

OFFICE OF THE DEAF AND HARD OF HEARING

ODHH SYMPOSIUM:
PAST, PRESENT, FUTURE
1979-2009

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BREAKOUT SESSION: EDUCATION

Rick Hauan, Kris Rydecki, Nikki Ekle, April MacArthur

TAKEN BY Judith Cederblom, MA, CCR, CART Provider

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MORNING BREAK-OUT SESSION
EDUCATION

RICK HAUAN: Washington School for the Deaf, throughout this event referring to us as the Center for Childhood Deafness and Hearing Loss (CDHL).

As with any presentation, coming up with how you're going to put together a talk and then whether you're voicing yourself or you're signing for yourself -- I have a hard time listening to what I'm saying when I'm signing and hearing the interpretations, so I'm going to use my voice.

If you run into me in the hall I'm very willing to have a conversation with you.

So thank you for coming, thank you for your interest in this topic.

We have a slide presentation and we'll be sharing with you some information about the center and what we're doing. And I'll give you a brief description.

But before I do that I wanted to introduce everyone, and I also want to let you know we would prefer it if you hold your questions till the end. I know there are a lot of questions. And you can either come up to us individually or you can ask them from the floor, and we will work at answering the questions for you on the spot.

Again, my name is Rick Hauan. I'm the director of the Center for Childhood Deafness and Hearing Loss, and under that is the School for the Deaf in Vancouver, and we'll give you some more explanation on that as we go.

KRIS RYDECKI: Hi. I'm the outreach director at the center. My name is Kris Rydecki.

NIKKI EKLE: Hello. My name is Nikki Ekle, and I'm an ASL specialist.

APRIL MacARTHUR: And I'll reintroduce myself.

My name is April MacArthur and I'm a teacher of the deaf over at Washington School for the Deaf.

RICK HAUAN: What's in a name?

First of all I didn't create this name. It's a long, long, long name and within it are some cultural issues that I know exist. This is a piece of legislation that was passed last year, House Bill 1879, established the Center and renamed the agency from the School for the Deaf to the Center.

Now, the important thing to remember is that the School for the Deaf remains intact and is actually codified, which means it's in the law that the residential school in Vancouver known as Washington School for the Deaf continues.

So we are not going to refer to the School as the Center. The school is the school, it's the School for the Deaf.

So WSD and the mighty Terriers will continue and will go on through the years. We're very proud of that history.

Governor Gregoire signed the bill into law May 7th, 2009 and it became law July 26th. It's a very new law. We will go through and talk to you about what this does for the agency.

As we looked at the organization of the agency when we made this change, we very rapidly recognized working with the board of trustees and with the leadership, we very quickly recognized that a typical flow chart for an organization was not going to work. I was at a meeting with Eric Raff and told him we were struggling with coming up with the flow chart, and he showed me the new chart DSHS has. And we used that concept, it's a good idea.

Rather than reinvent the wheel we have two overlapping wheels, and you will notice one is the statewide services, which we have had in the past through WSD but now it falls under the Center because the focus now is shifting from the activities that go on in Vancouver at WSD to statewide services.

Again, when I say "shifting" what I mean is WSD is continuing, and we'll hear some exciting things that are going on on the campus of WSD. But as we look at statewide services we are setting offices across the state of Washington.

We now have an office in Tacoma, we have an office in Ellensburg, and we have an office in Spokane.

So we are getting out where the public is, and we know that we have a lot of work yet to do.

On the other side of that you'll see the School for the Deaf, it's in the yellow. And it lists out the residential services, the custodial and facilities services, and the academic program which is critical.

In the middle in the green area we have the services that support both the statewide effort and those things that are occurring on campus at WSD. Again, we're not moving away from supporting the School for the Deaf in Vancouver, that's absolutely an integral part.

What does this mean for WSD? It means WSD, even more, is a statewide focus for ASL instruction on the campus in Vancouver. We have been -- Kris Rydecki and I have been traveling around the state and we have been focusing our energies on getting the information out because over this next year we really are in a time of information gathering. We'll be getting into stakeholder meetings and we'll be sharing that with you in a few minutes, but what happens with WSD is it remains there.

Jane Mulholland is now the superintendent at the school. She is running the day-to-day operations along with the principal, Bill Newell, and a wide variety of folks who have been there for many years and some new add-ons to be able to continue the service.

Again, we're very proud of the heritage of the ASL community within the School for the Deaf. We'll be continuing that, and April will be talking about some new work we'll be doing in conjunction with Gallaudet University on campus.

Nikki?

NIKKI EKLE: You can take a rest. I'll sign myself. You just voice for me. Just to let you know, I will be looking on the interpreters to make sure they're following okay.

We're going to discuss the evolution of WSD and how things have changed from back in 1968 until now, and what has changed is the administrators. We've gone through many different administrators, and now, the president -- the principal, excuse me, the superintendent of the school is Archie Stack is the name. And he has been the superintendent, the first Spanish man, to be the principal.

The first deaf person was Larry Petersen right here, and we went all the way through and then we made a change for the -- to the first superintendent was a person who was a hearing person and didn't know any signing and that was just for a while.

And then when they hired in the second superintendent that was hard of hearing, that was Todd Reeves. And right now we're very thrilled that it's the first woman superintendent right now. So we finally got that. So that's just great.

So you can see that all throughout -- for the residential school right there that it's a beautiful building -- see the structure right there? That's all been torn down and I sure wish we could have had that for the history but it's been torn down for safety reasons and the costs that would have been involved with refurbishing.

So they have the outcropping buildings, the schools and dorms that were here and the red building in a different area, so it's kind of all laid out.

So recently the dorm has been changed to a cottage. And so -- and then they have the boys' dorm and they have changed that and they wanted it to be more like a home community like a hometown. So there are six buildings that are cottages, and each one is named. So they wanted to be sure that with the name that would honor a deaf person. McDonald, so McDonald. And next to

that is Mary Robert. And that was wrong, that was decided to be moved for the nurses' office, for the infirmary.

And then they changed to Deere, a deaf man by that name. And at the very end is Watson, who is also deaf. My understanding is the six cottages that are here and then there's three across the street. So it's for boys and girls with a variety of ages and it's just like a home.

So now with the new one that came up, they have the cafeteria and that is Oliver, is the name of that cafeteria, the Oliver Kastel building. And that's just a beautiful building.

So the next new building will be the school. You are going to have to wait to see how money comes in what's going to happen in the future with the setup of the new buildings of the school. There's going to be changes.

You can see there that's been a variety of name changes over the years. In 1886 to 1906 it was the Washington State School for Defective Youth, and that was a group of both handicapped and other disabilities. So included a variety of ages.

And then in 1906 to 1913 it was the Washington State School for the Deaf and Blind. And that -- later that separated into two different schools, one for the deaf, one for the blind.

And then there was another name change for Washington School for the Deaf in 1990 to 2009. And now they have eliminated the word "state" from the title. The reason for the removal of "state" from the title, it seemed to be more of a correctional facility with the word "state" in it. So to emphasize it's an academic learning center they changed the name to Washington School for the Deaf, and the name has been the same ever since.

And then the CDHL is still under the same umbrella of the Washington School for the Deaf but it's -- we'll be using that new title from here on out.

You can see the timeline here. With the economy crashing there's a 9 billion-dollar deficit in Washington. And so they were thinking of how they were going to solve the problem with the budget cuts.

And it was really hard to keep all the staff with the impending budget cuts. They had to cut \$1.3 million. And also they had to freeze all contracts.

And the reason for that was any workshops that were going to be provided needed to be on -- because that's a contract issue. They were all going to be suspended. And when the Governor gave her approval to take the freeze off, then the programs were started.

So with the suspended Literacy Faire, the LSE, that was the reading camp that was held up because there was no money. With the economy there was no money, so they put that on hold for a year -- they are hoping to reestablish that. I do know that really hurts the kids that are on the outside that are coming in. That is so many, and we're hoping to get that back.

Next on the list is my position and that will be closed. Right now I am continuing on through December the 31st with the understanding that that's not forever. But I will be back, my position is just going to be closed just for right now. Then I'm going to be retiring in December so I'm going to have a good time. And also it's very sad too because ASL will be closed for right now, but it will be returning soon for the kids' sake.

Next on the list is the community of ASL too is also put on hold. What does that mean? It means outsiders like parents or maybe the community members, maybe DVR, different things like that, that's going to be put on hold too. And again the reason is because of the contracts.

Again, the ASL immersion program. For every summer that they have that, again, that issue is a contract issue, the reason is because of the contracts and that's going to be put on hold.

Last summer was the first time it didn't take effect for ten years and I'm sure hoping it will be back soon.

After that, also as it says WSD facility department. What is that? That's the security department. They don't have the security anymore, that budget was cut on that, so that's done. So they don't have security to run the building. Before they did but they don't any longer.

So the people that are going to be monitoring and watching and if they see something that maybe isn't safe, they do have the video cameras set up all around the place during the day to observe and watch but I know that at nighttime we also have the girls and boys sleeping where they stay in the cottages, and we do have night supervisors that monitor that part.

And if you see the WSD administrative cuts, with all of that, with the cottage director and the superintendent and the outreach. And then there's also the cafeteria facility and custodial, they all had to accept cuts. But what they are going to do is have days off without pay for a year.

It's going to be five days that they are without pay. It's kind of like an unpaid vacation. The reason why they are willing to do that because they want to preserve and have that still there, so that all the staff and the teachers, the janitors, the cooks, and all these other departments can keep -- can be kept. So they have just taken a few cuts.

A little while ago I told you about the security being cut, and also there is one staff person there that works as an administrator before. It was at PHS, Post High School, he was responsible for that, that position was cut and closed.

Let me tell you honestly that everybody is just you know like they are going through a grieving process and they feel stuck. It's not like it doesn't matter, no. It's a true grieving process. You can imagine there's lots of sleepless nights that are happening. And so what we are saying is that we are hoping we're going to get that back. So hopefully the money will be coming from the government and hopefully we can reascend and finally have all the programs back and return to our former glory and kind of get us out of this.

Originally what I explained to you about the money is that all the teachers positions are kept, that are teachers aids in the room are kept because of the children there. So we want to keep all of those established things and we need the skills to stay there.

One successful thing we have, it's not really new, it's the mini immersion. That's Friday and Saturday during the day, and what that course is it's for WSD staff like the janitors and custodial and the administrators, teachers with the husbands and wives, partners can all come and join in for fun activities to learn sign. And that way all the deaf trainers will be there, and there will be two students also helping as aids and assistants.

So we do have that money set aside already. WSD is not going to pay for that, the money is set up in a different fund and we'll be using that to pay for the training. And so that's an exciting thing for that to happen.

Then you see the WSD youth leadership retreat. That's high school kids that are going to be going to the camp. I've heard it's such wonderful fun where they come to be youth leaders. And I know that we need to have that all over, youth leadership, so everybody can be taught and everybody will learn from each other, so that's very exciting.

The Deaf Fiesta, that will be over in the Yakima area, Sunnyside, and that's a Mexican family. In the past we had one, but that got put on hold for such a long time, I think it was five years, and now we're finally able to reinstitute that.

That's going to happen in April. So please come. Remember, there's going to be a Spanish family in that group because it's all the same culture, and there's deaf children there. So we were going to be inviting a Mexican, a deaf Spanish man as a mentor and it's going to be very excited about that. And he'll be a speaker so we're encouraging that.

I just love -- the Deaf Fiesta is my favorite event, I just love it, and it's just such a beautiful language in getting in with the culture.

Then also where it says the board of directors on add-backs where everything was being put on hold and cut, this is where we're going to be getting everything back. So we're going to be working on that into that transition and hopefully we're going to be able to work hard and get everything back that we lost before.

So we need your support, encouragement, and maybe tell the governor that we need these functions and these to come back to us.

As I said, what I'm doing my job, what I do is I go out to the students on a one to one as needed, and students from other countries, maybe from Korea or Vietnam or other countries, I'll teach them. Maybe oral. When they come in and don't know how to sign, I teach them and encourage them to socialize. Same for the staff too, I can teach the staff to sign too because they will be working with the deaf students. It's kind of a work experience within the communications where they can sign and I can teach them.

But in December that's going to be done, so I hope that after that it'll be back in place and we'll be able to continue for the deaf students' sake.

The cottages, as more and more kids are going to be coming and joining into our school and where there's the sleeping beds that's critical, we need to have the room. And who comes from far away will need some available beds so we can fill these beds up. And they don't want to say oh, I'm sorry, you can't come here. This is a need that is needed so we want to encourage them to come and learn.

Recently we developed AEBPD, and that's where the English and bilingual, and that's were the proficiency and I'll be talking about that. It's an ASL English bilingual proficiency, so when it comes it will be kind of like cleaning up the communication.

And like our school right now there's a little bit of mixing up, a little bit of confusion. Kids are coming in and signing SEE, some are oral, and some are PSE,

all these different communication modes. And we're trying to get all this to come back in to signing in ASL.

So now I'm going to give this over to April -- oh, sorry, this is going to go over to Kris, and she's going to be explaining about networking.

KRIS RYDECKI: Hi, again.

Although there are a lot of budget cuts, we do still have some very good programs going on through the state. WSD has provided outreach consultations to school districts statewide for the last 25 years, and we will continue to do that.

Oftentimes a school district or a parent will contact us, and it seems like there's just a miscommunication or lack of communication going on between the family and the school. And as you know, there are some very rural areas of our state, some of the students are very isolated and it's hard to get them resources and services that they need.

So the outreach department or several members of the outreach department will go to the school districts and do observations of the classroom, have meetings with the staff members, and parents. And a lot of times it's just educating about better practices or finding support and resources in supporting deaf and hard of hearing students.

We also have lots of partnerships throughout the state. If you can go to the next slide, please. These are just a few of the partnerships that we have.

One is with ADWAS in Seattle. I know that Howie Segó who is in the audience today and he and a former outreach director along with ADWAS put together a fabulous DVD -- it's mostly geared for parents who have younger children who are deaf or hard of hearing about sexual abuse, teaching parents signs to use with their kid, warning them or letting them know it's okay to go to someone and let them know if something bad is happening. Anyway, it's a fantastic DVD.

We're now working on a second DVD that is geared towards high school students. And with all of the technology that has exploded over the last ten

years and now more recently with social networking, it's really educating the youth about being careful what they are putting on the internet because it is -- once it's out there, it's out there. And it's the World Wide Web, so it's all over.

Along with that is -- some of it is called "sexting," that's more with the cell phones, maybe taking pictures and sharing with others, that kind of thing, just letting them know that it can quickly get spread around.

We recently had a staff safety training, and this was one of topics. And people were saying: If you don't want your grandmother to see it, then don't put it out there.

Another partnership that we have is with DVR. Steve Roldan and I have been working together over the last year. The DVR counselors came to WSD last year and sat down with the middle and high school students and talked about transition and what to expect after graduating from high school, thinking about plans. And really just having them meet face to face with the counselor in their home area so they can put a face with a name.

Next year -- well, next spring they will be coming to campus again, and we're hoping to start sharing some of the information with the parents as well. So when the kids graduate, not only does the student have the information but the family will have the information also.

SRVOP. So I mentioned Howie Segó before. He was also very involved with the Shared Reading Video Outreach Project, or SRVOP. It was in Renton, the studio was housed in Renton at the DSD there and over the summer we moved it to the WSD campus.

And we hired Tiffany Gay, I don't know if any of you know her. She is the program specialist and she is the person who does the story-telling.

And it's set up through either video conferencing or through the VP. And she tells her stories and signs, and students in remote or locations all over the state tune in and get to see this face-to-face. They have a face-to-face interaction with each other.

But it's really focused around literacy and ASL. So often some of the kids that are located around the state, the only signing person they really know is their interpreter. So it's nice to have a deaf adult who is doing the story-telling and going through and asking, you know, prediction questions, What do you think is going to happen next? Oh, remember this character? What kind of personality traits do they have? You know, different things with literacy and story-telling but relating it back to ASL.

But it's nice too to get the kids together to be more in a group of signers instead of individually in their classrooms with their interpreter.

SRVOP. This is just to show the different cities we have currently around the state. There are 59 students involved with the SRVOP program this year, very exciting. You'll notice some cities there from rural areas in our state. Yay!

Next slide. Another program that we have in outreach is distance learning. And as Nikki had mentioned, Literacy Faire Camp has been put on hold. That was used oftentimes for extended school year students -- this is something that's in the IEP, it's like summer school -- so our distance learning coordinator is now doing classes, she's creating online classes and tutoring them, these ESY students one-on-one through VP.

She also does this during the school year. It's called Tutor Program. And she meets with individual students through the VP, and last year I know she said that she found herself having more kind of just chat sessions with these students.

She would try to find out their interests. Some of the students, their signing skills are really developing, and so to have a conversation with a young person about a movie that came out or a book they read or a vacation or something they experienced, the distance learning coordinator can chat with them and really help develop their language around these different interests.

Post High School Program. I don't know how long Post High School Program has been around. Three or four years? It is at the WSD campus and is

for deaf and hard of hearing students once they graduate from high school and are not quite ready to either get out into the job world or go to college. They live in studio apartments on campus in Clark Hall, and they take classes. Most of the classes are at night because they work during the day.

We try to match them up with their interests or skills and do apprentice programs or help them develop a resume and also -- oh, college support as well. Some of the classes that they take at night, they are all around different life skills.

And you think about, you know, when we graduate from high school how do we learn how to do laundry? It's usually through a mistake that you learn to keep the red clothes out of the white load, but that's something they talk about. They talk about paying bills, balancing your personal budget, getting the best value at the grocery store, developing your own menu, all these life skills we all learn, mostly through experience.

So most recently, D. E. A. F, Deaf Education Advocates Foundation, is a huge supporter of WSD, and through a generous donation we were able to upgrade the studio apartments. And here are some pictures.

So another exciting partnership that has recently developed is with the Mildred Johnson Foundation -- or Memorial Library. They were up in Seattle. They've got lots and lots of materials and they have been looking for a home. It seems like every time they would set something up it would fall through.

And the president of the Mildred Johnson Library wrote to me over the summer and asked if we had any space at the WSD campus. And so in a couple of weeks they are moving their materials into the Northrop Building.

But I know we're both really excited. They were looking for a deaf-friendly location, a place that supports the deaf community.

And some of their board members were sitting around and said: WSD! Why didn't we think of that before?

So I'm not quite sure when it's going to be opening but we will be having a grand opening ceremony so you'll know about it, you can come and celebrate with us.

ASL/English Bilingual Professional Development. I'm going to hand it over to April MacArthur, and she's going to go into more depth about this AEBPD, ASL/English Bilingual Professional Development, that we're doing on campus now.

Take it away, April.

APRIL MacARTHUR: Hello, hello.

Maybe some of you are aware about the project that's called Star School. Star School, I don't know if you know that. But the project, it has become CAEBER. C-A-E-B-E-R, CAEBER.

This CAEBER is a center for ASL English in the two languages and research and everything all in one. We call it CAEBER. But the goal of this is what? We want to encourage and support have leadership and training for staff in ASL English and in bilingual education.

Before, it was set up in new Mexico and then they moved it to Gallaudet University and it's been there since then.

Basic principles:

There's four that CAEBER is going to follow. I'll just abbreviate them and put them into a synopsis for you.

They want to use research-based best practices for education.

Secondly, they want to encourage and pick and develop and use ASL English not only to the students but to the parents and staff and everybody involved with this.

Thirdly, we would like to provide education and training for the teachers on how to use ASL English for teaching students.

And then next we'd like to encourage the understanding about the culture and the enjoyments and the language and everything like that.

CAEBER -- it's another acronym that is ASL/English Bilingual Professional Development. And so it itself tends to be a two-year program, and it's at four different levels.

The first two are kind of level one and level two are put together, and that's focused on theory research.

The other, level three and level four, are more focused on the application for the teachers, ways and how they assess the students.

How this works is the school or the program, they can pick two mentors to go to training, and train in all four areas in that on how to become a mentor. The mentor then goes back to the home school and teaches all the other staff.

AEBPD at WSD. WSD, what we do is we sent four -- that was nice -- there was two deaf and two hearing, and they went through this program. And I haven't put this in the slide show yet but it's also very impressive because we had two of our mentors go to the leadership training at Gallaudet.

That was Jane Mulholland, she herself is a superintendent. And also Bill Newell, who is the principal for WSD. They both went to Gallaudet for this training.

And we also began training our staff. Mostly in the school and some on the internet, we're going to be doing that this fall. So we've had four meetings so far, and it's been progressing very well.

Our goal is to have two. We want to watch -- so it's not just itself at school, we want to watch the linguistics and the concepts and the socialization and the emotional and that. So it's the whole -- looking at the whole child.

And we're wanting to establish ASL English bilingual program at WSD. We also want to provide equal education and ASL and English at WSD.

ALLIE JOINER: Rick, can you talk about the drawing and the Anne Silver?

RICK HAUAN: That is outside the building.

Those of you who know me know I usually have to sit on my hands so I will try and not use them.

Anne Silver actually designed this as an art piece that is affixed to the outside of Clark Hall, our main entrance to the administration building.

It was recently renovated through some monies that we had allocated to do that. But it's a very unique piece of art. And if you're down in the Vancouver area I would encourage you to take a look at it.

This is actually only one small piece. It wraps the corner, and it has signed out Washington School for the Deaf. It's a very unique piece of art.

All right. Well, you've been sitting here a long time listening to what we do. There's some really exciting things that are going on with the AEBPD program, the emphasis on ASL development, looking at through-the-air communication using ASL.

And then reading and written language in English, and articulating that and working with Gallaudet University in a way that really helps us understand the linguistic base for both languages and honoring and respecting both languages. That's a very exciting piece of work.

As we look statewide and we look at the charge for what we are to be doing statewide, we have to look to the law. Because we have historically been an ASL campus, and we are very proud of that heritage and fully intend to continue that work on campus.

However, the federal law specifies that parents have a right to choose a communication modality. Special ed law from the state -- the federal level as well as the state law supports that.

So what we have done is we sat down after House Bill 1879 had passed, and our board of directors had a long discussion and looked at how do we move ahead in providing support for all children in any communication that the family is choosing? And how would we respect each communication mode in a way that would foster and really build a stronger educational system within the state of Washington?

So as we've looked at a statewide system, what we're looking at is establishing throughout Washington state programs that will be able to -- that we can partner with as well as looking for gaps within the system statewide.

So, the way that we're doing that is we have a year of information gathering. The center activities right now, we have a group of people who are made up of a wide variety of school personnel, nonpublic agencies as well as public agencies, and deaf adults who are on a group looking at how we gather the information.

It's critical that we gather accurate information and that we do so using data so that we can then make a recommendation that actually is due to the legislature on December 1st, 2010.

The board of trustees for the center and the school are responsible for turning this report in to the governor's office -- the legislature, excuse me. The legislature. And in order to do that, we need to hear from the constituents across the state.

So what we have done is we are scheduling or we have scheduled stakeholder meetings in areas all across Washington state.

We will be reviewing and identifying needs that children have across the state. In other words, looking at what is working very well and what is not working very well. And usually that is a resource issue.

We will be establishing two pilot sites that we will be making recommendation to the legislature on how to put those together and where they will be. Again, we are not looking at putting programs where there are already services available, but we're looking at how do we match the needs of children in areas where there is no service.

And, again, we're looking at creating a resource guide for parents so they know where the resources are. What happens right now, if a child is found to have a hearing loss or a deaf child or a hard of hearing child, what happens is it

becomes almost pathological because the doctor sits down and they walk through the medical options for parents.

What we have heard already through a variety of studies and what not is that parents need to have more information. They need to know what services are available so as they make their decision it's not just a medical decision that pathologizes and turns it really into a disability.

What we want to do is to focus on the community aspect and be able to really enhance and offer services to children and families across the state. So we will be creating a resource guide for parents in all communication modalities.

Stakeholder meetings will be set up. We will have ten stakeholder meetings. Actually we are doing stakeholder meetings in ten areas but it's expanded actually to 12. We knew when we sat down and looked at the logistics of the Puget Sound region, we very quickly realized that there's not a way to get folks from here to there in a quick manner. They may only be 20 miles apart, but it's going to take you two hours to get there because there was an accident on I-5.

So we are setting up two meetings in the ESD 189 region, which is the North Sound region, and we're doing two meetings in the Puget Sound ESD, which is located in Renton.

So we will be having meetings located in the Burlington area, the Anacortes area, the Edmonds area, in Renton area, that South Seattle area, and then in Fife to serve Pierce County. That way we feel we will actually be able to gather information from stakeholders statewide.

Additionally, each of the days that we are doing this, we will be gathering information from administrators in the morning, teachers and direct service providers in the afternoon after school, looking at resource providers in the afternoon as well. And then community and stakeholders and parents and children in the evening meetings.

It's a huge undertaking. And, again, I just outlined for you what we're doing in two of the ESDs, but we will be holding these in ten other locations.

So School for the Deaf will have a stakeholder meeting as well as ESD 112. And then each of the ESDs that you see represented on this map will have meetings as well.

This is the schedule, and I apologize, in your handout it's very difficult to read this. If you go to our website, which is www.wsd.wa.gov/cdhl, you will find this meeting schedule.

Again, hitting the entire state is a broad undertaking.

I mentioned to you that we have a group of individuals who are looking at how to be able to gather the information.

In order to be able to hit the ground running, if you will, be able to have every stakeholder meeting be completely effective, we need to be able to outline what we needed to gather and how we were going to do it.

So we have groups that are represented by the categories up above, and we have met once -- we'll be meeting one more time -- and then the first stakeholder meeting occurs in January.

Again, what we're looking at is how we gather the information, reviewing the demographics, and making sure that we are actually gathering what we need to be gathering because we have one shot at this and we want to make it as effective as possible.

All right. We are going to be looking at establishing two regional programs. How does that look? And I've been asked repeatedly, Oh, do you have a vision for what that is going to look like? And my response is, No, we haven't had the stakeholder meetings yet.

And this isn't about what I envision, this is about the needs of the state. So the needs of each individual child. And by looking at each individual child, we look at the community, the towns and cities that people live in, we will be able to match and come up with a recommendation to the legislature on where to put two demonstration sites. This also does not mean we will have the whole state covered just boom, after one year. Not going to happen. But what we want

to be able to do is create effective sites that provide educational service regardless of the communication, and be able to do that in a way that we would replicate it.

One of these regional programs must be located in Eastern Washington, and the other one can be anywhere in the state. So it's feasible that we would end up with two programs in Eastern Washington, or we may end up with one in Eastern Washington and one in Western Washington.

So we will be looking at shared management with this, which means we will be working and we have already established relationships with the Educational Service Districts, also know as ESDs. Those are the nine regions that the state has broken up.

We are also working with local school districts to be able to create programs in areas that do not have programs currently.

We're looking at collaboration. And this is working very closely with local school districts and families and children to be able to provide services.

We do not want to duplicate services. There are many very positive programs that are located in different areas in the state. We want to celebrate those successes and be able to look at establishing new programs where programs don't already exist.

And we want to provide services in their resident district. There are many students whose parents say, We love the idea of WSD but I just can't let my child go yet. And so we're looking at how do we provide services in the resident district, which is where the majority of the students are right now.

Next slide. Regional program services will include consultations for teachers and staff. It could involve direct instruction. It could be outreach to families. We could be looking at education and transportation for children.

Support communication and language rich environments.

Be able to provide qualified personnel. And look at the full spectrum of the communication modalities as required by law.

Next slide. This is why we do this! This is a group shot of kids at WSD after a literacy event in the library. And our focus is on every individual child. It's not about groups, it's not about millions, it's not about thousands or numbers. It's about individual children and providing them with the support that they need to be as successful as they can when they leave school.

Questions? Comments?

Remember to stand so we can have this question interpreted.

AUDIENCE MEMBER: My name is VICTOR [did not give last name].

My question goes to something that was brought up earlier about the budget. And I know nobody likes budget cuts, nobody likes impacts on services.

My question is, were the cuts that the school and the center faced, were they reasonable? Were they comparable to what the local school districts faced, or were we penalized?

RICK HAUAN: Good question.

Again, the question was, were we penalized in excess of what local school districts experienced.

And no, the cuts that we had was just right around the 9 percent range. We had a \$1.3 million budget cut to our -- that we had to absorb based on what the state rolled out.

And we actually started work in August of 2008, well before really most of the other agencies or even school districts, because we saw the writing on the wall, that things were going to get tough and we wanted to be prepared for that.

We also started with management first. We wanted to make sure that students got the direct service that they needed. We valued the educational support that children receive, both in the academic and in their residential site.

This year we actually were able to open seven more beds in our cottages because the board, when they sat down and reviewed the budget, saw as a priority of getting every bed filled within our cottage system.

So we were able to make some changes and do cuts that would not impact student services, that would minimally impact our staff, and that we would be able to provide the service in an ongoing way. So it was not in excess of what any other local school district would have had.

Other questions?

AUDIENCE MEMBER: Thank you. DOROTHY WATT is speaking.

Thinking about the future, the near future and the far future, you have some children in school and those who are after high school that require additional services and preparation before they go to work and maybe higher education.

Some of these children or youths are deaf-blind or have their hearing impaired and they also have a vision impairment. Maybe their vision impairment may not be pronounced, or maybe their vision impairment is progressive or will become worse.

My comment is, that the schools should have available or at least offered a deaf-blind consultant to work with the teachers and the parents or who are at the meetings to work for the future of these youths and children who have a vision impairment.

I would like to see that issue addressed in the preparations for the future of these children who are deaf-blind. They may not yet be diagnosed with a vision impairment by the time they enter the school, but they may have it sometime during their school years.

So my point is there should be a deaf-blind consultant involved with some of these students and their progress in school. Thank you.

RICK HAUAN: Thank you, actually, for bringing that up.

One piece that I did not emphasize in this presentation was the fact that the information we are gathering through stakeholder meetings, we are looking at deaf, hard of hearing, and deaf-blind children.

One of the partners that we have working with us is Washington Sensory Disability Services, which is a special needs grant through OSPI. And they provide services for children who are deaf-blind. And so we will be gathering information with WSDS as we go out.

And in fact one the things we will be rolling out very soon is a survey, an online survey, that will come out to help us gather information. This should be up and running by the end of December. We will be sharing it with folks to get online feedback as well as from people who don't have internet access, we'll be doing phone surveys.

But it is focusing on deaf, hard of hearing, and deaf-blind.

So I hear also what you're saying about a consultant on campus, and I understand what you mean by that. We do partner with the School for the Blind for children we serve on campus who have vision issues. They have a low vision clinic. School for the Blind is about one mile away, and so we do share a variety of services.

We cook all their meals, they have a really cool gym and a new pool. So we do try to share the services and the facilities and the expertise on a variety of levels. And we do need to expand that as well, so I appreciate the comment.

Here, and then back here.

AUDIENCE MEMBER: My name is RAYMOND, and I'm an individual for CC and we work together.

Anyway, talking about the budget cuts and about CAEBER, and I want to emphasize about -- oh, the website and the audiology and audiovisual, audio video. And there's no ASL, no sign language.

And I believe it's very important that -- that they -- yeah, they cut the ASL special and replaced it with the speech therapy. And I know that's all important, but us who are deaf, we need that and there's nothing there for us because of the cut.

And I think he is now for Washington state, and how can we resolve the problem. Though where I see you guys do everything else what you have done in our state is they have been contacting us and hearing what we have been going through and I thought, wow-- there just have been some misunderstandings because what the community's view what's happening at WSD.

RICK HAUAN: I'm going to paraphrase what you said just to make sure I'm clear on what the questions are.

As I understand the concern, that there is talk around the country right now about our partnership with Listen and Talk specifically, and then other services that we provide. And then making sure that we honor and respect the language and the culture in the community that ASL surrounds.

And I know that there has been some concern out there.

So what I'm hearing what you're expressing is, how do we show you that we are continuing the work with ASL when we're in fact cutting a position that has been there for years. Okay?

What we did last year is we sat down and looked at how to balance our budget. We knew that we had to be able to make a cut in an instructional position.

Because of the types of -- because of the size of our classes and the students that we serve on campus, we knew that we had ASL instruction going on on campus.

We had also worked through CAEBER our first year the previous year. So we actually finished the CAEBER training this past summer, but a full school year before that we had gone through levels one and two. April and three colleagues had been taking training in conjunction with Mary [Martone] and a couple of other folks to be able to move us ahead on an ASL bilingual approach.

So we had some of the infrastructure in place. And we looked at providing direct service, we wanted to be able to provide the service in a way

that would not impact and actually have to send kids away from the WSD campus. We felt like that would be even a bigger impact to say sorry, we have to close down a grade.

I can tell you that as we looked at a variety of cuts one of the things was as we looked at what do we do, do we eliminate first grade, second grade? How do we provide that? Because we did have to make this 1.3 million dollar cut.

What we are looking at right now is Nikki's position is going away but it is not going to be eliminated. It is being held, it's being held in suspension at this point with the full intent to be able to put an ASL specialist with probably a different look to it because of the center activities, possibly more of a linguist's look, so we are really focusing on the linguistic development within ASL.

Now, kids do come to us with a wide variety of abilities. Nikki mentioned that. We have kids that come from foreign countries or that come from an oral program or that come and just don't have really good signing skills, possibly because of no modeling, because they have been very isolated. So we have a big challenge with that.

We do provide direct instruction in ASL, and we do that within the school day.

So it is not going away, it's just a matter of being able to provide the service and continue the service and not have to send kids away. Because we want every deaf child in the state who wants to come to WSD, we want them there. It's the perfect location for so many kids, many who are not even there. So to close any part of that down we felt just would not be acceptable. And that frankly came from the board, they were not willing to look at that type of a cut.

So as we looked in an instructional place, where we landed was reducing hours and then reducing on a temporary status that ASL position.

Now, the other piece to the concern that I heard was the partnership that we have with Listen and Talk. Is that accurate? Okay.

Listen and Talk partnership actually was set up four years ago. We're in our fifth year of our partnership with Listen and Talk. That is a partnership where we don't have anyone on campus, and we have chosen not to hire anyone to provide oral-aural support. But we do recognize that parents and children need support for that if they are in an educational setting. And looking at having -- supporting that area, we felt like it was better to be recognizing that and moving ahead.

Now, I did not set up the program but I fully support it, and I believe that it really helps us as we are moving ahead through this time of change where we're looking at expanding the role of the school, really giving greater exposure for the agency and being able to meet the needs of deaf and hard of hearing children.

And I'll give you a couple of examples of times where we've gone in and done consultations. One of which I went in and they -- actually, I'll give one that Kris went in last year to Monroe School District on a consultation. And Kris said, boy -- this was to the Listen and Talk consultant -- she said, I have to tell you that if you're going to push that this child needs to have speech and no sign, I'm going to have a hard time.

Keep in mind Kris was new at that point, she had just come on board. And I really appreciated her honesty. And the consultant said, No, no, we want you here because this child is not benefiting from oral-aural. They need sign, and we want to help push that.

So you have people who are really respecting both modalities at this point. It's not as adversarial as it has been in the past. Now, I'm not telling you we're letting our guard down, it's something we have to always watch. But we are respecting each communication modality. And when we do that what happens is we've seen growth at the School for the Deaf and with services for children who are signing.

We've also been able to connect with agencies, nonpublic agencies around the state, and really share the message that ASL needs to be offered to every deaf child. Every deaf child needs to have access to sign. And if you want to pursue educational programming in another way that's okay, but we believe that every child needs to have access to sign language.

Which is why I was at the DVC meeting last year, and I continue to be a part of that process because I truly believe that every child needs to have access to sign.

We have five minutes. I need to have some prioritization here. I've got a student in the back, here, here, and here. So we'll take those four, and that will be it. Let me go back to the student.

AUDIENCE MEMBER: My name is WILMA DENNIS.

And I'm talking about -- actually I have a question. I'm curious about -- or the way I understand it is the budget cuts for WSD, what about tutors and how is that going to affect students?

RICK HAUAN: Okay. We have the tutor program and at this point--

AUDIENCE MEMBER: Tuition. She said tuition.

INTERPRETER: She said tuition? Okay. I can't see because of the lights.

RICK HAUAN: Okay. Are you talking about tuition at WSD?

WSD is a free school. Any child in the state of Washington that wants to attend WSD pays nothing. The only thing that you would pay is, as you would in any public school, and that would be for your lunch if you don't qualify for free or reduced lunch, but that's the only thing you pay for. All transportation and the residential school program is free.

AUDIENCE MEMBER: RAYMOND BATEH is speaking.

There's a website I'd like the answer to. It's a website that talks about, when it comes up it's very negative in the feeling. How can we solve that problem and make these changes?

It's really very strong. Again, I know what I'm saying and I keep repeating, but with the audiology I feeling that, ah, ASL, I don't see it there.

RICK HAUAN: Is it on our website?

AUDIENCE MEMBER: Yes.

RICK HAUAN: Is it a link? Or is it ours?

AUDIENCE MEMBER: Your school.

RICK HAUAN: Do you know...

KRIS RYDECKI: I think it's a Listen and Talk.

AUDIENCE MEMBER: It's a icon on the front page, it's a link. No, no, no, now let me explain this clearly, let me say it again.

When I bring up from www it says, you know, Listen and Talk and it says it's all the whole thing there and then it's, ah, there's no ASL there. I bring it up and I look for more information about ASL and how to instruct on this or anything and I don't see anything there. I can find things about Listen and Talk or audiology and all this, but there's no link or no connection to ASL.

And I'm hearing what this is gives the wrong message to the community.

Compared to what you're saying here is so totally different from what your website shows. And so I just want to bring that concern. Is that clear?

RICK HAUAN: I think it's clear. Let me see what -- if I can get this out.

On the website, we -- it's a very old website for one thing. It was designed in 2002. And you'll notice if you open it up today there's a red right in the center that says: Please be patient, we're under construction. We're actually are going through right now, trying to get it upgraded.

We know there are some things that need to be changed on that. For one, it needs to be more accessible. And by that I mean we need to have some signing on the website. We've had a lot of discussion about that. There's nothing on it. I mean, we have a few words, but it's different than being able to see sign. And I have seen some amazing websites come out of Gallaudet University recently that are like wow, knock my socks off.

The problem is we're in a budget crisis, and web development like that costs a lot of money. So it's trying to come up with a way to describe it with words and get to a point we can move ahead. But it is something that we're paying close attention to.

I'm getting the high sign that we need to wrap that up. I know I have one question and I need to take that.

AUDIENCE MEMBER: Hi there. My name is VICKI MOSELEY.

I just want to know what happened to the study that [Rob Roth] and Theresa Smith did two years ago through Washington State public policy. It was 14 different recommendations. Whatever happened to those recommendations? I'm just really curious to know.

RICK HAUAN: Those are what drove House Bill 1879.

If you read the brief on 1879, we used the IPP study to pull together how we're moving ahead.

So those studies, one of the primary recommendations that came out of this -- and Rob can speak to this much better than I, and unfortunately we're out of time. But one of the primary things was the statewide center that could oversee deaf education and services for children that are deaf and hard of hearing.

But the IPP study, both the one that was done in 2006 that Rob and Theresa did as well as the one that was done in 2002 were used to help mold and design House Bill 1879. So they are not on the shelf gathering dust. We actually do use those, we look at those recommendations and we do take those to heart.

And as we move ahead we'll be continuing to refer to those documents.

I appreciate your patience, and we will wrap this up. If you have other questions, please feel free to approach any of the four of us, we would be really happy to talk to you. And, again, thank you so much for your interest.

(Lunch break was taken.)