



Killeen Regional Day School Program for the Deaf (RDSPD)

RDSPD Program Review Continuous Improvement Process Summary of Efforts

October 6, 2022

Disclaimer

This report is intended to support the RDSPD continuous improvement process by providing a description of the current program, recognizing best practices, and presenting considerations for further discussion. The RDSPD Program Review process does not look at compliance indicators such as governance, funding, or the implementation of state/federal regulations.

For questions about this report or about the RDSPD Program Review Process, please contact us at programreview@esc11.net.



Texas Sensory Support Network



Program Review Information

Date of Review: October 3-6, 2022

Date of Draft Report: October 6, 2022

Date of Final Report: October 2022

Reviewers:

- Angela Belding, RDSPD Program Review Facilitator
- Anne Darr, Education Service Center Region 11
Consultant for Deaf/Hard of Hearing Services

Site Team Support:

- Emily Robinson, Texas Education Agency State Lead for Deaf/Hard of Hearing Services
- Jerry Klekotta, Texas Education Agency Special Populations



Program Description

The Killeen Regional Day School Program for the Deaf (RDSPD) serves deaf and hard of hearing students in Killeen and Lampasas ISDs. Cluster campuses are at Timber Ridge Elementary School, Eastern Hills Middle School and Harker Heights High School in Killeen ISD. The three campuses are in a natural feeder pattern so that deaf and hard of hearing students move from with campus to the next with their non-disabled peers. Students not served on these cluster campuses are provided itinerant direct or consult services on their home campus by the district's two itinerant DHH teachers as well as the support of sign language interpreter (SLIs). The district currently provides 16 sign language interpreters. The district's elementary cluster program provides 3 teachers and two paraprofessionals. At the middle school cluster, the DHH program provides 1 teacher to work with the SLIs and students. High school cluster students in the DHH program are served by the SLIs and itinerant teachers. Students ages 0-3 are provided services by the itinerant teacher either in the home, daycare, or KISD campus. Support services such as speech, and assistive technology are provided by KISD. The district also provides evaluations by staff familiar and trained in DHH. District parent educators work to support DHH families as needed and provide outside resources as requested.





Domain 1: Early Intervention

“Early language development is critical to cognition, literacy, and academic achievement. The first five years of a child’s life are critical for language development. Language competence, whether spoken and/or signed, is the foundation upon which social-communication and social-cognitive skills are developed, and it underlies literacy and academic achievement. Students who are also English language learners may require additional program supports and services.” – *Optimizing Outcomes Principle 4*

Indicator 1.1: Early Identification and Child Find

Current Efforts

- Creating a DHH parent/infant flyer and place DHH specific flyers at pediatrician offices, Ear Nose Throat (ENT) doctors' offices, grocery stores, laundromats, etc. ([Sample Flyer](#))
- Supporting ECI and parents in acquiring both the audiologic report and otologic report for infants and toddlers suspected of having a hearing loss
- Supporting families by accompanying them to audiology appointments and ENT appointments
- Adding [Child Find Public Awareness \(texas.gov\)](#) flyer to DHH website page

Considerations

- Child Find flyers for all ages are provided to child care, private schools, Ft. Hood and district campuses
- Early Childhood Intervention (ECI) Memorandum Of Understanding (MOU)/Shared Service Arrangement (SSA)



Commendations

- Partnership with Fort Hood day care programs - United States Army Child and Youth Services (CYS)
- Exceptional Family Member Program (EFMP) biquarterly briefings by the Executive Director for Special Education



Indicator 1.1: Early Identification and Child Find

| | |
|-------------------|---|
| Developing | It is not evident that there is a systematic process of Child Find and tracking families from identification through the commencement of services. |
| Proficient | The RDSPD consistently implements a systematic process of Child Find and tracking families from identification through the commencement of services. |
| Exemplary | In addition to consistently implementing a systematic process of Child Find and tracking families, the RDSPD has established procedures for the process that are clearly written and communicated to all staff. |



Indicator 1.2: Comprehensive Information, Support, and Services

Current Efforts

- Information is provided about community and state resources
- Information is provided on the district website [Killeen ISD Website](#)
- Information provided about the Texas School for the Deaf (TSD)

Considerations

- Creating a systematic/planned approach to provide comprehensive DHH information (e.g., hearing loss, communication, language, social-emotional, and cognitive development), supports, and service for families of infant/toddlers who are deaf/hard of hearing
- Providing SKI*HI training, best practice training, and virtual networking meetings for Parent/Infant Advisors
- Removing the link to information about deafness from the [Accredited Schools Online](#), and replace with information on deafness/hearing differences from the [TEA Sensory Impairments Page](#).
- Changing all terminology to deaf/hard of hearing per [SB 281 from the 86th Texas Legislative Session](#)



Commendations

- Both parent advisors are actively seeking information and training regarding providing effective services to families and children, ages 0-3.



Indicator 1.2: Comprehensive Information, Support, and Services

| | |
|-------------------|--|
| Developing | It is not evident that there is a systematic or planned approach to providing comprehensive information (e.g., hearing loss, communication, language, social-emotional, and cognitive development), supports, and service to families of infants and toddlers who are deaf or hard of hearing. |
| Proficient | The RDSPD implements a systematic, consistent method of providing comprehensive information (e.g., hearing loss, communication, language, social-emotional, and cognitive development) to families of infants and toddlers who are deaf or hard of hearing. |
| Exemplary | In addition to providing comprehensive information to families, the RDSPD implements systematic, consistent intervention that aligns with best practices, including coaching to families of infants and toddlers who are deaf or hard of hearing. |



Indicator 1.3: Effective Transition from Part C to Part B Services

Current Efforts

- Killeen ISD has an MOU with ECI to evaluate students transitioning to public school
- Killeen RDSPD provides deaf ed services starting at age 3 at the Regional Day School Program for the Deaf (RDSPD) and Hard of Hearing (DHH)
- Killeen RDSPD provides itinerant deaf ed services for students who do not require this services from a teacher of the DHH
- [TEA ECI to LEA Transition Flyer](#)
- Comprehensive information provided through the full and individual evaluation (FIE)
- Resources available through the district's transition coordinator

Considerations

- Improving access to assessment kits for parent/infant advisors
- In addition to consistently implementing a systematic transition plan from ECI to pre-K specific to DHH, consider establishing procedures for the plan that are clearly written and communicated to all staff



Commendations

- Killeen ISD has a transition specialist who facilitates the move from Part C to Part B services



Indicator 1.3: Effective Transition from Part C to Part B Services

| | |
|-------------------|---|
| Developing | It is not evident that there are procedures for transition from ECI to pre-k, and assessments are not thorough. |
| Proficient | The RDSPD implements a systematic, consistent plan for successful transition from ECI to pre-k that includes an assessment process that is thorough enough to identify gaps in language, listening, communication, and learning skills. |
| Exemplary | In addition to consistently implementing a systematic transition plan from ECI to pre-k, the RDSPD has established procedures for the plan that are clearly written and communicated to all staff. |



Indicator 1.4: Monitoring Language and Communication Outcomes

Current Efforts

- Documentation is completed every nine weeks and service logs are completed to document services
- Continuous monitoring system to allow us to identify areas needing further evaluations

Considerations

- Improving communication to all staff outside those currently working or serving DHH students
- Improving access to a variety of assessment kits
- Seeking out and offering Parent Infant Advisors (PIA) professional development (PD) in how to best monitor language and communication outcomes for DHH infants and toddlers
- Consider using SKI*HI Language Development Scale (LDS) to monitor DHH specific language skills



Indicator 1.4: Monitoring Language and Communication Outcomes

| | |
|-------------------|--|
| Developing | All children are assessed before their annual IFSP meetings from birth to 36 months of age. Progress is monitored, but it is not evident that there is a systematic protocol using standardized, norm-referenced developmental evaluations. |
| Proficient | The RDSPD systematically and consistently monitors developmental milestones every six months. This includes evaluating the development of receptive and expressive language (spoken and/or signed); the modality of communication (auditory, visual, and/or augmentative); and social-emotional, cognitive, and fine and gross motor skills. |
| Exemplary | In addition to monitoring developmental milestones every six months, the RDSPD has established procedures for the process that are clearly written and communicated to all staff. |



Indicator 1.5: Qualified Early Intervention Providers

Current Efforts

Both Parent/Infant Advisors have:

- DHH (EC-12) Teaching Certification

One Advisor has:

- Texas Assessment of Sign Language Certification (TASC)
- Core Subjects Grades (EC-12)

One Advisor has:

- Special Education (EC-12)
- Principal as Instructional Leader Grades (EC-12)

Considerations

- Having Parent Advisors participate in the Texas Sensory Support Network (TxSSN) book study, "The Early Childhood Coaching Handbook" (Spring 2023)
- Participating in SKI*HI Training for PIA in order to better use the curriculum provided
- Having PIA participate in the [TxSSN Community of Practice](#) and attend webinars/zoom meetings with the DHH/VI Early Intervention Specialist through TxSSN: [SKI-HI training](#), [Best Practice training for Early Intervention](#), and [Early Intervention Virtual Meetings](#)
- TxSSN Contact: Mari Hubig, mhubig@esc11.net



Indicator 1.5: Qualified Early Intervention Providers

| | |
|-------------------|---|
| Developing | Providers may or may not have received training in coaching families, and it is not evident that there is an implementation of best practice strategies. |
| Proficient | The RDSPD provides or identifies opportunities for early intervention providers to increase their knowledge and skills. |
| Exemplary | The RDSPD early intervention providers actively participate in ongoing professional learning through PD activities and collaboration with other early interventionists. |





Domain 2: Assessment for Special Education

Key Points Evaluation and Eligibility - *Optimizing Outcomes*

A thorough assessment is needed for eligibility determination to uncover any potential language and learning gaps or other situations that affect progress.

Do not underestimate the impact of compromised hearing ability; minimal, mild, unilateral, or single-sided deafness conditions can have the same consequences as more significant hearing loss and deafness.

The expertise of the multidisciplinary team is essential. For students with complex needs, additional expertise may be necessary.

Indicator 2.1: Assessment of Academic Performance

Current Efforts

- Killeen ISD Individual Education Plan (IEP) Supplement Form
- Teachers are trained on the new assessments released by Texas Education Agency (TEA)

Considerations

- Ensuring students are evaluated prior to annual IEP meeting to assist with programming
- Providing for communication/collaboration with general education staff/DHH staff regarding student academic performance
- Developing a process to choose assessments and tools to monitor academic performance ([Plano RDSPD Annual Assessments](#))



Indicator 2.1: Assessment of Academic Performance

| | |
|-------------------|---|
| Developing | The program has a loosely defined assessment protocol that varies from campus to campus. The same battery of assessment tools is used for all students. DHH staff are not involved in the FIE process. |
| Proficient | The RDSPD implements a systematic, consistent assessment process for evaluating student academic performance as part of the FIE, including processes for choosing assessment tools, using accommodations, and interpreting results. |
| Exemplary | In addition to implementing a systematic assessment process for evaluating student academic performance as part of the FIE, the RDSPD has established procedures for the process that are clearly written and communicated to all staff and include the importance of having a multidisciplinary team involved in the assessment process. |



Indicator 2.2: Assessment of Functional Performance and DHH-Specific Skills

Current Efforts

- Ongoing professional development for our evaluation staff
- Educational Service Center (ESC) staff was brought in to conduct training for the staff on appropriate DHH assessments
- Students 14 years+ participate in transition assessments that guide their transition plan in the IEP

Considerations

- Encouraging use of Expanded Core Curriculum (ECC) for itinerant staff in both Individual Education Plan (IEP) and Full Individual Evaluation (FIE) assessment preparation
 - [ECC/DHH Checklist](#)
 - [ECC/DHH Needs Assessment](#)
- Acquiring and implementing the [Minnesota Compensatory Skills Checklist](#) as part of IEP/FIE preparation
- Creating a plan for annual assessments for all students who are DHH (ex. [Plano RDSPD Required Annual Assessments](#))



Indicator 2.2: Assessment of Functional Performance and DHH-Specific Skills

| | |
|-------------------|---|
| Developing | It is not evident that there are assessment procedures that include evaluating functional skills, and functional skills are not consistently included in the FIE. |
| Proficient | The RDSPD routinely includes assessment processes that include functional and transition skills (e.g., knowledge of hearing level, audiogram, and listening technology as well as self-determination and social skills) as part of a student's FIE. |
| Exemplary | In addition to routinely including functional and transition skills as part of a student's FIE, the RDSPD has established procedures for the process that are clearly written and communicated to all staff. |



Indicator 2.3: Assessment of Language and Communication

Current Efforts

- Annual training is provided to the evaluation staff and teachers
- Students are assessed annually (if not more)
- District complies with timelines by TEA
- DHH teachers assist evaluators and complete the Communication Assessment (Part C)

Considerations

- Creating assessment procedures or guidelines that are clearly written and communicated for language and communication assessment outcomes that describe both receptive and expressive language abilities (spoken and/or signed) or communication mode (auditory, visual, and/ or augmentative)
- Creating a plan for annual assessments for all students who are DHH (ex. [Plano RDSPD Required Annual Assessments](#))



Indicator 2.3: Assessment of Language and Communication

| | |
|-------------------|---|
| Developing | It is not evident that there are written assessment procedures or guidelines. Language and communication assessments seldom describe both receptive and expressive language abilities (spoken and/or signed) or communication mode (auditory, visual, and/ or augmentative). |
| Proficient | RDSPD systematically and consistently implements comprehensive assessment procedures of language and communication as part of the FIE, including assessing students' receptive and expressive language abilities and communication mode. |
| Exemplary | In addition to comprehensively assessing language and communication as part of the FIE, language and communication assessment is conducted annually as part of individualized education program (IEP) development. Procedures that are clearly written and communicated to all staff include components to be assessed annually, as well as tools to use and components to be included in the comprehensive FIE assessment. |



Indicator 2.4: Assessment of Amplification and Hearing Assistive Technology Needs

Current Efforts

- Killeen RDSPD contracts with audiologists and Ear,Nose, Throat Specialists (ENTs)
- The Killeen ISD Assistive Technologist evaluates for Hearing Assistive Technology (HAT) needs
- The Killeen ISD Assistive Technologist provides training on the devices or outsources any needed support
- Few ENTs practice in Killeen, TX
- AT Specialists collaborates with company audiologists provided through purchased HAT equipment

Considerations

- Conducting more frequent audiologic exams for all students
- Attending audiology appointments with students to acquire necessary information about the students hearing needs
- Requesting +0 & +10 Signal-to-Noise Speech Discrimination data for all audiological testing to assess functional listening skills before acquiring HAT devices
- Conducting [Functional Listening Evaluations \(FLE\)](#) with a qualified professional on students as part of their FIE to determine the need and effectiveness of assistive listening technology
- Following the [American Speech and Hearing Association \(ASHA\) guidelines](#) for hearing testing in children with permanent hearing loss



Indicator 2.4: Assessment of Amplification and Hearing Assistive Technology Needs

| | |
|-------------------|--|
| Developing | The program provides limited or no access to qualified audiology professionals or a process to evaluate, monitor, and meet the amplification and HAT needs of each student. |
| Proficient | The program provides qualified audiology professionals to evaluate, monitor, and meet the ongoing and changing amplification and HAT needs of each student on demand, which may require a lag in services. |
| Exemplary | The program provides qualified audiology professionals to evaluate, monitor, and meet the ongoing and changing amplification and HAT needs of each student on a regularly scheduled basis that eliminates the wait for services. |





Domain 3: Student Programming and Placements

“The least restrictive environment (LRE) is driven by a student’s language, communication, academic, and social needs. Full inclusion may not be the LRE for students who are DHH. An environment is restrictive unless it provides full, direct, and clear access to meaningful language, communication, instruction, and social opportunities. Decision-makers must be knowledgeable about the full continuum of available options, including special schools for the deaf on a full or part-time basis.” – *Optimizing Outcomes Principle 6*

Indicator 3.1: Parents as Partners

Current Efforts

- Specific strategies and resource activities are outlined in the KISD Livebinder for staff to include the parents in all phases of the planning, evaluation and educational decision making for their student's program of services

Considerations

- Providing opportunities for parents to be actively involved in planning and decision making for their children (e.g., feedback actively sought, pre-meetings before ARDs encouraged, collaborative goal-writing sessions held)
- Involving both parents and students in choosing HAT and appropriate accommodations
- Developing a Livebinder linked to the Killeen ISD website's DHH page specifically for parents



Indicator 3.1: Parents as Partners

| | |
|-------------------|---|
| Developing | It is not consistently evident that there are opportunities provided for parents to be actively involved in planning and decision making for their children (e.g., feedback actively sought, pre-meetings before ARDs encouraged, collaborative goal-writing sessions held). |
| Proficient | The RDSPD systematically and consistently includes parents in planning and decision making for their children (e.g., soliciting feedback, encouraging pre-meetings before ARDs, holding collaborative goal-writing sessions) and involves both parents and students in choosing HAT and appropriate accommodations. |
| Exemplary | In addition to including parents in the planning and decision-making process, the RDSPD provides opportunities to make family participation more accessible, including conducting training or sharing information about training for parents. |



Indicator 3.2: Least Restrictive Environment

Current Efforts

- Training in the TEA, TxSSN Guidance Document "[Considering Least Restrictive Environment When Determining Placement](#)" took place at the first of the year with ToDHH
- The ARD/IEP is carried out with staff collaboration and program adjustments to overcome the limitations of current operation
- The program works collaboratively when situations arise that stretch the limitations of the program's current resources. Solutions are found that may shift schedules, roles, and require adding additional resources
- Student placement is determined based on current data and functioning

Considerations

- Evaluating the need for one-to-one interpreting staff for students as it relates to the IDEA requirement to educate the student in the least restrictive environment
- Evaluating the independence, social, and self-advocacy implications of having an interpreter shadow students all day and every day
- Consulting with an agency or an individual to evaluate the use of, the professional boundaries of, and the ethical implications for interpreters in an educational setting
- Support for students who are D/HH and use an SLI attend school at a cluster site: [Flour Bluff ISD v. Katherine Lesa](#)



Indicator 3.2: Least Restrictive Environment

| | |
|-------------------|--|
| Developing | The LRE for each student is driven by placement options available within the school district. Campus systems and schedules impact some placement and service decisions. |
| Proficient | The LRE for individual students is driven by ongoing and system-wide review of student data but may be limited by options available within the school district, campus systems, schedules, and staff availability. |
| Exemplary | The LRE for individual students is determined by an ARD committee after an ongoing and system-wide review of student data. Adjustments are made to overcome the limitations of the school district, campus systems, schedules, and staff availability. |



Indicator 3.3: Communication Access

Current Efforts

- Interpreters may work on multiple campuses as the students' schedules demand
- Ongoing student data is collected/discussed to adjust needed individual supports to the student for instructional goals/objectives and extracurricular school activities
- The campus facilitator coordinates with the district DHH coordinator when there is a need for a Sign Language Interpreter (SLI) to attend extracurricular activities
- Students request an interpreter through a form

Considerations

- Please see next slide



Considerations

- Ensuring all sign language interpreters are certified
- Training teaching assistants in Sign Language or hiring only teacher assistants who know Sign Language
- Posting the interpreter request form to the KISD website for all individuals to request communication access for Killeen ISD community-wide events
- Requiring professionals working with students who are deaf/hard-of-hearing to pass the [Sign Language Proficiency Interview \(SLPI:ASL\)](#) within a specific time frame
- Ensuring certified interpreters are provided for professionals who are deaf/hard-of-hearing in staff meetings, professional development, ARD meetings, parent conferences, etc.
- Building peer groups on every campus by providing sign language classes for both DHH students and general education students



Indicator 3.3: Communication Access

| | |
|-------------------|---|
| Developing | Only one mode of communication is considered or supported for most students across the program. |
| Proficient | The RDSPD ensures that individual student needs are met through access to meaningful language, communication, instruction, and social opportunities in both classroom and extracurricular activities. |
| Exemplary | In addition to ensuring that students' needs are met, the RDSPD systematically and consistently uses data to determine the needed supports and services to ensure access to meaningful language, communication, instruction, and social opportunities that effectively meet the individual needs of each student. |



Indicator 3.4: Community and Agency Resources

Current Efforts

- Information about community and statewide opportunities for further knowledge in DHH specific resources are distributed from the administrator to the teachers for inclusion in written communication and discussions for parents and family members
- District offers transition programs to inform parents of community resources and to increase parent knowledge of district options and resources

Considerations

- Please see next slide.



Considerations

- Increasing involvement with outside agencies to participate in student IEP meetings
- Following the [Engage Newsletter](#) through ESC Region 11 to learn more about PD/Community/Agency Resources; professionals and parents can subscribe to this newsletter and receive monthly updates
- Attending [Deaf Ed Administrative Leadership \(DEAL\)](#) monthly virtual meetings and one annual in-person meeting
- Attending [Statewide Conference on Education for the DHH \(SWCED\)](#) (summer 2024)
- Creating RDSPD Electronic Newsletter/Social Media pages to share about program brags, community/agency resources, RDSPD informative meetings & share information directly with parents
- Accessing resources through [Statewide Outreach Center](#) at Texas School for the Deaf (SOC at TSD)



Indicator 3.4: Community and Agency Resources

| | |
|-------------------|--|
| Developing | It is not evident that there are opportunities for staff, parents, and students to increase their knowledge of community-based services and resources (e.g., ARD packet of resources, agency presence at family events, shared information about DHH-related community events). |
| Proficient | There are consistent practices for sharing written information about community agencies and resources to increase family awareness (e.g., ARD packet of resources, brochures about community events for families of students who are DHH). |
| Exemplary | In addition to providing written information about community agencies and resources, the RDSPD hosts opportunities for families and students to learn more about those agencies and resources (e.g., inviting the agencies to share information at family events, including instruction about the agencies and resources to students). |



Indicator 3.5: Secondary Transition

Current Efforts

- Students aged 14+ complete a transition assessment which is updated annually
- RDSPD coordinates with Texas School for the Deaf (TSD) to provide a briefing to secondary parents and students interested in attending a TSD
- Students are invited to their annual IEP meetings

Considerations

- Please see next slide.



Considerations

- Providing opportunities for students to advocate for themselves and increase self-determination skills by having a strong participation in the ARD meeting
- Encouraging all school age students to participate in their annual ARD meeting
- Involving [Texas Workforce Commission Vocational Rehabilitation Counselor \(TWC-VR\)](#) in services provided for and meetings for students who are DHH ages 14 years old or older
- Providing resources for 18+ programs ([ACCESS](#) at TSD)
- Reaching out to [Access and Technology Specialists](#) from Health and Human Service Commission (HHSC)
- Participating annually in a virtual or in-person Transition Fair for High School Students who are DHH



Indicator 3.5: Secondary Transition

| | |
|-------------------|---|
| Developing | It is not evident that students are involved in their transition planning or that their IEP includes courses needed to assist in meeting their desired post-secondary outcomes. |
| Proficient | The RDSPD consistently involves students in their transition planning. |
| Exemplary | In addition to involving students in their transition planning, the IEP includes courses needed to assist in meeting students' desired postsecondary outcomes. |





Domain 4: Student Instruction

“Instruction and accommodations should be individually designed to help students use their strengths to become confident and independent. Assistive technologies provide critical access that can mitigate the effects of deafness or reduced hearing. Although students who are DHH have diverse needs, there is a growing body of specific evidence-based practices as well as practices utilized in general education and special education that can be modified for students who are DHH. Use of evidence-based practices increases accountability for instruction and learning.” – *Optimizing Outcomes Principle 5*

Indicator 4.1: Instructional Technology

Current Efforts

- Classrooms have individual student iPads for instructional use
- District has a plethora of technology for instructional use; to include the DHH teachers
- District uses auto caption functions when appropriate
- RDSPD staff have access to several 3rd party, on-line app vendors

Considerations

- Using technology in student-led projects
- Using technology for student self advocacy and transition needs (ex. slide deck to introduce self to future teachers/ARD committee members about hearing levels, accommodation needs, interests, achievements, goals, etc. (sample self-advocacy project))
- Ensuring announcements for all campuses are accessible for personnel and for students (email the announcements to personnel, if needed)



Commendations

- A variety of technology is available for each campus
- The staff mentions that administration is eager to purchase technology to meet the students' and teachers' needs
- The staff uses ASL videos created by the Rocky Mountain School for the Deaf, Texas School for the Deaf, and ASL Story Time to teach and reinforce language and literacy skills and to expose students to Deaf culture



Indicator 4.1: Instructional Technology

| | |
|-------------------|---|
| Developing | Technology integration is limited across the program. Teachers and students seldom use technology to support instruction and learning. |
| Proficient | Teachers use web apps and classroom technology when providing instruction (e.g., Smart Board, Kahoot). |
| Exemplary | In addition to using technology in their instruction, teachers implement lessons that provide students with opportunities to use technology for student-led projects and real-world applications. |



Indicator 4.2: Student-Centered Planning

Current Efforts

- DHH teachers and general education teachers use evidenced based materials with their daily instruction
- Curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS)
- Data from the Present Levels of Academic and Functional Performance (PLAAFP) drives decisions and goals in the IEP

Considerations

- Acquiring and implementing DHH-specific curriculum to supplement district curriculum; suggestions are as follows:
 - [Foundations for Literacy \(FFL\)](#)
 - [Fingerspelling Our Way to Reading](#)
 - [Bedrock Literacy Curriculum \(BLC\)](#)
 - [Bilingual Grammar Curriculum \(ASL & English\)](#)



Indicator 4.2: Student-Centered Planning

| | |
|-------------------|--|
| Developing | Instruction is rarely aligned with academic content standards for the grade level in which students are enrolled. |
| Proficient | Evidence-based instruction and materials are designed to meet some but not all of students' specific needs, including academic, communication, or language profiles. |
| Exemplary | Evidence-based instruction and materials are designed to meet students' specific needs, including each student's academic, communication, and language profiles. |



Indicator 4.3: Access to General Curriculum

Current Efforts

- Grade level TEKS are followed
- DHH teachers follow the district's scope and sequence
- KISD uses the TEKS Resource System as its curriculum. All populations, including special education and deaf education teachers, use this curriculum
- Deaf education teachers attend weekly professional learning communities with their general education peers

Considerations

- Providing for opportunities for deaf educators to routinely meet with general educators to plan lesson units, discuss instructional strategies, and share resources



Indicator 4.3: Access to General Curriculum

| | |
|-------------------|---|
| Developing | Instruction is rarely aligned with academic content standards for the grade level in which students are enrolled. |
| Proficient | Instruction is aligned with enrolled grade-level standards and scaffolded to meet individual students' needs. |
| Exemplary | Instruction is aligned with enrolled grade-level standards and scaffolded to meet individual students' needs, and deaf educators routinely meet with general educators to plan lesson units, discuss instructional strategies, and share resources. |



Indicator 4.4: Access to DHH-Specific Programming

Current Efforts

- District follows and implements Expanded Core Curriculum (ECC)
- Killeen RDSPD teachers are using portions of the [Navigating Life for Students Who are Deaf or Hard of Hearing \(NLSWDHH\) curriculum](#)

Considerations

- Please see next slide.



Considerations

- Having DHH teacher conduct community outings to work with students accessing the [Navigating Life for Students who are D/HH \(NLSWDHH\) curriculum](#)
- Providing instruction in areas of the NLSWDHH for all students who are DHH throughout the program
- Providing qualified staff (TODHH or ASL Teacher) at the high school to teach the NLSWDHH course for elective credit (Board approval required)
- Providing additional instructional support at the high school
- Participating annually in a virtual or in-person Transition Fair for High School Students who are DHH



Indicator 4.4: Access to DHH-Specific Programming

Developing

It is not evident that there is instruction in areas of the expanded core curriculum for students who are DHH.

Proficient

Instruction in areas of the expanded core curriculum for students who are deaf or hard of hearing is routinely provided to secondary students who are DHH (e.g., Navigating Life with Hearing Loss).

Exemplary

Instruction in areas of the expanded core curriculum for students who are DHH is provided to all students throughout the program.



Indicator 4.5: Literacy Instruction

Current Efforts

- Teachers receive PD annually -literacy/literacy instruction
- Literacy materials include the developmentally appropriate core components
- The district uses Fairview, Vizzle, Successmaker, Imagine literacy, and Reading A-Z to support the district's TEKS Resource Curriculum
- At the elementary level, a lesson plan includes two of the core components of literacy (phonics, phonemic awareness)
- At the elementary school, Visual Phonics components are shared with the general ed teacher as part of the phonics lesson

Considerations

- Please see next slide.



Considerations

- Acquiring and implementing DHH specific curriculum; suggestions are as follows:
 - [Foundations for Literacy \(FFL\)](#)
 - [Fingerspelling Our Way to Reading](#)
 - [Bedrock Literacy Curriculum \(BLC\)](#)
 - [Bilingual Grammar Curriculum \(ASL & English\)](#)
- Encouraging DHH staff, including itinerant teachers, and general education staff who serve DHH students to participate in a formal Visual Phonics training provided by a [ICLI](#) certified Visual Phonics instructor
 - Upcoming training opportunity: [Visual Phonics \(virtual, ESC Region 4, fall 2022, begins on October 15, 2022\)](#)



Commendations

- Elementary school TODHH are willing and eager to learn best practice literacy instruction strategies
- Use of Bilingual-Bicultural (Bi-Bi) instruction at the elementary level during language instruction



Indicator 4.5: Literacy Instruction

| | |
|-------------------|---|
| Developing | Literacy instruction and materials include some, but not all, of the core components of literacy (e.g., phonological and phonemic awareness; alphabet knowledge and print concepts; handwriting; phonics, decoding, and encoding; syllabication and morphemic analysis; reading fluency; comprehension of literary and informational texts; vocabulary; and foundational writing skills and composition). |
| Proficient | Literacy instruction and materials include all of the developmentally appropriate core components of literacy. |
| Exemplary | Literacy instruction and materials include all of the developmentally appropriate core components of literacy as well as strategies for adapting the instruction to meet the needs of students who are DHH (e.g., Visual Phonics). |



Indicator 4.6: Amplification Devices and Hearing Assistive Technology

Current Efforts

- District provides three packages of hearing aid batteries for each student
- KISD's Assistive Technologist assists DHH students in the district and trains teachers on the use of the HAT devices
- This training may also come from the DHH teacher or itinerant teacher, as needed
- Students use of ear-level FM systems or FM soundfield towers was not observed
- Daily monitoring of use and/or effectiveness of amplification was not observed
- Teachers expressed concern about students being without amplification for long periods of time

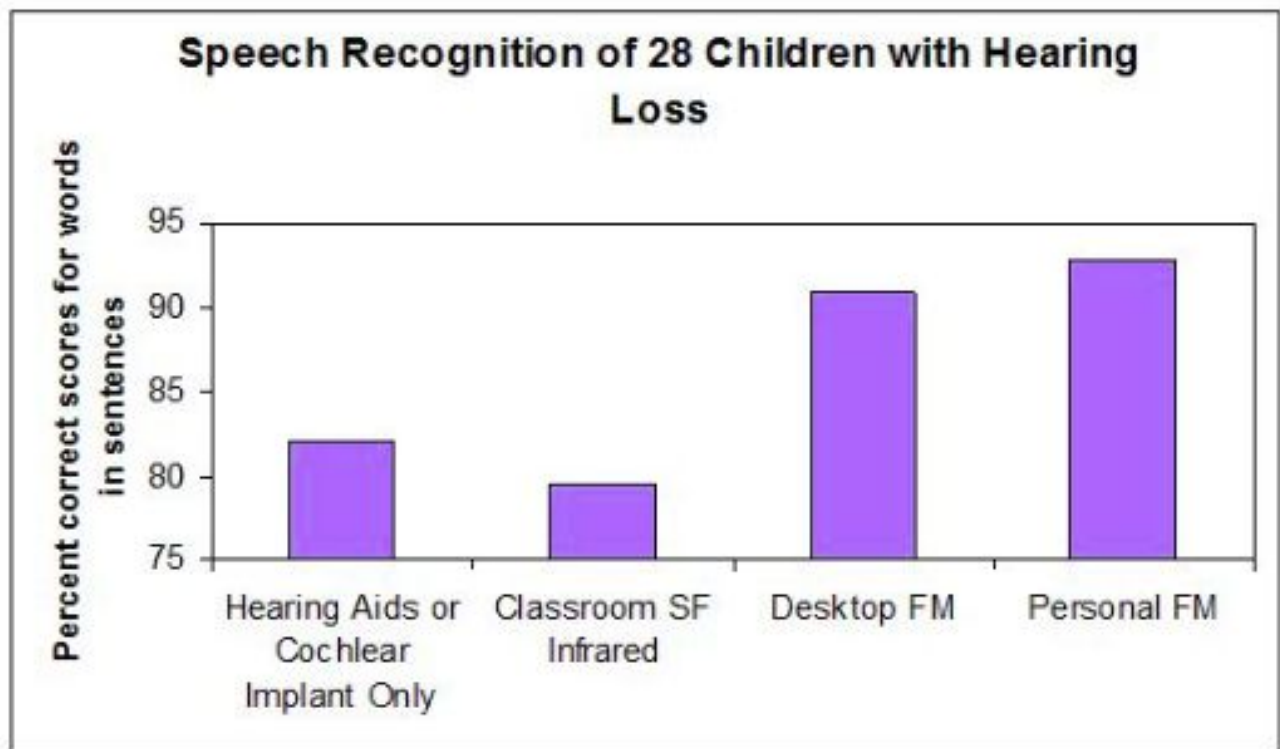
Considerations

- Please see next slide.



Considerations

- Implementing a process for daily monitoring of assistive listening devices using the Ling 6-sound test
- Ensuring assistive listening technology is being used consistently in the classrooms (deaf education and general education) and during other school-related activities as appropriate and as determined by the ARD committee
- Providing general education teachers with training on processes and procedures for documenting effectiveness of HAT/amplification
- Providing personal hearing aids for in-school use if the equipment is not provided by the parent/guardian
 - Article: [Schools Purchasing Hearing Aids for Students](#)
- Using the soundfield systems as supplemental amplification to the personal, direct auditory input (DAI) FM systems; supporting articles:
 - [Evaluation of Speech Recognition with Personal FM System and Classroom Audio Distribution Systems](#)
 - [Using HAT in the Classroom: Why, When, and How?](#)
 - [Personal FM vs. Sound Field FM \(Classroom Audio Distribution System \(SADS\)\)](#)
- Using the data from a [Functional Listening Evaluation](#) to help determine assistive technology needs



Summary of 3 FM Study Comparing Speech Perception in a Typical Classroom for Children with Hearing Aids of Cochlear Implants (Dr. Karen Anderson)



Indicator 4.6: Amplification Devices and Hearing Assistive Technology

| | |
|-------------------|---|
| Developing | Students, teachers, and staff inconsistently utilize recommended amplification devices and HAT in all recommended settings. |
| Proficient | Listening checks are conducted daily, and recommended amplification devices and HAT are used by staff in all instructional settings. |
| Exemplary | Listening checks are conducted throughout the day, and staff and students adapt the amplification devices and HAT for different listening environments. |





Domain 5: Progress Monitoring

“Language, literacy, academic progress, and social-emotional wellness should be monitored frequently and reported according to the same requirements for all students. For most students who are DHH, goals and services should minimally result in one year’s growth in one year based on relevant assessment and progress monitoring tools.” – *Optimizing Outcomes Principle 7*

Indicator 5.1: Progress Monitoring: Communication Proficiency

Current Efforts

- [Cottage Acquisition Scales for Listening, Language, and Speech \(CASLLS\)](#) is a specifically scheduled assessment that tracks student progress in their preferred communication mode throughout the years
- Evaluation data drives any adaptation or modifications to the student's educational program

Considerations

- Documenting language and communication proficiency with fidelity on an ongoing basis (language sampling) by Teachers of the Deaf/HH who work with the students regularly
- Providing tools/assessments for monitoring communication proficiency for students using sign language
 - [Visual Communication and Sign Language Checklist](#)
 - [American Sign Language Assessment Instrument](#)
- Connect with Texas School for the Deaf on ways to monitor progress for students who utilize sign language in the Bi-Bi program



Indicator 5.1: Progress Monitoring: Communication Proficiency

| | |
|-------------------|---|
| Developing | Progress monitoring procedures are not evident or are inconsistently implemented for documenting student progress in the area of language development in the students' unique communication modes. |
| Proficient | Progress monitoring procedures are defined in the area of language development in the students' unique communication modes. |
| Exemplary | Progress monitoring procedures are implemented frequently and promptly in the area of language development in the students' unique communication modes, and the data is used to guide adaptations to additional supports and instruction. |



Indicator 5.2: Progress Monitoring: Progress in Grade-Level Standards

Current Efforts

- Each campus has specific tools for monitoring grade level and specific subjects. These assessments are performed, weekly, monthly, at 6 weeks and then after the Common Assessments are given
- KISD uses: MAP, Circle, Fountas & Pinnell, SuccessMaker, Vizzle, TEKS Resource, System, Fairview Learning, and several online programs to progress monitor students in all academic areas

Considerations

- Continuing with current processes
- Documenting how data from the above tools are used to determine the students' instructional needs



Commendations

- KISD uses MAP assessments for academic progress monitoring. Data gleaned from MAP assessments enable educators to better target instruction.



Indicator 5.2: Progress Monitoring: Progress in Grade-Level Standards

| | |
|-------------------|---|
| Developing | Progress monitoring practices are seldom used to assess students' progress toward mastery of enrolled grade-level standards. |
| Proficient | Progress monitoring procedures are implemented frequently and promptly in enrolled grade-level standards. |
| Exemplary | Progress monitoring procedures are implemented frequently and promptly in enrolled grade-level standards, and data is used to guide instructional supports. |



Indicator 5.3: Progress Monitoring: Literacy Skills

Current Efforts

- Assessing literacy skills drives all decision making priorities for the program and the individual students; Specific assessment tools help gather data on the core components of literacy
- KISD uses MAP, Circle, Fountas & Pinnell, and several online programs to progress monitor students in all academic areas; including literacy

Considerations

- Ensuring all five core components (phonics, phonemic awareness, comprehension, fluency, and vocabulary) of literacy are included in reading instruction at all levels and across the curriculum



Indicator 5.3: Progress Monitoring: Literacy Skills

| | |
|-------------------|--|
| Developing | Progress monitoring practices are rarely used to assess students' progress toward mastery of core components of literacy. |
| Proficient | Progress monitoring procedures are implemented frequently and promptly in the core components of literacy. |
| | |
| Exemplary | Progress monitoring procedures are implemented frequently and promptly in the core components of literacy, and data is used to guide instructional supports. |
| | |





Domain 6: Program-Wide Policies and Procedures

“Students who are DHH are diverse, encompassing a wide range of abilities, learning styles, and often co-occurring disabilities. Schools are required to make available a full continuum of services individualized to the needs of each student for full engagement in all the school’s programs, including educational and extracurricular activities.” – *Optimizing Outcomes Principle 1*

Indicator 6.1: Program-Wide Communication Plan

Current Efforts

- Multiple modes of communication are available so that students have access to their preferred mode of communication
- SEE, CASE, ASL and Communication Boards are currently being used with students
- ARD meetings held to address, review and update the individualized communication plan as determined by the ARD

Considerations

- Please see next slide.



Considerations

- Creating a written Communication Plan that clearly defines, and describes how auditory/oral and manual/visual communication modes are equally supported across the program based on the individual needs of students who are DHH
- Adding qualifications for communication proficiency of all RDSPD staff before hiring as part of the program-wide communication plan
- Providing continual staff development in the area of communication, specifically sign language proficiency
- Consider the sign language skills of teachers and staff when determining job placement
- Encouraging families to participate in the [TSD Family Signs](#) program



Indicator 6.1: Program-Wide Communication Plan

| | |
|-------------------|--|
| Developing | A Communication Plan is loosely defined and varies among staff members. |
| Proficient | A written Communication Plan is evident, clearly defined, and describes how auditory/oral and manual/visual communication modes are equally supported across the program based on the individual needs of students who are DHH. |
| Exemplary | In addition to having a written Communication Plan that equally supports various modes of communication, staff consistently implement the Communication Plan by communicating with individual students in their preferred mode of communication. |



Indicator 6.2: Family Supports

Current Efforts

- Parent meetings presented by parent educators
- KISD Hosts Transition Fairs

Considerations

- Please see next slide.



Considerations

- Establishing DHH parent support groups, social events for families, Deaf mentor programs, sign language classes (exs. annual RDSPD picnic, Signing Santa event, Deaf Night Out (DNO) event, etc.)
- Encourage families to participate in opportunities provided through the Statewide Outreach Center:
 - [Family Weekend Retreat](#)
 - [Parent-to-Parent Support](#)
 - [Deaf Mentors and Role Models](#)
- Reinstating DHH specific Informational Parent Meetings
- Creating a monthly RDSPD Electronic Newsletter/Website/Social Media Pages to share information and good news about the program



Indicator 6.2: Family Supports

| | |
|-------------------|--|
| Developing | It is seldom evident that opportunities are provided to support families, such as parent support groups, social events for families, Deaf mentor programs, sign language classes, etc. |
| Proficient | The RDSPD shares information with families about events sponsored by other agencies and organizations, such as those offered by the SOC at TSD, Texas Hands & Voices, and the Office of Deaf and Hard of Hearing Services. |
| Exemplary | In addition to sharing information about activities provided by other agencies and organizations, the RDSPD provides multiple opportunities to support families, such as parent support groups, social events for families, and sign language classes. |



Indicator 6.3: Amplification Device and Hearing Assistive Technology Maintenance

Current Efforts

- KISD Assistive Technologist ensures students have HAT devices
- KISD maintains an inventory of all technology and equipment
- New equipment is purchased to address the needs identified in the IEP

Considerations

- Hiring an Educational Audiologist or contracting with a local, certified audiologist to provide services, determine the appropriate HAT, program HAT, conduct Functional Listening Evaluations, and advise on student audiological needs
- Developing a plan for the quick replacement of hearing aids to eliminate wait time
- Partnering with ENT to come in district to perform otologic exams
- Continuing training and monitoring of the use of HAT



Indicator 6.3: Amplification Device and Hearing Assistive Technology Maintenance

| | |
|-------------------|--|
| Developing | No formal process is in place to monitor the functioning of amplification and HAT devices. Student equipment may or may not be in working order. |
| Proficient | The RDSPD has a process for maintaining and repairing amplification and HAT devices. |
| Exemplary | In addition to a process for maintaining and repairing amplification and HAT devices, the RDSPD has replacement equipment available. |



Indicator 6.4: Staff Collaboration

Current Efforts

- KISD provides quarterly special program PLCs
- PLCs on campuses with DHH program staff
- One campus reports that aides are covering class so DHH teachers can collaborate
- Teachers report desire for DHH staff collaboration, as well as vertical DHH staff collaboration
- Full RDSPD staff meetings occur once in the fall and once in the spring

Considerations

- Providing opportunities for collaboration across the program through virtual networking opportunities, such as a DHH professional learning community or RDSPD program email discussion group
- Training a cadre of substitutes to provide coverage for DHH classes so teachers can collaborate



Commendations

- Collaboration between the three elementary school teachers of the D/HH is commendable
- The support for and inclusive welcome of the RDSPD students, teachers, and staff from the administration and staff at Timber Ridge Elementary School has been outstanding



Indicator 6.4: Staff Collaboration

| | |
|-------------------|--|
| Developing | Minimal collaboration exists or is limited across the program. |
| Proficient | The RDSPD supports opportunities for collaboration across the program through virtual networking opportunities, such as a professional learning community or program email discussion group. |
| Exemplary | In addition to providing virtual networking opportunities, the RDSPD has regularly scheduled program meetings throughout the year to ensure program-wide consistency. |



Indicator 6.5: DHH Assistive Technology (Telecommunications and Visual Alerts)

Current Efforts

- Flashing lights are used with the emergency bell system
- All fire equipment has noise and flashing lights to indicate an emergency
- A classroom with a Deaf teacher has a flashing light doorbell system
- Elementary Deaf teacher receives a text message for emergency alerts

Considerations

- Implementing an app system to send text messages to secondary students cell phones with detailed instructions in case of an emergency
- Providing CaptionCall/Captell and Video Phones on all campuses who have DHH students
- Conducting informational parent meetings explaining how families can acquire safety equipment in the home for free (Red Cross, Sorenson, CaptionCall, etc.)
- Providing flashing light doorbell system in all deaf education classrooms



Indicator 6.5: DHH Assistive Technology (Telecommunications and Visual Alerts)

| | |
|-------------------|---|
| Developing | Students have periodic exposure to a few telecommunication technologies and applications that are introduced in the school setting. |
| Proficient | Campuses with students who are DHH have visual emergency alerting systems on the campus and telecommunication equipment, such as a video phone in the deaf education classroom. |
| Exemplary | In addition to visual emergency alerting systems, campuses with students who are DHH have telecommunication equipment available in the school office, and office staff has been trained to use the equipment. |



Indicator 6.6: Staff Appraisal

Current Efforts

- KISD uses a unified appraisal tool to evaluate all professional staff. The appraisal tool is modified/adjusted to complement the staff member's duties

Considerations


- Hiring a DHH Certified Administrator or a DHH Certified Lead Teacher to appraise or give constructive feedback/support to staff
- Recording DHH teaching and interpreting sessions for self-reflection and growth
- Using the [T-TESS Pre-Conference Suggestions for Teachers of the DHH](#) to plan and prepare for the evaluation pre-conference in order to educate the administrator about what to expect in a deaf education classroom



Indicator 6.6: Staff Appraisal

| | |
|-------------------|--|
| Developing | Few RDSPD staff, other than teachers, are evaluated using a job-specific tool. |
| Proficient | RDSPD staff is evaluated using a job-specific tool by an evaluator who knows the needs of students who are DHH. |
| Exemplary | In addition to job-specific evaluations, a process is in place to help staff members with their professional growth through personalized PD, coaching, or other means. |





Domain 7: Qualified Providers

“Early intervention providers, teachers of the deaf, and specialized instructional support personnel are the primary providers supporting students throughout their developmental and educational programs. These providers must meet professional standards that include the minimum qualifications and ongoing performance evaluations and be provided with relevant professional development opportunities.” – *Optimizing Outcomes Principle 9*

Indicator 7.1: Appropriate Licensure/Certification and Training for All DHH Staff

Current Efforts

- KISD DHH Teachers have State Board of Evaluations Certifications (SBEC) approved teaching credentials
- Three DHH teachers have administrative credentials
- KISD staff interpreter currently does not have appropriate licensure/certification

Considerations

- Please see next slide.



Considerations

- Requiring classroom, self-contained Teachers of the D/HH and Parent Advisors to pass the [Texas Assessment of Sign Communication \(TASC\)](#)
- Requiring [Texas Assessment of Sign Communication \(TASC-ASL\)](#) for all DHH teachers if a Bilingual-Bicultural (Bi-Bi) communication philosophy is implemented or if a Bilingual Stipend is provided
- Requiring [Board for Evaluation of Interpreters \(BEI\)](#) Certification or [National Registry of Interpreters of the Deaf \(RID\)](#) of all KISD staff interpreters and all agency-provided interpreters ([TEA Interpreter Certification Guidance](#), per the law)
- Providing DHH Credentialed Lead Teacher/Administrator
- Encouraging interpreters that are not certified to participate in the TxSSN Interpreter Mentor Program (applications will open in the spring 2023)



Indicator 7.1: Appropriate Licensure/Certification and Training for All DHH Staff

| | |
|-------------------|--|
| Developing | Some RDSPD staff members (teachers, SLPs, interpreters, etc.) hold the required certifications/ licensure and have the knowledge and skills to meet the diverse needs of students who are DHH. |
| Proficient | All RDSPD staff members hold the required certifications or licensure for their position. |
| Exemplary | Along with having the appropriate certifications or licensure, all RDSPD staff members have been trained to work with students who are DHH in addition to their specialization. |



Indicator 7.2: Communication Proficiency of Staff

Current Efforts

- Prior to hiring, interviews are conducted with certified personnel to ensure the applicant is proficient in their communication skills
- Because of lack of applicants, agency interpreters are used
- Interpreter sign proficiency is verified by agency
- Agency interpreters are interviewed by KISD for best placement/strengths

Considerations

- Requiring sign proficiency as part of the hiring process for all RDSPD aide and teacher positions
- Providing ongoing training toward improved sign proficiency for all RDSPD aides and teacher positions
- Reassigning the non-certified interpreter to another position
- Requiring non-certified interpreter to participate in the Interpreter Mentor Program through TxSSN (applications will open in spring 2023)
- Requiring all contracted interpreters become BEI or RID certified



Commendations

- Agency interpreters are interviewed by Killeen ISD for best placement/strengths



Indicator 7.2: Communication Proficiency of Staff

| | |
|-------------------|---|
| Developing | Some staff members providing interpreting services hold the required certification, and some teachers obtained sufficient communication skills in their teacher preparation programs to effectively communicate with their students. |
| Proficient | All teachers and interpreters demonstrate or have documentation of high levels of proficiency in the communication modes used by their students. |
| Exemplary | In addition to teachers and interpreters, the support staff (e.g., paraprofessionals, interveners, audiologists, SLPs) demonstrate or have documentation of high levels of proficiency in the communication modes used by their students. |



Indicator 7.3: Recruitment & Retention

Current Efforts

- Job boards
- District posting-open until filled
- TCASE job boards
- Job fairs
- Creative KISD recruitment ideas: sign on relocation bonus with three year commitment, hiring retire-rehire, and stipends

Considerations

- Please see next slide.



Considerations

- Providing TASC-ASL certified DHH teachers or teachers with an interpreter certification with the bi-lingual stipend to support retention/recruitment efforts
- Sharing monthly, informative electronic newsletters with ESCs around the state about all the wonderful things happening in Killeen
- Creating social media pages to share about Killeen RDSPD and advertise open positions
- Recruiting Ft. Hood spouses who may sign or who are certified in another state with the opportunity to model language and volunteer in DHH classrooms.
- Having KISD RDSPD pay for BEI certification tests and for advancement of signing skills



Indicator 7.3: Recruitment & Retention

| | |
|-------------------|--|
| Developing | Recruitment and retention of qualified staff are not evident. |
| Proficient | The RDSPD demonstrates systematic and consistent efforts to recruit highly qualified staff members. |
| Exemplary | In addition to recruitment efforts, the RDSPD demonstrates systematic and consistent efforts to increase retention of current staff members. |



Indicator 7.4: Professional Development: Deaf and Hard of Hearing

Current Efforts

- Teachers have opportunities to attend Professional Development when requested
- Some staff members attend Communication Skills Workshop (CSW) at Texas School for the Deaf (TSD)
- Staff members participated in the DeafTEC Math Conference at TSD in 2018
- Region 11 invited to support program efforts

Considerations

- Please see next slide.



Considerations

- Sending professional staff to [Statewide Conference on Education of the Deaf \(SWCED\)](#) (Summer 2024)
- Sending Lead Teacher to [Aspiring Deaf Education Leaders Series](#) through ESC Region 4
- Sending RDSPD Administration to [New RDSPD Administrators Webinar Series](#) (online through ESC Region 4; begins on October 11, 2022)
- Participating in [Deaf Education Administrative Leadership \(DEAL\) Virtual and in-Person Meetings](#)
- Encouraging the entire staff to subscribe to the [ESC Region 11 Engage newsletter](#)
- Encouraging the entire staff to create an account in the [TxSSN Community of Practice](#)
- Following the [Statewide Outreach Center at Texas School for the Deaf \(SOC @TSD\)](#) and utilize the resources available for families, students, and educators
- Sharing this Program Review report with all RDSPD teachers, interpreters, and staff



Indicator 7.4: Professional Development: Deaf and Hard of Hearing

| | |
|-------------------|---|
| Developing | Information is not consistently shared with staff members regarding professional development opportunities offered by agencies and organizations such as TEA, TxSSN, SOC at TSD, or ESCs. |
| Proficient | The RDSPD provides DHH-specific PD as well as shares information about and encourages staff to attend professional development opportunities offered by agencies and organizations such as TEA, TxSSN, SOC at TSD, or ESCs. |
| Exemplary | In addition to providing access to and information about professional development, the RDSPD actively monitors and supports staff efforts to improve their communication skills. |



Indicator 7.5: Professional Development - General Curriculum and Instructional Strategies

Current Efforts

- DHH teachers are able to attend any professional development provided by the district
- All professional development is provided in a district program called Eduphoria
- List of course offerings provided to all staff in KISD

Considerations

- Aligning PD to district/RDSPD goals for curricular needs of staff as per appraisals and observations
- Encouraging staff to participate in general education PD
- Providing training for staff on using the information learned during general education PD and aligning it with the students' IEP goals



Indicator 7.5: Professional Development - General Curriculum and Instructional Strategies

Developing

Few, if any, PD opportunities exist for all staff to increase knowledge and skills in general education curriculum and instructional strategies.

Proficient

RDSPD staff is provided access to general education PD to increase knowledge and skills in general education curriculum and instructional strategies.

Exemplary

RDSPD staff members attend all general education PD with their school peers.





SSA Member Survey



SSA Member Comments

What does your RDSPD do particularly well?

- We try to incorporate the students into the general population as much as possible.

Consideration:

- Killeen RDSPD hires contracted deaf education interpreters.
- One recommendation to improve services to DHH students is to look at offering a self-contained RDSPD program at all three campus levels instead of only having it at the elementary campus.





Parent Survey

7 respondents to survey in English

1 respondent to survey in Spanish (form responses were incomplete and no data was recorded)



Responses to be considered

| | Yes | No | I'm not sure |
|---|-----|-----|--------------|
| Are you offered a pre-meeting or teacher conference to prepare for the annual review meeting? | 14% | 57% | 29% |
| Do you feel fully informed before an annual review meeting? | 43% | 29% | 29% |
| Do you feel that your feedback is actively sought regarding your child's education? | 43% | 43% | 0% |
| In annual review meetings, are you offered both a range of service options available to your child and an opportunity to review data to help you decide which are most appropriate? | 43% | 0% | 43% |
| Statewide assessments (STAAR) and district assessments are discussed at every annual ARD for students in second through twelfth grade. Do you feel confident with the decisions made regarding these assessments? | 14% | 14% | 29% |
| Are sign language classes offered? | 29% | 57% | 14% |
| Does your RDSPD host/support social events (e.g., Signing Santa, RDSPD picnics, parent support groups)? | 0% | 71% | 29% |
| Have you been offered training(s) specific to your child's needs? | 29% | 71% | 0% |



Parent Comments

What type of service(s) is your child receiving?

- I really wish include Deaf plus in the RDSPD. It's unfair that students that are Deaf with ID are excluded.

Do you feel that the teacher(s) keep you informed of your child's progress?

- I am not asking for special attention for my child but to keep her on track sooner than a progress report, it would be great to have more frequent updates.
- There are occasional notes made about my child's progress but I feel there should be much more.

Do you feel like your input, questions, and concerns are addressed at your annual review meeting?

- I feel they hear me but nothing has been incorporated to aid with the hearing concern.

Does the program provide you with information regarding a range of accommodations appropriate for your child (e.g., assistive listening device, note taking assistance) and/or modifications (e.g., reduced number of skills addressed)?

- Assistive listening device was promised to be instituted well before 6th grade began and still nothing.

Statewide assessments (STAAR) and district assessments are discussed at every annual ARD for students in second through twelfth grade. Do you feel confident with the decisions made regarding these assessments?

- She struggles immensely with reading and math.

Are sign language classes offered?

- ASL classes are not offered to families/parents. If they are, I have not received that information.
- The classes offered are not the same being used in the class. For example ASL vs ESL.

Does your RDSPD host/support social events (e.g., Signing Santa, RDSPD picnics, parent support groups)?

- I wish there were events like this.

Which of the following are used to share information from the RDSPD?

- I don't feel much information is shared but I would get calls or emails as the method of contact.



Parent Survey Finding of Note

The majority of parents who responded to the survey indicated that they were not offered a pre-meeting or teacher conference to prepare for the annual review meeting. They also do not feel social events are hosted/supported by the RDSPD. Most indicated sign language classes or trainings specific to their child's needs were offered.

Consideration:


- Consider how information is being shared with parents and explore alternatives to what the program is currently using to share information specifically in preparation for annual review meetings.
- Consider inviting state agencies to family social events and ARD meetings when appropriate.





Climate Survey

Seven surveys from staff on the cluster campuses and itinerants were submitted.

- 3 respondents are Itinerant Staff
 - 1 respondent is a Diagnostician/Licensed Specialist in School Psychology
 - 1 respondent is a Deaf Education Teacher
 - 2 respondents are Supervisor/coordinator/program administrator
- 

Climate of RDSPD Staff

An electronic survey was used to gauge how RDSPD cluster campus staff (teachers, interpreters, and paraprofessionals) perceive support in the following areas:

- campus support—how the campus supports those staff who work with students who are deaf or hard of hearing (12 questions)
- student support—how teachers and other adults on the campus support students who are deaf or hard of hearing (8 questions)
- program support—how the RDSPD supports educational goals for students who are deaf or hard of hearing (7 questions)

Respondents to the survey were asked to indicate how much they agreed or disagreed with statements using the rating levels of strongly agree, agree, disagree, strongly disagree, and not applicable. At the end of each section, staff were asked to share specific feedback in an open-ended format. Surveys from staff on the cluster campuses as well as itinerant/early intervention staff were submitted. The campus support and student support information include data from the cluster campuses. The program support information includes data from all staff.



Campus Support

| This School... N=2, cluster campus staff (itinerant and supervisor responses not included) | | Strongly Agree to Agree | Neutral | Disagree to Strongly Disagree |
|---|---|-------------------------|---------|-------------------------------|
| 1 | This school integrates deaf education into its daily operations. | 100% | 0% | 0% |
| 2 | Encourages collaboration between general and deaf education personnel | 50% | 0% | 50% |
| 3 | Provides sufficient time to collaborate with colleagues regarding services to students with IEPs. | 50% | 0% | 50% |
| 4 | Effectively schedules legally mandated deaf education activities. | 100% | 0% | 0% |
| 5 | Provides a positive working environment for staff who serve students with IEPs. | 100% | 0% | 0% |



Campus Support, cont.

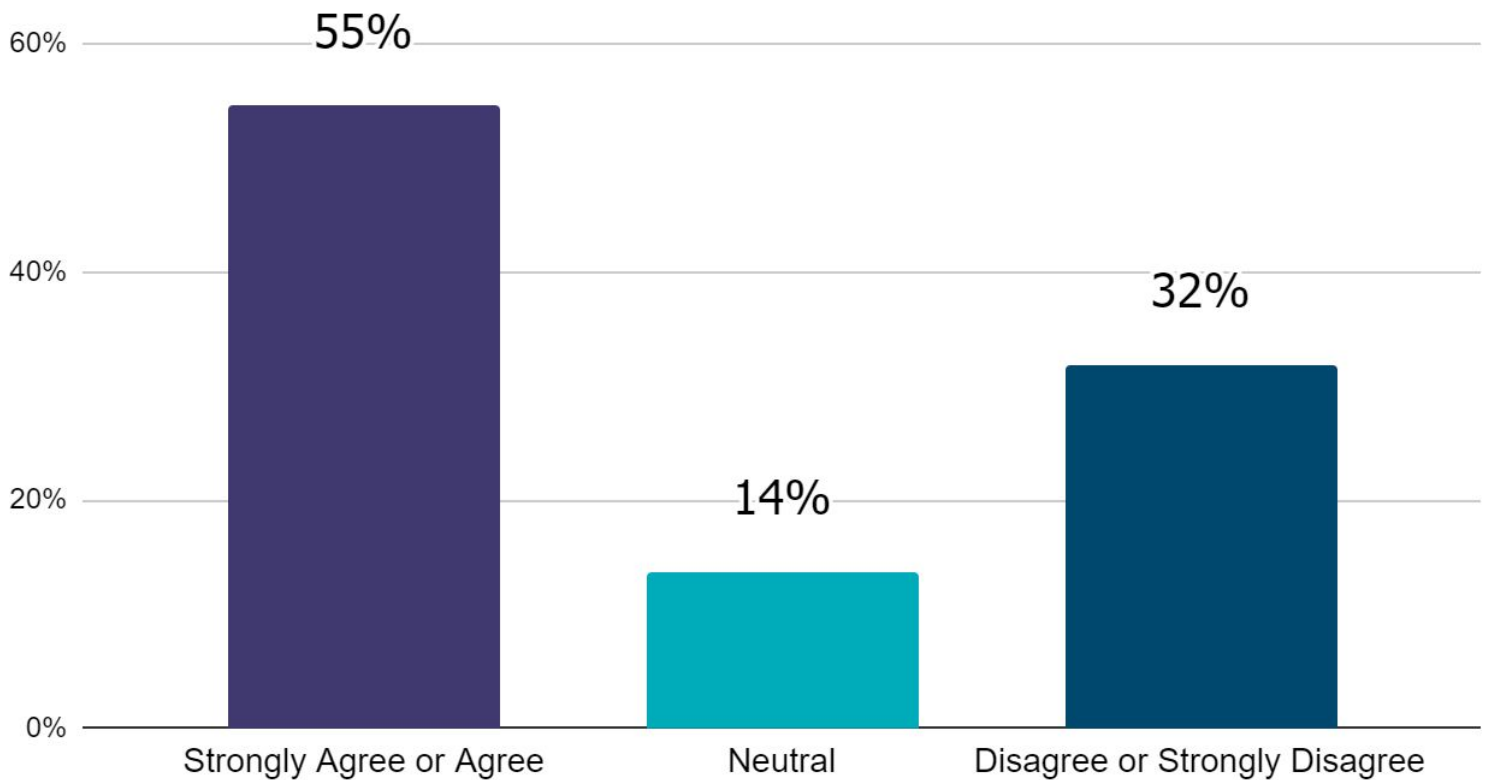
| This School... N=2, cluster campus staff (itinerant and supervisor responses not included) | | Strongly Agree to Agree | Neutral | Disagree to Strongly Disagree |
|---|--|-------------------------|---------|-------------------------------|
| 6 | Provides effective supports for students needing alternative modes of communication. | 0% | 50% | 50% |
| 7 | Provides adequate access to technology for staff who serve students with IEPs. | 50% | 0% | 50% |
| 8 | Has good communication with district personnel to support students with IEPs. | 50% | 50% | 0% |
| 9 | Views service to students with IEPs as a shared responsibility among all staff. | 50% | 0% | 50% |
| 10 | Has sufficient resources to support deaf education programs and services. | 0% | 0% | 100% |
| 11 | Provides ongoing professional development related to TEKS for deaf education staff. | 50% | 50% | 0% |



Campus Support

N=2, cluster campus staff (itinerant and supervisor responses not included)

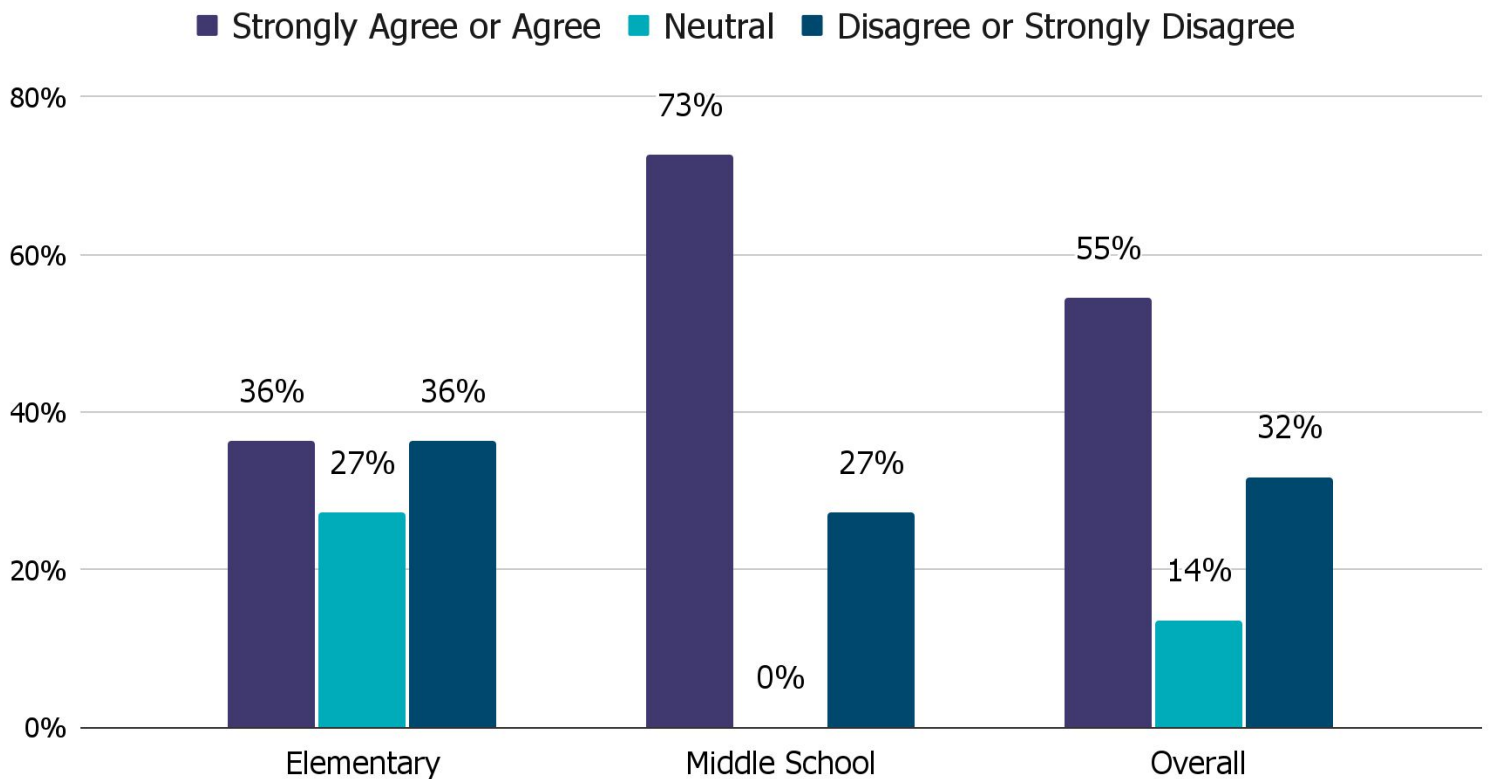
Campus Support



Campus Support

N=2, cluster campus staff (itinerant and supervisor responses not included)

Campus Support



Campus Support Comments

14. If you have any specific feedback you would like to provide regarding campus support, please do so here:

- Another itinerant teacher is needed.
- Disagrees that this school provides effective supports for students needing alternative modes of communication due to lack of staff available.
- Strongly agrees that this school provides adequate access to technology for staff who serve students with IEPs as AT and FM available at all times; teachers and parents only need to reach out and they will receive a quick response.
- Agrees that this school views service to students with IEPs as a shared responsibility among all staff is an expectation, but not always followed through.



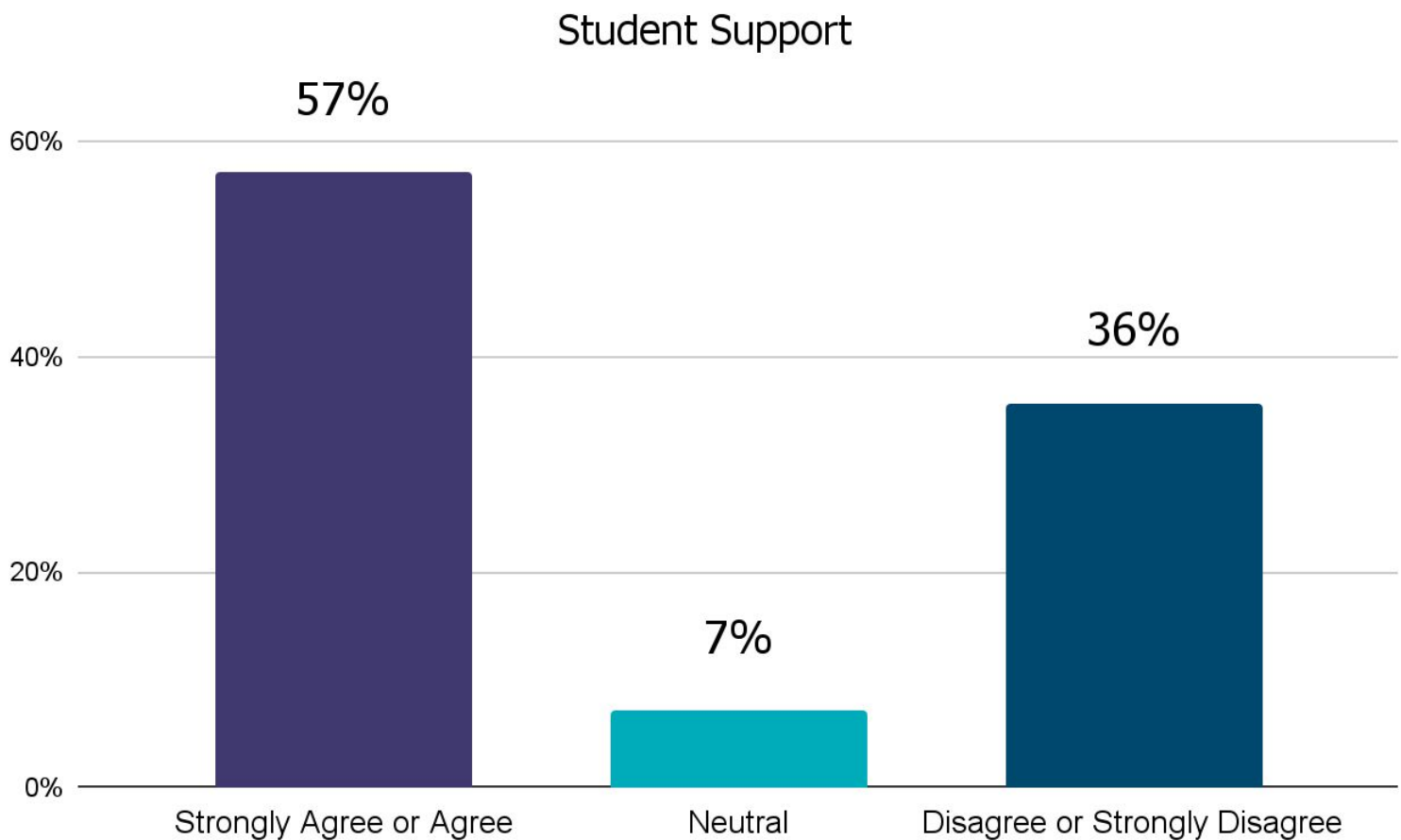
Student Support

| Teachers and other adults at this school... N=2, cluster campus staff (itinerant and supervisor responses not included) | | Strongly Agree to Agree | Neutral | Disagree to Strongly Disagree |
|--|--|-------------------------|---------|-------------------------------|
| 12 | Contribute to the development and monitoring of student IEPs. | 100% | 0% | 0% |
| 13 | Implement accommodations and modifications as identified in students IEPs. | 50% | 0% | 50% |
| 14 | Make students feel welcome and a part of the school. | 100% | 0% | 0% |
| 15 | Encourage students to participate in extracurricular activities. | 100% | 0% | 0% |
| 16 | Have the same standards for students who are deaf or hard of hearing as their grade-level peers in academics and behaviors | 0% | 0% | 100% |
| 17 | Are able to help students utilize their hearing assistive technology. | 0% | 50% | 50% |
| 18 | Respect the unique communication needs of all students. | 50% | 0% | 50% |



Student Support

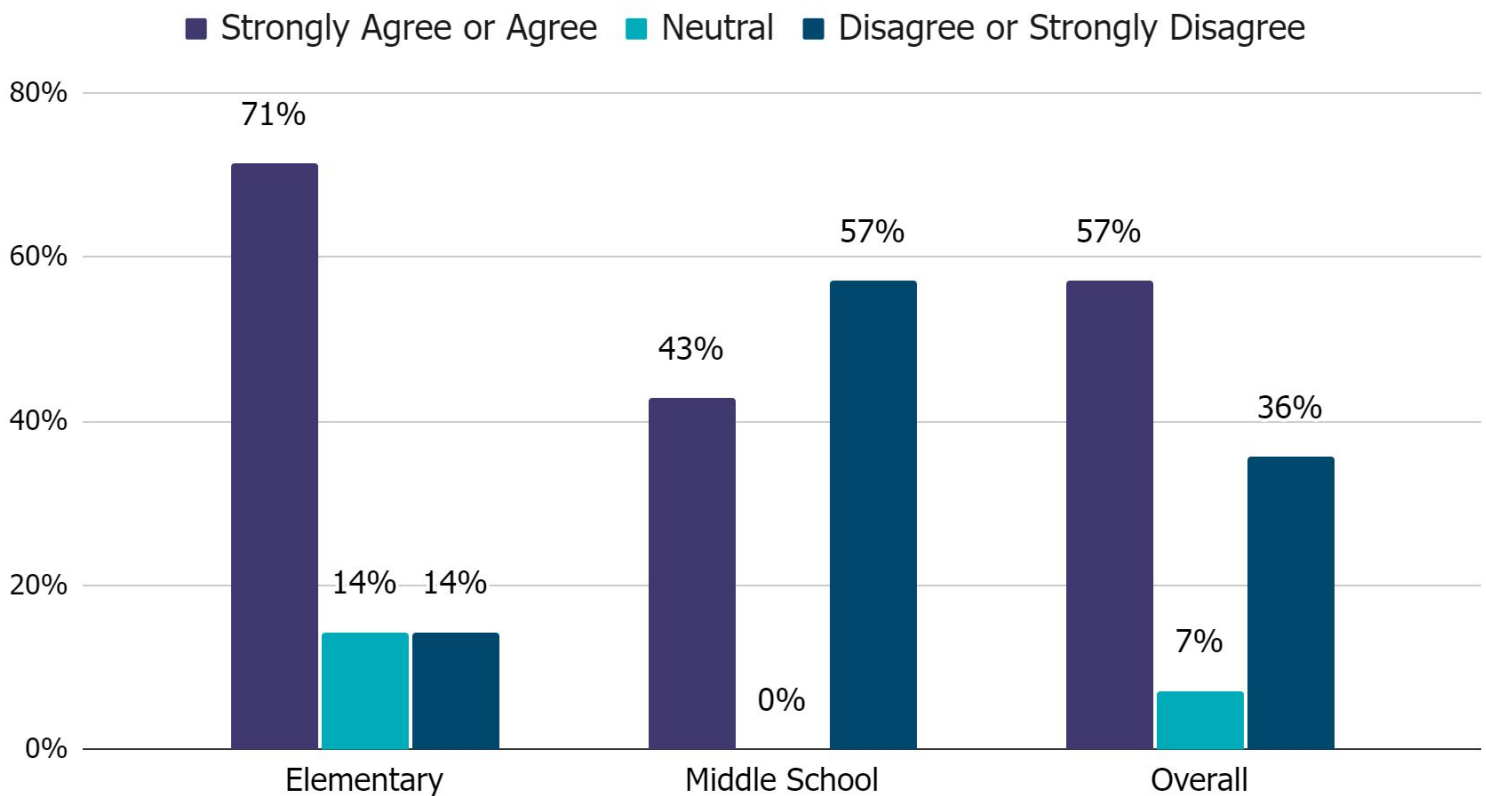
N=2, cluster campus staff (itinerant and supervisor responses not included)



Student Support

N=2, cluster campus staff (itinerant and supervisor responses not included)

Student Support



Student Support Comments

20. If you have any specific feedback regarding student support you would like to provide, please do so here.

- One respondent commented that General Education and other staff send students back to DHH teacher and are unable to help students utilize their hearing assistive technology.
- Another respondent in response to the question about teachers and adults at this school being able to help students with their hearing assistive technology mentioned that training is available to anyone at any time.



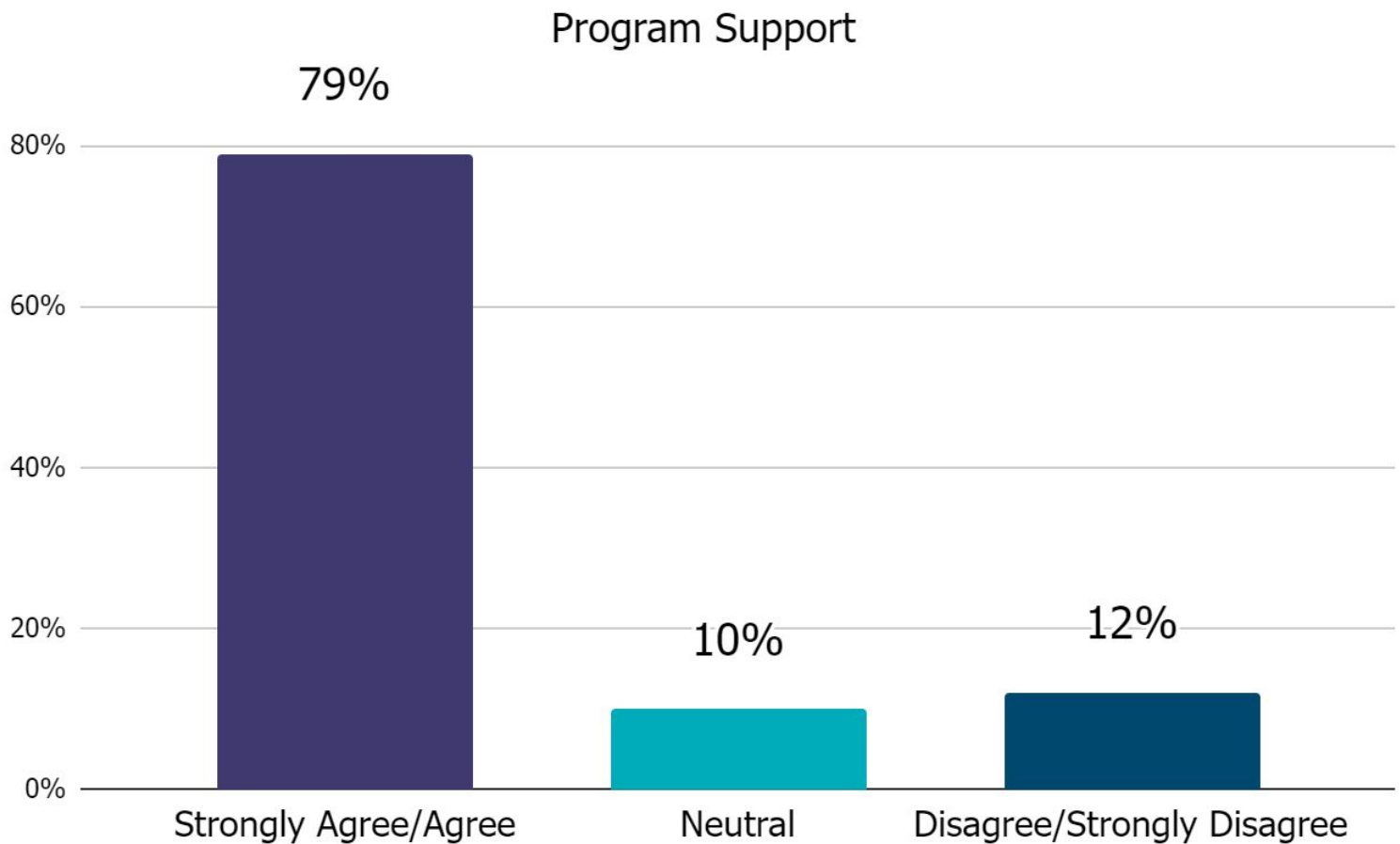
Program Support

| This program... N=7, cluster campus staff | | Strongly Agree to Agree | Neutral | Disagree to Strongly Disagree |
|--|---|-------------------------|---------|-------------------------------|
| 19 | Has a clearly defined transition process at all levels. | 71% | 14% | 14% |
| 20 | Connects students and their families to community resources. | 86% | 0% | 14% |
| 21 | Effectively communicates with RDSPD staff. | 71% | 0% | 29% |
| 22 | Provides ongoing support for all campuses on the unique needs of students who are deaf or hard of hearing. | 71% | 14% | 14% |
| 23 | Has a communication philosophy that is fully implemented by all RDSPD staff. | 86% | 14% | 0% |
| 24 | Supports ongoing professional development to address the unique educational needs for students who are deaf or hard of hearing. | 86% | 14% | 0% |



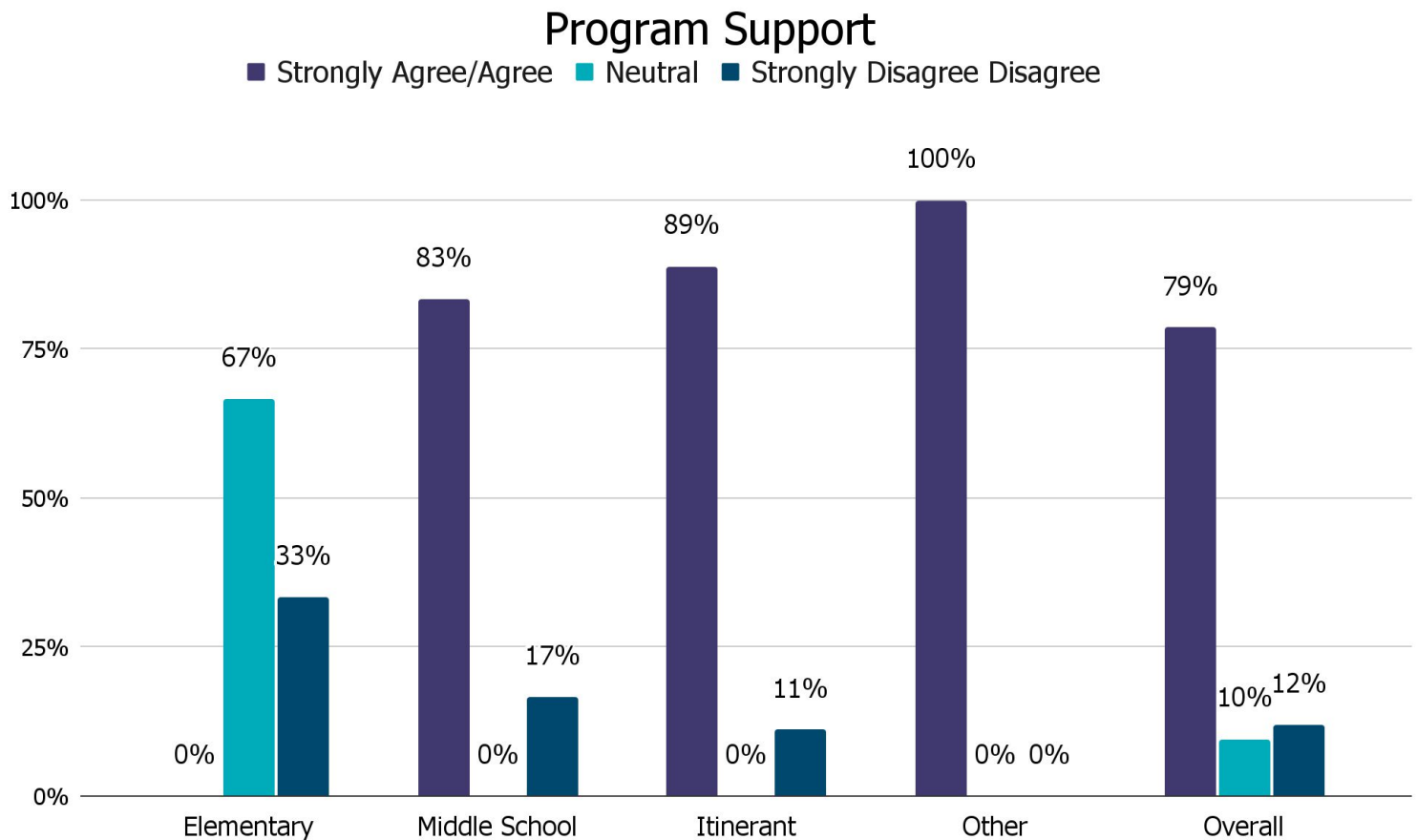
Program Support

N=7, cluster campus staff



Program Support

N=7, cluster campus staff



Program Support Comments

27. If you have any specific feedback regarding program support you would like to provide, please do so here.

- No feedback regarding program support were submitted.



Next Steps

Phase 3 provides the opportunity for programs to consider the suggestions of the peer review team and to narrow down their options. Most summaries will provide considerations for several indicators, but it is not realistic for a program to address all of them immediately. The program staff should collaborate to choose one to three indicator(s) with which to start.

When engaging in a continuous improvement process, an essential piece for success is the action plan. A well-written action plan breaks the components of a project down into more achievable steps. Action plans need to be regularly revisited, adapted, and updated as appropriate in order to foster growth and continually work towards the desired results. The program review coordinator will follow up with the RDSPD program administrator a few weeks after the site visit to discuss supports available to the program as the staff develops and implements the action plan.

Creating an action plan is not meant to be a one-time activity. An action plan should be considered a living document that evolves throughout the continuous improvement process. As the plan progresses, the staff will regularly review it in order to identify which tasks have been accomplished and which tasks are pending or delayed. If tasks are not making progress, they will decide what solutions would help move those tasks forward. When all tasks have been completed, the staff will re-assess to determine if the goal has been achieved or if additional tasks are needed for the action plan.

The action plans and updates that are posted in the program library are intended to help the program review coordinator and the TxSSN DHH Lead determine training needs throughout the state. These updates are not used for monitoring purposes and will not be shared without the permission of the RDSPD program administrator.



References

- “A Comprehensive Statewide Plan for Educational Services for Students Who Are Deaf or Hard of Hearing.” Austin: Texas Education Agency. bit.ly/txdhhstateplan.
- “Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines.” Alexandria: National Association of State Directors of Special Education. 2018. bit.ly/dhhoutcomes.
- “RDSPD Peer Review Process for Programs Serving Students Who Are Deaf or Hard of Hearing Version 2.0 Program Guide.” San Antonio: ESC-20 Statewide Leadership for Deaf/HH, 2013. bit.ly/rdspdpeerreview2.
- “RDSPD Program Review Continuous Improvement Process for Regional Day School Programs for the Deaf - Pilot Guide.” Fort Worth: Texas Sensory Support Network Deaf and Hard of Hearing Services, 2021. txssn.org/rdspdreview.
- “The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students.” National Agenda Steering and Advisory Committee, 2005. bit.ly/dhhnationalagenda.
- “Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs.” Journal of Early Hearing Detection and Intervention 4, no. 2 (2019): 1–44. doi.org/10.15142/fptk-b748.





Appendix



Overview of the RDSPD Program Review Process

The RDSPD Program Review Process is a multi-phase continuous improvement process designed to assist the growth of a Regional Day School Program for the Deaf (RDSPD). It is conducted by the program and supported by a team of individuals who are familiar with the operations of an RDSPD. These individuals, called peer reviewers, provide support by analyzing data, reviewing procedures, and using that information to provide considerations for areas to target as the program develops its action plan for continuous improvement.

The RDSPD Program Review Process assesses the program excellence indicators mandated by Texas Education Code (TEC) § 29.313, which are aligned with the essential principles for effective education of students who are deaf or hard of hearing (DHH). These principles are described in detail in *Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines* (National State Directors of Special Education 2018).



Program Review Overview and At a Glance Timeline

| Start Date | Activity | These dates are approximate and will be adapted for each program based on the school calendar. |
|------------------------|--|--|
| Phase 1 - Prepare | | |
| 12 months before visit | Set date for on-site visit <ul style="list-style-type: none">Program Review Coordinator collaborates with RDSPD program administrator to choose the date for site visitProgram Review Coordinator develops Program Review at a Glance and shares with RDSPD program administrator | |
| 12 months before visit | Complete program self-reflection <ul style="list-style-type: none">RDSPD program administrator collaborates with staff to complete program self-reflection online | |
| 6 months before visit | Start gathering artifacts and submitting <ul style="list-style-type: none">RDSPD program administrator collaborates with staff to gather artifacts to support each indicator and uploads to Program Library | |
| 12 weeks before visit | Staff climate survey and self-reflection <ul style="list-style-type: none">RDSPD staff members complete climate survey (confidential) and personal self-reflection | |
| 8 weeks before visit | Family survey (English or Spanish) and SSA member survey <ul style="list-style-type: none">Family survey provided in an online and paper format in both English and Spanish. The Spanish online version can be translated into other languages by using Google TranslateSSA member survey online | |
| 6 weeks before visit | Staff Chats <ul style="list-style-type: none">Program Review Coordinator and RDSPD program administrator assign site visit team to RDSPD staff membersSite visit team does virtual chats with the staff they will be visiting | |
| 2 weeks before visit | Schedule for site visit <ul style="list-style-type: none">Program Review Coordinator and RDSPD program administrator develop schedule | |



Program Review Overview and At a Glance Timeline

These dates are approximate and will be adapted for each program based on the school calendar.

| Start Date | Activity |
|-----------------------------|---|
| Phase 2 - Visit | |
| Go time! | Site visit <ul style="list-style-type: none"> Program review team members visit classrooms Final meeting with RDSPD Program Administrator and district administrators Draft report presented |
| 4 weeks after visit | Final report due <ul style="list-style-type: none"> Program Review Coordinator finalizes report and sends to RDSPD program administrator electronically and printed copy |
| Phase 3 - Plan | |
| 2 weeks after visit | Start choosing area of focus and brainstorming action plan <ul style="list-style-type: none"> RDSPD program administrator collaborates with staff to choose what to work on and start brainstorming ideas for how to work on it |
| 4 weeks after visit | Coordinator and administrator touch base <ul style="list-style-type: none"> Program Review Coordinator works with RDSPD program administrator to put ideas into SMART goal and develop action plan |
| 2 months after visit | Finalize action plan <ul style="list-style-type: none"> RDSPD program administrator uploads finalized action plan into their library |



Program Review Overview and At a Glance Timeline

These dates are approximate and will be adapted for each program based on the school calendar.

| Start Date | Activity |
|------------------------------|--|
| Phase 4 - Reflect | |
| 4 months after visit | Implement action plan <ul style="list-style-type: none">RDSPD staff begin implementing action plan |
| 10 months after visit | Review, reflect, revise <ul style="list-style-type: none">RDSPD staff review the SMART goal to determine if it has been met and a new one created or if it needs to be revisedRDSPD staff review the action plan and update/revise depending on SMART goalRDSPD staff reflect on the program self-reflection and update changes |
| Annually | Submit Program self-reflection and revised action plan <ul style="list-style-type: none">RDSPD administrator uploads updated program self-reflection and action plan into the RDSPD program library |



Thank you for the opportunity to collaborate with your program. If you have any questions about this summary or about the RDSPD Program Review process, contact us at programreview@esc11.net.

