sad news. WSD lost 2 staff members who passed away over the previous month. Both were sudden and not related to COVID-19. David Martin passed in his sleep on the morning of November 2nd. He was always ready with a smile and encouragement. We miss him and his bright spirit. David had been with the agency since 1994. The second death was Paula Olson who passed away on December 1st as a result of a brain aneurism. Paula had been with our agency since 1998 and was the facilities lead. Her smile and help will be very missed on campus. We send our

sympathy and our hearts go out to the families. Our staff has done a great job of rallying around both families. Will miss them both greatly.

Nita sends her heart out to the board and the agency regarding our losses of employees.

Nancy F. sends her personal condolences to the families and staff.

Regarding campus activities, we have had a lot of work going on as we prepare to improve our campus. We are also continuing our work to prepare to bring students back to campus in a hybrid limited capacity. We continue to work on our safety protocols for staff and students and plan to bring kids back on campus on February 1, 2021.

Q. Allie inquires if there is a plan for COVID vaccinations for campus and statewide. If so what is the plan?

A. Rick indicated we are having conversations with Clark County Public Health Department and state Department of Health as we prepare to support staff and students return to campus. At the time of the Board meeting we still do not have a clear picture of what the vaccination plan will look like. We are working on a plan for rolling out vaccines. Currently, CDHY employees are tier 2 in the state wide vaccination plan. It looks like first responders and health care workers would be vaccinated first. The state is still working on a plan for roll out. Everything changes moment by moment. We are in a constant flux and will continue to keep the Board apprised of any changes.

Superintendent's Report

Shauna Bilyeu, Superintendent

Shauna is having technical issues today. If any Board members have any questions please feel free to ask.

- Shauna indicated we have spent a lot of time this past month grieving. The staff have come together and it has been very heartwarming. We are continuing to put students first during these times.
- Enrollment is increasing. Students who have previously left to attend school in their resident districts are returning. Preschool numbers are increasing as well.
- We are continuing with pre-demo work. We hit a "hiccup" with the Dept. of Archeology relating to tribal review of our plans. We have notified the tribes previously identified however we now have three additional tribes we must notify before we can proceed.
- We have received supplemental funding for the roof and HVAC in cottages. These projects should be completed in June.
- We hired Gaylynne Coates as our new K-12 teacher to fill a vacancy from the end of last school year. Gaylynne has been a long-term substitute and joins the WSD teaching staff full time. WELCOME Gaylynne.

- At the end of December Amanda Bleed, Speech Language Pathologist, will be leaving WSD. She moved back to Minnesota to be near her family. We are looking for a contractor to fill in for the interim. Jenna Frink will be taking on some of the students for now. We will be posting for the position soon. We wish Amanda all the best.
- D.E.A.F. continues to be a huge support for us. D.E.A.F. is supporting us in the purchase of a new mascot costume. They are also supporting us in purchasing t-shirts for the students that say "Terrier Strong" on them. The Residential Department submitted the most D.E.A.F. grants this year.
- Q.** Sidney inquired about the funding of the HVAC systems and also are we looking into infrared or healthier options?
- A.** Shauna indicated the HVAC system has never been replaced. They have been the same since they were built in 1999. We did get CARES money and have been using those funds for technology to support students learning.
- Q.** Allie inquired if the cottages are not going to be ready until June, what if the kids are allowed to come back before that?
- A.** Shauna indicated that the June date is the date the project will be completed. We are developing a plan to bring students back in some fashion hopefully earlier than June. The construction interference has been factored into our planning. We are working with Department of Health and Clark County Public Health for approval for bringing kids back.
- Q.** Allie asked if the vaccinations are received, could kids come to campus after they have the first dose and then campus nurses could administer the second dose?
- A.** Shauna indicated we will get guidance from the DOH.

Outreach Report

Kris Ching, Outreach Birth-5

Kris indicated Erica Pedro joined the Birth-5 meeting to go over the Safe Start procedures. The Birth-5 team is using facemasks and shields. Some schools have Plexiglas shields as an added precaution. Krissy Walker has been doing zooms every other week with parents and they are going great. We have been doing monthly family nights. Regina McGinnis lead the family night event for November. They read a book called "The Thankful Book," then they did a scavenger hunt after. They had four families participate in the event. Julie Spigner will be leading the next event in December and they will be making snow globes. The challenge we are experience all around is equity. We are working to get 2 spoken language interpreters to help move us forward with this. Kris indicated she attended a racial equity meeting and was extremely impressed.

- Q.** Allie inquired as to the name of the person who did the eye gaze activity.
- A.** Kris indicated it was Dr. Rochal Brooks conducted that activity.

Carol Carrothers, Outreach K-12

Carol indicated we have been very busy and the COVID response has challenged us as we look for ways to continue to support students, families and those who support student learning.

- We have been doing a lot of professional development. We are setting up a new ASL instruction classes for families and community members. Thank you to the Kansas School for the Deaf for your collaboration in designing these classes.
- Teachers of the Deaf have a statewide meeting once a month over Zoom. This has been very successful. Cathy Corrado, Gabriella Holtzman and Haley Brown have been planning and leading these discussions. It has provided much needed support and dialogue relating to delivering meaningful instruction to deaf/hard of hearing children during school closures.
- Shawn Broderick also does weekly ASL classes for anyone who would like to attend.
- Deidra Curle leads monthly Washington DHH Professional Meetup for Speech Pathologists and other DHH professionals.
- We are working on details to have family camp this spring. We are hoping to have family camp in person this spring. Stay tuned...
- We are working on creating a social group for high school students to get together and interact with each other over Zoom or another virtual platform

Nita Kamphuis indicated she loves the idea of a social group for high school students. She emphasized, "There is such a need to get students together any way we can."

Business Office Report

Kai Matthews, Director of Business Operations

Nancy Fitta indicated Kai Matthews notified her that he will be late to the meeting. If the Board has questions regarding Kai's report we can address them later in the meeting.

Kai was present at 12:05pm

Kai reported we had a good month for October and came in under budget from being shut down due to COVID. The contract for services (revenue side) is following our anticipated drop, due to schools being closed. Contracts with local school districts is still declining and are anticipated to continue that path until schools re-open. We still have \$1.6 mill in our 19H account. We are getting ready to purchase a new scoreboard and new audiology equipment.

- Q.** Nita inquired if we are required to return all funds remaining at the end of the fiscal year to the state?
- A.** Kai indicated yes, any unspent money goes back to the state general fund.
- Q.** Nita inquired if the state allows the agency to do a spend down of remaining funds, on for example, technology?

- A. Kai indicated yes, however, unless we have a justification for the use of excess funds it is possible they could adjust our funding in the future.

Social Media Committee Report

Julie Spigner presented to the Board of Trustees the activities of the Outreach Team Social Media pages

There are 4 roles on the Social Media Committee:

1. Head of Social Media
2. Content Creator
3. Content Designers
4. Account Managers.

There are a series of activities reviewed prior to posting content on Social Media pages.

1. A post is created, designed, reviewed and submit to the account manager
2. We engage with followers, answer questions, monitor dialogue for alignment
3. All content posted on our social media pages is retained in accordance with retention schedules.

Rick Hauan clarified that this is the Social Media Committee for Outreach. Not to be confused with Campus.

Julie confirmed that this committee oversees activities for the CDHY.wa.gov website and the Outreach Team

- Q. Nancy Fitta inquired if we know how many followers we have on the social media platforms.
- A. Julie indicated 30 followers on Instagram and around 300 followers on Facebook

Language Access Workgroup Report

April McArthur presented the work that had been done on the Language Access Workgroup facilitated by OSPI in response to HB 1130 from the 2020 legislative session. April provided a Power Point presentation which is attached to these minutes as appendix A. She also discussed her work on the Language Access Workgroup Report. Link is below.

<https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/language-access-workgroup>

- Q. Allie inquired if there was anyone from the Professional Educator Standards Board (PESB) included in the workgroup?
- A. April indicated nobody from PESB was there. There was OSPI staff, WASA and Special Ed. Advisory committee as well as many community members supporting language access for constituents across the state.

Erica Rader will send the link and Power Point presentation to the Board.

Student Assessment Data Report (WSD)

Shannon Graham gave a presentation to the Board showing the current findings and outcomes for student assessment at Washington School for the Deaf (WSD). The PowerPoint is attached as appendix B Shannon showed how our student numbers have grown over the past 5 years, with PreK-6th grade leading the increase in numbers. Seventh thru 12th grade has remained steady. She shared data and graphs demonstrating WSD students are continuing to make progress academically in ASL, English, Math and Reading. She indicated although some of our targets were not met we have plans implemented for 2020-2021 school year such as

- Social Emotional learning assessment
- Currently piloting K-12 ASL rubrics
- Revised ASL & Writing scoring to include all teachers

Nita Kamphuis and Nancy Fitta thanked Shannon for her presentation.

Shauna wanted to highlight the tremendous work our staff have done in improving student performance on the assessments reported and remind the Board how far we have come with our student designations. She thanked Shannon in helping us develop a report with this data and for continuing to build trust with the teachers. Shauna went on to say we have a wide variety of students and some come to us with language deprivation. These data points and the instructional practices used to support student growth helps us support student learning and provides valuable instructional tools for teachers.

POLICY REVIEW

2029 – Animals on Agency Premises 2nd read

Nancy Sinkovitz indicated all changes were made from the first read. She will add a revision date at the bottom of each policy. These policies have been made available to the bargaining unit for review. There were no concerns expressed and no response back from the bargaining unit.

Nita Kamphuis made a motion to approve and adopt policy 2029. Nancy Sinkovitz seconds the motion. Policy 2029 approved unanimously.

2030 – Use of Service Animals in Schools 1st read

Nancy Sinkovitz indicated all changes were made from the first read. Nancy S. changed “WSD” to “agency” throughout.

Jennifer Acuña made a motion to approve and adopt policy 2030. Char Parsley seconds the motion. Policy 2030 is approved unanimously.

2025 – Copyright Compliance 2nd read

Nancy Sinkovitz indicated she added the contact information the policy.

Char Parsley made a motion to approve and adopt policy 2025. Jennifer Acuña seconds the motion. Policy 2025 is approved unanimously.

2023 – Digital Citizenship and Media Literacy 2nd read

Nancy Sinkovitz indicated there have been no changes from the first read.

Jennifer Acuña made a motion to approve and adopt policy 2023. Nita Kamphuis seconds the motion. Policy 2023 is approved unanimously.

4500 - Website Privacy Policy – 2nd read

Erica Pedro indicated she did receive feedback from the last meeting and incorporated those changes. She included the new email address and changed CDHY/WSD to Agency throughout. Nancy Sinkovitz would like to give it a policy number in the 4000 series. She suggests something above 4400. Rick suggests 4500 and Nancy Fitta agreed indicated the policy number would be 4500.

Char Parsley Made a motion to approve and adopt policy 4500. Wes Henson seconds the motion. Policy 4500 is approved unanimously.

PUBLIC COMMENTS

No public Comments

Adjournment

Seeing no objection, the meeting adjourned at 12:28 PM

Nancy Fitta, Chair
CDHY Board of Trustees

Richard Hauan
CDHY Executive Director

Date

Date

Appendix

A

LANGUAGE ACCESS WORKGROUP

HB 1130

April McArthur
CDHY Board of Trustees
December 4, 2020

PURPOSE



“... to advise OSPI, the Washington State School Directors’ Association, and the Legislature on specific strategies meant to improve meaningful, equitable access for public school students and their family members who have language access barriers.”

“Address the language barriers that impact the school’s ability to engage students & families...& contributes to inequalities & increased gaps in student achievement.”

WORKGROUP PARTICIPANTS

Washington State School Directors' Association

Washington State Parent Teacher Association

The Washington State Commission on Hispanic Affairs

Washington Center for Deaf and Hard of Hearing Youth (CDHY), Deaf community

The State School for the Blind

Disability Rights Washington

Somali Community

Washington State Coalition for Language Access

The Special Education Advisory Council

Open Doors for Multicultural Families

Local 1671/AFSCME Council 28 (WFSE)

More...



PROCESS



- **Met 11+ times, in person & via Zoom, outside “homework”**
- **Learned & gave feedback together (research based best practices, equity practices, ASL & Deaf Culture, interpreter vs. translator, etc)**
- **Reviewed & revised current policies, added ideas & solutions**
- **Engagement & feedback from various stakeholders**
 - **Ex. Deaf Community (CDHY, ODHH, WSAD) to gather feedback from Deaf parents with children in public schools**

REPORT

- **Report to Legislators include recommendations, tools, & examples**
- **Access includes:**
 - **Being aware of family needs (school survey), while protecting privacy**
 - **Welcoming & supportive environment**
 - **Qualified interpreters & translators**
 - **Training school staff**
 - **Positions to train staff & coordinate resources in districts**



HIGHLIGHTS

- **Authentic experiences as members of diverse group**
- **Supportive, collaborative work**
- **Increased awareness & cultural competency**
- **Spoken & signed languages (inclusive) in discussions & documents**
- **Understanding similarities & differences between spoken language interpreters and ASL interpreters**
- **Deaf community thrilled with standard for qualified interpreters**

WEBSITE:

<https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/language-access-workgroup>



Appendix

B



Academic Progress Report 2018-19 & 2019-20

**Washington School for the Deaf
December 4, 2020
Shannon Graham, Ph.D.**

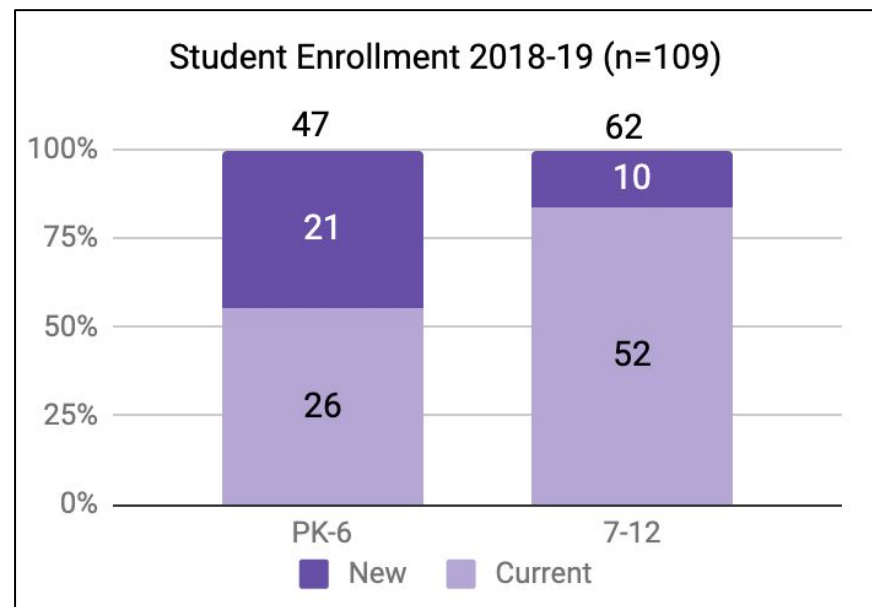
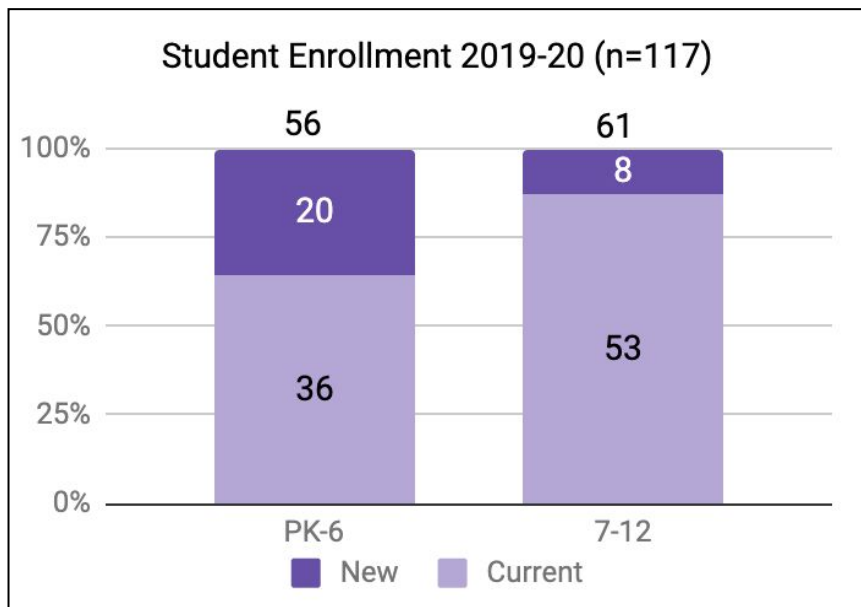


Student enrollment

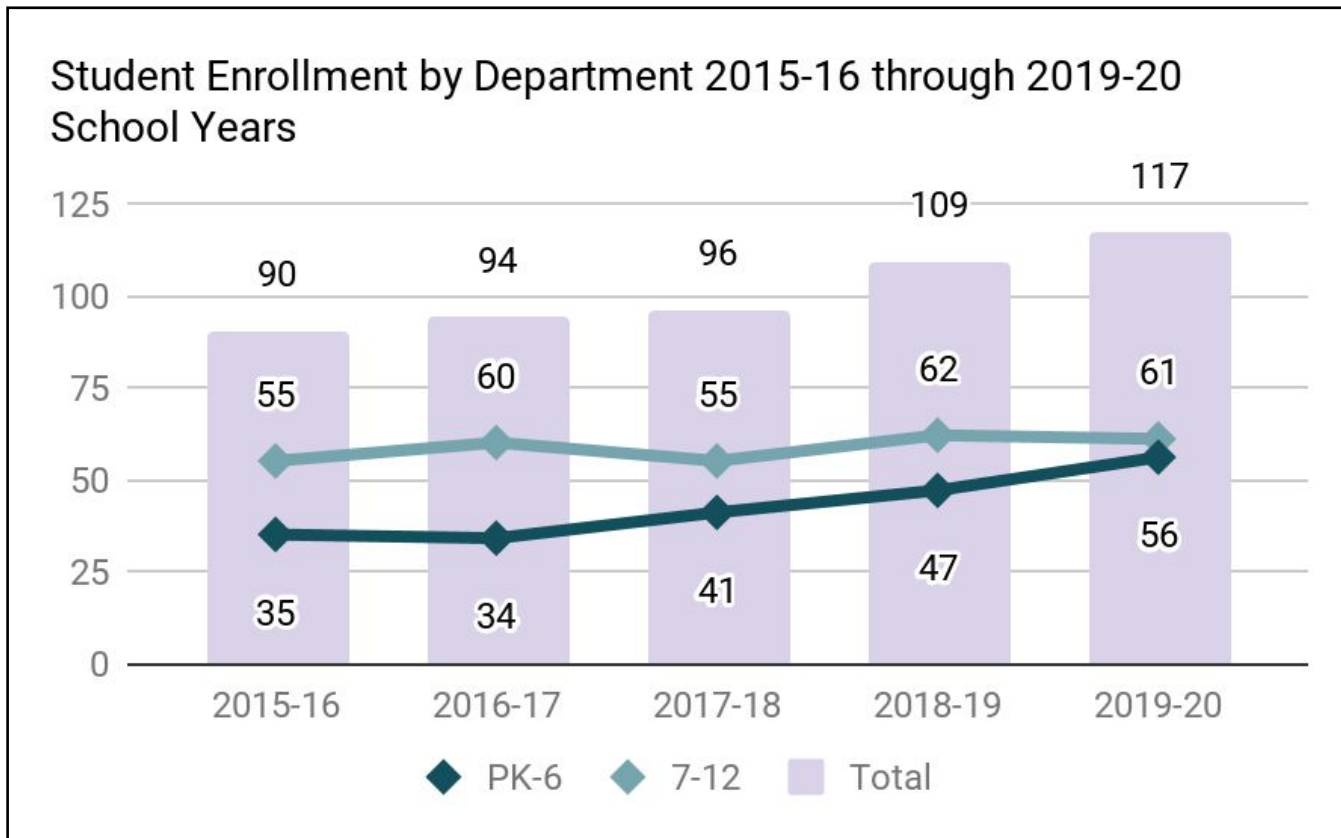
Achievement status

Academic progress

ENROLLMENT



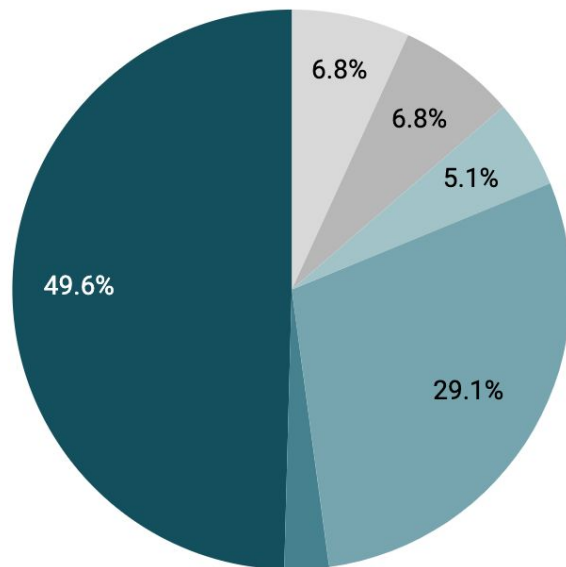
ENROLLMENT TRENDS



STUDENT ETHNICITIES

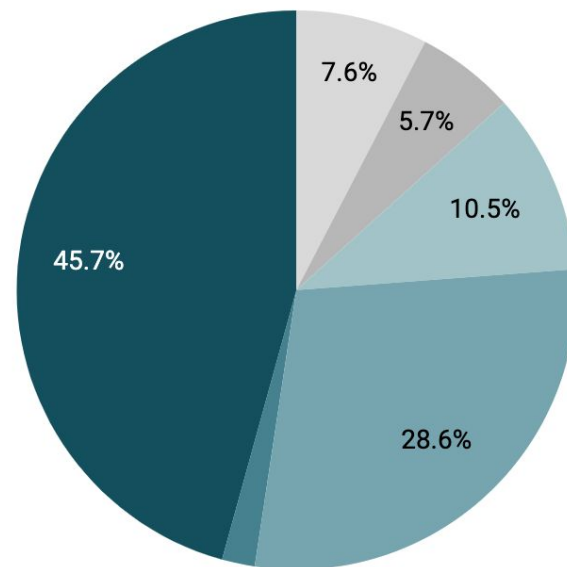
Student Ethnicities 2019-20

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latinx
- Native Hawaiian or Other Pacific Islander
- White



Student Ethnicities 2018-19

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latinx
- Native Hawaiian or Other Pacific Islander
- White



ACHIEVEMENT STATUS (description)

>16th %ile

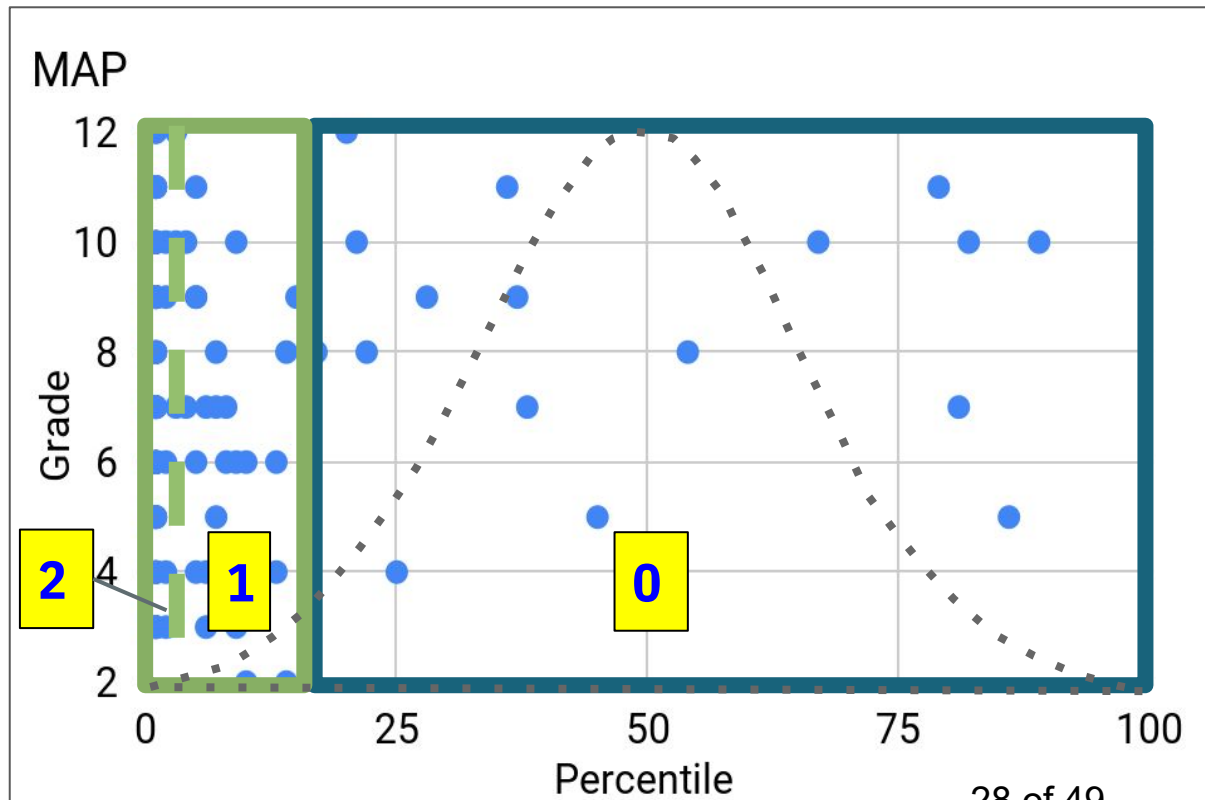
within or above average

3rd-16th %ile

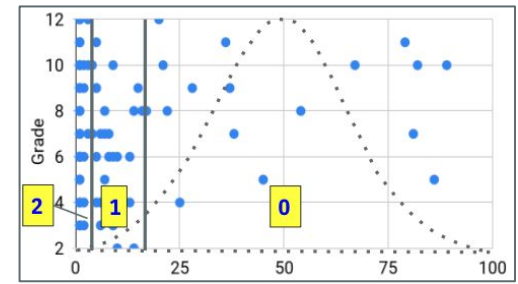
1SD < avg

1st-2nd %ile

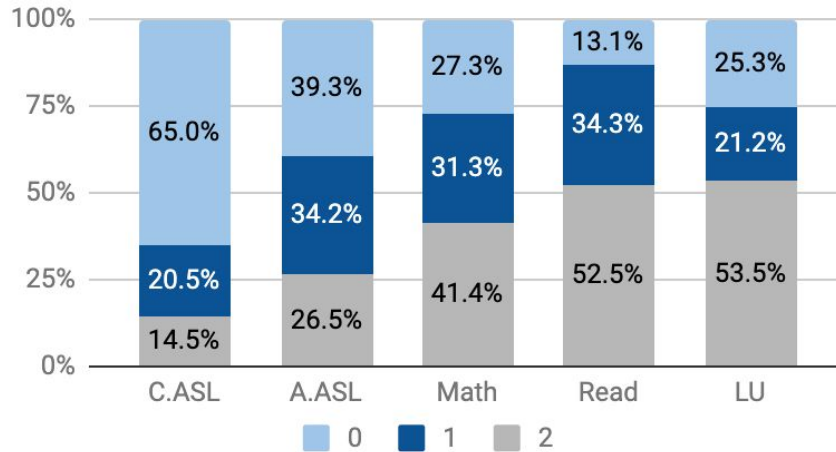
2SD < avg



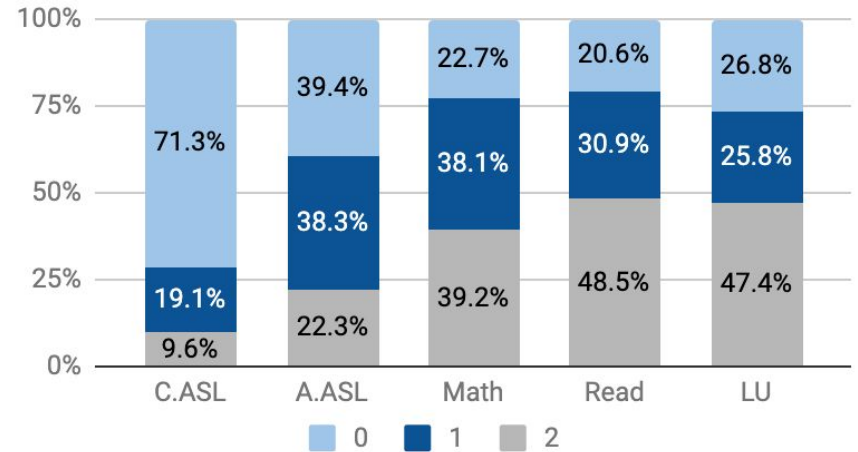
ACHIEVEMENT STATUS



Student Achievement Status 2019-20



Student Achievement Status 2018-19



C.ASL & A.ASL: All students
Math, Read, & LU: Grades 2+

Academic progress



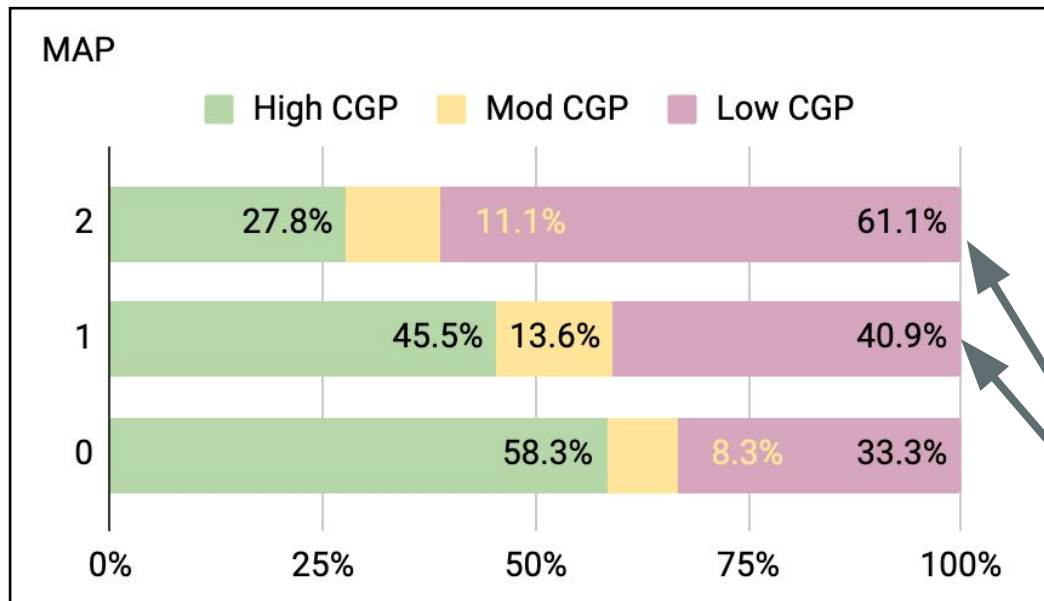
2018-19

- math, reading, language use

2019-20

- MAP testing tabled due to remote instruction - no progress information available

ACADEMIC PROGRESS (description)

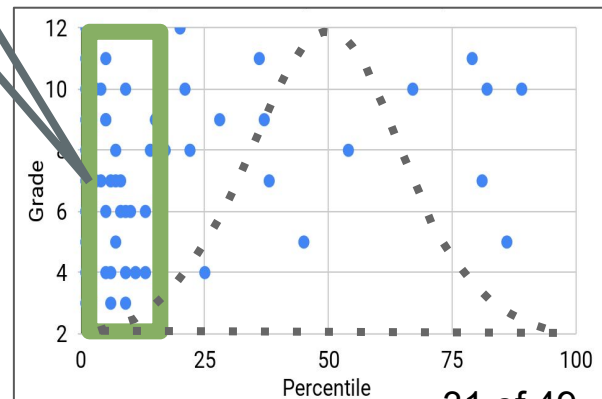


CGP - conditional growth %ile

High = 1 to 1+ year growth

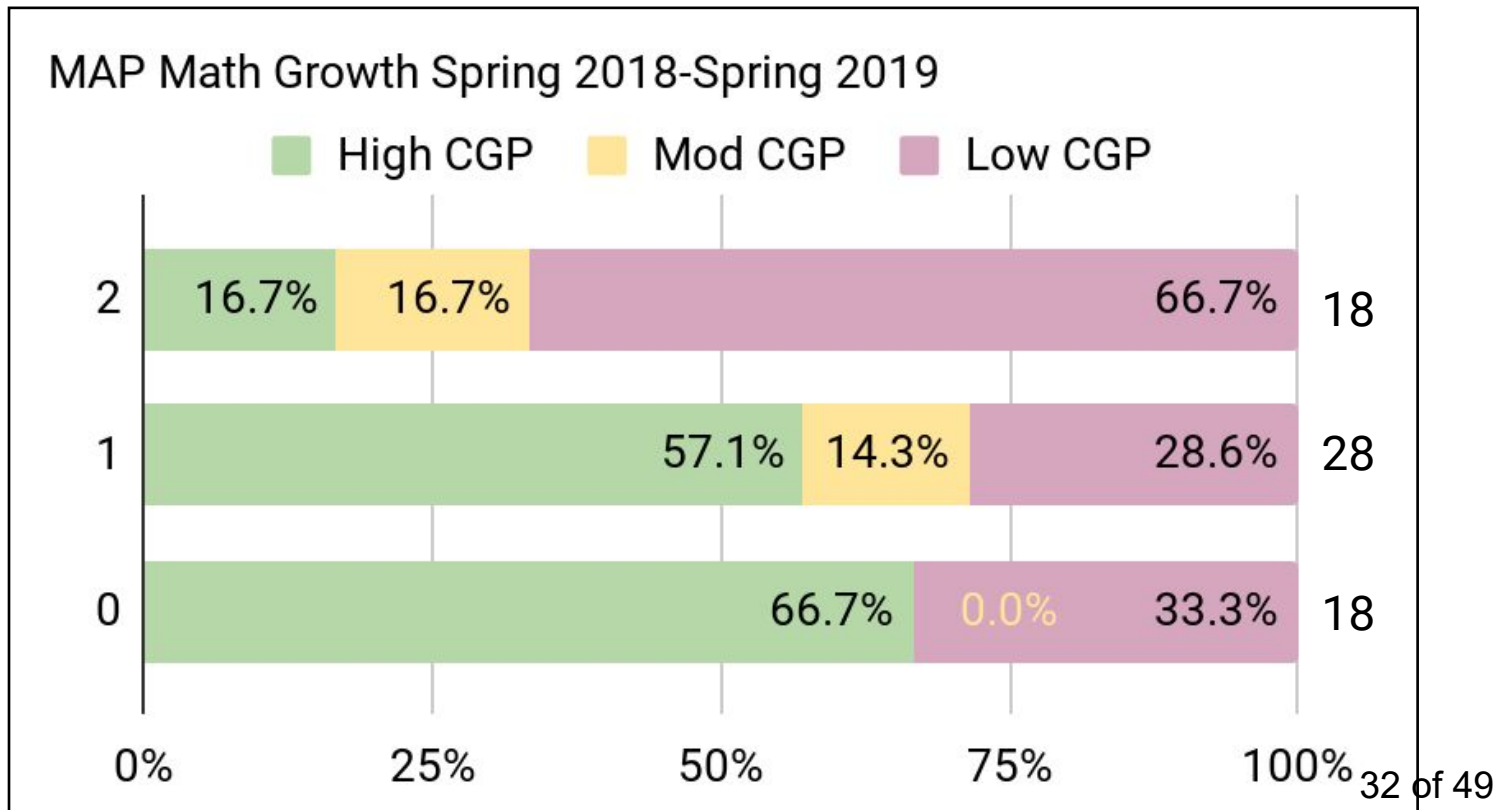
Mod = RIT score increased but did not meet 1 year growth projection

Low = No growth or regression



MATH PROGRESS (Grades 2+)

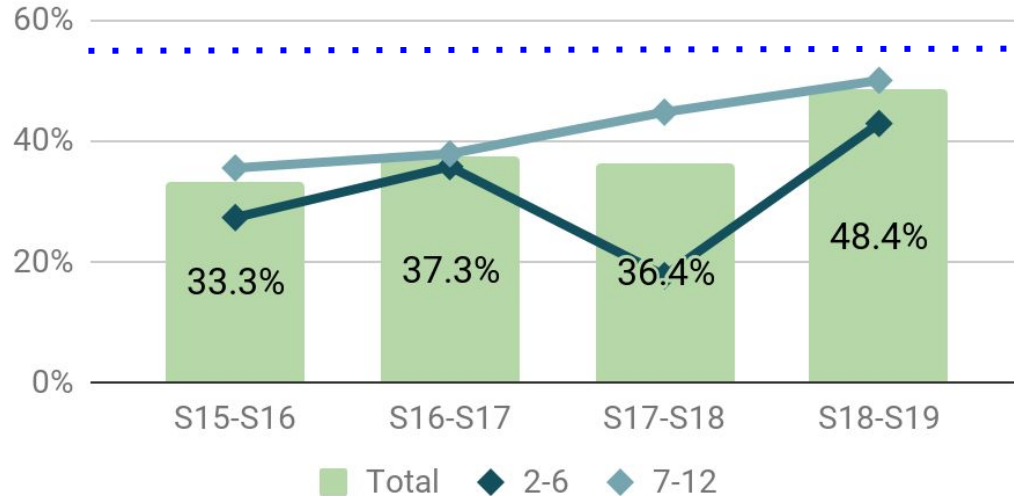
NWEA growth target: 56%
Actual growth: 48%



MATH PROGRESS

MAP Math Growth Spring-Spring 2015-16 through 2018-19 School Years

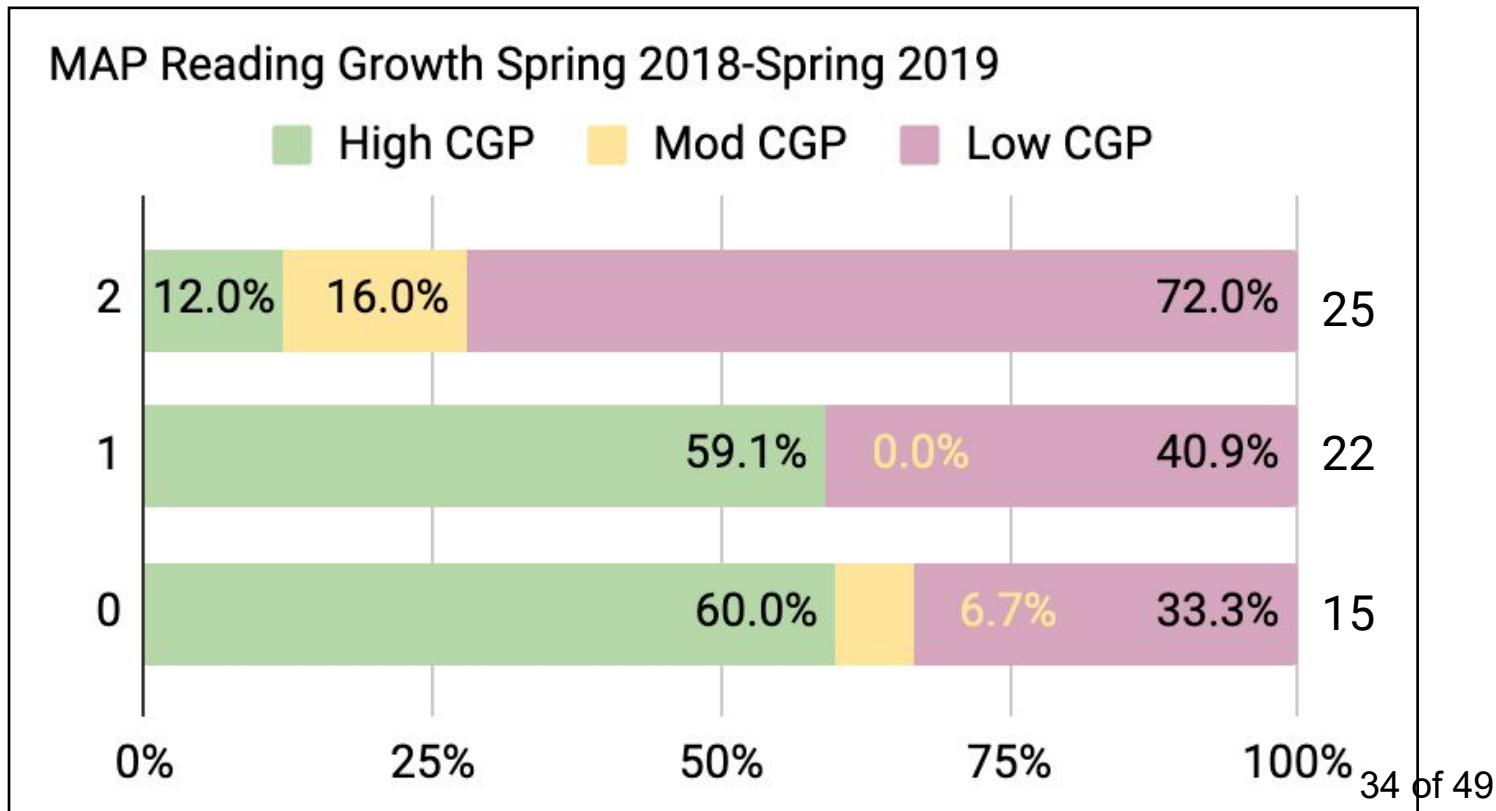
School-wide target growth: 56%



Year	Gr. 2-6	Gr. 7-12
S18-S19	42.9%	50.0%
S17-S18	17.6%	44.7%
S16-S17	35.7%	37.8%
S15-S16	27.3%	35.5%

READING PROGRESS (Grades 2+)

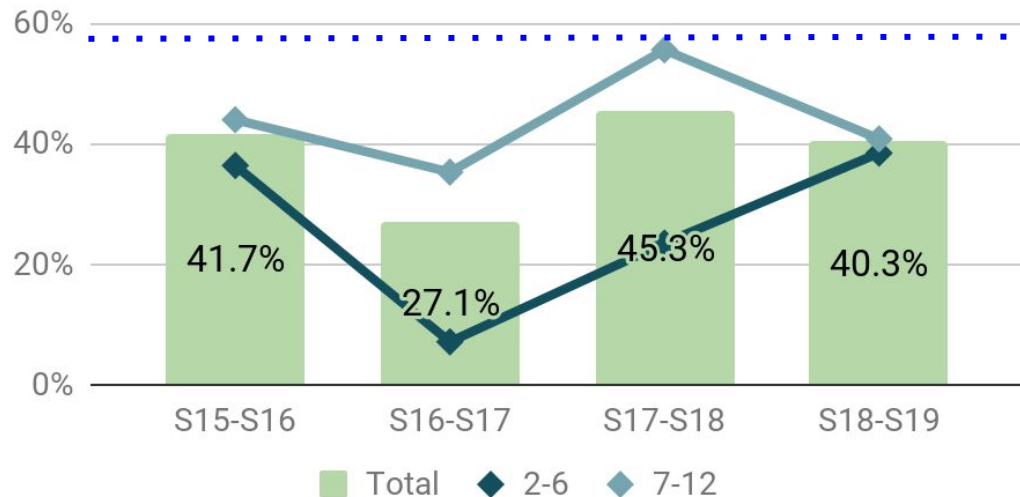
NWEA growth target: 58%
Actual growth: 40%



READING PROGRESS

MAP Reading Growth Spring-Spring 2015-16 through 2018-19 School Years

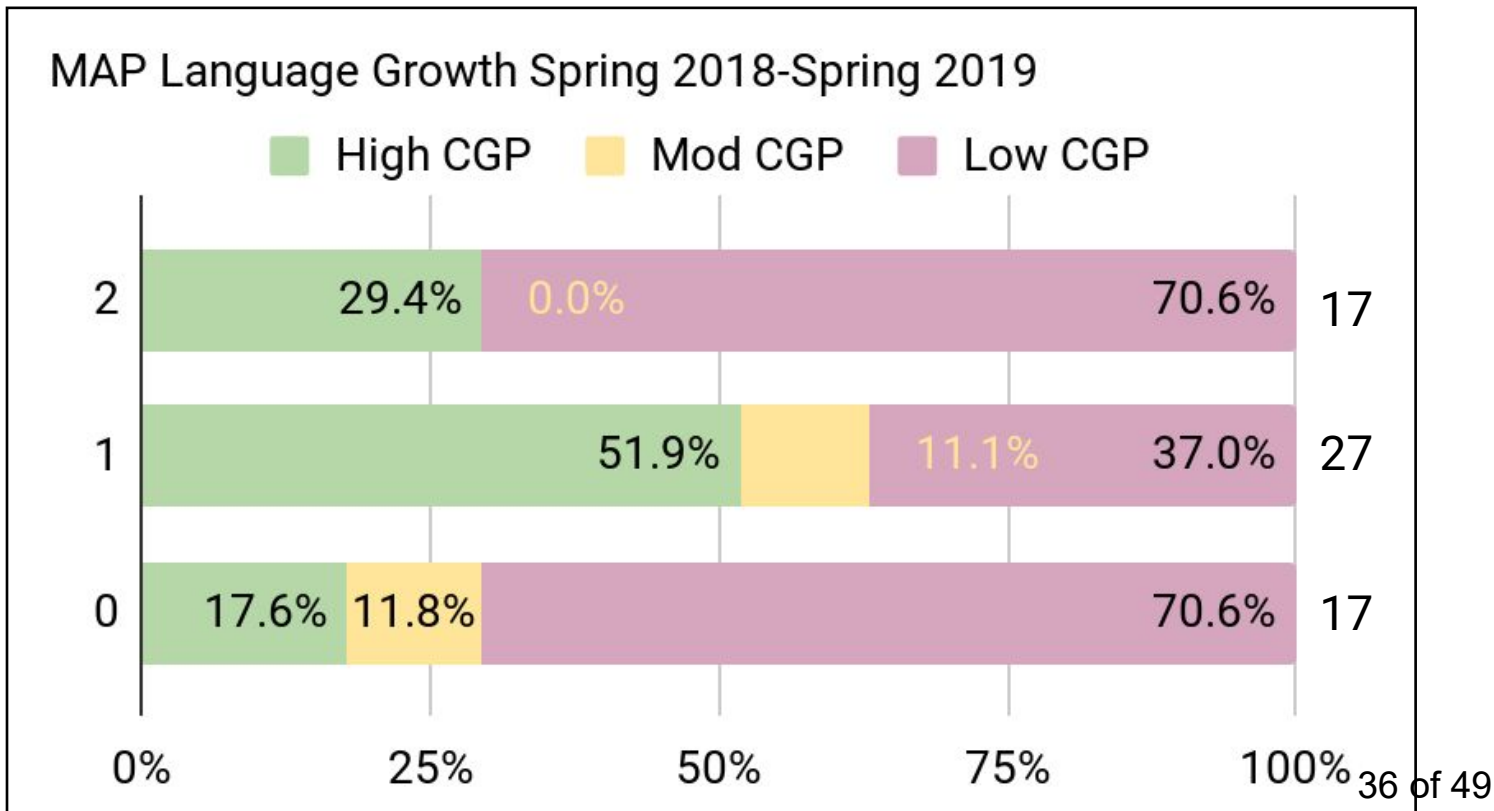
School-wide target growth: 58%



Year	Gr. 2-6	Gr. 7-12
S18-S19	38.5%	40.8%
S17-S18	23.5%	55.6%
S16-S17	7.1%	35.3%
S15-S16	36.4%	44.0%

LANGUAGE USE PROGRESS (Grades 2+)

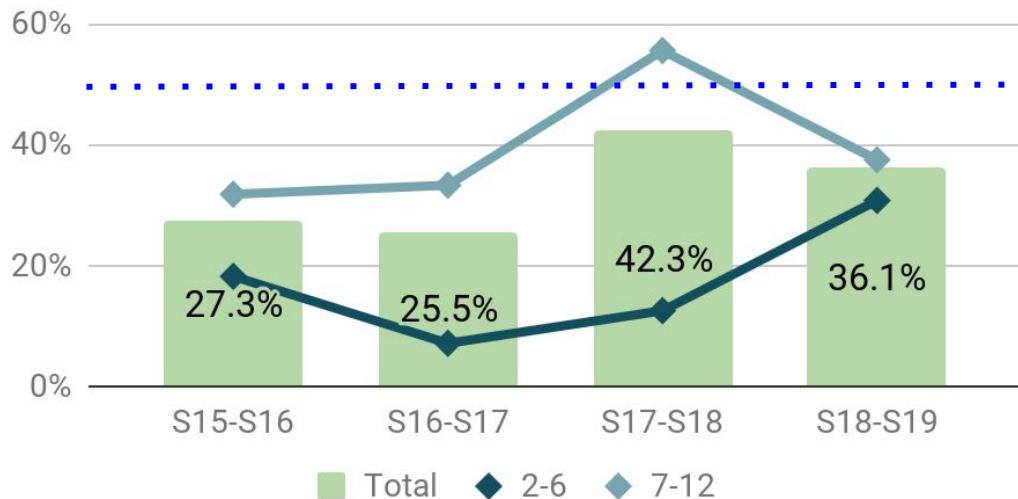
NWEA growth target: 50%
Actual growth: 36%



LANGUAGE USE PROGRESS

MAP Language Growth Spring-Spring 2015-16 through 2018-19 School Years

School-wide target growth: 50%



Year	Gr. 2-6	Gr. 7-12
S18-S19	30.8%	37.5%
S17-S18	12.5%	55.6%
S16-S17	7.1%	33.3%
S15-S16	18.2%	31.8%

Progress summary



- Did not meet NWEA target growth for math, reading or language use
- Group 1 met the growth target for all three areas
- Group 0 met the growth target for math & reading
- Since the 2015-16 testing cycle:
 - Math progress increased by 45%
 - Reading progress did not change
 - Language progress increased by 32%

Plan for 2020-21



- MAP testing may be administered in Spring 2021
- Started school-wide social emotional learning assessment
 - Status & progress analysis may be available by 2021-22
- Implemented language assessment plan
 - Currently piloting K-12 ASL rubrics
 - Revised ASL & writing scoring procedure to include all teachers
 - Progress analysis will be available by 2022-23

Thank you!

If you have any questions, please contact me at:

shannon.graham@cdhy.wa.gov

CDHY Board Report

Report from: Rick Hauan

Date: 1/29/2021

What activities/projects have you been doing since our last meeting?

We are planning for a reopening of our cottages for students. This is a multi-tiered approach designed to keep staff and students safe. Our priority is to get students back into a learning environment with support from our residential department. A small number of students will return to campus in the coming weeks for second semester, which begins on February 1, 2021. We are hoping to gradually expand the number of students we serve on campus. This depends greatly on the current health data from Washington State Department of Health (DOH) and Clark County Public Health Department as well as vaccination.

We have been working on replacing vacant positions as well as planning for current or future staffing needs. Jessica Sydnor has outlined the current and upcoming efforts below.

Current Efforts:

1. Director of K-12 Outreach Services – Internal and external recruitment process. Final interviews will be conducted January 28, 2021.
2. Director of Business and Operations – The position is open until 2/1/2021. Internal and external recruitment process. Interviews will begin shortly after posting close date. Secondary Department Administrative Assistant – Internal and external recruitment process. Interviews are underway at the time of writing this report
3. Speech Language Pathologist (WSD) – Internal and external recruitment process. This position was vacated December 31, 2020 and has been reposted due to insufficient qualified applicants.

Upcoming Efforts:

1. Custodian 2 – lead full-time custodial position, currently vacant.
2. Interpreters – one permanent part-time position and on-call positions
3. Food Service Workers – 1.5 to 2 permanent positions created due to one retirement and one resignation. Needs assessment currently under review.
4. Cook 1 – one permanent position needed due to additional duties and scheduling needs.

Ongoing meetings

- Executive and Small Agency Cabinet
- Executive Leadership Team meetings
- CDHY/WSD Leadership Team meetings
- Outreach team meetings
- WSDS monthly meetings
- Finance Committee meetings
- Weekly Superintendent meetings with ESD 112
- Monthly and sometimes more frequently special education directors' meetings in regions across the state

- Mentor Administrative Intern – weekly meetings and monthly meetings with the university staff

Activities for January 2021

- Work with Leadership Team and Executive Leadership Team to revise COVID response and reopening plan
- Meetings with Business Office personnel to develop a transition plan for the exiting of the Director of Business Operations.
- Work with OFM to identify priorities for budget needs, business operations and COVID response planning
- Work with outreach directors to enhance professional development opportunities for teams across Washington State
- Collaborating with other agencies to address various staff and labor needs for mediation, response to COVID planning, employee actions and union actions such as grievance resolution
- Safe Start Committee meetings – planning for staff and student safety and meeting student needs
- OSPI and PESB certification and qualifications meetings
- Met with experts across the country to address National Board Certification requirements for Washington State
- Continuing dialogue to design and purchase a mobile audiology lab to meet student needs across the state of Washington
- Met with INSYTE Partners to discuss possible funding ideas to assist with expanding a diverse model for service delivery of language support for youth and children across Washington State
- Attended the One Washington planning meeting exploring new requirements for the development and ultimate implementation of a new data system and integrated platform for statewide governmental access
- Diversity, Equity and Inclusion Committee (DEI) framework, draft policy and initial meeting scheduling for our agency
- Labor Management Communication Committee (LMCC) meeting with Washington Public Employees Association (WPEA). This meeting had not taken place at the time of writing this report

Enrollment: Enrollment is steady at 112 students (prek-12th grade). There are 50 elementary students, 62 secondary students plus 4 WaCAD students.

Campus Updates: Roofing and HVAC projects on the cottages began January 11. Work is focused on Deer cottages first and will move outwards to the others from there. Interviews for the historical films for the 4 buildings to be demolished are scheduled for the month of February. We hope to wrap up filming by the end of February. Drone footage is complete. Permits to the city for the demolition project have been submitted. Everything is on track to be completed on time at this point. Requests for city permits were submitted in January.

Academic/Residential Updates: January brought discussions of vaccinations, re-opening plans and return to fall sports. WSD staff are eligible for vaccinations in phase 1B tiers 2-4, but we have not gotten any further word from the state level or school levels regarding specifics. We are moving forward with re-opening 1 boy and 1 girl cottage as of January 31st. This is for residential students who continue to struggle with technology and may face additional communication barriers in the home. Students will still access classes through remote means, but have staff there to support them. The kindergarten/1st grade class will expand its in-person class by one hour beginning February 1st. WSD plans to gradually add back in person services over the next few months. WSD is also planning to move forward with offering 1 fall sport: cross-country. Cross-country will be open to all students, however we recognize that it is most accessible to students who live locally. We believe that it will help boost flagging morale and emotional health for our students and it will strike a balance with the cottage services offered to residential students in these unprecedented times. Our hope is that all campus programs will eventually resume in full by this spring. Other staffing news: we are working with Tiny Eye Teletherapy to provide speech services for our students until the vacant SLP position is filled.

General Updates: We had the first ever virtual WSD v OSD spirit competition on January 22nd! Staff and students sent pictures and videos of their very best Terrier and Panther spirit and a staff member at OSD compiled a video that both schools watched together. Then we had a Kahoot trivia game about the history of each school plus general deaf culture questions. It was super fun and I hope it becomes an annual event. I believe we had over 80 people at one point on zoom! There were no official results, but I'm pretty sure the Terrier spirit won! Our state-wide Flying Hands poetry contest will be a virtual showcase this year. We will share more details as they become available. WSD staff continue to amaze me with their dedication and perseverance in this crazy year. They are constantly looking for ways to motivate and engage our students and their families. I am hopeful that we will be able to return to full programming in person soon.

Washington State Center for Deaf & Hard of Hearing Youth Board of Trustees Meeting

Report by Carol Carrothers

Date 1/22/21

I am going to do my report a little different this time. I just completed a mid-year report for OSPI and included comments from participants. I think this will have more meaning for you all. This is what has happened since the fall.

Professional Development	How will this training impact your work?
Functional Tools for Deaf + Children	The idea of toting around portable printers, having a "social justice" lens to share with our teams and thinking of ourselves as "business partners" instead of social workers when we think of our students transitioning to the working world, all are FASCINATING strategies!
Deaf 101	
Hearing Aids and Cochlear Implant Trouble Shooting	Getting more information so I can assist my students better on zoom. Just because they have a cochlear implant doesn't mean they can hear you clearly.
Using the Natural Environment for a Learning Environment	I have now better identified how to form a natural learning environment in the home, as well as other natural learning

	environments (ex. In the car, and park) The tips about connecting current skills to future skills to motivate parent participation.
Serving Deaf and Hard of Hearing in the Mainstream	Auditory development is brain development! I will now use Theory of Mind in my evaluations of my DHH students.
Listening and Spoken Language Barriers for D/HH students	Computers do not have all the frequencies to hear words correctly. I need to make sure I am aware of the words I am saying and asking my students to say/repeat what I have said to make sure they heard all the sounds
Considerations for SPED Evaluations for DHH students	What has the most impact for me is the Information about the impact on processing speed and the importance of ruling out hearing issues when having discussions about ADHD, ID, SLD, and auditory processing issues.

Consultations	How will support impact your teaching?
Teacher to teacher ESD 114	<p>I am one person with a D/HH "lens" out in a very large rural area that needs services for our Deaf and Hard of hearing population in mainstream settings. Having CDHY and a mentor who has the experience as an ITOD has allowed me to have a conversation, ask questions that come up that I do not have answers for yet. CDHY has been a guiding beacon. Without it, I would be overwhelmed with attempting to meet the needs of the districts. I am fresh out of my master's degree. The impact on our students is not just having one professional with a 'lens' but a team of experts who influence my practices, tools, my use of language, procedures to follow, all are the 'details' that come with experience. These do make an impact in meeting the needs of our student population and their families. The knowledge that comes with experience and being a part of a bigger team that focuses on D/HH population will not only guide me as a first-year in this position but allow for reflection that is needed in any field. I am grateful to have the CDHY team as a resource.</p>

Inservices for: Royal SD, Bainbridge Island, Seattle Country Day School, The Island School	
Royal SD observation/recommendations	This was very helpful, thank you. It makes sense that the observational data was sufficient to support this decision in order to make more informed decisions on how to best serve him in his classroom. It also makes sense that when his parents chose for him to receive cochlear implants they were choosing for him to mainstream to an auditory verbal educational and social setting at this time in his life. I want to advocate well for him so it's helpful to understand the rationale when good hearted interpreters don't want to pull back to see what happens. Simply pulling the service is NOT what we are trying to do here. Modifying it to match Manny's developmental needs is what we're trying to accomplish. I truly appreciate your guidance.

Professional Learning Communities	How do these discussions impact your work?
Administrator of DHH program meetings bimonthly	
Teachers of the Deaf monthly	
Educational Audiologists monthly	Our Ed Aud group has been really helpful to have as a support during the pandemic. It's given me a sense of community while we've all been isolated, and it has helped to inform my practice as an educational audiologist working remotely. Information shared by all of the amazing educational audiologists throughout the state has given me new ideas for how to support staff, and helped me in finding unique and creative solutions for students who are trying their best to navigate online learning.

Support for Families	In what way does this impact your family communication?
Family ASL class on zoom weekly	"Seeing my grandson so excited to interact and to sign with others." Improving receptive understanding of ASL and adding vocabulary in an informal setting.

Educational Interpreter Mentorship Training	How does this training impact your interpreting?
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Those participants in the mentorship program	<p>This program has helped me feel more comfortable with evaluating my work as an interpreter. Separating the "data I produce" from the "data being me" has been crucial. This is such an interesting choice of work and requires constant vulnerability, it has been awesome to practice being vulnerable in a safe place! It has been beneficial to receive critiques based on my specific interpretation and my habits or go to signs, go to processing. The specific information I received from Charlene, my mentor, has helped so much!</p> <p>This program was greatly beneficial to my work in an educational setting. The kids at my school are the real beneficiaries. The work done in this program has already shown to be fruitful in my daily work; I'm honestly so proud of the improvements. I know I will be a better facilitator of language based on my time here.</p>
Temporal Aspects Workshop (for all state educational interpreters)	I will pay better attention to how I am signing using small circles, linear lines or looping gestures.
Breaking Form English to ASL Workshop (for all state educational interpreters)	"The focus on multiple meaning words and how to deliver the meaning connected with them rather than just a sign." This session will help me to break lazy, bad habits.
National Broadcast from BoysTown EIPA Trainings	How does this training impact your interpreting?
Effectively Incorporating Classifiers and Spatial Features	"Reminding us that language has patterns, being mindful of this helps me be a more successful interpreter." This helped me understand how to pinpoint the work required to gain skills in specific areas and emphasized that honing my interpreting skills is a continuous process.

Deaf to Deaf Experience with High School Students Learning Financial literacy in collaboration with Junior Achievement. These were facilitated zoom meetings with various companies represented, audience was high school students. 3 days	Teacher's comments
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<p>Transportation and warehousing, Amazon, Fed Ex, Northwest Center, Union Pacific RR, Trade and Manufacturing, Electrician, Republic Services, Liuna Local 242, AJAC, Orion</p> <p>James Young- kitchen redesign, social services, HSDC, Northwest ADA Center, Puget Sound Region Services, WA Voc Services, Auntie Ann's, Medical and Government, ODHHS, Kaiser Permanente, Sound Mental Health, DSHS, Retail, hospitality and service industry, 4 Legz, Fred Meyer, Safeway, CVS, Finance, IT and sales, Key Bank, TLG Learning, Avanade, John L Scott, Amazon IT</p>	<p>Students were impressed with the number and types of opportunities offered. The students asked amazing questions about training, communication at work, pay, questions connected with how to enter or start and how to work your way up. A lot of discussion was about how to communicate at work and when to ask for an interpreter and when to just write out their communication.</p>
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CDHY Board of Trustees Meeting

Outreach Report: Early Childhood, Birth-to-5

Report from: Kris Ching Date: January 29, 2021

Family Events:

- Coffee & Tea Chat with Krissy – January 11 and 25 10-11am, Zoom
 - Focus group for parents who have young Deaf/HH children. Features special guests on specific topics.
- Family Nights – December 16, January 20, February 17 6-7pm
 - December activity leader, Julie Spigner, social emotional learning specialist, CDHY Outreach
 - January activity leader, Regina McGinnis, social emotional learning specialist, CDHY Outreach
- ASL Family Time with Shawn Broderick – Wednesdays 4:30-5pm
- Deaf & Hard of Hearing Teen Social – January 25 4-4:45pm
- Family Connections Video Project – Due January 20 (for February), submit a video answering the question “What does love mean to you?”, may be posted on CDHY Facebook

January 21 – Birth-3 Deaf/HH Professional PLC

- Quarterly meetings including D/HH specialists who work with families in the home environment
- Hands & Voices Military Project – guest presenters, parents (moms) from different branches of the military who lead this important program
 - “We aim to connect your family to your local Hands & Voices Chapter to help you feel prepared to navigate through each new duty station. Our hope is parents will find more ease in transitioning the medical and educational homes for their children with this connection.” <https://www.handsandvoices.org/resources/military/index.html>

January 26 – CDHY Professional Development Series, focus Early Childhood

- Introduction to Deaf Culture/Deaf 101 in an Educational Setting, presented by Krissy Walker, Family Engagement Specialist, CDHY Outreach
 - Krissy will provide information about basic Deaf Culture and successful ways to work with a deaf and hard of hearing student in your school or program. She will share common misconceptions about deaf and hard of hearing students and identify strategies that will promote positive attitudes toward these students. Included are tips and strategies to improve access and learning.
 - Target audience – early childhood providers, preschool and elementary teachers/staff, para-educators, and parents