

APPENDIX A: Schools Who Use Both ASL and English

Schools Who Use Both ASL and English

With the support of research, more and more schools for the Deaf across the country are utilizing or adopting the ASL/English Bilingual Educational approach. Additionally, numerous schools are currently participating in the ASL/English Bilingual Professional Development Program under the direction of College of Professional Studies and Outreach's Center for ASL/English Bilingual Education and Research (CAEBER).

1. **California School for the Deaf, Fremont** – <http://www.csdf.k12.ca.us/>
2. **Kansas School for the Deaf** – <http://www.ksDeaf.org/ksd.shtml>
3. **Maryland School for the Deaf – Frederick** – <http://www.msd.edu/msa/statement.htm>
4. **New Mexico School for the Deaf** – <http://www.nmsd.k12.nm.us/about/vision.html>
5. **Rocky Mountain Deaf School – Colorado** – <http://www.rmDeafschool.net/academics.htm>
6. **Indiana School for the Deaf** – <http://www.Deafhoosiers.com/AboutISD/>
7. **The Learning Center for Deaf Children – Massachusetts** – http://www.tlcDeaf.org/abouttlc/mssn_faq.htm
8. **Metro Deaf School - Minnesota** – <http://www.metroDeafschool.org/>
9. **Minnesota State Academy for the Deaf** – <http://www.msad.state.mn.us/GeneralInfo/Mission.htm>
10. **Ohio School for the Deaf** – <http://www.ohioschoolfortheDeaf.org/information/vision.htm>
11. **Jean Massieu Academy – Texas** – <http://www.jeanmassieu.com/webpage/introduce.html>
12. **Austine School for the Deaf – Vermont** – <http://www.Deafunderstanding.com/Deafschools.html>
13. **Phoenix Day School for the Deaf** – <http://www.hawbaker.cx:8000/pdsd/who.html>
14. **Sequoia School for the Deaf and Hard of Hearing** – <http://ssdhh.edkey.org/>
15. **Delaware School for the Deaf** – <http://www.christina.k12.de.us/sterck/aboutDSD/mission.htm>
16. **Illinois School for the Deaf** – <http://www.nmsd.k12.nm.us/caeber/documents/year3.pdf#search='Star%20School%20%20Illinois%20School%20for%20the%20Deaf'>
17. **Wisconsin School for the Deaf** – <http://www.wsd.k12.wi.us/wsdmiss.htm>
18. **The Deaf Program at Tampa Bay Academy** – http://www.Deafprogram.com/day_program.asp
19. **California School for the Deaf, Riverside** – <http://csdr-cde.ca.gov/phil.html>
20. **Texas School for the Deaf** – <http://www.nmsd.k12.nm.us/caeber/documents/year3.pdf#search='Star%20School%20%20Illinois%20School%20for%20the%20Deaf'>
21. **Kendall Demonstration Elementary School** – <http://clerccenter.gallaudet.edu/KDES/2005-2006-handbook/national-mission.html#link42>

22. **Model Secondary School for the Deaf –**
<http://clerccenter.gallaudet.edu/dess/statements.html>
23. **Michigan School for the Deaf (Progress) -**
<http://starvingforaccess.blog.com/2006/4/>
24. **Rochester School for the Deaf (Progress) -**
<http://starvingforaccess.blog.com/2006/4/>
25. **Eastern North Carolina School for the Deaf -**
<http://www.nmsd.k12.nm.us/caeber/documents/year3.pdf#search='Star%20School%20%20Illinois%20School%20for%20the%20Deaf'>
26. **Washington School for the Deaf (Progress) –**
<http://www.wsd.wa.gov/about/mission.aspx>
27. **Hawaii Center for the Deaf and the Blind -**
<http://www.hcdb.k12.hi.us/Mission.html>
28. **South Dakota School for the Deaf (Progress) -**
<http://starvingforaccess.blog.com/2006/4/>
29. **Cleary School for the Deaf – New York**
<http://www.clearyschool.org/History.htm>
30. **Kentucky School for the Deaf –** <http://ksDeaf.org/starschools.shtml>
31. **Alabama School for the Deaf –** <http://ksDeaf.org/starschools.shtml>
32. **American School for the Deaf –** <http://ksDeaf.org/starschools.shtml>
33. **Louisiana School for the Deaf -**
http://www.michigan.gov/documents/Noverpdf_156992_7.pdf#search='ASLEnglish%20Bilingual%20Education%20of%202006'
34. **Marlton School for the Deaf – Los Angeles, California**
http://www.michigan.gov/documents/Noverpdf_156992_7.pdf#search='ASLEnglish%20Bilingual%20Education%20of%202006'
35. **Jean Massieu School of the Deaf – Salt Lake City, Utah**
36. **Kenneth C. Burdett School of the Deaf, Ogden, Utah**

APPENDIX B: Mission & Vision Statements of Jean Massieu School of the Deaf

Mission and Vision statements of Jean Massieu School of the Deaf

Mission Statement

“Jean Massieu School (JMS) is an educational entity that involves families, school personnel, students, and the Deaf and hearing communities in providing academic and social excellence to its students through an ASL/English bilingual environment.

In our model of a Bi-Bi education, teachers use American Sign Language (ASL) as the primary language of communication. With a well-based foundation in ASL, our students learn English, mainly through reading and writing, and acquire literacy skills in both languages. Cultural aspects of the two languages are learned as the students receive educational, social, and emotional support from both communities.”

Vision Statement

“The ultimate purpose and goal of JMS is to empower its students with both linguistic and cultural expertise so they can compete in the world they will face upon leaving this school. It is the goal of JMS to prepare its students academically, linguistically, socially, emotionally, and technologically for any educational or vocational situation they enter after leaving JMS.

“A big part of the program at JMS is returning to a “Deaf-Centered” education. By “Deaf Centered,” we mean that the communication and instruction that occur in the classroom build on the Deaf and hard-of-hearing children’s strengths. The language, visual orientation, and instinctive cultural needs of deaf and hard-of-hearing children are acknowledged. At JMS, the Deaf and hard-of-hearing children thus feel as normal and intelligent as anyone else.

“Deaf culture has developed over time to become a highly successful and functional community with its own unique cultural characteristics, including values, beliefs, history, and rules of behavior. Faculty and staff at JMS use these highly successful ingredients of the adult Deaf population with the likewise visually-oriented Deaf and hard of hearing students. In this view, the Deaf and hard-of-hearing children are perceived as Deaf children who will grow up to be successful Deaf adults.”

APPENDICES A-E: Letter of Intent and Terms of Agreement

Addenda A: is an inventory of JMS' assets such as computers, desks, chairs, and etc. JMS Assets/Inventory document is not included.

Addenda B: is an Organizational Chart.

Addenda C: is an Appeals Process.

Addenda D: JMS Philosophy was a "fleshing out" of the basic philosophy and beliefs that were included in the original charter that was written by the founders of JMS and proposed/accepted by USOE in June 1998. The document clarifies the original principles that have guided the school throughout its existence and was developed by Minnie-Mae Wilding-Diaz, JMS co-founder; Dr. Cynthia Plue, a deaf professional; and Jodi Becker Kinner, deaf parent and USDB Advisory Council member. This document is to clarify and strengthen the ASL/English bilingual philosophy and beliefs. In addition to that, the intention of the JMS philosophy document is to preserve and maintain the history and original purposes of JMS. It was JMS' aim to remain true to the basic ASL and English Bilingual Education philosophy and tenets that were formed when the school was established. This document is not included.

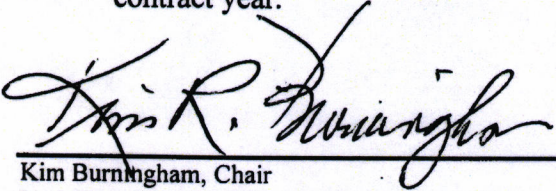
Addenda E: Hiring Practices was developed by Minnie-Mae Wilding-Diaz and Jodi Becker Kinner for the USDB/JMS merger. The purpose of the hiring guidelines was to enable JMS to continue to hire high- quality teachers who were fluent in American Sign Language as well as in English, have expressive and receptive communication skills in ASL, and have expertise in the ASL-English Bilingual Approach to deaf Education. USDB adapted our hiring procedures into their hiring guidelines and included other educational programs as well. This document is also not included.

Letter of Intent between
Utah Schools for the Deaf and the Blind
and
Jean Massieu School of the Deaf

The Utah Schools for the Deaf (USDB) and the Blind and the Jean Massieu School (JMS) of the Deaf agree to implement the Terms of Agreement as approved by the USDB Institutional Council, the UDEAL Board, and the Utah State Board of Education.

The following intent items will assist in facilitating the merge as outlined in the Terms of Agreement.

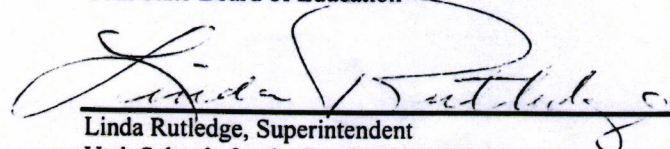
1. It is the intent of USDB and JMS that the effective date of the terms of agreement will be July 1, 2005.
2. JMS employees employed after May 1, 2005 will be assigned according to the USDB salary schedules. JMS employees employed prior to May 1, 2005 will be assigned to the USDB salary schedules as defined in the Terms of Agreement.
3. It is the intent of USDB to involve leadership from JMS in the budget planning process for the 2005-2006 school year.
4. It is the intent of USDB to fund the Extended School Year services of JMS students as defined in their IEPs starting July 1, 2005.
5. It is the intent of USDB and JMS to involve representatives on the merger transition team.
6. It is the intent of USDB and JMS to monitor and evaluate the merger process. A formal meeting will be scheduled for October 2005 that will include reports from the transition team.
7. JMS is financially responsible for all teacher contracts through the end of the current contract year.



Kim Burningham, Chair
Utah State Board of Education



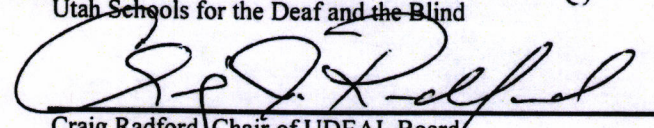
Date



Linda Rutledge, Superintendent
Utah Schools for the Deaf and the Blind



Date



Craig Radford, Chair of UDEAL Board
Jean Massieu School of the Deaf



Date

**JEAN MASSIEU (JMS) AND
UTAH SCHOOLS FOR THE DEAF AND THE BLIND (USDB)
TERMS OF AGREEMENT**

This Agreement is entered into this first day of July, 2005 between the Utah Schools for the Deaf and the Blind (USDB), as approved by the Utah State Board of Education (Board) and the Jean Massieu School of the Deaf (JMS).

Definitions

1. "Utah Schools for the Deaf and the Blind (USDB)" means schools operated pursuant to U.C. 53A-25-103 and 201.
2. "Jean Massieu School of the Deaf (JMS)" means the charter school chartered by the Utah State Board of Education in 1999 and converted to a State Charter School Board Charter in 2004 under the Utah State Board of Education's authority to charter schools prior to the authorization of the State Charter School Board.
3. "Utah Deaf Education and Literacy (UDEAL)" means the non-profit organization/foundation that developed and received the original charter school approval from the Utah State Board of Education, for what has become the Jean Massieu School.
4. "Bilingual/Bicultural (Bi-Bi) curriculum or program" means a teaching philosophy, described by the JMS Bi-Bi philosophy document (Addendum D).
5. "Advisory Council to the JMS," for purposes of this Agreement, means UDEAL members selected by the process set by JMS to serve in an advisory capacity. The Advisory Council will make recommendations to the program administrator on such matters as personnel decisions, curriculum, school policies and school programs. The Advisory Council serves only in an advisory capacity.
6. "The Utah State Board of Education" hereafter referred to as Board. By law, the Board has ultimate responsibility and authority for the administration of USDB.
7. "Acquired assets," for purposes of this Agreement, shall include but are not limited to JMS' teaching equipment and supplies, JMS' teaching programs using the Bi-Bi philosophy and environment.
8. "Program Administrator" means a person appointed by USDB, in consultation with the Advisory Council, to oversee the JMS program, including its budget. The Program Administrator will be a member of USDB's administrative staff and reports directly to the USDB Superintendency.
9. "Curriculum" means subjects and courses taught in the JMS program. The curriculum must include the state core curriculum and may include additional curriculum that is specific to the JMS program.

Recitals; Both Parties Agree:

1. Statutory Authority

The USDB operates, under U.C. 53A-25-103 and 201, to provide a practical education for the deaf / visually impaired who are able to profit from instruction so that they may become self-supporting and involved citizens.

2. Philosophy and Instructional Model

- a. The USDB and JMS have agreed to merger for the purpose of most effectively, in both cost and program, serving deaf students. It is the intent of this merger to continue the JMS philosophical approach and maintain the integrity of the Jean Massieu Bi-Bi Program.
- b. The JMS Program shall be identified as one of the USDB options for serving students who are deaf/hard of hearing.

The philosophy and overview of teacher/student expectations will be developed by JMS in accordance to laws and regulations governing USDB.

3. Program

- a. The JMS program shall be identified by USDB as the Jean Massieu School of the Deaf.
- b. At the time of execution of this Agreement, deaf students who are currently enrolled in JMS will be enrolled in USDB. Appropriate paperwork must be completed and the deaf students must be eligible for special education services at USDB. USDB will notify those students' home school districts of this merger.
- c. In cooperation with the JMS program, USDB will annually evaluate the success of the Jean Massieu School of the Deaf, including student enrollment, to determine how JMS will add new grade levels per year as needed. This decision will be consistent with the processes presently established for expansion of services (consistent with state and federal laws as well as student Individualized Education Programs (IEP's)).

4. Assets/Financial Issues

- a. JMS will transfer all of its physical assets, with the exception of the JMS school buses, as identified on Addendum A, attached hereto and incorporated by reference.
- b. JMS will transfer all program funds in any JMS accounts, with the exception of funds in UDEAL accounts and funds that reside with JMS Parent/Teacher Association.
- c. JMS will transfer all of its documents, supplies, tools, equipment, copyrighted curriculum or materials, if applicable, and other materials associated with its Bi-Bi program to USDB by July 1, 2005 for use by the JMS program.
- d. Following the transfer of all funds, JMS will represent and warrant that the charter school as originally chartered is debt free and unencumbered.
- e. JMS will document that all appropriate and promised funds have been transferred by providing documentation that JMS' annual expenses since inception have been greater than the revenue it has received from state and federal sources. Such documentation as shown in its annual tax filings shall be considered sufficient representation and documentation of such income from state and federal sources and corresponding expenses. If the Board determines that audit reports and tax filings are insufficient to illustrate necessary transfer of funds, an independent audit may be directed by the Board.
- f. USDB Programs will be funded equitably. The JMS program will be funded on a proportionate basis consistent with other USDB programs and services. Any changes in funding will occur through currently existing financial processes at USDB.
- g. Upon execution of the merger, USDB assumes full financial responsibility for the programs and services provided by JMS.

5. JMS Advisory Council

- a. JMS will maintain an Advisory Council to assist USDB's implementation, development and maintenance of the JMS Program.
- b. The Advisory Council may advise the JMS Program Administrator on issues related to personnel, curriculum, student services, instruction, and other issues. The relationship of the JMS Program Administrator and Advisory Council are outlined in the organizational chart in Addendum B.
- c. A JMS appeals process for parent/staff/student complaints is attached as Addendum C.
- d. In accordance with Utah Legislative intent language, a representative from the JMS Advisory Council will be a non-voting member of the Institutional Council.

6. Policies and Procedures

- a. USDB and JMS will participate in required processes under the Individuals with Disabilities Education Act and follow the state Special Education Rules, Program Coordination for Students with Hearing and Visual Impairments.
- b. JMS agrees to have parents complete necessary paperwork for student enrollment in USDB.
- c. Approved USDB policies and procedures will be effective for all JMS employees.
- d. Any additional policies, guidelines, and procedures unique to JMS and consistent with state law, will be reviewed by USDB. USDB may adopt JMS policies in accordance with USDB's process for adopting new policies, procedures, and guidelines.

7. Human Resources (HR)

- a. Upon the execution of the merger agreement, USDB will employ JMS staff as USDB staff based on program needs as mutually determined by both parties.
- b. The number of staff positions assigned to the USDB/JMS program will be determined based on student enrollment and needs consistent with USDB staffing procedures.
- c. The JMS Program Administrator may reassign JMS staff members within the JMS Program, based on program needs and/or funding.
- d. Consistent with USDB HR policies, procedures, and practices JMS staff shall satisfy, within 18-months from the date of merger, state law and USDB licensing or professional requirements (any exceptions require pre-approval).
- e. USDB policies and procedures, including salary and benefit schedules, shall apply to JMS staff.
- f. Consistent with USDB and Department of Human Resource Management (DHRM) policies, the JMS Advisory Council may assist the USDB Superintendent and/or the JMS Program Administrator by making recommendations concerning personnel matters (including the hiring and termination process of USDB/JMS employees). See Addendum E.
- g. JMS staff salaries will be aligned with the USDB salaries.
 - 1. If USDB's salary is higher than the current JMS staff with comparable training and experience, the JMS staff will receive a salary increase to match the USDB salary.

2. If a JMS employee currently receives a salary higher than USDB's staff with comparable training and experience, the JMS staff will continue to receive their current salary. These employees will remain at the same salary level until the amount is equal to USDB salary schedule.
3. JMS employees will participate in the Utah State Retirement system that provides benefits according to DHRM rules. Utah State Retirement participation for USDB/JMS employees shall be mandatory beginning with FY 2006.

Transportation

USDB will assume responsibility for the transportation of JMS students, consistent with USDB policies.

Facilities

USDB will work with the UDEAL Board and DFCM to locate a facility appropriate for the needs for the USDB/JMS program. Upon completion of the merger, USDB will assume responsibility for the lease contract or location of the facility.

Addenda:

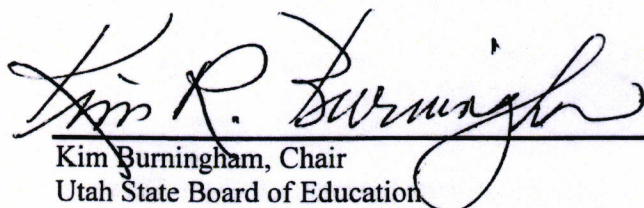
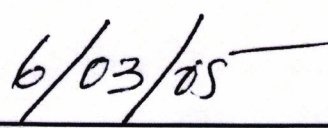
Addenda D and E are still being developed and/or revised to ensure that all State and Federal requirements are met prior to implementation. The content of the addenda provides further clarification to the Terms of Agreement.

- A. JMS Assets/Inventory
- B. Organizational Chart
- C. Appeals Process
- D. JMS Philosophy
- E. Hiring Practices

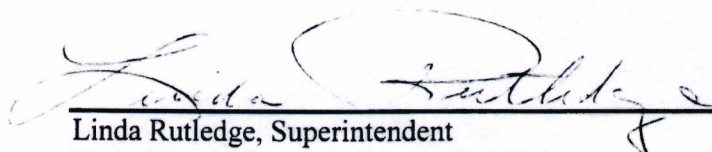
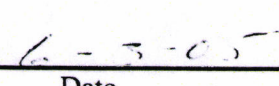
**JEAN MASSIEU (JMS) AND
UTAH SCHOOLS FOR THE DEAF AND THE BLIND (USDB)
TERMS OF AGREEMENT**

The Terms of Agreement between Jean Massieu School (JMS) and Utah Schools for the Deaf and the Blind (USDB) are hereby accepted in governing the merger between JMS and USDB.

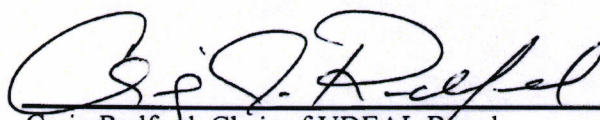
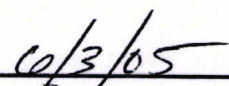
The representatives identified below are authorized to represent each agency/organization.

Kim Burningham, Chair
Utah State Board of Education
Date

Linda Rutledge, Superintendent
Utah Schools for the Deaf and the Blind
Date

Craig Radford, Chair of UDEAL Board
Jean Massieu School of the Deaf
Date

ADDENDUM B

Organizational Chart

ADDENDUM C

ADVISORY COUNCIL APPEALS PROCESS

STRUCTURE:

The Program Administrator for the JMS program will be considered a member of the administrative staff. The Program Administrator will oversee the USDB/JMS program and will report directly to the Superintendent. Most of the decisions pertaining to USDB/JMS Program will be decided by the Program Administrator under the direction of the Superintendent.

The JMS Advisory Council may work directly with the Superintendent in making decisions pertaining to the USDB/JMS Program. The JMS Advisory Council will work alongside the Program Administrator and provide the necessary guidance and advice.

APPEALING TO SUPERINTENDENT:

If any suggestions or advice is rejected by the Program Administrator, the JMS Advisory Council will be able to appeal directly to the Superintendent of USDB for further discussion.

APPEALING TO INSTITUTIONAL COUNCIL:

If the Superintendent of USDB/JMS disagrees with any of the suggestions or advice from the Advisory Council, it can be brought to the Institutional Council for further discussion.

APPEALING TO UTAH STATE OFFICE OF EDUCATION:

If the majority of the Institutional Council disagrees with the suggestions or advice from the Advisory Council the JMS Advisory Board may appeal to the Utah State Office of Education.

APPEALING TO UTAH STATE BOARD OF EDUCATION

If the State Office of Education disagrees with the suggestions or advice from the Advisory Council the JMS Advisory Board may appeal to the Utah State Board of Education.

This process will be followed if any disagreements arise. It will allow the JMS Advisory Council an appeals process.

The principles of the JMS program are:

- Respect for the language of the child
- Incorporating heritage information in teaching
- Using the language of the child to increase understanding of content information
- Increasing the complexity and meta-linguistic knowledge of the language of the child
- Developing transfer strategies from one language to another to gain information, and
- Developing a strong meta-linguistic awareness of English and how it is used in different settings and situations, such as the ways in which conversational English is different from textbooks English, for example, and how creatively written stories are a combination of both registers.

Further information needed in this area.

APPENDIX C: 1970 and 1977 Policies

RECOMMENDATIONS ON POLICY FOR THE
UTAH SCHOOL FOR THE DEAF

During the fall of 1970, two committees conducted extensive study of the educational program of the Utah School for the Deaf. One committee was appointed by the State Board of Education upon recommendation of the Governor's Advisory Council; the second committee was subcommittee number 4--Deaf, Blind, and Socio Economic Handicapped--of the State Committee for Handicapped Children.

Both committees made oral presentations of their findings and recommendations to the State Board of Education on December 11, 1970. Additionally, written recommendations were submitted to the Board on behalf of the committees.

Recommendations tendered herewith are a composite of existing policy at the school and recommendations presented in writing from the two committees, as those recommendations could be harmonized.

It is recommended that the State Board of Education adopt as policy for the operation of the Utah School for the Deaf the following:

1. There shall be two distinct programs of instruction at the School (Oral and Total Communication); both programs shall be available to all students at the school at their election in accordance with school policy, throughout their years of attendance.

2. The superintendent of the School for the Deaf shall be responsible for delineating a formalized procedure for identification and placement of all students; such a procedure shall make provisions for transfer of students from one program to the other as the needs of a particular student direct. The procedure shall recognize the desirability of parent and student involvement in the determination of student direction but the actual placement

and transfer shall be the sole responsibility of the professional staff at the school and shall reflect professional ability in the diagnosis of student needs and prescription of student programs.

3. Continuous examination and evaluation of the program and of the results obtained therefrom shall be a responsibility of the Division of Research and Innovation of the State Board of Education in cooperation with the superintendent and staff at the school. Data obtained from evaluation shall be used by the superintendent of the school in re-directing programs and in recommending policy alteration to the State Board of Education. Periodic accreditation evaluation visits will be made to the school under the direction of the accreditation section of the State Board of Education.

4. The academic program at the school shall be closely aligned with the program in the public schools; faculty shall be selected and utilized for specific subjects and grade levels on the basis of their particular skills, interests, and professional preparation and in consideration of that which shall be most beneficial to students at the school.

5. Vocational training programs shall consist of pre-vocational, vocational preparation, and post-graduate work. The pre-vocational program shall be organized to prepare students for the more complex demands of vocational preparation; regular vocational programs shall be as comprehensive as the needs of students demand and limited resources permit; post-graduate work will be essentially for special students who are unable to profit from training at other schools because of communication or other limitations. The vocational training programs shall utilize the service and expertise of staff from the divisions of Vocational Education and Vocational Rehabilitation of the State Board of Education, for cooperative and placement programs to

enable students to profit from these experiences.

6. The school shall develop full cooperation with the public elementary, secondary, and post-secondary schools of the state to the end that deaf students shall be better serviced. Such cooperation shall include but not be limited to attendance at public schools by deaf students in such programs as will bring benefit to them, use of special facilities that will encourage and serve deaf students more fully, interchange programs of special merit to promote greater understanding and association with hearing students.

7. The school shall, in cooperation with the staff of the State Board of Education and the State Division of Health, develop a program of early identification of children with impaired hearing and in cooperation with the respective staff of the two agencies provide programs for habilitation, education, and health treatment which will help the deaf child communicate more adequately and which will help the parent to aid the deaf child in his early education.

8. A program of orientation and education shall be initiated and developed for parents whose children are at the school. Such a program shall include orientation to different communicative methodologies of educating deaf children and alternatives that are available to the students at the Utah School for the Deaf.

9. Students in Oral and Total Communication programs conducted at the school and students who attend public schools shall be separated through the junior high school years; students at the high school level, residential or day school, shall not be separated socially.

10. The school shall operate an extension program in the state wherever

there are sufficient students at a homogeneous level to justify a class. All off-campus classes for the deaf will be under the administration of the school. Classes for Oral and Total Communication programs shall not be conducted in the same facility. The State Board of Education shall annually set aside sufficient distribution units for allocation to school districts for programs of the deaf to enable the School for the Deaf to conduct the required extension classes.

11. A continuous study of the professional and support personnel needs to serve the deaf student shall be conducted by the Division of Instructional Support Services of the State Board of Education, in cooperation with the school and the University of Utah. Factors to be included in the study are:

- a. Job categories needed, including aides, specialists, paraprofessional, and professional personnel.
- b. Curricula at the teacher training institutions necessary to train personnel for each of the required job categories.
- c. Certification and licensure standards necessary to properly credential each required job category.
- d. Vertical and horizontal mobility from one occupation to another.
- e. Reciprocity among states.

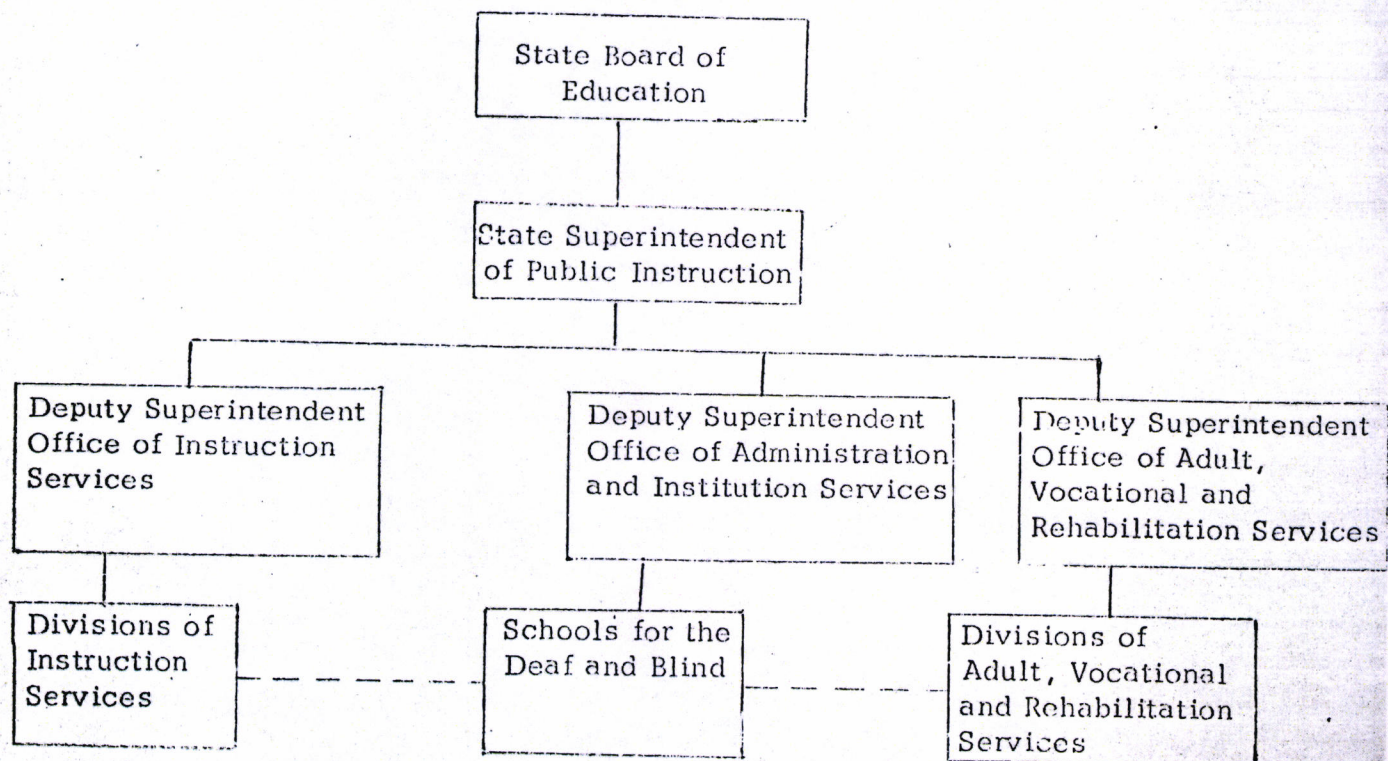
As a means of initiating this study program, the State Board of Education shall select a broadly based committee, consisting of membership drawn from teacher training institutions which prepare educational personnel to serve the deaf and other professional and lay groups, which shall within a period of not to exceed one year report to the Board its findings and recommendations.

Additionally, the State Board of Education shall request the University of Utah, through the State Board of Higher Education, to conduct a study to determine if its curriculum is adequate to meet the professional and support personnel needs of the deaf community. The Board shall also request that the Study Committee and the University of Utah harmonize the two studies for greater affect and impact upon the School for the Deaf.

12. There shall be an inservice training program at the school, conducted on a continuous basis, under the direction of the Superintendent, which shall deal with methodologies employed and policies effected, designed primarily to develop within the faculty such cooperative endeavors as will best serve the deaf child.

13. Every effort shall be made by the administration at the school to effect harmony among the school patrons representing differing instructional methodologies. Periodic meetings shall be held for the membership of each group and combinations of the two for the purpose of defining commonalities that may be shared. The administration shall utilize the PTA and the Governor's Advisory Council to the extent possible in this endeavor.

14. The State Board of Education shall direct that the various divisions of the Office of the State Superintendent of Public Instruction shall provide consultative services to the school and extension classes under its direction, subject to the supervision of the administration of the school. The line and staff organization for the operation of the school shall be as follows:



15. The school shall continue to develop the capacity both in staff and facilities to serve the multiply-handicapped whose handicapping conditions include deafness. Continuous research and experimental programs shall be conducted ~~by a committee appointed by the State Board of Education~~ for both Total Communication and Oral departments. (This policy is not intended to affect the study of the Deaf-Blind currently underway. *by a committee appointed by St. Board of Educ.*)

16. Relationships between faculty and students at the school shall reflect mutual respect for individuality and responsibilities of members of both groups. Students shall be subject to faculty direction and to all rules and regulations promulgated by the school in accordance with the basic policies described herein. The Superintendent of the School shall have authority to suspend students whose behavior is threatening to fellow students or which

reflects disregard for the rules of the school. Such suspension shall specify conditions under which the student may return to the school and shall be stated to the student and to his parents or guardian. The superintendent is authorized to use law enforcement personnel to enforce order; use of corporal punishment by faculty is prohibited.

2-track system adopted

Deaf instruction separated

By Laver K. Chaffin

Deseret News education editor

A two-track system for educating hearing-impaired children officially was adopted by the State Board of Education Friday afternoon.

The action culminates months of debate during which the state school board listened to literally countless hours of argument from advocates of the "oral" and "total" methodologies of instruction.

The final document approved Friday was worked out by Dr. Walter D. Talbot, state superintendent of public instruction, in consultation with the two groups.

He told the board the policy statement, while not wholly pleasing to either group, had been accepted by both.

In the oral methodology, students learn to communicate by speech and are kept separated from students in the total methodology, which uses all means of communication with heavy reliance on sign language.

Some pertinent points in the policy are:

—Two distinct programs of instruction (oral and total) shall be available to all students at the State School for the Deaf, Ogden. Students will be assigned according to individual need as determined by the student, parents and school officials.

—The school will report to the board's office of instructional services (Dr. Lerue Winget). Formerly it reported to the office of administration services (Dr. Jay J. Campbell).

—Students in the two programs shall be kept separate through junior high school years. Students in the high school years shall not be separated socially. Students whose academic programs are taken at another school (such as a high school) for one-half day or more shall be expected to engage in extracurricular activities at that school, rather than

the School for the Deaf.

This provision was debated at some length, with Lila Bjorklund objecting to the separation of students. Talbot explained that the separation is necessary to meet practices in the oral methodology.

The board also:

—Agreed, on the motion of Dr. Reuben Law, that "there is no need for a change in either membership or status of the State Board for Vocational Education." Richard Castleton, chairman of the board's Advisory Council for Vocational and Technical Education, recommended earlier that a separate board for vocational education be established. Currently the state board also serves as the state vocational board.

—After discussing the matter in executive session, passed a motion "expressing confidence in Talbot with praise for his leadership of the educational system."

—Heard Randy Horiuchi, director of government affairs for the Salt Lake Area Chamber of Commerce, request that the board involve the chamber in its statutory responsibility to teach the free enterprise system. Horiuchi also asked that the University of Utah department of business be involved in the project. Current programs, he said, have put insufficient emphasis on free enterprise and too much on general economics.

—Altered the state school bus transportation policy to provide that routes may be established for fewer than 12 regular or six handicapped students "upon special permission of the state superintendent."

—Approved a program wherein persons of eminence in particular fields may be granted "eminence authorization" to teach without having to go through the traditional means of obtaining a teaching certificate.

APPENDIX D: USDB Communication Guidelines

COMMUNICATION GUIDELINES

1 PHILOSOPHY

The Utah School for the Deaf (USD) believes students should communicate effectively in English. We also believe that students should develop communication skills that will enable them to function with people who are deaf or hearing impaired. The communication mode selected for students should facilitate this. However, it is important to understand that neither speech nor signs is language in themselves. They are the means by which language is conveyed.

2 DEFINITIONS

- 2.1 **American Sign Language (ASL)** is a natural visual-gestural language used by deaf people in the United States and Canada. Concepts are executed through the use of a unique grammar, syntax, signs, fingerspelling, as well as manual and non-manual markers. ASL is not merely a signed representation of English.
- 2.2 **Cued Speech or Cued Language** is a visual communication system which, in English, uses eight hand shapes that represent groups of consonant sounds, and four different locations about the face to represent groups of vowel sounds. Consonant sounds are "cued" in the appropriate vowel locations allowing the cued to be synchronized with what is actually being spoken, syllable by syllable. The cueing of a traditionally spoken language is the visual counterpart of speaking it. Cueing makes available to the eye the same linguistic building blocks that speaking provides to the ear.
- 2.3 **The Oral Approach** combines the use of speech, residual hearing, and speechreading as the primary means of communication. Heavy emphasis is on the trained use of residual hearing. The child is trained to acquire language through the use of residual hearing augmented by speechreading (lipreading). In addition, emphasis is placed on assistive devices that maximize the use of residual hearing.
- 2.4 **Pairing** is a teaching strategy by which one language (such as ASL) is used for clarification of concepts presented in another language (such as English) during instruction.
- 2.5 By USD's definition, **Total Communication** is a philosophy that advocates using conceptually accurate signs, signs derived from ASL, fingerspelling, speech, audition, speechreading, reading and writing for communication.

3 EVALUATION INSTRUMENTS

- 3.1 **Basic Cued Speech Proficiency Rating Profile (BCSPR)** is an instrument available from the National Cued Speech Association used to evaluate the proficiency level of an individual cuer and provide a diagnostic profile of cueing skills achieved or which need further development.
- 3.2 **Sign Communication Proficiency Interview (SCPI)** is a conversational approach

available from Gallaudet University used to assess proficiency in the use of ASL or general sign communication skills.

- 3.3 The Administration will work toward identifying a means of evaluating teachers using the Oral Approach.

4 ORAL AND TOTAL COMMUNICATION CLASSES

- 4.1 Oral and Total Communication classes are two types of classes currently available for students. Alternative types of classes may be added by the administration with the approval of the Institutional Council.
- 4.2 In Total Communication classes, students will use conceptually accurate signs in English word order. ASL may be used for clarification of concepts (pairing), or when it is required by the student's Individual Education Plan (IEP).

5 GOALS OF INSTRUCTION

- 5.1 Literacy is a major goal of instruction for students who are deaf. Therefore, intense instruction in reading and writing is included in all classes. USD will follow the Utah State Core Curriculum. The IEP Team may make modifications in the objectives of the Core to enable students who are deaf to achieve the goal of literacy and an understanding of the content areas (e.g., history, science, etc.)

6 SPEECH, AUDITION, AND SPEECHREADING

When appropriate, USD will use the following:

- 6.1 Speech. To facilitate the development of speech the Ling program should be used.
- 6.2 Audition. To enhance the child's use of residual hearing, the following are recommended: The Utah School for the Deaf Listening Skills Training Manual, the Developmental Approach to Successful Listening Skills (DASL), or the Speech perception instruction curriculum and evaluation (SPICE).
- 6.3 Speechreading. No specific training materials are recommended.

7 DEAF MENTOR PROGRAM

- 7.1 The Deaf Mentor Program provides adult deaf role models of American Sign Language and Deaf Culture. English is modeled concurrently by the Parent Infant Program advisor or by the classroom teacher. This program is available to families of children from birth to six years of age.

8 COMMUNICATION NEEDS

- 8.1 In developing each child's IEP, the IEP Team shall consider the following:
- 8.1.1 Child's language and communication needs
- 8.1.2 Opportunities for direct communications with peers and professional

personnel in the child's language and communication mode

8.1.3 Academic level

8.1.4 Full range of needs, including opportunities for direct instruction in the child's language and communication mode.

8.2 A plan for determining how to meet the child's needs specified in section 8.1, a-d, will be developed by the IEP Team. The IEP Team may consist of the following members:

8.2.1 The student (where appropriate)

8.2.2 One of both of the child's parents

8.2.3 The regular education teacher

8.2.4 The representative of the Local Education Agency

8.2.5 The student teacher(s)

8.2.6 An individual (other than the student's teacher(s) who is qualified to provide or supervise the provision of special education

8.2.7 Other individuals at the discretion of the parent or agency

8.2.8 Other individuals that may be required by law.

8.3 In developing a student's IEP and/or prior to placement or a change in placement. The student's Sign Language/communication skills and ability to use an interpreter will be evaluated and a written report shall be made. The evaluation shall include careful consideration of the student's preferred mode of communication especially for those students in grades 7-12 or age 12 and older. The student's preferred mode of communication shall be stated in the report. The results of the evaluation shall be considered by the IEP Team. The individual conducting the assessment shall be invited to be a part of the Team.

8.4 The assessment of the student's Sign Language/communication skills will be done by an individual who is proficient in Sign Language and with the student's expressive and receptive communication mode. The evaluator's proficiency in Sign Language will be measured by the SCPI.

8.5 Any member of the IEP Team, who does not agree with the Team's direction with respect to Sign Language or other related communication issues, may request the Assistant Superintendent to have the IEP Team reconsider its decision. When requested to so do, the program director or administrative representative at the IEP meeting shall forward a copy of the results of the Sign language/communication assessment to the Assistant Superintendent within five working days of such request.

9 INTERPRETING/TRANSLITERATING

9.1 Definitions

- 9.1.1 A Sign Language interpreter changes spoken English into ASL and ASL to English
- 9.1.2 A Sign Language transliterator listens to the spoken English message and then signs that message into a code of that same language and vice versa.
- 9.1.3 An oral transliterator listens to the spoken English message and then uses verbal and nonverbal support techniques to render the message clearly and accurately.
- 9.1.4 A Cued Speech Transliterator (CST) is an individual, certified or otherwise, who functions in keeping with the CST Code of Conduct. A CST provides complete access to the acoustic environment (linguistic and non-linguistic components), does not change the nature of that environment, facilitates communication between deaf and hearing individuals, and performs no other duties.

9.2 Sign Language Interpreters/Transliterators

- 9.2.1 The IEP Team will determine whether the options of interpretation and/or transliteration shall be used for a student in accordance with the following provisions:
 - 9.2.1.1 An interpreter will be invited in a timely manner to be a member of the IEP Team when a need for interpreting services is anticipated or when issues related to interpreting are being considered.
 - 9.2.1.2 When interpreting for three or more students at a given time, the interpreter will use the option which best meets the needs of the majority of the students.
 - 9.2.1.3 The interpreter shall notify the USD teacher in writing of any student who appears to have difficulty with the option recommended by the IEP Team. The teacher shall provide the parents with a written (e.g., e-mail, or letter) timely notification of their child's difficulty. Copies of the dated notification with a brief explanation of when and how the problem was resolved shall be given to the interpreter, program director, parent, and Assistant Superintendent in a timely manner.
- 9.2.2 All individuals working as Sign Language interpreters or Sign Language transliterators must hold Utah state certification and/or abide by the State of Utah Interpreter Provisional Permit process.
- 9.2.3 The Superintendent or designee will be responsible for ensuring that the rules and regulations related to state certification of interpreters and

translitterators are followed.

10 SIGN LANGUAGE TRAINING FOR EMPLOYEES

- 10.1 Effective the beginning of the 1998-99 school year, all employees who are not career educators and are paid according to the teacher's salary schedule who are required to have adequate Sign Language skills will demonstrate the level of proficiency required by their job (e.g., intermediate, intermediate plus, or advanced) as measured by the SCPI prior to being issued a contract as a Career Educator. At the time of hire, the employee shall agree to this requirement as a condition or continued employment.
- 10.2 Effective the beginning of the 1998-99 school year, all employees under the State of Utah Merit System who are required to have adequate Sign Language skills will demonstrate the level of proficiency required by their job (e.g., intermediate, intermediate plus, or advanced) as measured by the SCPI within three years of the date of hire. At the time of hire, the employee shall agree to this requirement as a condition of continued employment.
- 10.3 Effective the beginning of the 1998-99 school year, all current employees paid according to the teacher's salary schedule or under the State of Utah Merit System who are required to have adequate Sign Language skills as measured by the SCPI shall be required to participate in a USD approved training program until they have attained the level of proficiency required by their job.
- 10.4 By the 1998-99 school year, a Sign Language training plan will be developed for both current and new employees by the administration in consultation with staff, parents, and adults who are deaf, including but not limited to the following:
 - 10.4.1 Purpose of the training
 - 10.4.2 Course content
 - 10.4.3 How training will be conducted
 - 10.4.4 The minimum competency expected
 - 10.4.5 How the proficiency levels for various jobs will be determined
 - 10.4.6 How employee Sign Language skills will be initially diagnosed
 - 10.4.7 How employee progress will be determined
 - 10.4.8 A list of references, and the titles of any tests, videos or other materials
 - 10.4.9 How recognition will be given to those who achieve the required Sign Language competency.
- 10.5 Training for all employees will be offered to help them achieve the competencies outlined herein.
- 10.6 An individual plan will be formulated for each employee whose job required them

to use Sign Language skills. The plan will outline the skills that are necessary to meet Sign language competency requirements and will be part of their performance contract and/or plan.

10.7 Interpreters/transliterators who maintain valid certification are exempt from the requirements stated herein.

10.8 A program will be established to encourage continued improvement and progress in the use of Sign Language.

11 ADHERENCE TO THE GUIDELINES

11.1 Any employee acting contrary to the provisions of these Guidelines may be corrected or disciplined according to the provisions of the Negotiated Agreement or State of Utah Human Resource Management Rules.

12 CHANGE IN THESE GUIDELINES

12.1 Changes may be made in these Guidelines using established policy for making such changes.

13 INFORMED CONSENT

13.1 Annually, the parent (or the student if of majority age) shall be given a current copy of the Communication Guidelines. The IEP will include a statement initialed by the parent indicating they have received a copy, that any questions regarding it have been answered, and that they understand the Guidelines.

Title: COMMUNICATION GUIDELINES	
Authority:	Effective Date: 1994
Administrative Staff Institutional Council	Revisions: 3/18/98

**APPENDIX E: Bronwyn O'Hara's list of articles that she collected
for Steven Noyce from 1987 to 1995**

Bronwyn O'Hara's list of articles that she collected for Steven Noyce from 1987 to 1995

Articles that relate to Deafness that Bronwyn O'Hara has shared with USDB Supts David West and Lee Robinson, Program Director Steve Noyce, Utah State Board of Education, her Support Group for Deaf Education, parents of deaf children, and professionals in law, research, language, and deaf education programs during the years 1987-1995 while living in Utah and raising her family, including 3 deaf children.

+ notes & articles still in Bronwyn's possession (to borrow)

* notes & articles given to Jodi Becker Kinner for historical and archival purposes.

*"Deafness As Culture" by Edward Dolnick published in *The Atlantic Monthly*, Sept 1993

*"Report: Deaf babies 'babble' with hands" (AP-Washington). Published in the Utah County Journal, March 1991

*"Research Shows Language Development in Deaf Babies" by Virginia Robinson. Published by National Association of State Directors of Special Education (NASDSE) Vol. 11 Number 4, Summer 1991

+NASDSE Reports : "NASDSE Sets Initiative on Educating Students with Hearing Impairments". Published by National Association of State Directors of Special Education (NASDSE) Vol. 11 Number 4, Summer 1991 (2)

*"Why the Deaf Can't Read: Answers and Solutions" Research Paper written by Minnie Mae Wilding-Diaz for BYU Linguistics 590 class, May 8, 1990

*"The Effects of an Experimental Bilingual Program for Deaf Children on Meta-Linguistic Awareness" By Michael Strong, PhD and Asa DeMatteo, PhD, Center on Deafness, Dept of Psychiatry, University of California, San Francisco. 1989-a paper under submission

*Research Reports: "American Sign Language Versus Simultaneous Communication" by Robert C. Johnson. Published in *Perspectives for Teachers of the Hearing Impaired*, Mar/Apr 1989.

*"Let's Return ASL to Deaf Ownership" guest editorial by Jack Levesque. Published in The NAD Broadcaster (National Association of the Deaf), Jan 1991

*"Deaf Experts Meet to Discuss: Literacy for Deaf Children" by Betty Bounds-Wood. Published in the NAD Broadcaster, Jan 1991

+“Strategies for Learning American Sign Language” forward from the textbook, Signing Naturally by Ella Mae Lentz, Ken Mikos, and Cheri Smith 1988

+“Culture/Language Notes: Introduction to American Sign Language” Unit One from the textbook, Signing Naturally by Ella Mae Lentz, Ken Mikos, and Cheri Smith 1988

*“Trends in the Progress Towards Bilingual Education for Deaf Children in Denmark” by Britta Hansen, Director, The Center of Total Communication, Copenhagen, 1989

*“Differing Perspectives on Deafness” by Minnie Mae Wilding-Diaz, April 2, 1993

*“NAD National Commission on Equal Education”. Published in The NAD Broadcaster Vol 12 Number 7, July 1990 (focus on Equal Educational Opportunity rather than on Least Restrictive Environment for deaf children.)

*“House Passes ADA: Required Nationwide Telephone Relay” by Sy Dubow and Karen Peltz Strauss, National Center for Law and the Deaf. Published in The NAD Broadcaster Vol 12 Number 7, July 1990

*“Visually Oriented Teaching Strategies with Deaf Preschool Children” by Susan Mather. Published in The Sociolinguistics of the Deaf Community, copyright 1989.

*“Developing and Enhancing A Positive Self-Concept in Deaf Children” by Vicki Kessler Grimes and Hugh T. Prickett. Published in The American Annals of the Deaf, October 1988

*“Conversation: Begins at Home--Around the Table” by Barbara Bodner-Johnson. Published in Perspectives for Teachers of the Hearing Impaired, November/December 1988

+“Parental Stress and the Deaf Child” by Roger J. Carver and Michael Rodda. Published in ACEHI/ACEDA, Vol 13 Number 2 (Canadian group) (3)

+“Is Total Communication Enough ? The Hidden Curriculum” by Joan Champie. Published in The American Annals of the Deaf, June 1984

+“Eye Gaze & Communication in a Deaf Classroom” by Susan Mather. Published in SLS 54, Spring 1987

+“English: First or Second Language” by Doreen E. Woodford, BA. Published in British Association Teacher of the Deaf, Nov 6 1982 (2)

+“Creative Language Abilities of Deaf Children” by M. Marschark and S.A. West. Published in the Journal of Speech and Hearing Research, 28 p. 73-78, 1985

+“American Sign Language in Education of the Deaf” by Anne H. Clements and Hugh T. Prickett. Published in The American Annals of the Deaf, July 1986

*"A Better Way to Teach Deaf Children" by Virginia Kenny. Published in *Harper's Bazaar*, March 1962

*"Feds on LRE for Deaf Students: Education Dept wants Educators to Rethink Mainstreaming of Deaf Students" by David Hoff. Published in *Education Daily*, July 24, 1992

*"The Deaf as a Linguistic Minority: Educational Considerations" by Timothy Reagan. Published in *Harvard Educational Review*, Vol 55 Number 3, August 1985

*"Cultures in Contact: deaf and hearing people" by J.G. Kyle & G. Pullen. Published in *Disability, Handicap, & Society*, Vol 3 Number 1, 1988

*"The Language-Learning Situation of Deaf Students" by M. Virginia Swisher, University of Pittsburgh. Published in *TESOL Quarterly*, Vol 23 Number 2, June 1989 (TESOL=Teachers of English to Speakers of Other Languages)

*"Simultaneous Communication: Are Teachers Attempting an Impossible Task ?" by Michael Strong and Elizabeth Stone Charlson. Published in *The American Annals of the Deaf*, December 1987

*"Ten Reasons for Allowing Deaf Children Exposure to American Sign Language" by J.Trey Duffy, MA. Published in *The Voice*, Spring 1989

*"Sign Language Acquisition and the Teaching of Deaf Children, Part I" by Aaron V. Cicourel, PhD and Robert J. Boese, PhD. Published in *The American Annals of the Deaf*, Feb 1972

*"Sign Language Acquisition and the Teaching of Deaf Children, Part II" by Aaron V. Cicourel, PhD and Robert J. Boese, PhD. Published in *The American Annals of the Deaf*, Jun 1972

*"American Sign Language: 'It's not mouth stuff--it's brain stuff'" by Richard Wolkomir. Published in the *Smithsonian Magazine*, July 1992

*"Special Issue: Speaking Out on the Education of Deaf Children". Published by DCARA News (Deaf Counseling, Advocacy, and Referral Agency), January 1990

*"International Congress on Sign Language Research and Application" by Yerker Andersson. Published in *The NAD Broadcaster*, Vol 12 Number 5, May 1990

+ "Individual Influence and Family Adaptability in the Functional Deaf Parent/Hearing Child Family" by Beth Menees Rienzi, California State University, Bakersfield. (no date)

+“American Sign Language in the High School System” by Peggy J. Selover. Published in SLS 59, Summer 1988

*“Gallaudet, Bell, & the Sign Language Controversy” (Review article of the book Never the Twain Shall Meet by Richard Winefield) by Barry A. Crouch. Published in SLS 62, Spring 1989

+“A Signing Deaf Child’s Use of Speech” by Madeline M. Maxwell. Published in SLS 62, Spring 1989

*“Look Who’s Talking” by Wendy Lichtman. WEST, Feb 18, 1990

*“The Influence of Language on the Development of Quantitative, Spatial, and Social Thinking in Deaf Children” by W.J. Watts. Published in *The American Annals of the Deaf*, February 1979

+“Framework for Using a Language Acquisition Model in Assessing Semantic and Syntactic Development and Planning Instructional Goals for Hearing-Impaired Children” by Barbara R. Schirmer. Published in *The Volta Review*, February/March 1989

+“Signing Naturally: Notes on the Development of the ASL Curriculum Project at Vista College” by Cheri Smith. Published in SLS 59, Summer 1988

*“The Development of Thought Processes in Deaf Children” by C. Tomlinson-Keasey and Ronald R. Kelly. Published in *The American Annals of the Deaf*, December 1974

*“Parent Checklist for Placement of a Hearing-Impaired Child in a Mainstreamed Classroom” by Donald Goldberg, Patricia Niehl, and Theresa Metropoulos. Published in *The Volta Review*, December 1989

+Manual Communication: Implications for Education by Harry Bornstein, Editor. Published by Gallaudet University Press, 1990

*The following articles were published in *Preview*, a publication of Gallaudet University that focuses on pre-college programs, including Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD):

“A World in a Microcosm” by Mary Johnstone

“Signs of Change” by Vickie Walter

“Paper Advocates Inclusion of ASL in Curricula”

“ASL and Deaf Culture” by Mary Johnstone

BookTalk : Hometown Heroes: Successful Deaf Youth in America by Diane Robinette and Dancing Without Music by Beryl Lieff Benderly

SportsLine by Tim Frelich

“Aerie” by Mary Johnstone

Campus Notes:

ADA Cited as Major Victory for People with Disabilities

US Congress passes TV Decoder Circuitry Act (1990)
Foundation Offers Prize for Word to Replace "Disabled"

*"Exciting Developments in Deaf Education" by Minnie Mae Wilding-Diaz. Submitted to the UAD *Bulletin* (Utah Association of the Deaf), 1990

+Deaf In America: Voices from a Culture by Carol Padden and Tom Humphries. Published by the President and Fellows of Harvard College, 1988 (reading suggestion)

+ "Home and Classroom Communication" by Susan Mather. Published in *Educational and Developmental Aspects of Deafness*, Donald F. Moores and Kathryn P. Meadow-Orlans, editors, Gallaudet University Press, after 1989

+ "Teaching English as a Second Language to American Sign Language Users" by Sandra Kay Bowen, Master's of Education graduate project, 1989

*"Deaf Actor calls himself bi-lingual, not handicapped". news article. Published in the Daily Herald, Provo, Utah, January 17, 1993

*"Whole Language in Adult ESL Programs" by Pat Rigg. Published in ERIC/CLL News Bulletin, Vol 13 Number 2, March 1990

+ "Behavior Modification in the Deaf Classroom: Current Applications and Suggested Alternatives" by L. Michael Webster, PhD and Walter B. Green, PhD. Published in The American Annals of the Deaf, August 1973 (2)

*"Silent Journey to the Brain: Sign Language Tells Us What It Means To Be Human" by Peter Radetsky. Published in *Discover*, August 1994

*"Sign Language Instruction and Its Implications for the Deaf" by Steven Fritsch Rudser. Published in Language Learning and Deafness, Michael Strong, Editor, (no date)

*"Deaf Is Beautiful" by Andrew Solomon. Published in *The New York Times Magazine*, August 28, 1994, Section 6

*"The History of Language Use in the Education of the Deaf in the United States" by Mimi WheiPing Lou. Published in Language Learning and Deafness, Michael Strong, Editor, (no date)

+ "A Bilingual Approach to the Education of Young Deaf Children: ASL and English" by Michael Strong. Published in Language Learning and Deafness, Michael Strong, Editor, (no date) (2)

+ "ASL and ESL ?" by Stephen P. Quigley, PhD and Peter V. Paul, MA. Published in TECSE (Topics in Early Childhood Special Education), 1984

*“Cultural Considerations in the Education of Deaf Children” by Timothy Reagan. Published in *Educational and Developmental Aspects of Deafness*, Donald F. Moores and Kathryn P. Meadow-Orlans, editors, Gallaudet University Press, after 1989

+“Power and Oppression in ASL Teaching” outline by Dr. Charlotte Baker-Shenk. Presented at the Second New York Statewide Conference for Sign Language Instructors, New York University, June 2, 1990

“Those Who Will Not Hear” by Douglas Clement. Published in the Minnesota Monthly, 1989

*Outsiders in a Hearing World by Paul C. Higgins. Published by Sage Publications, 1980

*“Deaf Studies, Oppression, and Social Change” by Harlan Lane, Northeastern University. An address given at California State University-Northridge, Oct 23, 1989. Received from UAD Conference, Workshop on “Empowerment” June 14, 1991

*“Deaf Studies: Opening Worlds” by Mary Johnstone. Published in *Preview*, a publication of Gallaudet University that focuses on pre-college programs, including Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), received May 1991

*“Americans with Disabilities Act is One Year Old”. Published in The NAD Broadcaster, Vol 13 Number 8-9, Aug-Sept 1991

*“Interpreting Limitations in Public School Settings” by Lynette Reep, CI, CT. Published in The NAD Broadcaster, May 1995

+“A Review of Bilingual/Bicultural Programs For Deaf Children in North America” by Michael Strong. The American Annals of the Deaf, Vol 140 Number 2

*“Can Schools Speak the Language of the Deaf ?” by Joanne Greenberg and Glenn Doolittle. Published by the New York Times Company, 1997

+“The Parental Experiences of Mothers of Adolescents with Hearing Impairments” by M. Morgan-Redshaw, L. Wilgosh, and M.A. Bibby. Published in The American Annals of the Deaf, Vol 135 Number 4 (after 1987)

+“Assessing the Linguistic Competence of Deaf Adolescents” by Mimi WheiPing Lou, PhD. To be Published in: Proceedings of the 1985 American Deafness and Rehabilitation Association Conference with the Running Head: “Language Competence of Deaf Adolescents

+“Perspectives on Total Communication” by Hilde S. Schlesinger, M.D. To be Published in: Perspectives on Deafness, D. Luterman, Editor (no date)

*"History of Language Use in the Education of the Deaf in the United States" by Mimi WheiPing Lou. To be Published in Language, Learning, and Deafness, Michael Strong, Editor (no date)

*"Questions and Answers in the Development of Deaf Children" by Hilde S. Schlesinger. To be Published in Language, Learning, and Deafness, Michael Strong, Editor (no date)

*"Bilingualism & Deafness: An Annotated Bibliography" by Ceil Lucas, Anthony Aramburo, Brian Cerney, Lynn Jacobowitz, Patti Levine, Cynthia Patschke, Brian Riley, and Julie Ward. Published in SLS 55, Summer 1987

+ "Self-Esteem in Deaf Adolescents" by Michael Yachnik. Published in The American Annals of the Deaf, October 1986

+ "Self-Concept of Severely to Profoundly Hearing-Impaired Children" by Charlotte Warren and Suzanne Hasenstab. Published in *The Volta Review*, Oct/Nov 1986

*"Thomas Hopkins Gallaudet on Language and Communication: A Reassessment" by James J. Fernandes, PhD. Published in The American Annals of the Deaf, August 1983

+ "Mainstreaming: Format or Quality?" by Richard G. Brill. Published in The American Annals of the Deaf, August 1975

*"Washoe's Advanced Training in the Language of Sign At the University of Nevada" by Robert L. Swain, Jr. Published in The Deaf American, July-August 1970

+ "Sign Language in the Production & Appreciation of Humor by Deaf Children" by Danielle M. Sanders. Published in SLS 50, Spring 1986

*"The Use of Sign by Deaf Children: the Opinions of the Deaf Community" by David A. Stewart. Published in The American Annals of the Deaf, December 1983

*"Deaf Students Want to Be Heard, Protest New Non-Deaf President" UPI newspaper article about the Deaf President Now Protest, 1988

*"A Report on Some Recommendations of the Commission on the Education of the Deaf" by Joseph DiLorenzo. Published in The Special Educator, Vol 9 Number 1, September 1988

+ "Ten Syndromes Most Commonly Associated with Hearing Impairment" by G. Bradley Schaefer, M.D. Published in *Advances in the Genetics of Deafness* (A Bulletin of the NIDCD HHIRR), Vol 2 Number 1, Autumn 1995

*"Summer Camps for the Deaf". Published in The California News (California School f/t Deaf-Fremont), Vol 108 Number 21, April 19, 1993

+ "Usher's Syndrome: A Disease that Causes Some Deaf People to Lose Their Sight" by

Katherine F. Schwartz, B.A. and MaCay Vernon, PhD. Published in *The Deaf American*, March 1974

*“A Model Program for Education of Deaf Children” (essay of unknown authorship and no date)

*“The NAD Position Paper on ASL and Bilingual Education” Published by the National Association of the Deaf (no date)

*“On The Other Hand” a PBS TV show from the South Carolina Educational Television. 22 segments. Deaf Host uses pidgin-sign and Hearing Hostess uses SimCom with CASE and SEE

*“Mainstream Deaf Kids, Expert Urges” UEA Conference newspaper article by Jennifer K. Hatch. Published in the *Deseret News*, October 8, 1994

*“Mainstreaming Students Can Cause Them to Fail” Associated Press-Washington. Published in the *Deseret News*, October 8, 1994

*“Deaf March Silently but Angrily at State School Board Offices” by Jeffrey P. Haney. Published in *Deseret News*, July 17, 1994

+“Looking for ‘Constraints’ in Infants’ Perceptual-Cognitive Development” by Julie C. Rutkowska. Published in *Mind & Language*, Vol 6 Number 3, Autumn 1991

+“Blazing Trails for Bilingual-Bicultural Education in the West” by Ed Bosso and Marlon Kuntz. Published in *Perspectives in Deafness: A Deaf American Monograph* (around 1992)

*“Sign Language Recognized”. Published in the Model Secondary School for the Deaf Parents’ Newsletter, July 1974

+“American Sign Language: An Introduction” & “Is Signing a Foreign language ?” and a memorandum regarding ASL being accepted as foreign language credit

+Partial listing of referred journals which print studies, papers, etc relative to American Sign Language

+“The Search for the Empty Cup Continues” by Kim Corwin and Sherman Wilcox. Published in *SLS* 48, Fall 1985

+“Exploration of Factors Affecting Attitudes Towards Sign Language” by Amatzia Weisel, Esther Dromi, and Sara Dor. Published in *SLS* 68, Fall 1990

*“Perspectives on Deafness” by Edward C. Merrill, Jr. Published in *Perspectives on Deafness: A Deaf American Monograph*

*"Correct Sign: Correct Concept" by J. Freeman King. Published in *Perspectives* Vol 9 Number 2, November/December 1990

*"Should Teachers of the Deaf Support Signs?" *World Around You*, May-June 1991

+ "Perspectives On Deafness: Hearing Parents of Deaf Children" by Larry Hawkins and Sharon Baker-Hawkins. Published in *Perspectives on Deafness: A Deaf American Monograph* (around 1992)

*"Grassroots Effort Paid Off at the Indiana School for the Deaf" by David Reynolds and Ann Titus. Published in *Convention of American Instructors of the Deaf newsletter*. Vol 6 Number 1, Winter 1991

*"The Path to Bilingualism and Biculturalism at the Learning Center for Deaf Children" by Marie Philip and Anita Small. Published in *Convention of American Instructors of the Deaf newsletter*. Vol 6 Number 1, Winter 1991

*"Consciousness-Raising Effort at California School for the Deaf, Fremont" edited by Marlon Kuntz and Ed Bosso. Published in *Convention of American Instructors of the Deaf newsletter*. Vol 6 Number 1, Winter 1991

+ "Sign Language as a Primary Language" by Vivian Tartter. Published in *Language Processes*. New York: Holt and Reinhardt, 1986

part of this packet includes these articles:

The Acquisition of Sign Language

The Biological Foundations of Language Acquisition

Learning a Second (or Third or)Language

*"Sign Language Structure" by William Stokoe accompanied by a letter from William Stokoe to Leonard M. Ernest, East Carolina University, March 11, 1983

+ "A Model Communication and Language Policy for Total Communication Programs" by David A. Stewart. Published by The Institute for Research on Teaching, college of Education, Michigan State University, Oct 1990

*"Considerations and Implications When Reading Stories to Young Deaf Children" by David A. Stewart, Nancy Bonkowski, and Diane Bennett. Published by The Institute for Research on Teaching, college of Education, Michigan State University, Nov 1990

*"What is Learnable in Manually-Coded English Sign Systems?" by Brenda Schick and Mary Pat Moeller. Published by Boys Town National Institute, Dec 5, 1991

*"Harlan Lane: Psychology of the Deaf: Dangerous Stereotypes ?" by Lisa Allphin. Published by DCARA News, May 1988

*“Programming for Children Within a Readiness Level of Development” based on Young Children In Action by Hohmann, Banet, and Weikart. Published by The High/Scope Press, no date

*“The Power of Silence” by Mark A. Stein. Published by *Los Angeles Times*, Oct 15, 1989

*“The Signs of Silence” by Shannon Brownlee. Published by *US News and World Reports*, Oct 16, 1989

*“Brain Languages” by Ron Grossman. Published by Chicago Tribune, Nov 3, 1989

+“A Parent, A Child, A School” by Emma Curry, Sedalia, Missouri. This is a Parent-Assertiveness Outline/Checklist to get what you need from the public school. It could be used with a deaf school too.

+“Questions Parents Can Ask in Evaluating a Deaf Education Program For Their Child” by TRIPOD, Inc. Burbank California.

+List of Back Issues from The Bicultural Center in Riverdale, Maryland (no date)

Titles that were underlined:

- ...How ISD (Indiana School f/t Deaf) is moving towards a more bilingual/bicultural curriculum
- ...The need for Deaf children to achieve native language competency through ASL
- ...Lip-reading methods are being dismissed for a curriculum incorporating their natural Sign Language
- ...Realities of English as a Second Language for most Deaf ASL-users
- ...Legislative Assembly recognized ASL as the language of the Deaf, and their customs and values as uniquely related to culturally Deaf Manitobans
- ...More fluent ASL instructors
- ...Deaf students who are frustrated by their education
- ...A Deaf graduate student was denied an internship because of her ‘lack of ability to provide auditory stimulus’
- ...Links the low scores of Deaf children in the educational system with the poor communication skills of their teachers.
- ...Dr. Henry Giroux preaches active, rather than passive, education
- ...Demonstrate the pain inflicted on deaf children who are deprived of Sign Language in their formative years.

**APPENDIX F: Utah State Board of Education USDB Legislative
Workgroup Report 10-5-2007**

Utah State Board of Education
USDB Legislative Workgroup Report
10-5-07

Summary of Parent and Community Correspondence

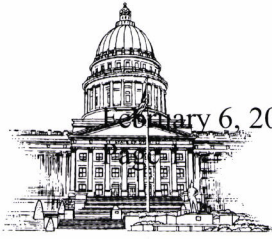
Between September 18 and October 2, 2007 Superintendent Patti Harrington received correspondence from 30 parents or community members with comments regarding the work of the USDB Legislative Workgroup. Two letters were sent from individuals representing the blind/visually impaired; 28 letters from individuals representing deaf/hard of hearing. Those letters received by the time of printing were included in the USBE packet. The rest are included in this supplemental packet. The following summarizes key issues identified.

Issue	Input/Recommendation	#
USDB eligibility	Allow students who are at or above grade level to attend USDB, not just those who have an IEP	27
USDB services	Provide instructional and placement options for parents	24
USDB services	Continue to offer opportunities for instruction in ASL	16
USDB services	Establish a residential campus for deaf students	15
USDB services	USDB needs to be more than a statewide agency that serves school districts; it needs to be a school	12
USDB services	Provide challenging instruction that meets individual needs	9
USDB services	Concern about the quality of interpreting services; needs to improve	6
USDB services	Consolidate USDB classes into one building instead of classrooms across many different schools (where classroom space is uncertain)	3
USDB eligibility	Focus efforts of USDB on students who are deaf, blind, or deafblind – not multiply disabled	3
Workgroup Process	Take time to research other state models and incorporate what is effective into Utah's proposed model	3
USDB services	Increase USDB staff skills to meet the needs of students	2
USDB services	Provide more intense Braille instruction and Orientation and Mobility training to blind students	2
USDB services	Replace interpreter services in mainstream classes with ASL classroom instruction	2
USDB services	Define Least Restrictive Environment (LRE) in terms of meeting student needs	2
USDB services	Provide related services more frequently to support USDB students	1
USDB eligibility	Consider other state eligibility criteria such as California	1
USDB eligibility	Allow students who use sign language, but who do not have a hearing loss, to attend USDB	1
USDB eligibility	USDB should continue to serve students who are deaf or blind with multiple disabilities	1

List of Individuals Providing Written Input
Concerning the USDB Legislative Workgroup

Name	Representing
Mindi Allen	Parent of deaf child(ren)
Emily Beech	Deaf Interpreter
Lauri Buzianis	Parent of deaf child(ren)
Cheralyn Braithwaite Creer	Blind individual, Parent of blind child(ren)
Bryan Eldredge	Professional serving deaf, relative who is deaf
Holly George	Parent of deaf child(ren)
James Goff	Deaf Individual, Parent of deaf child(ren)
Sharelle Goff	Deaf Individual, Parent of deaf child(ren)
Kimberly and Ramon Gonzalez	Deaf Individuals, Parent of deaf child(ren)
Melissa Jensen	Parent of deaf child(ren)
Catherine Holt	Parent of deaf child(ren)
Petra and Kester Horn-Marsh	Parents of deaf child(ren), Professionals serving deaf
Mark Jones	Deaf Individual, Professional serving deaf
J. Freeman King	Professional serving deaf
Jodi Kinner	Deaf Individual, Parent of deaf child(ren)
Juliet McCullough	Parent of deaf child(ren)
Tony Milewski	Deaf Individual
Suzanne Morrison	Parent of deaf child(ren)
Marla Palmer	Parent of blind child(ren)
Jeff Pollock	Deaf Individual
Chris Robinson	Parent of deaf child(ren)
Lisa Roush	Deaf Individual
Courtney Ruff	Deaf Interpreter
Robert Sanderson	Deaf Individual
Catherine Scott	Parent of deaf child(ren)
Lynell Smith	Parent of deaf child(ren)
Laurel Stimpson	Deaf Individual
Jennifer Storrer	Professional serving deaf, Deaf Interpreter
Minnie Mae Wilding-Diaz	Deaf Individual, Parent of deaf child(ren)
Sari Williams	Deaf Individual, Parent of deaf child(ren)

APPENDIX G: Utah State Legislature Letter



<http://le.utah.gov>

Utah State Legislature

February 6, 2008

Senate • Utah State Capitol Complex • 320 State Capitol

PO Box 145115 • Salt Lake City, Utah 84114-5115
(801) 538-1035 • fax (801) 538-1414

House of Representatives • Utah State Capitol Complex • 350 State Capitol

PO Box 145030 • Salt Lake City, Utah 84114-5030
(801) 538-1029 • fax (801) 538-1908

February 6, 2008

Utah State Board of Education
250 East 500 South
P O Box 144200
Salt Lake City, Utah
84114-4200

Dear Utah State Board of Education Members:

As a group of interested legislators, we are writing to bring an important issue to your attention. Utah Code Sections 53A-25-103 and 53A-25-201 provide that the Utah School for the Deaf and the Utah School for the Blind (USDB) shall provide a practical education for students who are deaf or blind. The Utah Code also provides that the Utah State Board of Education is the Board of Trustees for USDB and is to establish and enforce standards at the school to ensure that hearing impaired (Section 53A-25-104) and visually impaired (Section 53A-25-203) students receive special education services in the least restrictive program available.

We have heard concerns that students who were served by USDB have been placed back in a neighborhood school in a school district because their academic skills reached grade level or above. This brought into question the need for special education services. USDB was the choice of placement because it was believed to be the least restrictive environment. Subsection 53A-25-104 (4) discusses criteria to be considered in making placement decisions. One of the factors is the availability of a "homogeneous classroom experience." This concern has been specifically raised by parents of students at the Jean Massieu School at USDB. Some parents and educators believe that these students were able to reach a higher level of academic achievement as a result of the specialized instruction and support that is available in the USDB placement.

You established Utah Administrative Rule R277-800 to address the administration of USDB. Section (6) of that rule provides that student eligibility and admission to USDB is determined in accordance with Sections 53A-25-103 and 53A-2-201. We don't believe that the provisions of those sections compel students who have reached grade level or above to be transferred out of the USDB system.

We respectfully request that the Utah State Board of Education should investigate the application of Rule R277-800 to ensure that if a student served by USDB achieves academic performance at or above grade level, that the student should not be forced to leave the USDB system if the IEP Team, including the student's parents, determines that continued placement at USDB is most

February 6, 2008

Page 2

appropriate for meeting the educational needs of the individual student. If necessary, we further recommend request that you will consider revising the rule to remedy this problem.

We considered bringing a bill forward in this General Session, but concluded that, with your cooperation, the administrative remedy would be a better short-term solution for this specific issue. We understand that the Utah State Office of Education has formed a legislative workgroup for the purpose of examining the purpose, role, structure, financing, and authority of USDB. We have requested that this item be placed in the Master Study Resolution as a priority study item during this year's interim. We pledge our joint cooperation in finding long-term solutions for USDB issues, including recodifying the provisions of Title 53A, Chapter 25, Schools for the Deaf and Blind, and revising the financing of USDB. We appreciate your consideration of this matter.

Sincerely,

Senator Howard Stephenson _____

Representative Gregory H Hughes _____

Representative Kenneth W Sumsion _____

Representative Carl Wimmer _____

Representative Carol Spackman Moss _____

Representative James R Gowans _____

Representative Jennifer M Seelig _____

cc: Superintendent Patti Harrington

APPENDIX H: “10 Talking Points for the Demonstration” Flyer

SCHOOL BUILDING NOW!

Crumbling Classrooms are Not Acceptable!

10 POINTS FOR THE DEMONSTRATION

1. USDB is a statewide school serving over 2000 students throughout Utah, 410 of whom are served in self-contained classrooms by teachers specifically trained to work with deaf/hard of hearing, blind/visually impaired and deaf-blind children.
2. Legislature has turned down USDB permanent building requests for 10 years.
3. In the legislative session of '07 USDB was given a used five story office building to house our children and \$500,000 for renovations with the assurance it was this or nothing. This was in place of approving a request for an actual school building.
4. USDB made a good faith effort to make do with the scraps that were thrown their way only to learn that a) renovations and bringing the building up to code for a school would cost 1.4 million for renovations to the first floor alone, and b) a school cannot be more than three stories. So, the building and the funds were taken away and not replaced.
5. The building which housed USDB's newly expanded ASL/English Bilingual students was due to be demolished this year leaving the school with nowhere to house those 72 day school students grades pre-k through 9th grade.
6. DFCM offered USDB an actual school building in the Salt Lake City school district. It turned out the building was riddled with asbestos and so far from code it would take over 1.5 million to renovate and then another \$660,000/yr to lease. DFCM provided a mere \$236,000 in one time lease moneys. The rest was to come from cuts in direct services to students.
7. The meetings and negotiations related to finding a building for USDB students have intentionally taken place without the presence of USDB administration being invited or allowed.
8. Leaving USDB again without a home for the children, DFCM delayed and delayed and finally gave up one more office building inappropriate for student use. Again trying to make do and without further recourse as the '08-'09 school year looms, USDB will house these students in another dilapidated old school building on Connor St in Holladay, where the preschool for the Blind and a number of related services staff are presently housed, and move related services and administrators to the office building. Even so, the school on Connor St lacks sufficient space, is extremely run down, and has only one year left on the lease. Additionally, the legislature has allocated only \$263,000 of one time lease money that can be used to retrofit and upgrade both buildings. After the Connor St lease expires in Spring 2009, where will DFCM shove this group of children next?
9. DFCM has successfully marginalized school children whose sensory impairments appear to make them less worthy citizens than other "normal" school children who have buildings and equipment and green space and mascots and identity. Our children have been relocated from facility to facility, in some cases annually, in order to sweep them under the rug and DFCM is held accountable to nobody!
10. The State of Utah does not care about the education of the blind and deaf children whose parents live, pay taxes and vote within its borders. Or at least it would seem so from the treatment of DFCM. When will all children matter in Utah? I guess No Child Left Behind only means test scores. When will legislative leadership step up and make this a priority so that we can have the funds to build, or so that DFCM will get us an educational facility or contract with a local school district who understands our needs?

PLEASE COME AND SUPPORT US!!!

WHEN: Tuesday, July 8

TIME: 8:30—10:30 AM

WHERE: South Steps at the Utah State Capitol building

WHO IS INVITED? USDB Parents, Students, Deaf/Blind/Deaf-Blind Community, and everybody!

QUESTIONS? Contact nimbly@comcast.net
