



CEASD

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

Lead • Educate • Advocate

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Report on the Accreditation Site Visit
for the
UTAH SCHOOL FOR THE DEAF

Conference of Educational Administrators of Schools and Programs for the Deaf

**Accreditation Recommendation: Full Accreditation
Through: SY28-29**

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Introduction

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

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

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

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

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

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

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

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

The CEASD Validation Team is a group of professional educators appointed by the Executive Director of CEASD to visit a school using the School Improvement process. The purpose of the team visit is twofold. First, the team assesses the planning processes used by the school in developing the plan and determines the school's adherence to planning requirements as outlined by the CEASD guidelines as well as whether the planning processes will ensure continuous improvement and commitment. Second, the team reviews the content of the school's plan to judge the validity and clarity of the plans along with the level of commitment to implementation.

The 4 members of the Validation Team to the Utah School for the Deaf used the three and one-half day visit to review written documents regarding the plan and its development. The Team interacted with as many of the school's stakeholders as possible regarding their knowledge, understanding and support for the plan. The groups interviewed included the various planning teams, faculty, staff, administration, students, parents, the counseling team, outreach staff, admissions and family services staff, library staff, business and personnel staff, members of the Utah State Board of Education and the statewide Advisory Council. These meetings and observations took place at three different campuses: the Jean Massieu School of the Deaf, Kenneth Burdett School of the Deaf, and the Elizabeth DeLong School of the Deaf. The team concluded that it had a full and rich observational experience of the Utah School for the Deaf leading to the following report and assessment.

Once again, the CEASD Team would like to thank the entire Utah School for the Deaf community for its warm hospitality. We would especially like to recognize Associate Superintendent, Michelle Tanner, the USD Directors, and all the staff that worked on the self-study in preparation for our site visit.

Context of the School

The Context of the School describes the context in which the school exists. It presents a portrait of the school's "distinctive personality" and the unique characteristics of the school. The Context presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its mission and to ensure the highest levels of student performance.

The Context of the School consists of the following elements:

- Profile of the School's Community
- Profile of the School
- Profile of Student Performance

The data and information contained in the Context of the School are not evaluated by the Visiting Team. Instead, the Context serves two purposes:

- To ensure the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, provide one of the lenses through which Team members will view and evaluate the school. Thus, the Context section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

The Utah School for the Deaf and the Blind (USDB) has been serving students with sensory impairments throughout Utah for 140 years. The school was begun by the Territorial Legislature after a message from then Governor Eli Murray, which emphasized the need for a school for the Deaf. The Utah School for the Deaf (USD) first opened its doors on August 26, 1884, in a room at the University of Deseret, now known as the University of Utah. The original founders were William Wood and John Beck, parents of Deaf children. The president of the university, Dr. John Rocky Park, was tasked with opening a class for the Deaf. He was unable to find a qualified Deaf teacher in the territory, so he traveled east and met Dr. Edward Miner Gallaudet, President of Gallaudet College. On the recommendation of Dr. Gallaudet, Dr. Park appointed Henry C. White, a Boston-based Deaf man who had graduated from Gallaudet College in 1880, as the first principal and teacher at USD. Although Mr. White did not found USD, he is credited with leading and maintaining it despite limited financial resources and a lack of support from the hearing community.

The Utah School for the Deaf has played a central role in the education of Deaf and Hard of Hearing children in Utah since that day. From its humble beginnings, USD has grown, evolved and transformed into its existing state, which includes 4 campuses with comprehensive educational services, an extensive Outreach program that serves children, families and school districts throughout the state, and a Parent Infant Program (PIP) that works with infants, toddlers and young children in Utah. In all, USD currently serves more than 2600 students statewide.

Historically, the Utah School for the Deaf and the state of Utah has had strong alignment with the oral approach to Deaf Education. In the 1960s, support for the use of sign language at USD grew among the Deaf Community, parents and students. Finally, after student protests and tremendous community advocacy for implementing a dual system of communication, the Utah State Board of Education approved a new policy to offer a Two-Track Program in 1970. This was designed to give parents a choice between the oral method and the total communication method of instruction for Deaf children aged 2 to 21 years.

The Utah School for the Deaf and the Utah School for the Blind merged in 1896, becoming the Utah Schools for the Deaf and Blind (USDB). The schools were housed in Ogden. Today, the Utah School for the Deaf is made up of seven educational programs, including four campus programs.

- **Jean Massieu School of the Deaf (JMS):** Located in Salt Lake City (SLC), JMS is the largest campus program under USD, serving approximately 150 students between the ages of 3 and 22. JMS is led by a Director and an Assistant Director with one executive secretary and a front desk receptionist. There are 30 teachers working at JMS along with one behavior specialist and 21 teacher aides as well as two behavior aides (1:1) aides. The classes at JMS are set at a 5:1 student-to-teacher ratio. JMS teachers and staff are keenly aware of their students' individual needs and work hard to meet them while also teaching the state core standards and curriculum. 135 of the 150 students are on IEPs and 15 students are on 504 plans.
- **Kenneth Burdett School of the Deaf (KBS):** Located in Ogden, about an hour north of SLC, KBS is the first school campus of the Utah Schools for the Deaf and the Blind. Formerly known as the Utah School for the Deaf, North Campus, it was renamed in 2011 after a prominent educator who both graduated from and worked at KBS for over 40 years in various capacities ranging from teacher to administrator. In addition to the Director and the executive secretary, the school has 10 teachers and 9 teacher aides along with an ASL specialist. It has a very low student-to-teacher ratio (5:1) and a total of 57 students of which 7 are on 504 plans.
- **Elizabeth DeLong School of the Deaf (EDS):** Located in Springville, EDS is about 45 minutes south of SLC (near the Provo area) and is a newer school built in October 2020. EDS has 48 students starting at 3 years old up to 6th grade, with plans to add a middle school during the 2024-2025 school year. EDS currently has 8 teachers, 1 ASL specialist, and 7 teacher aides in addition to the educational director and his administrative assistant. The current student-to-teacher ratio is 5.3:1 with 13 students on a 504 Accommodations Plan and 35 students on an IEP. EDS teachers strive for a language-rich environment that supports student achievement of the state core standards and curriculum.
- **Southern Utah School of the Deaf (SUSD):** Located in the southwest corner of our state, SUSD is housed in a temporary portable building behind a local district school in St. George. Three teachers work with 13 students between the ages of 3 and 8. The SUSD program serves Deaf students according to their IEP needs. Students are instructed in ASL with some Listening and Spoken Language instruction, especially in the younger ages. SUSD is hoping to be approved for a brick-and-mortar building that will allow for more growth in elementary grades.

- **USD Parent Infant Program (PIP):** USD serves infants, toddlers and young children through a collaboration with EHDI, pediatric audiologists, and Baby Watch Early Intervention programs. USD has a robust Parent Infant Program (PIP) that serves 700 children annually throughout the state, with a staff of 16 PIP Advisors, who are licensed Teachers of the Deaf, and 10 Deaf mentors.
- **USD Online:** This program was started in 2019 and has steadily grown from a pilot program of one teacher and 3 classes to four teachers and 28 courses, with more classes being added each year. USD Online provides opportunities for students who need advanced learning options and those requiring credit recovery. Courses have been focused on High School and Middle School needs; however, this year USD hired a teacher to work with elementary students around the state who can't attend one of USD's campus programs. Eight elementary students are currently in a virtual class that meets daily over Zoom. High school students work one-on-one with teachers to take courses or do credit recovery.
- **USD Outreach Program:** USD has a strong outreach program that serves more than 520 students across the state in 35 school districts. Teachers of the Deaf work within school districts to bring ASL, language, and listening support to Deaf and Hard-of-Hearing students regardless of their location. Some of these services are handled remotely. In addition to teachers, Related Service providers work directly with students in their local districts, as well as providing supports to the districts. Additionally, USD provides interpreters for school districts and coordinates interpreter services throughout the state.

Demographics

According to 2022-23 data, USD served 2609 students statewide, of which 351 were at campus sites. USD had 351 teachers statewide, 44 related services providers, 135 support staff and 23 administrators. Twenty-five per cent of children came from economically disadvantaged homes; 90% of the students were on as IEP; and USD students had a 100% graduation rate. Student ethnicity data showed: 61% White, 20% Hispanic, 7% Native American, 4% Black African American, 4% Asian and 4% Pacific Islander.

CEASD Standards for Accreditation

INTRODUCTION

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

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

CEASD Standards for Accreditation for Schools:

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

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

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

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

Standard 1: Philosophy/Mission

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

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

Evidence	Visiting Team
Data from observations and interviews	X
The school's philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Use of the school's website	X
Policies related to the philosophy/mission	X
Portrait of a Graduate	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The Utah School for the Deaf (USD) believes every student possesses innate talents and intelligence, and it is the schools' duty to provide an environment that nurtures these gifts. According to its Self Study Report, "USD provides a comprehensive and enriching education that meets the unique needs of individual Deaf and Hard-of-Hearing students, ensuring they have access to the same educational opportunities as their hearing peers. They employ cutting-edge teaching methodologies, advanced technologies, and a dedicated team of educators fluent in American Sign Language, who expertly apply ASL/English and Listening and Spoken Language techniques, and foster an atmosphere where communication is seamless and learning is both effective and enjoyable." This philosophy was clearly in

evidence during the Accreditation site visit. It is particularly noteworthy to focus on the partnership and true collaboration USD has developed between teachers, staff and classrooms focusing on ASL/English, and those focusing on Listening and Spoken Language (LSL). This is not a collaboration in name only; it is an intentional partnership with demonstrated mutual respect and, when appropriate, shared programming.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for its focus on meeting the individual language and communication needs of its students through a bilingual ASL/English instructional approach, as well as an ASL/LSL instructional and communication approach, as appropriate. It is an excellent example of how two modalities can work together to maximize expressive language achievement.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its motto, “We Are Better Together,” which is a unifying message among all the campuses and programs of USD, and which is a reflection of its true belief that all people, all students, all modalities, all ethnicities are valued and integral to the success of the school.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its development and use of USD Portrait of a Graduate to guide and direct student outcomes.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf review and revise, if appropriate, its mission and vision statements within the next 5 years using a comprehensive stakeholder process. This should be done prior to initiating a strategic planning process or as the first step in that process.
- The CEASD Accreditation Team recommends the Utah School for the Deaf display its mission and vision statements, and its motto, “Better Together” in classrooms and common areas.
-

Standard 2: Governance and Leadership

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The Utah Schools for the Deaf and Blind (USDB) is comprised of the Utah Schools for the Deaf and the Utah School for the Blind. USDB is a statewide resource designed to meet the unique needs of Deaf, Blind, and Deafblind students as outlined in UCA 53E-8-201. An Associate Superintendent is responsible for each school and a Superintendent for both schools that acts as a Chief Executive Officer for the USDB. This executive leadership team (see more information below) reports directly to the Utah State Board of Education (USBE). The Board has the authority to appoint a Superintendent for the USDB and make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, regarding the qualifications, terms of employment, and duties of the superintendent for the USDB. Additionally, USBE conducts an annual evaluation of the Superintendent. The Board is also responsible for approving the annual budget and expenditures of the Utah Schools for the Deaf and Blind.

Although the USDB is funded by the Utah State Legislature as a line item within the State education budget, the actual authority to govern is delegated to the USBE, which is the governing board for USDB.

The USDB Executive Leadership team is comprised of the USDB Superintendent, the two Associate Superintendents, and the finance director. The Executive Leadership Team reports monthly to the USBE at Board Meetings. These meetings include discussions of finances, facilities, large building projects, educational programming, student activities, and issues facing the USDB.

In addition, the USDB reports to an Advisory Council appointed by the Utah State Board of Education. The Council is composed of at least eight, but not more than eleven voting members who are appointed by the State Board of Education. Voting members identified by the bylaws may change as recommended by the Council and approved by the State Board of Education and must include two members who are Blind, two members who are Deaf, two members who are Deafblind or parents of a Deafblind child, one parent of a Blind student, and one parent of a Deaf student. In addition, the Board may appoint other Advisory Council members who have an interest in and knowledge of the needs and education of students who are Deaf, Blind, or Deafblind. The USBE may also appoint non-voting members. Examples of non-voting membership may include a person with expertise in school finance, and/or a representative of the USDB educators. The USDB Advisory Council is regulated by their own bylaws. The purpose of the Council is to advise the Utah State Board of Education and the USDB Superintendent and Associate Superintendents regarding staff positions, policy, budgets, and operations. This includes reviewing the budget for the USDB Trust Land funds. The USDB Executive Leadership team, including the Director of Finance, meet monthly with the Advisory Council except in July and December.

The Associate Superintendent of the Deaf is appointed by the USDB Superintendent and approved by the Board of Education. The USD Associate Superintendent's evaluation is conducted by the USDB Superintendent annually. Educational directors report to the Associate Superintendent of the Deaf and evaluations are conducted using the Utah Performance Management (UPM) system.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for its close relationship with and strong support from the Utah State Board of Education and the statewide Advisory Council.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its committed, high-quality, and innovative Leadership Team

RECOMMENDATIONS:

None

Standard 3: School Improvement Planning and Viability

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	NA
Enrollment plan	
Policies related to school improvement planning	
Marketing plan for viability	NA
Community involvement and partnerships: Utah State Board of Education, EHDI, NICCU, Advisory Council	X
USDB Technical Assistance Manual	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The Utah School for the Deaf (USD), a part of the Utah Schools for the Deaf and Blind, is governed by the Utah State Board of Education, which includes a statewide Advisory Council comprised of members from the Deaf, Blind, and Deafblind communities. The Advisory Council meets monthly to make recommendations regarding budget, policy, and educational programming.

USD's leadership team includes the Superintendent, Associate Superintendent, and Directors of various divisions and departments. They meet regularly to discuss organizational matters and strategic priorities. Development of School Improvement Plans and the USD Strategic

Plan involves gathering feedback from stakeholders, including surveys and focus groups, to address community needs and goals.

USD's enrollment continues to grow, with approximately 56 students at KBS, 153 at JMS, 48 at EDS, and 14 in St. George, in addition to online students and those in mainstream programs. The collaborative and supportive approach of USD's team ensures that each school and program meet the specific needs of its community while functioning as a unified body.

Each program has a School Improvement Plan (SIP) with a theme that aligns with the USDB Portrait of a Graduate. These are one-year plans focused on the highest priorities of the specific program. After reviewing the SIPs, a Strategic Plan is developed by the Associate Superintendent with recommendations, feedback and revisions from the educational directors. The finalized plan is shared with the USDB Superintendent, the USDB Advisory Council and the Utah State Board of Education for approval on an annual basis.

Outreach

USD has a strong outreach program that serves more than 520 students throughout the state in 35 school districts. Teachers of the Deaf work within school districts to bring ASL, language, and listening support to Deaf and hard-of-hearing students regardless of their location. Some of these services are handled remotely through Zoom, supplemented with quarterly in-person visits. Additionally, Related Service providers work directly with students according to their IEPs, as well as providing support to the districts.

The USD programs employ qualified and talented staff within a warm and small school culture where everyone knows each other. USD has high staff retention, which indicates satisfaction with the school and environment. The Accreditation Team observed a strong level of commitment to and caring for students. Students reported feeling safe and having a good relationship with staff.

USD has grown over the last few years, and it attributes this to two reasons. First, success in reaching Deaf students all over the state of Utah through its Outreach, online programs and campus programs. Second, USD holds and demonstrates respect for both language modalities: ASL and LSL, especially at the younger ages. This model has brought many families to USD programs where they feel their language preferences are honored and upheld.

School Improvement Planning

Each program at the Utah School for the Deaf is tasked with soliciting feedback from its individual stakeholders, including students, staff, and parents, through surveys at the beginning of every school year. These surveys provide suggestions for improvements. The Directors then develop their school improvement plans, which are shared at an administrative meeting. The USD Associate Superintendent uses this time to listen and understand current issues and goals the programs would like to address, with notes taken to capture these thoughts. These discussions serve to identify needed revisions to the previous individual school improvement plans. The USD Strategic Plan is written based on common goals or themes from the school improvement plans, including high-priority issues. After the strategic plan is written, the Associate Superintendent presents the plan to the Advisory Council and Utah State Board of Education for approval, usually in the month of November. At the end of

each school year, each division director gives an accounting of the process of their school improvement plan. All of the plans are written with annual goals.

To date, this planning process has been done on a year-by-year basis; USD does not have a 3–5-year strategic plan. One of the major recommendations of the Accreditation Team is that USD initiate a long-term strategic planning process within the next year to cover the duration of the accreditation cycle. In the future, USD may choose to utilize annual school improvement plans as a strategy for accomplishing the goals within the strategic plan.

The Visiting Team has examined the School Improvement Plans for the student performance and/or organizational objectives according to the criteria for effective action plans listed below.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first year of the plan?	X	
Include enough activities to ensure that the objectives will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	NA	
Address aspects of the CEASD Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?		X
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?		X
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	NA	

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for developing the Portrait of a Graduate: An Illuminated Path for D.E.A.F. Success!, which serves as its framework for learning and creates a clear vision for the USD community for preparing their students for college and career readiness.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its Technical Assistance Manual outlining responsibilities of USDB vs. school districts regarding service provision.

- The CEASD Accreditation Team commends the Utah School for the Deaf for its success in completing its School Improvement Plans in previous years, demonstrating a culture of continuous improvement.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its robust Outreach Program, which serves over 2200 students and their families statewide.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf, within the next year, undertake the process of developing a new Strategic Plan involving the participation of a significant number of stakeholders, and resulting in a 3-5-year plan that includes goals that are measurable, and has clear accountability measures identified.
- The CEASD Accreditation Team recommends the Utah School for the Deaf embed the Portrait of a Graduate D.E.A.F. framework into the Strategic Plan, identifying the area each goal belongs.
- The CEASD Accreditation Team recommends the Utah School for the Deaf to take proactive measures to establish a comprehensive enrollment forecast for purposes of determining staffing and building needs.

Standard 4: Finances

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The State of Utah requires each agency to submit a balanced budget, following the budget and finance process as outlined in by the Governor's Office of Planning and Budget (GOPB).

The Superintendent has direct responsibility for identifying, giving priority to, and submitting the budget request. The school has established procedures that identify new or increased program needs, incorporate needs into planning, and meet state budgeting guidelines and time schedules. In order to request new programs and increases in budgets, agencies submit their requests as "building blocks." The Superintendent has direct responsibility for identifying, giving priority to, and submitting building blocks. The process for developing a building block is described in a state policy. USDB Administrative Staff develops its budget request in accordance with the annual spring budget process designed by the state.

USDB uses an internal budgeting process that includes Directors identifying their needs for the next year and submitting them to the Associate Superintendent. The Associate Superintendent reviews and finalizes her budget and submits it to the Superintendent. When the budgets for the USD and USB are finalized, the USDB Executive Leadership take them to the Advisory Council and then the USBE for review and approval. Final budgets are then submitted to the Legislature by the USBE.

To ensure that USDB is maintaining its fiduciary duty, the USDB engages in bi-monthly budget reviews. The Director of each program monitors his/her allocated budget. Bi-monthly, the Director, USD Associate Superintendent and the Finance Director meet to reconcile the Unit budget with the accounting against the business office's FINET system. The Finance Director makes monthly reports to the USDB Advisory Council and the Utah State Board of Education. reporting.

Internal controls for budget management, purchasing and separation of duties are in place and well established. USDB is subject to internal, external and independent auditing across many business functions. Internal quarterly audits over the last two years have resulted in no findings.

USDB is primarily supported by State funds with some federal funding. USDB is a line item within the State budget for education. This accounts for approximately 80% of USDB's budget. The remaining 20% comes from Federal funding (Medicaid and IDEA funding), dedicated credits and transfer credits. Dedicated credits are payments to USDB from the local school districts for providing contracted services. These may include a teacher of the Deaf, interpreter, or audiologist. Transfer credits is funding from the State Board of Education for other purposes. For FY24, State funding is projected to be \$52.6 million with \$2.5 million of Federal funding.

Land Grant/Enrichment Funds: USDB owns land that generates approximately \$1.1 million annually for the purpose of enhancing the lives of Deaf and Blind children. These properties are managed by the School Land Grant Program. Enrichment funds are outlined in UCA 53E-8-407 and Board policy 4001(5)(c), and are intended to provide specialized programming and enhanced experiential learning opportunities beyond the normal scope of traditional school programs.

Donated Accounts: Donations to USDB, whether dedicated or unassigned, are managed by an administrator at USDB in accordance with the Donation and Fundraising Activities policy. Currently USDB has over \$250,000 in donations.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for working with the Utah State Board of Education and the Utah Legislature to ensure adequate and stable funding for its programs and services.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its comprehensive system for identifying how the annual budget will be allocated and monitored, involving all mid-and upper managers.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its excellent record on state audits of the business and finance operations resulting in no findings.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its clear and comprehensive monthly financial reports, which are shared with the Utah State Board of Education and other stakeholders.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf work with the Utah State Board of Education and the Utah Legislature to secure benefits for Teaching Assistants and to establish a compensation schedule.

Standard 5: Facilities

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The USD-owned campus properties span 38.44 acres, with distinct acreages allocated to the Kenneth Burdett School of the Deaf (KBS) in Ogden, the Jean Massieu School of the Deaf (JMS) in Salt Lake City, and the Elizabeth DeLong School of the Deaf (EDS) in Springville. Each campus features various buildings, including KBS, which has a total of 116,297 square feet; JMS, which covers 91,188 square feet; and EDS, which comprises 30,390 square feet. Modular buildings are scattered throughout the campuses, including those at the Southern Utah School of the Deaf (SUSD) in St. George, with plans for future high school expansion near the JMS campus.

Educational and common spaces across all campuses are beautiful, child-centered and well maintained. Overnight accommodations are available in on-campus residential cottages at the KBS in Ogden. USDB has expanded its educational facilities at JMS, KBS, EDS and SUSD to address growth considerations, with ongoing updates to meet evolving needs. Ongoing priorities include planning for additional space in the Salt Lake City area and addressing growth in Washington County.

The USDB Facilities Department manages construction, maintenance, and ongoing improvements across all campuses, focusing on energy efficiency, security enhancements, and meeting student needs. Recent projects include updates to plumbing, SUSDB modular buildings, and an Activity Center, with upcoming renovations planned for athletic fields. The department collaborates on the Strategic Facilities Plan (SFP) to guide funding requests and maintenance efforts, ensuring facilities are well-maintained and aligned with educational objectives. The plan is a comprehensive roadmap for addressing current and future challenges while enhancing campus safety and functionality.

Observations and interviews affirmed that USDB facilities remain a high priority for the leadership team. A long-range facility plan would help with prioritizing and securing funding for needed projects.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf Facilities Team for doing a tremendous job maintaining the upkeep of the four campuses.
- The CEASD Accreditation Team commends the Utah School for the Deaf Facilities Team for addressing maintenance issues effectively and efficiently through its ticketing system.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its child- and student-friendly and inviting environments at the Elizabeth DeLong School of the Deaf, the Jean Massieu School of the Deaf, the Kenneth Burdett School of the Deaf and the C. Mark Openshaw Educational Center.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf evaluate how space is utilized in the C. Mark Openshaw Educational Center and on the JMS campus to maximize functionality and meet program needs.
- The CEASD Accreditation Team recommends the Utah School for the Deaf prioritize the recommendations in the Facilities Condition Assessment, and identify resources & funding to address them.

Standard 6: School Climate and Organization

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	N/A
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
Policies related to school climate and organization	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The USD Self Study says, "The USD School Climate is characterized by open communication and an environment free of fear to express opinions." The Accreditation Team substantiated that assertion and observed an environment where students and staff appeared to feel comfortable, happy, and free to express themselves. Students indicated a strong belief that

their teachers and the staff cared about them and were there to support their needs. USD is dedicated to promoting diversity and inclusion in the organization, and this commitment is evident in its vision, mission, and belief statements. The school recognizes that diversity encompasses various aspects such as race, ethnicity, gender, age, and Deaf and hearing individuals. USD ensures diversity and access are integrated into all processes and educational programs. USD places a priority on hiring and maintaining a diverse workforce, resulting in a workforce that embodies differences in race, gender, age, hearing, culture, and professional backgrounds.

The teacher evaluation process is conducted yearly and is linked to USD's professional development planning, aligning with State requirements. Teacher evaluations include a 360-degree perspective, emphasizing communication for student improvement. USD has a mentoring program for teachers, Plan of Assistance (POA) process, instructional coaching, and one-on-one meetings to support teachers. USD uses the recommended USBE paraprofessional evaluation with all of the paraprofessionals.

USD is unique as compared to most schools for the Deaf because of its various campuses. Unity among the campuses is clearly an important value for the administration. The leadership has fostered a climate in which each campus cultivates its own special traditions, while collaborating among campuses to build a sense of community.

As identified previously, USD has intentionally promoted a bond between its Listening and Spoken Language staff and those that utilize the ASL/English philosophy. Only students that can benefit from both approaches are involved in USD's ASL/LSL pilot; however, across all campuses the respect for and acceptance of both modalities is evident.

Professional development is part of USD's annual plan. The Opening Institute held at the beginning of each year brings all the staff together for initial training and collaboration. The Midyear Refresh professional learning day, held virtually, provides another opportunity for staff to learn, grow and bond together. Both days are filled with informative presentations and interactive activities that align with USD's organizational goals, values, and culture. Individual departments also have their own orientation, training, and induction processes that supplement the school-wide program.

To enhance the experience and success of new hires and returning staff, USDB conducts an annual orientation program in August, prior to the start of the school year. Preparation for this program begins in May, with the human resource team and the Associate Superintendent team working together to plan and develop activities, materials, and presentations. New hires receive necessary training and resources during the orientation, including participating in sensitivity training related to Deaf and Blind topics, and to help integrate new hires into the USD culture.

All teachers and instructional staff are licensed by the Utah State Board of Education (USBE). Of USD's educators, 161 educators have master's degrees, 10 educators have doctorates, and 45 educators have bachelor's degrees. Currently, 30% of the teaching staff at USD are Deaf. KBS is the only school with more Deaf educators than hearing educators.

Despite having a highly skilled staff, USD is experiencing a shortage of educational and support personnel. The growing demand for educators for Deaf and Hard of Hearing students

across the country, coupled with the retirement of current educators and a decrease in new professionals joining the field, makes it challenging to fill vacant positions. Currently, USD has a vacant school counselor position and one educator position. There are more than 10 open paraprofessional positions so USDB is considering offering benefits to specific paraprofessional positions requiring an advanced skill set.

USD adheres to the policies set forth by the Utah State Board of Education and the USDB Advisory Council. The school's leadership collaborates with staff to create, revise, and uphold well-defined policies that align with the school's mission. These policies are developed with consideration to state and federal laws. Once reviewed and thoughtfully considered, the Board approves the policies, and the school administration carries them out through appropriate administrative measures.

The USDB policies are categorized into ten categories:

1. Introduction, Administration and Governance
2. Facilities and Safety
3. Information Systems and Data Management
4. Business, Finance, Property and Equipment
5. Employees
6. Students
7. Parents
8. School Programs and Curriculum
9. USIMAC
10. Emergencies

This policy document encompasses all aspects of employment and student affairs, such as handling complaints, grievance procedures, ensuring safety, orienting new staff, managing wages and salaries, and overseeing student services. The policy manual is available to anyone with access to the internet. A complaint procedure and hotline provide opportunities for stakeholders and staff members to address any concerns they may want to express.

The USD organizational chart reflects the current reporting relationships. The structure is reviewed and adjusted to align with the short and long-term strategies and objectives. This includes improving management, efficiency, and the effective use of organizational resources. Job descriptions are regularly updated to accurately reflect the necessary responsibilities, education, and experience for each position. The Accreditation Team has concerns about the number of direct reports to the Associate Superintendent. A recommendation to review the organizational chart to reduce the number of direct reports is found below.

The school has a proactive, positive social media presence. USDB distributes a newsletter to 2,616 individuals who have signed up to receive the weekly information. The Friday Letter email list has grown significantly over the years.

One of the greatest struggles for USD is the increasing behavioral challenges that need addressing. More students are arriving with more challenging behaviors. This has prompted more Behavior Intervention Plans (BIPs). USD self-identified that it could benefit from training to more effectively implement the BIPs in classrooms. Concerns about diminishing mental health support and increased students with disabilities require attention.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for Deaf for its intentional building of an environment that is accepting and respectful of both American Sign Language and Listening and Spoken Language. This is an excellent example of how two modalities can work together for the benefit of students, as appropriate.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its “USD Language and Communication Policy,” which includes not only Purpose, Definition and Philosophy, but also Common Deaf Culture Norms, Common Hearing Culture Norms, Shared Means of Communication and Interpreter Etiquette.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its coordination of mascots and colors as a way of maintaining connection and continuity among the three campuses.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its excellent interpreter services that are provided throughout the state and that were evidenced during the accreditation visit.
- The CEASD Accreditation Team commends the Utah School for the Deaf for the imaginative, communication and fitness-promoting playgrounds at JMS, KBS and EDS campuses.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its selection of valued Deaf leaders in the naming of the EDS, JMS and KDS campuses.
- The CEASD Accreditation Team commends the Utah School for the Deaf for the positive and collaborative climate evidenced at all three campuses visited.
- The CEASD Accreditation Team commends the Utah School for the Deaf for creating an environment and culture where students and staff feel safe and that is conducive to learning and working.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf review existing vacancies to determine if a more streamlined organizational chart could be designed resulting in fewer direct reports to the Associate Superintendent.
- The CEASD Accreditation Team recommends the Utah School for the Deaf redesign its teacher observation form and evaluation tool to conform to the Portrait of a Graduate “D.E.A.F.” educational framework.

Standard 7: Health and Safety

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	N/A
Abuse and neglect policy	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

Promotion of Health and Safety

The leadership team prioritizes health and safety across all campuses through collaboration with various departments and organizations. This commitment involves empowering employees, maintaining clear communication channels, and leveraging technology to enhance security measures. Regular emergency drills allow staff to provide feedback and contribute to sustaining a secure learning environment.

Student Health Care Plans

Nurses at USD update Student Health Care Plans annually and provide necessary training to staff on medical procedures. These plans are securely stored, and medication is administered per health protocols. Safety measures for visitors, emergency protocols, and thorough annual staff training sessions further contribute to maintaining a secure environment for all individuals at the school.

Comprehensive Safety Measures

USD ensures extensive training on safety protocols, suspected abuse and neglect, and bullying prevention for all staff members. The school emphasizes the importance of maintaining a safe environment by upholding strict policies and conducting background checks on employees. Regular updates on safety protocols, the appointment of School Safety Specialists, and the implementation of standardized emergency plans enhance the school's emergency preparedness and overall security.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for its online state-mandated training protocols and procedures.
- The CEASD Accreditation Team commends the Utah School for the Deaf Nursing Services Department for the services provided to all USD students.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its safety measures related to staff identification badges and visitor check in that are consistently implemented across all campuses.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf create a strong campus safety culture that encompasses identifying all potential campus emergencies and threats, and providing protocols and training for addressing them.

Standard 8: Educational Program

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program (lesson plans, unit plans, IEPs)	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X
USD Secondary Curriculum Guide & Essential Elements Curriculum.	X
USD Portrait of a Graduate	X
USD PowerSchool Course List	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

There are seven educational programs under Utah School for the Deaf including four campus programs:

- Jean Massieu School of the Deaf (JMS):

- ☐ Located in Salt Lake City, serving approximately 150 students aged 3 to 22.
 - ☐ Staff includes a Director, an Assistant Director, 30 teachers, 1 behavior specialist, and 21 teacher aides.
 - ☐ Student-to-teacher ratio is 5:1.
 - ☐ Focus on meeting individual needs while teaching state core standards and curriculum.
- Kenneth Burdett School of the Deaf (KBS):
 - ☐ Located in Ogden, serving 57 students.
 - ☐ Staff includes a director, an executive secretary, 10 teachers, 9 teacher aides, and an ASL specialist.
 - ☐ Low student-to-teacher ratio of 5:1.
- Elizabeth DeLong School of the Deaf (EDS):
 - ☐ Located in Springville, with 48 students and plans to add a middle school program.
 - ☐ Staff includes 8 teachers, 1 ASL specialist, and 7 teacher aides.
 - ☐ Student-to-teacher ratio is 5.3:1.
- Southern Utah School of the Deaf (SUSD):
 - ☐ Located in the southwest corner of Utah, serving 13 students aged 3 to 8.
 - ☐ Currently housed in a temporary portable building, hoping for approval for a brick-and-mortar building.
 - ☐ Focus on IEP needs, instructing in ASL with some Listening and Spoken Language instruction.
- USD Parent Infant Program:
 - ☐ Serves 700 children with hearing loss statewide, with 16 PIP Advisors and 10 Deaf mentors.
- USD Online:
 - ☐ Started in 2019, offering 28 courses with plans for expansion.
 - ☐ Currently serving 8 elementary students in a virtual class.
- USD Outreach Program:
 - ☐ Serves more than 520 students in 35 school districts statewide.
 - ☐ Provides ASL, language, and listening support to Deaf and hard-of-hearing students.

USD employs a dedicated and skilled staff across all programs, fostering a warm and close-knit school culture where everyone knows each other. Staff retention rates are high, indicating job satisfaction, and there is a deep commitment to student well-being and success. Despite national trends of declining enrollment in Deaf educational programs, USD has experienced growth in student numbers, attributed to successful outreach efforts across Utah and a commitment to honoring both ASL and LSL language modalities, particularly at younger ages.

The preschool programs at USD are language-centered, focusing on language development while addressing Utah Early Learning Core Standards and individualized goals from students' IEPs. Collaboration between ASL and LSL classrooms is strong, providing students with opportunities to explore vocabulary and pre-academic concepts through play-based

instruction, fostering social-emotional skills and overall development. The vision for this collaboration is clear, requiring a plan for strong collaboration between the ASL and LSL classroom teachers. Observations suggested that students have acquired the skills to comprehend the complexity of utilizing different modalities. Staff members shared insights into their historical experience on this journey emphasizing the development of relationships based on trust. However, some staff members voiced concerns about the complexity of this partnership and its potential challenges in certain areas within the department.

Educational programs at USD adhere to Utah State Core Standards, with teachers having flexibility in choosing textbooks and resources from the Educational Resource Center (ERC) and digital subscriptions. This autonomy empowers teachers in their instructional approaches. USD utilizes Badge Books for preschool through 1st grade and standard-based or traditional grades for 2nd grade and up, with alternate diploma tracks and the Essential Elements curriculum for students with cognitive delays. The team also observed the consistent and purposeful use of technology in the classrooms, enhancing the learning experience and fostering student engagement. It was noted this also allows differentiation of instruction to meet the diverse needs of the students.

USD has developed the Portrait of a Graduate to prepare students for the real world, focusing on Deaf identities, Excellence, Autonomy, and Foundations for life (D.E.A.F.). The curriculum aligns with state graduation requirements, and students receive USDB diplomas recognized by the state. Engagement with students is a priority, evident in classroom interactions, discussions and lesson planning using the online platform Chalk.

While maintaining healthy student enrollment, USD faces challenges in offering specialized courses due to its smaller size compared to public schools. To address this, partnerships with local public schools provide access to specialized courses, with USD covering transportation and interpreting services costs. USD also focuses on transition skills for students ages 14 to 22, preparing them for post-secondary education and the workforce through transition classes, job coaches, and work experience opportunities. Notably, students expressed a strong interest in STEM classes.

Despite these positive observations, the team also noted some areas for improvement. There was inconsistency in displaying mission statements throughout the school, which can serve as a guiding principle for the school community. Additionally, the majority of classrooms lacked in displaying the essential question, standards or learning targets, which could enhance student understanding and engagement.

Furthermore, the team observed a lack of clear displays regarding safety protocols or any protocols that are easily accessible to all members of the school community. Enhancing these areas could further improve the overall school environment and student experience at USD.

COMMENDATIONS:

- The CEASD accreditation team commends the Utah School for the Deaf for its a strong collaboration between the ASL and LSL classrooms where teachers and staff work closely together in partnerships.

- The CEASD accreditation team commends the Utah School for the Deaf for its robust curriculum resources and displaying strong and purposeful use of educational technology in the classrooms.
- The CEASD accreditation team commends the Utah School for the Deaf for incorporating Social Emotional Learning (SEL) into its curriculum and providing students opportunities to develop social skills.
- The CEASD Accreditation Team commends the Utah School for the Deaf for developing the Portrait of a Graduate: An Illuminated Path for D.E.A.F. Success!, which creates a clear vision for the USD community for preparing students to demonstrate college and career readiness; further, it serves as USD's framework for learning.
- The CEASD Accreditation Team commends the Utah School for the Deaf for creating a specialist position within its Parent Infant Program that focuses on supporting families of infants in the NICU.
- The CEASD Accreditation Team commends the Utah School for the Deaf for developing and piloting an online school model to serve students in rural areas of the state.
- The CEASD Accreditation Team commends Utah School for the Deaf for the level of investment in the students they serve. Throughout all discussions we had with staff and administrators, their focus on students was always at the forefront.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf develop a long-term plan for curriculum auditing and establish a protocol to review the effectiveness of each available curriculum on a regular basis to best maximize the academic programs among all the campuses.
- The CEASD Accreditation Team recommends the Utah School for the Deaf continue to evaluate the complexity of ASL and LSL partnership.
- The CEASD Accreditation Team recommends the Utah School for the Deaf demonstrate consistency among the academic programs in displaying standards, essential questions and learning targets in classrooms.
- The CEASD Accreditation Team recommends the Utah School for the Deaf create a formal exit interview process for students or parents (depending on age of child) and use the data to inform program decisions, if appropriate.

Standard 9: Assessment and Evidence of Student Learning

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example of student report card	X
Student testing summaries	X
Multiple policies/guidelines related to assessment of student learning	X
School's participation in the state assessment system	X
State mandated and specific assessment/measures	X
PowerSchool IEP platform	X
PowerSchool Performance Matters platform	X
IEP Progress Reports	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The program directors from each of the three sites affirmed that they employ diverse assessments within their academic programs to gain insights into their students' abilities and address their individualized needs. The Portrait of a Graduate is a benchmark-based approach that provides a vision of the outcomes students will possess upon graduation.

Conversations with stakeholders, especially the parents, indicated they receive communication and information on their child's progress toward achievement. Teachers utilize a combination

of formal and informal assessments, such as Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA), and IXL Diagnostic Assessments, to gauge student learning and adapt teaching methods accordingly.

Many reports and documents are available to the families. It was clear to the site team that the Measure of Academic Progress is the main assessment that provides comprehensive information about each child's progress. There are continuous discussions between the school staff and parents throughout the year outside of the IEP process, which is an area to be celebrated; however, there is room for some growth in utilizing the MAP program in creating student groupings and planning for instruction.

There is a clear desire that the Portrait of a Graduate would mirror the purpose of the assessments used for data collection. These assessments, from formal to informal, formative to summative, and diagnostic, collectively contribute to a comprehensive understanding of student capabilities. It was mentioned that much data is available to the leadership team, which is true; however, the data is only partially presented in a way that supports clear interpretation and identification of gaps to better inform the instructional program. This is an area of recommendation.

USD adheres to the assessment requirements set by the Utah State Board of Education. The mandated assessments encompass broad state testing, including assessments like Preschool Entry & Exit Profile, Kindergarten Entry & Exit Profile, RISE, Aspire+, ACT, and Dynamic Learning Maps. Specific state measures cover reading levels, keyboarding proficiency, and civics assessments for English Language Learners. Most of these assessment results are applied in developing each student's IEP. Meanwhile, the informal and formal academic assessments (e.g., MAP, DRA, IXL) provide insights into the grade level capabilities of the student and are also part of the IEP. Some audio-based assessments have been waived as it's discriminatory to require Deaf students to take them and would lead to inaccurate data points.

Most students have an Individualized Education Program (IEP); a small number have a 504 plan. USD employs various audiological, language, and diagnostic assessments during the development of these plans, including audiograms, language assessments, and academic assessments tailored to the needs of students with hearing loss. It appeared to the Accreditation Team that the IEP process is the main driving force for the decisions the instructional departments make when addressing instructional needs. Data from MAP and DRA would be a preferred source of information, leading to including a summative report as part of the formal IEP package.

Assessment administration at USD follows individual protocols, adhering to professional best practices and guidelines provided by the school's Assessment Guide. Assessment data is recorded meticulously using score summary documents provided by each assessment tool. Reporting to parents occurs through quarterly Report Cards and IEP Progress Reports, with additional communication occurring during Parent-Teacher Conferences and unscheduled reporting as needed. Transcripts are provided to students upon graduation.

In summary, the school's assessment practices aim to provide a well-rounded understanding of a student's abilities, considering the unique challenges faced by Deaf and Hard-of-Hearing students. The emphasis on a holistic approach, diverse assessment types, and effective

communication strategies with parents reflects the school's commitment to personalized and inclusive education.

COMMENDATIONS:

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- The CEASD Accreditation Team commends the Utah School for the Deaf for the development of a clear and extensive assessment guide that covers all tools that are used to assess the students.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its clear communication on their child's progress using the Measure of Academic Progress (MAP) assessment platform. There is a significant level of appreciation among families for the information they receive from MAP reports.

RECOMMENDATIONS

- The CEASD Accreditation Team recommends the Utah School for the Deaf provide extensive training opportunities to students and families on reading and interpreting the scores they receive through various assessment tools.
- The CEASD Accreditation Team recommends the Utah School for the Deaf provide extensive Measure of Academic Progress training to teachers on using DesCartes data when planning instruction.

Standard 10: Student Services

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

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

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

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

Student Support at the Utah School for the Deaf

Student support is a crucial component at the Utah School for the Deaf, focusing on social skills, personal growth, and career planning to prepare students for their future. Programs like the Second-Step Curriculum, bi-weekly SEL classes, Peek-a-pak, and SEL Studies Weekly aim to help students regulate emotions and express themselves effectively throughout the day.

Guidance and Responsibility

Counselors, administrators, teachers, and staff members collectively provide guidance and support to students, with IEP teams monitoring academic progress and plans. Emphasis is placed on students' overall well-being, recognizing it as a vital part of their education.

Related Services Department

The Related Services Department efficiently addresses bilingual students' diverse IEP and educational needs. By offering tailored support and maintaining high standards of care, the department demonstrates a proactive approach to student well-being. Their dedication reflects a commitment to addressing the unique challenges within the school community.

Career Planning and Transition Support

Students engage in career exploration activities, with those aged 14 and above participating in transition IEPs that include career planning.

Assessments and Monitoring

Academic growth is assessed through various means such as IEP-required assessments, teacher-generated assessments, school-wide assessments like NWEA MAP, and statewide assessments like RISE. Personal development is monitored through student conversations and the availability of counseling/psychology team services.

Support for Non-Academic Needs

The school addresses non-academic and cultural needs through after-school programs, sports teams, drug awareness events, and Deaf Awareness Month activities. Partnering with the Sanderson Community Center for the Deaf offers opportunities like holiday celebrations and awareness events.

This comprehensive approach includes various assessments, educational support services, and individualized support from a team of professionals to ensure students receive the necessary assistance to thrive academically, personally, and mentally.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for its comprehensive array of student support services, including the emphasis on SEL and individualized needs as indicated on students' IEPs.
- The CEASD Accreditation Team commends the Utah School for the Deaf for the diverse after school activities and enrichment programs provided to the students.

- The CEASD Accreditation Team commends the Utah School for the Deaf counselors, administrators, teachers, and staff members for their shared responsibility in providing guidance and support to students

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf continue to evaluate and enhance its transition services including internships, sources of funding, and work experience opportunities.
- The CEASD Accreditation Team recommends the Utah School for the Deaf create a process for tracking graduates at 1, 3 & 5 years after graduation, and for analyzing and using the data to inform program decisions, if appropriate.

Standard 11: Student Life, Student Activities and Residential Living

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
<i>For schools with residential programs</i>	
Description of • Programs to develop healthy relationships with adults • Plan for continuous and responsible supervision by responsible adults	X
Descriptions of 1. Provisions for student privacy 2. Recreational programs 3. Provisions for religious practice (if applicable)	X
Staffing Ratios	X
Supervision Plans	X
Residential Handbooks, Procedures, etc.	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

The Utah School for the Deaf offers a wide range of extracurricular activities aimed at enriching the lives of Deaf and Hard-of-Hearing students statewide. These include over 23 after-school activities, 39 summer camps, and 3 sports programs, with participation by more than 165 students. Students are exposed to various opportunities like RIT competitions, robotics, athletics such as volleyball and basketball, cultural events like the Deaf Theatre Festival, and unique experiences; i.e., drones and study abroad trips. The school collaborates with multiple organizations and businesses to provide these enriching programs, which are funded through the Land Trust monies rather than state-budgeted resources.

The Transition Program's goal is to prepare students ages 14 to 22 for life beyond high school by helping them transition to technical college, community college, university, or the workforce. The program provides support for career decision-making, offering online career assessments, counseling, preparation classes, job coaching, placement services, access to events such as career fairs and college presentations, as well as field trips.

The cottages at USD's Kenneth Burdett School of the Deaf are designed to help high school and post-high school students develop independent living skills. These accommodations offer students from remote areas of Utah the chance to stay Sunday night through Friday morning, returning home on weekends. The dedicated staff, including a Student Life Specialist and 4 full-time Student Life Technicians, organize a range of activities; for example, maintaining living spaces, meal planning, grocery shopping, cooking, washing dishes, laundry, recreational activities, and skills classes to support the students' growth and independence.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for the array of opportunities provided by the after-school activities programs, including summer camp opportunities.
- The CEASD Accreditation Team commends the Utah School for the Deaf for being a national model in providing enrichment opportunities such as robotics, drone technology, STEM, international studies, and academic competition teams.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its enrichment activity involving building boats and competing in the Katya canoe 70/48 boat race in Washington.
- The CEASD Accreditation Team commends the Utah School for the Deaf for focusing on the need for renovation and enhancement of its residential program at the KBS campus.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends the Utah School for the Deaf explore ways to expand after school activities, clubs and athletic programming throughout its campuses.
- The CEASD Accreditation Team recommends the Utah School for the Deaf continue to identify resources to update KBS cottages with new flooring, furnishings and lighting.

Standard 12: Learning Resources and Information Technology

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

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

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	
Budget for information resources and technology	X
Acceptable Use Policy	X
Availability of information resources including hardware and software	X
Availability of information technology equipment	X
Policies related to information resources and technology	N/A
Observed availability of Apps, Hardware/Equipment and Access	X
ERC Collection Development Policy and Inventory	X
IT Position Duty Statements	X

THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

OBSERVATIONS:

Under the guidance of the Library Program Coordinator (LPC), supported by a skilled team, the Educational Resource Center (ERC) is led by individuals with extensive academic backgrounds and practical experience in library management. Their responsibilities include various library services, such as collection development and management. The LPC also supervises a total of six library technicians among the three campuses.

The ERC at USD is a cornerstone for providing a rich array of educational materials to students, parents, and staff, adhering to the USDB ERC Circulation and Collection Development policy. The library collection undergoes a thorough and systematic evaluation. Emphasis is placed on replacing, repairing, or substituting educationally significant titles.

With an annual budget of \$35,000 for print and digital items, an additional \$15,000 for realia, and \$100,000 for textbooks, the ERC maintains a robust collection totaling 10,787 print titles, 3,311 digital titles, 2,864 realia items, and 1,674 textbooks, accessible across three campus locations. There is coordination between the Information Technology team and the ERC when it comes to electronic Apps or platforms handling the digital items.

The print and digital collection's scope and relevance are meticulously assessed, guided by the HW Wilson Children's Core Collection for diversity and up-to-date content. New titles align with the USDB Collection Development Policy, backed by stellar professional reviews. The ERC ensures accessibility through comprehensive user guides, orientations during New Employee programs, and tailored staff training. Periodic tours and updates via newsletters keep the USD community informed about evolving services and resources.

User input is actively sought through a purchase request form, and challenged materials undergo a comprehensive review by a panel of experts. This ensures the library's responsiveness to user needs and challenges. It was noted, however that at times decisions are made by the upper management on what to order/implement without input or formal training.

In tandem with technology advancements, the ERC has embraced digital platforms like Sora and OverDrive, ensuring connectivity for staff, students, and parents. Students receive tailored instruction covering library catalog use, the Dewey Decimal System, Sora, and research databases. The ERC also provides story time, research opportunities, and browsing sessions, aligning with Utah Library Media Core Standards.

The Information Technology (IT) Department, consisting of a manager and staff, maintains an exceptional level of school-based customer service, overseeing network infrastructure, device maintenance, and daily technology operations. The IT team expressed network security concerns and stated there is neither a formal position nor expertise in network security among the members of the IT team.

USD's substantial budget, state funding, and ongoing investments support technology needs, providing one-to-one devices for students across the grades. However, a long-term vision for technology adaptation and evolution is yet to be established. The Appropriate Use Policy is available to all students and families; however, there are some concerns on how the school will be able to collect damage fees from students and/or families when the equipment is intentionally damaged.

Close collaboration between USD Online and the USDB IT department ensures students have reliable access to computers and the internet, irrespective of their location.

In summary, the ERC at USD showcases a commitment to excellence, embracing technological advancements, promoting inclusivity, and navigating challenges while ensuring compliance with legal regulations. The library remains a vital resource, evolving to meet the dynamic needs of its diverse user base.

COMMENDATIONS:

- The CEASD Accreditation Team commends the Utah School for the Deaf for its investment of resources in technology, both infrastructure and instructional purposes.
- The CEASD Accreditation Team commends the Utah School for the Deaf for the customer service it provides to the staff and students regarding technology access and support. A ticketing system enables staff to request technological support, and the response time is almost instantaneous.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its use of apps that promote communication between the school and families. There is a high appreciation for the See-Saw and Parent Square apps provided to each student and family.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its library services and librarian expertise at each campus.

RECOMMENDATIONS:

- The CEASD Accreditation Team recommends that the Utah School for the Deaf revisit the Appropriate Use Policy and determine how it can be enforced to ensure the retention of equipment. Strategies for including the students in realizing the importance of equipment preservation would be valuable.
- The CEASD Accreditation Team recommends that the Utah School for the Deaf Information Technology team involve the staff in determining technology needs (equipment and applications) and priorities as the first step in the purchasing process for the student and classroom/program use. This also includes formal, in-depth orientation/training on utilizing equipment, technology, and applications, which the educational technology staff will provide.
- The CEASD Accreditation Team recommends that the Utah School for the Deaf review the needs for a network security specialist.
- The CEASD Accreditation Team recommends that the Utah School for the Deaf Information Technology devise a clear policy on how staff should request services in advance. The policy should include timelines for specific events that are being planned.

Summary of Major Commendations and Recommendations

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

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

COMMENDATIONS

- The CEASD Accreditation Team commends the Utah School for the Deaf for its focus on meeting the individual language and communication needs of its students through a bilingual ASL/English instructional approach, as well as an ASL/LSL instructional and communication approach, as appropriate. It is an excellent example of how two modalities can work together to maximize expressive language achievement.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its close relationship with and strong support from the Utah State Board of Education and the statewide Advisory Council.
- The CEASD Accreditation Team commends the Utah School for the Deaf for developing the Portrait of a Graduate: An Illuminated Path for D.E.A.F. Success!, which serves as its framework for learning and creates a clear vision for the USD community for preparing their students for college and career readiness.
- The CEASD Accreditation Team commends the Utah School for the Deaf for working with the Utah State Board of Education and the Utah Legislature to ensure adequate and stable funding for its programs and services.
- The CEASD Accreditation Team commends the Utah School for the Deaf Facilities Team for doing a tremendous job maintaining upkeep of the four campuses.
- The CEASD Accreditation Team commends the Utah School for Deaf for its intentional building of an environment that is accepting and respectful of both American Sign Language and Listening and Spoken Language. This is an excellent example of how two modalities can work together for the benefit of students, as appropriate.

- The CEASD Accreditation Team commends the Utah School for the Deaf for its excellent interpreter services that are provided throughout the state and that were evidenced during the accreditation visit.
- The CEASD Accreditation Team commends the Utah School for the Deaf for developing and piloting an online school model to serve students in rural areas of the state.
- The CEASD accreditation team commends the Utah School for the Deaf for displaying strong and purposeful use of educational technology and for its robust curriculum and resource options available for teachers in the classrooms.
- The CEASD Accreditation Team commends Utah School for the Deaf for the development of a clear and comprehensive assessment guide that covers all tools that are used to assess the students.
- The CEASD Accreditation Team commends the Utah School for the Deaf for its comprehensive array of student support services, including the emphasis on SEL and on individualized needs as indicated on students' IEPs.
- The CEASD Accreditation Team commends the Utah School for the Deaf for being a national model in providing enrichment opportunities such as robotics, drone STEM, international studies, and academic competition teams.

RECOMMENDATIONS

- The CEASD Accreditation Team recommends the Utah School for the Deaf review and revise, if appropriate, its mission and vision statements within the next 5 years using a comprehensive stakeholder process. This should be done prior to initiating a strategic planning process or as the first step in that process.
- The CEASD Accreditation Team recommends the Utah School for the Deaf, within the next year, undertake the process of developing a new Strategic Plan involving the participation of a significant number of stakeholders, and resulting in a 3-5-year plan that includes annual School Improvement Plans (or Action Plans) with goals that are measurable and have accountability measures identified.
- The CEASD Accreditation Team recommends the Utah School for the Deaf work with the Utah State Board of Education and the Utah Legislature to secure benefits for Teaching Assistants and to establish a compensation schedule.

- The CEASD Accreditation Team recommends the Utah School for the Deaf evaluate how space is utilized in the C. Mark Openshaw Educational Center and on the JMS campus to maximize functionality and meet program needs.
- The CEASD Accreditation Team recommends the Utah School for the Deaf review existing vacancies to determine if a more streamlined organizational chart could be designed resulting in fewer direct reports to the Associate Superintendent.
- The CEASD Accreditation Team recommends the Utah School for the Deaf develop a long-term plan for curriculum auditing and establish a protocol to review the effectiveness of each available curriculum on a regular basis to best maximize the academic programs among all the campuses.
- The CEASD Accreditation Team recommends the Utah School for the Deaf explore ways to expand after-school activities, clubs and athletic programming throughout its campuses.
- The CEASD Accreditation Team recommends the Utah School for the Deaf Information Technology team involve the staff in determining technology needs (equipment and applications) and priorities as the first step in the purchasing process for student and classroom/program use. This also includes formal, in-depth orientation/training on utilizing equipment, technology, and applications, which the educational technology staff will provide.

Accreditation Recommendation

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

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

FULL ACCREDITATION

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

Next Steps

- ***Implement the School Improvement Plan***

When CEASD grants accreditation to a school, it does so with the understanding that the school will make a good faith effort to implement the School Improvement Plan that served as one of the bases for accreditation.

- ***Conduct Periodic Reviews of the School Improvement Plan***

While CEASD does not "collect" evidence of the school's annual review of the School Improvement Plan, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required by the next Visiting Team.

Follow-up on Major Recommendations: At the next visit the school will be expected to review progress and implementation on the major recommendations.

- ***Prepare for Reaccreditation***

At the beginning of the next cycle of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. CEASD is on a five-year cycle but will follow the cycle of the regional accreditation body if joint visits are initiated.

Conclusion

The CEASD Accreditation Team was very impressed with all aspects of the USD programs and services. The level of commitment to the students and the focus on continual school improvement was evident in the three campuses we visited. Having 4 physical campuses and 7 statewide programs creates complexities in many areas. The USD leadership has done an exemplary job of unifying staff among all 7 programs and creating a strong sense of oneness. The school motto, "We are Better Together." is not just a set of words. The motto truly reflects the reality the Accreditation Team observed. Kudos to the leadership for recognizing the need to bring all the pieces together, and then making it a reality. It is our belief that USD will embrace the major recommendations, taking a long-term view to addressing them during the next five years, and will continue to strengthen their school. The students, parents, and school districts in Utah are fortunate to have USD's programs, services and expertise to meet the needs of Deaf, and Hard of Hearing students.

We congratulate the Utah School for the Deaf for its commitment to school improvement and the accomplishments they have met so far in the CEASD process. We wish the Utah School for the Deaf much success in its continual work in implementing its school improvement plans and hope that our recommendations will be helpful in ensuring a positive future for the Utah School for the Deaf.

ANALYSIS OF STANDARDS

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