



**UTAH SCHOOL  
FOR THE DEAF**

**Utah School for the Deaf**  
**CEASD Accreditation**

**Exit Conference**

**February 28, 2024**



**CEASD**

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

*Lead • Educate • Advocate*

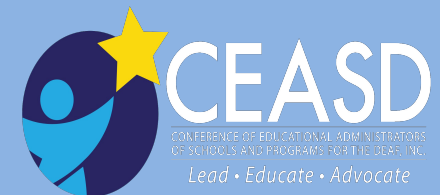
# Visiting Team Members

**Jane Mulholland, Chair, Retired—Washington School for the Deaf**

**Clark Brooke, California School for the Deaf--Fremont**

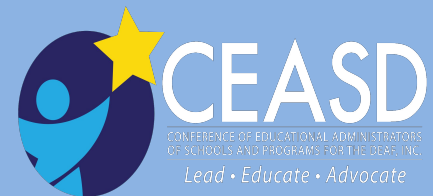
**Chris Kaftan, The Learning Center for the Deaf**

**Amy Novotny, California School for the Deaf--Fremont**



# What does CEASD Accreditation involve?

- The capacity of a school to address three major elements. As such, a school must:
- Meet standards for accreditation;
- Demonstrate a systemic and continuous process of improvement; and
- Implement methods that provide for quality assurance.



# Accreditation Process

- **Voluntary planning process of self-evaluation**
- **Internal and external scan of the school environment**
- **Analysis of critical issues impacting the school**
- **Analysis of strengths and areas of need related to the Standards**
- **Development of action plans to address critical issues and student achievement**

# What did the CEASD team do?

- Reviewed the self-study prior to the visit
- Analyzed the 12 standards in the self-study
- Reviewed USD's process
- Reviewed action plans and a variety of evidence

# What did the CEASD team do?

- **Conducted meetings and interviewed students, staff, parents, Utah State Board of Education members, Advisory Council members, & community**
- **Observed classrooms, cottages and programs at  
Utah School for the Deaf (EDS, JMS, KBS)**
- **Engaged in professional deliberations as a team**

# Kudos to USD!

- **Associate Superintendent and the USD Leadership Team**
- **Students and Staff**
- **Interpreters**
- **Special Thank You to Cindy Anderson, Amanda Laver, Sarah Jarvis, Oscar Rodriguez, and Melanie Hanks**



# CEASD Report

- **Concluding the visit with an exit report today providing a brief overview of commendations and recommendations for the 12 standards**
- **A written report will be sent to the Associate Superintendent and Superintendent within the next few weeks for review of facts.**



# CEASD Report

- **A final written report will be sent to Associate Superintendent within approximately 6-8 weeks**
- **A recommendation will be made to the CEASD Board regarding the of the Utah School for the Deaf, with a decision being made at its April Board meeting**

# Standard 1: Philosophy and Mission

## Commendation:

- **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.**



# Standard 1: Philosophy and Mission

## Recommendation:

**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.**



# Standard 2: Governance and Leadership

## Commendation:

**The CEASD Accreditation Team commends the Utah School for the Deaf for its close relationship with and strong support from Utah State Board of Education and Advisory Council.**



# Standard 2: USD Governance and Leadership

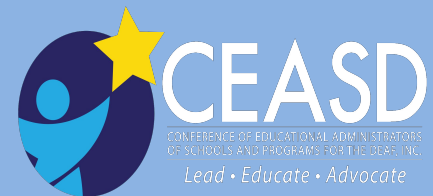
**Recommendation:**

**No recommendations**

# Standard 3: School Improvement Planning and Viability

## Commendation:

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.



# **Standard 3: School Improvement Planning and Viability**

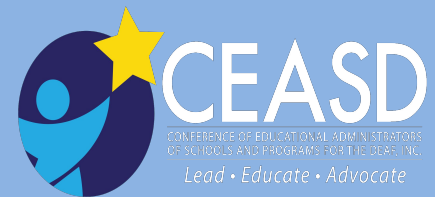
## **Recommendation:**

**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.**

# Standard 4: Finances

## Commendation:

**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.**





# Standard 4: Finances

## Recommendation:

**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

## Commendation:

**The CEASD Accreditation Team commends the Utah School for the Deaf Facilities Team for doing a tremendous job maintaining upkeep of the four campuses.**



# Standard 5: Facilities

## Recommendation:

**The CEASD Accreditation Team recommends the Utah School for the Deaf evaluate how space is utilized in the OEC and on the JMS campus to maximize functionality and meet program needs.**



# Standard 6: School Climate and Organization

## Commendation:

**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.**



# Standard 6: School Climate and Organization

## Recommendation:

**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.**



# Standard 7: Health and Safety

## Commendation:

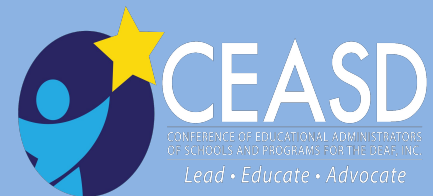
**The CEASD Accreditation Team commends the Utah School for the Deaf for its implementation and coordination of state-mandated online training protocols and procedures.**



# Standard 7: Health and Safety

## Recommendation:

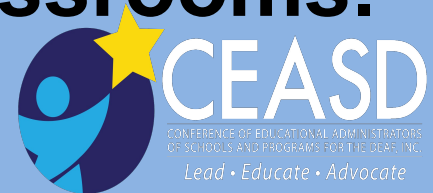
**The CEASD Accreditation Team recommends the Utah School for the Deaf create a strong campus safety culture that encompasses identifying all potential campus emergencies and threats, and providing protocols and training for addressing them.**



# Standard 8: Educational Program

## Commendation:

**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.**

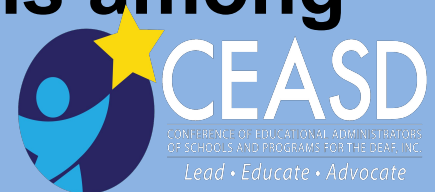




# Standard 8: Educational Program

## Recommendation:

**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.**



# Standard 9: Assessment and Evidence of Student Learning

## Commendation:

**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.**



# Standard 9: Assessment and Evidence of Student Learning

## Recommendation:

**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

## Commendation:

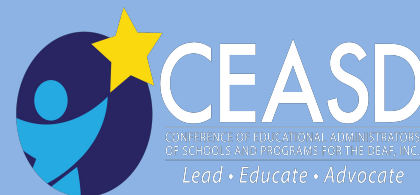
**The CEASD Accreditation Team commends the Utah School for the Deaf for its comprehensive array of student support services, including the emphasis on Social Emotional Learning and on individualized needs as indicated on students' IEPs.**



# Standard 10: Student Services

## Recommendation:

**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.**



# **Standard 11: Student Life, Student Activities, and Residential Living**

## **Commendation:**

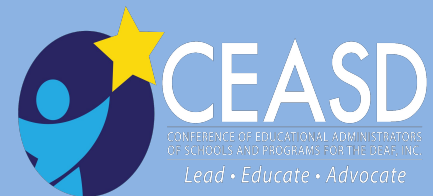
**The CEASD Accreditation Team commends the Utah School for the Deaf for being a national model in providing enrichment opportunities such as robotics, drone technology, STEM, international studies, and academic competition teams.**



# **Standard 11: Student Life, Student Activities and Residential Living**

## **Recommendation:**

**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.**



# **Standard 12: Learning Resources and Information Technology**

## **Commendation:**

**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.**





# Standard 12: Learning Resources and Information Technology

## Recommendation:

**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 these equipment, technology, and applications, which the educational technology staff will provide.**



# Accreditation Recommendation

**The CEASD Visiting Team  
recommends, without reservation, to  
the CEASD Board of Directors . . .**



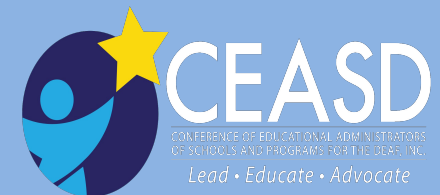
# Accreditation Recommendation

**FULL  
ACCREDITATION**



# Next Steps

- ***Implement the School Improvement Plan:*** The school should 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 and up-date and revise it dependent upon data collected.



# Next Steps

- **Follow-up on Major Recommendations:** At the next CEASD 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.

# FINAL THOUGHTS

- **On behalf of the CEASD Team we extend:**
  - **Our appreciation for your hospitality, support and professionalism**
  - **Our respect and acknowledgement of the quality of your school**
  - **Our congratulations on achieving a recommendation from the accreditation team as a quality school**





**UTAH SCHOOL  
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**Thank You!**



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