

The Colorado School for the Deaf and the Blind  
 Independent Program Review Recommendations  
 Progress Update August 2022

Executive Summary Major Recommendations: Immediate Improvement

Recommendation	Status	Summary Notes
<p>CSDB leadership (administration and board of trustees) should give additional attention to the operations and outcomes of the school for the blind. This could take a variety of forms, including a separate strategic school plan that identifies specific goals for professional development of staff and student achievement and growth, as well as gives periodic reports to the board about the operations and student outcomes.</p>	<p>In Progress</p>	<p>(August 2022)            Established a Blind Advisory Committee in 2019 that continues to date. The committee identified the following priorities that have been areas of focus:</p> <ol style="list-style-type: none"> <li>1. Braille signage updated in School for the Blind and added in the Employability Center. Remaining buildings will be prioritized and updated.</li> <li>2. Develop and provide Blind Accessibility/Awareness Training for all staff during the 2022-2023 SY, beginning in August 2022.</li> <li>3. Auditory description process developed and implemented Spring 2022 and continues through 2022-2023 SY.</li> <li>4. Revision of policy IHBE to include addressing students Learning Media Plans and their primary literacy mode.</li> <li>5. The Blind Advisory and Deaf Advisory Committees collaborated to establish communication norms for our campus.</li> </ol> <p>The school has been more proactive in discussions and preparation around school-wide events for students and staff involving both populations for accessibility and accommodations (homecoming pep rally, graduation, etc.)</p>

		<p>Additional magnification devices and refreshable braille display devices purchased.</p> <p>Literacy and numeracy curriculum updated in braille to include UEB Math for numeracy.</p> <p>Student achievement results are regularly presented to the Board of Trustees to include all students, as well as results specifically</p> <p>Additional staff added to include Literacy Coach, Assistive Technology Teacher, and School Counselor.</p> <p>Extra hours added to the Brailist to perform additional work during school breaks.</p> <p>School Media Center / Library was converted to a classroom to provide additional space needed for a Special Education Classroom. The Media Center is in the process of being moved to another building and should open in the Fall of 2022.</p>
<p>CSDB should provide all students and their families who attend or are served by CSDB access to the full range of communication methodologies/options available to them in any public school in the state. All forms of access to language should be made available and supported by CSDB.</p>	<p>In Progress</p>	<p>(August 2022 Update)</p> <p>CSDB’s mission is to provide access to instruction utilizing ASL and English. To meet this, CSDB recently revised its Policy IHBE to reflect a bi-lingual approach to educating students, which is where CSDB falls on the continuum of services. This was approved by the Board of Trustees for 1<sup>st</sup> reading in May and will go to the board at the first meeting of the 2022-2023 SY for 2<sup>nd</sup> reading and final approval.</p> <p>The Little Language Learners toddler program was established and includes a bilingual approach that supports both ASL and English.</p> <p>CSDB is piloting a newly developed bilingual preschool program for the 2022-2023 SY. The model of this program will include two teachers, one specific to ASL and one specific to listening and spoken</p>

		<p>language. This model will expand opportunities to ensure both languages are addressed. If this is successful, this will be looked at to be expanded to other age levels.</p> <p>Additional literacy interventions were provided to identified students using listening and spoken language, if appropriate.</p>
<p>The board of trustees and the superintendent should mutually develop a formal evaluation process for the superintendent. The superintendent’s goals and the measures and process for judging his/her performance should be easily accessible on the CSDB website.</p>	Completed	<p>The formal evaluation process was developed during the 2019-2020 school year and has been implemented in the subsequent years and thereafter.</p>
<p>Board members should receive hands-on, concrete training about their statutory responsibilities regarding oversight and supervision and how those are implemented in practice.</p>	Completed	<p>(August 2022 Update) Board of Trustees members are trained annual in the following areas: Open Meetings Law, CORA, and Board Best Practices. Other trainings such as CASB, are offered as needed.</p>
<p>CSDB should engage in instructional-program improvement activities this fall in the following four areas:</p> <ol style="list-style-type: none"> <li>a. Recruitment and retention of qualified and experienced staff</li> <li>b. Use of accommodations and access strategies for all students</li> <li>c. Data-drive effective instruction</li> <li>d. Increasing partnerships with parents, organizations, and other community members.</li> </ol> <p>This should include specific goals, implementation plans, progress measures, and on-going</p>	In Progress	<p>(August 2022 Update) These areas were addressed in the newly developed 2020-2025 CSDB Strategic Plan.</p> <p>Recruitment and Retention is an area within the School Climate and Culture section of the strategic plan and efforts include a recruitment video developed, partnerships with new social media to include KKTV for posting job announcements. HR will attend job fairs within the local community to reach potential applicants, both virtual and in-person.</p> <p>Instruction was identified as a section in the Strategic Plan and emphasis was put on developing a strong Multi-Tiered Systems of Support (MTSS) program at CSDB to increase emphasis on data-driven effective instruction. The team consulted with an</p>

<p>professional development activities tied to the improvement goals.</p>		<p>independent external expert to develop an in-depth handbook that includes the system and process for MTSS. A school-wide MTSS team was developed and participated in the CDE MTSS training modules during the 2021-2022 SY. All staff will be trained in the 2022-2023 SY.</p> <p>New literacy and numeracy, as well as a social-emotional curriculum was identified, adopted, and implemented as well to ensure strong Tier I curriculum is in place.</p> <p>The Communication and Outreach sections of the Strategic Plan have been working to increase and strengthen positive relationships with parents, agencies, and other community organizations. There are numerous partnerships we have developed, and a few examples include:</p> <ul style="list-style-type: none"> <li>• CSDB received a new Art Studio by partnering with the Leroy Neiman Family Foundation and the US Olympic and Paralympic Museum</li> <li>• CSDB partnered with the American Red Cross (ARC) on the “sound the Alarm” campaign to install unique bed-shaker smoke alarms or those who are Deaf.</li> <li>• CSDB partnered with Rocky Mountain Deaf School in the Spring of 2022 to provide an Outdoor Education Experience for Middle School students at a YMCA for students from both schools.</li> <li>• CSDB partnered with the Colorado Center for the Blind (CCB) to provide mentorship opportunities for students.</li> <li>• CSDB is in the process of implementing a different communication system</li> <li>• Starting in May 2022, videos were developed with updates from CSDB and shared with CSDB parents, staff, as well as posted on the website to ensure the community is aware of what is happening at CSDB.</li> </ul>
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CSDB leadership should review the current number of administrative positions and reallocate some of them to provide ongoing support for instructional improvement (e.g., math and literacy coaches). The duties of the Director of Curriculum and Instruction position should be restructured to include supervision of principals and additional direct involvement with instructional support.	Completed	<p>(August 2022 Update)</p> <p>Since the report, the number of principal positions were reduced from five to three.</p> <p>Supervision of the Principals shifted in 2019 from the Superintendent to the Director of Curriculum, Instruction, and Assessment.</p> <p>Additional coaches were added to include a Math Specialist/Coach in the School for the Deaf and a Literacy Specialist/Coach in the School for the Blind.</p>
CSDB Outreach staff and CDE specialists in deaf and blind education should meet, under the direction of the executive director of CDE's Exceptional Student Services Unit (ESSU) to jointly clarify which services each agency is currently providing and which service needs are not being met. Also, they should develop a coordinated plan that will capitalize on the expertise, experience and resources available in both agencies. That plan should be communicated to school district special education directors and superintendents across the state.	In Progress	<p>(August 2022 Update)</p> <p>There have been collaborative meetings over the past two years that include both CDE and CSDB staff to discuss collaborative efforts. The focus of these meetings has been the development of a shared resource that outlines who to contact for various resources and services statewide; this resource will ultimately be shared with the public on both the CDE and CSDB website. In addition, conversations have begun as to how to best survey various stakeholders (school districts, families, etc.) as a first step to determine and address unmet needs.</p>

<p>CSDB leadership should work closely with ESSU staff to define and determine CSDB’s Early Intervention Program (for both D/HH and B/VI) in light of the ongoing work of the CDE and the Colorado Department of Human Services (CDHS) to shift authority for early - intervention evaluations and supports to the CDHS, through the interagency work of 2018 House Bill 1333.</p>	<p>In Progress</p>	<p>(August 2022 Update)  CSDB had representation as statewide stakeholders in the workgroups for evaluations, tools, and considerations during transition, as well as representation for the referral and intake process. We continue to have conversations with Dept of Early Childhood, Early Intervention Colorado for evaluations for children who are DHH or Blind/low vision.</p>
<p>Early intervention staff must ensure that family trainings and support offerings are available outside the Pikes Peak Region.</p>	<p>In Progress</p>	<p>(August 2022 Update)  During COVID, all our events and services went virtual. Since services started back in person, Outreach has maintained virtual options for events and services. These services continue for our Shared Reading Project, Early Intervention supports, and events. Additionally, CSDB partnered with District 51 in Grand Junction to host an event for families who are Deaf/HH from birth-21 in May of 2022.</p>
<p>Early Intervention staff should ensure that parents have access to a range of communication methodologies/options from which they can choose and that all options are fully supported.</p>	<p>In Progress</p>	<p>(August 2022 Update)  Colorado Home Intervention Program (CHIP) has and will continue to support family choice, and do their best to ensure families have the information they need to make the best decision. They continue to work closely with Early Intervention Colorado to streamline and simplify CHIP for families. CSDB has recently started our “soft” roll out of the Scope and Sequence for CHIP. This document outlines topics and information that we feel is important to share with families during their EI journey, including language development, communication methodologies, and whole child development.</p>
<p>CSDB and the CDE, under the direction of the executive director of the ESSU, should jointly conduct a statewide outreach needs assessment and utilize the findings to develop a plan to meet those identified needs</p>	<p>In Progress</p>	<p>(August 2022 Update)  Conversations between CSDB and CDE ESSU have begun as to how to best survey various stakeholders (school districts, families, etc.) as a first step to determine and address unmet needs across the state of Colorado.</p>
<p>Based on feedback from stakeholders at the town hall meetings and the online</p>	<p>In Progress</p>	<p>(August 2022 Update)</p>

<p>questionnaire, there is a need for a single point/source for parents to access communication about resources and support (e.g., a website that is continually updated and maintained with some access to a staff person for questions and clarifications). It may be most helpful to have separate “sites” for D/HH and B/VI. This should be developed jointly by the CDE, CSDB and key stakeholders.</p>		<p>Discussions began 3 years ago, between CSDB Outreach and CDE, regarding a single-point website with continually updated statewide-resource pages for D/HH, B/VI and D/B. Discussions stalled due to the change of Outreach Directors. Conversations resumed in the Spring of 2022 with the hiring of a new CSDB Outreach Director, and CSDB and CDE ESSU continue to work together to develop a shared resource that outlines who to contact for various resources and services statewide; this resource will ultimately be shared with the public on both the CDE and CSDB website.</p>
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### Executive Summary Major Recommendations: Long-Term Action and State-Level Action

Recommendation	Progress	Summary Notes
<p>The CSDB superintendent should form and develop separate D/HH and B/VI ongoing advisory councils composed of a wide variety of stakeholders (e.g. state agencies, parents, students, CSDB personnel, teachers, AU special education directors and advocacy group leaders – all of whom should be geographically balanced and include blind and deaf individuals) for the purpose of creating a forum where difference philosophical and pedagogical views on how to educate these students could be shared/discussed with an opportunity to build consensus.</p>	<p>Not Completed</p>	<p>(August 2022 Update)</p> <p>CSDB has developed two internal advisory committees, the Deaf Advisory Committee and the Blind Advisory Committee. Both Committees have been meeting since the Fall of 2019. The development of a Statewide Advisory Council that includes diverse representations is a priority for the 2022-2023 SY.</p>
<p>CSDB should become nationally certified through the appropriate deaf and blind education national accreditation processes.</p>	<p>In Progress</p>	<p>(August 2022 Update)</p> <p>CSDB has investigated possible national accreditation options to include CIGNA, CEASD, and AER. Staff have attended trainings on</p>

		AER and CEASD accreditation and will begin that process in the Fall of 2022. The process for accreditation is lengthy and is estimated to take approximately 18-24 months to become fully accredited.
CSDB should set an aspirational goal to become a collaborative partner with school districts, families and advocacy groups, among others, to model effective practices and more effectively use existing resources to enhance and develop services statewide.	In Progress	(August 2022 Update) CSDB partners with more than 500 businesses and advocacy groups who provide resources for CSDB services, including employers for Employability Center programs, representatives as topical presenters, donors, agencies to aid the Deaf and Blind communities, and more. (See list) For the 2022-23 school year, Outreach has agreements in place with 23 school districts/agencies to provide D/HH and B/VI services for a total of approximately 135 school-age children.
With leadership from the CDE Commissioner's Office and based on the results of the statewide needs assessment, Outreach staff and CDE personnel – in coordination with AU special education directors – should explore different service models (beyond what is currently in place), beginning with the areas of greatest need. In addition, CSDB, in coordination with the CDE, should develop partnerships with higher education to enable local AU staff to become licensed/certified in areas of critical shortage, as well as increase staff-capacity building to meet student needs	Not Completed	(August 2022 Update) The statewide needs assessment has not yet been completed which must be done to complete this step. The statewide needs assessment is a priority for the 2022-2023 school year.



## Findings and Recommendations on On-Campus Instructional Program Recommendations: Education of D/HH Students

Recommendation	Status	Summary Notes
Develop and implement a program to recruit and retain qualified teaching staff (in both content areas and pedagogy) with the goal of reducing staff turnover. This should be done in collaboration with ESSU staff and the Consortium of Directors of Special Education	In Progress	(August 2022 Update) Human Resources searches multi resume databases throughout the nation and Colorado to recruit qualified applicants and encourage them to apply. HR has also created a CSDB Exit Survey that will begin with SY22-23. Also, surveys will be sent periodically to new staff from Human Resources to confront issues/concerns in a timely manner.
Conduct Exit Interviews with all departing staff to identify why they left and what could have been done to encourage them to stay	Completed	(August 2022 Update) All staff who leave CSDB are given an exit survey with these questions. This is a State of Colorado survey, quarterly they sent CSDB the results which are shared with the Superintendent and Morale Team.
Improve mentorship, coaching, and support-network opportunities for new staff based on feedback from new and veteran teachers	In Progress	(August 2022 Update) CSDB has a CDE approved Educator Induction Program. The program is reviewed on an annual basis. CSDB has added coaches to assist with additional mentorship for new teachers.
Review the induction program so that new staff can earn the appropriate certifications and improve their instructional capacity as part of the program	In Progress	(August 2022 Update) The induction program is reviewed and revised on an annual basis. There have been different approaches to the mentor program that we have tried to ensure that staff get the support they need from their mentors. Some innovative approaches we have tried have been a team mentoring approach by pairing
Incorporate a plan/timeline for completion of certifications and licensures into the evaluation process	Completed	(August 2022 Update) All licensed personnel are given timelines based upon current CDE rules regarding required licensure and/or certifications This is clearly outlined in Notices of Pay.

Partner, in coordination with CDE and the Consortium of Directors of Special Education, with the University of Northern Colorado and other higher-education institutions that train teachers of the D/HH to develop an “internship” program at CSDB. The goal would be to create a “pipeline” of qualified candidates for CSDB and other AUs across the state	In Progress	(August 2022 Update) Some initial conversations took place with UNC after the report and those need to continue. Additional, more in-depth conversations need to occur.
Conduct an annual climate and culture survey with staff, parents and students, with a focus on determining the reasons for high staff turnover	Completed	(August 2022 Update) An annual staff survey has been completed each Spring with staff.
Provide all students who attend CSDB access to the full range of communication methodologies/options available for them in any public school in the state. All forms of access to language should be made available and supported by CSDB.	Completed	(August 2022 Update) The philosophy of CSDB is a bi-lingual, bi-modal philosophy that supports instruction in both ASL and English.
Base instructional activities on individual student needs as reflected in their IEPs and data from formative assessment processes	In Progress	(August 2022 Update) For the 21-22 school year an IEP coordination team was developed to address compliant and quality IEPs. Feedback was provided to case managers based on individual IEP needs. Additionally, there were two trainings provided by CDE on writing quality goals based on data and standards. These trainings were required of all case managers.
Add additional specialists in literacy and math instruction, behavior support and/or instructional coaching by reallocating some administrative positions	In Progress	(August 2022 Update) Since the report we have hired a Math Specialist/Coach for the School for the Deaf, a Literacy Specialist for the School for the Blind, contracted with a Behavior Specialist for both schools, and hired a School Counselor for the School for the Blind.
Ensure teachers are aware of grade-level expectations for student work based on CAS	In Progress	(August 2022 Update)

		This area will need additional support for teacher. Instructional coaches and administration in the school for the deaf completed trainings on working with teachers on instructional strategies. Additionally, and MTSS core team consisting of team captains from various departments (student services, school for the Deaf and school for the blind) along with team members from both schools looked at modules on core content. Both groups (coaches and MTSS teams) will continue to work on how to roll this out to teachers.
Develop a schoolwide implementation of DEAR program	In Progress	(August 2022 Update) A DEAR program has not been implemented school-wide. There is currently a plan to implement one in the 2022-2023 school year.
Improve communication and collaboration with school districts regarding student progress, including expectations for if/when a student should return to the school district and then partnering for successful transitions in or out of CSDB		(August 2022 Update) Communication with districts has improved over the past few years with districts around the state. Several opportunities have surfaced recently for students to transition back to their district, especially for transition services since their hometown is most likely their next environment. CSDB staff have collaborated with receiving districts to prepare the student for appropriate accommodations in the public schools and consultation has been made available to home districts after the student has started services in that district. In addition, the availability of zoom has opened more opportunities for districts to be involved in meetings including IEP's, behavior consultation, and evaluations. Otherwise, the distance from the home districts was previously a barrier for district involvement.
Provide greater transparency and clarity about admissions criteria		(August 2022 Update) Admissions criteria is available in policies and open to the public on the CSDB website. Special Education Director has also shared the admissions policy with inquiring districts and has collaborated with district Sped Directors about

		specific students as needed and the appropriateness of the CSDB programs.
Develop a continuum of services to meet individual student needs. This should reflect the choices of access to language and communication modes available to parents of children who are D/HH	In Progress	<p>(August 2022 Update)</p> <p>In the school for the Deaf and Deaf PreK Programs a small group of teachers, coaches and administrators gathered to look at language planning and communication modes. Additionally, the team identified the need to have more training on the IEP communication page to address individuals with a range of language abilities and modes. In the PreK the team developed a language planning form and will begin to hold annual meetings with families and individual student team members to look more at how we can meet the needs of children in the deaf program.</p> <p>In the School for the Deaf we have taken steps to address this, including the development and hiring of a Literacy Interventionist, STEM Coach and ASL Coach. These positions support tiered instruction including supporting teachers with Tier 1 curriculum, providing push-in group instructional support and providing one-on-one or small group individualized intervention support. For the 2022-2023 school year CSDB also hired an ASL Teacher who can provide direct instruction in ASL in addition to English instruction for most elementary students and identified secondary students. We continue to work to set-up a model/system for providing spoken language support to learners specific to English. At this time, this support is only provided to a small group of identified elementary and secondary students.</p>
Develop a system that provides “push in” support from related service providers. A highly collaborative teaching and learning design with related personnel (e.g., audiologists and speech and language pathologists) could increase the		<p>(August 2022 Update)</p> <p>Related services are delivered as a push in model anytime appropriate for the student and their needs. In preschool, service providers deliver services during the play-based instruction model that is best practices for the preschool age. Due to the necessity of certain services, some services are still a pull-out model such as</p>

individualization and variety of specially designed instruction for each student throughout their school day		Orientation Mobility and Physical Therapy depending on the skill set of the student and the need for specialized equipment. SLP's work in conjunction with classroom teachers to host specialized literacy events and students participate as a large group. Plans for the school year 22-23 include a collaborative effort for language services including SLP services in collaboration with ASL.
Develop in-depth, ongoing professional development for administrators and teachers in the analysis of student-achievement data and how to use it to inform instruction with a focus on individual student needs	In Progress	(August 2022 Update) There has been some professional development in the use of data. Through the MTSS training in the 2022-2023 SY additional in-depth training will be provided.
Restructure the role of the instructional and curriculum director to focus on the supervision of school principals and ensure that evidence-based practices are in place in every classroom	Completed	(August 2022 Update) The role of the Director of Curriculum, Instruction, and Assessment was revised in August of 2019 to include the supervision of the principals.
Increase academic rigor and expectations for students, commensurate with other Colorado school districts and grade-level expectations for students based on CAS	In Progress	(August 2022 Update) Staff was trained in the CDE Standards modules related to ensuring a strong understanding of the CDE standards. All unit and lesson plans are aligned to the CDE modules. All plans must also demonstrate the use of grade-level approved Tier I curriculum
Make student engagement and ownership of learning a priority and implement schoolwide strategies to support that aim (e.g., student-led conferences, standards-based grading), as well as provide training for staff	In Progress	(August 2022 Update) There have been some school-wide strategies implemented and through the MTSS training in the 2022-2023 SY additional school-wide best practices will be provided. An example of a school-wide strategy implemented in ensuring students know their learning targets and learning targets are posted.
Align curriculum and instructional materials vertically and horizontally across subject areas and levels and provide teachers with samples of student work that exemplify	In Progress	(August 2022 Update) A curriculum review cycle is in place to ensure all instructional materials are reviewed every 5 years on a rotation cycle. Through this process new Literacy, Numeracy, and PE/Health curriculum

grade-level expectations for students based on CAS		has been purchased since the report. The remaining content areas will be reviewed in the next two years.
Work with staff to increase the level of academic language used with students	In Progress	(August 2022 Update) Training has been provided on bi-lingual instructional strategies that include the use of social language and academic language.
Provide professional development focused on the use of scaffolding and differentiated instruction based on grade-level expectations from CAS	Completed	(August 2022 Update) Training has been provided on the CAS.

#### Findings and Recommendations on On-Campus Instructional Program Recommendations: Education of B/VI

Recommendation	Status	Summary Notes
<p>Recruit qualified teaching staff and retain qualified and experienced teaching staff</p> <ul style="list-style-type: none"> <li>• Explore and implement new partnerships to increase recruitment strategies</li> <li>• Create and implement innovative and robust induction supports for unqualified teachers/staff. Mentorship and coaching supports should be systematic and aligned with best practices</li> <li>• Examine and align program improvement goals and professional-development activities to focus on</li> </ul>	In Progress	<p>(August 2022 Update)</p> <p>Individualized professional development occurs to support staff in areas of need on Friday afternoons.</p>

staff retention to support increased student results		
Create and implement rigorous supports to certify new teachers in braille competency	Completed	(August 2022 Update)  The CSDB brailist has created a course that teachers can access and use to support their practice with braille. The brailist and other TVIs in the building (mentors, co-workers) are available to check braille work and progress and answer any questions that may arise. CSDB is currently working to develop a course for paraprofessionals and other service providers who are not required to pass a competency exam but need basic skills in place to support students.
Increase certified braille transcribers for the School for the Blind. Include appropriate certifications in non-technical materials, technical (such as math and science), textbook formats, tactile graphics and material for young children	Completed	(August 2022 Update)  The workload of the braille transcriber was reviewed and it was determined that an additional braille transcriber was not needed. It was determined that the current braille transcriber could benefit from additional hours when students are not in session. Additional hours have been allocated to the braille transcriber during school breaks and the summer to address this need.
Conduct a critical analysis of the teaching positions, related-services staff and paraprofessionals and then research/examine a variety of approaches to hire and maintain qualified and experienced teachers to meet the instructional needs of students  <ul style="list-style-type: none"> <li>This would include a critical examination regarding who should be endorsed as teachers of students</li> </ul>	Completed	(August 2022 Update)  Secondary teachers are required to be highly qualified in the content area in which they teach (English, Math, Social Studies, and Science). Elementary teachers are required to be certified in elementary education. Two teachers have master's degrees in special education because their caseload consists of students with additional disabilities in which their primary disability is not blindness. All core teachers are required to be braille competent.

<p>with visual impairments, who should be qualified in core subject areas and who should be competent in braille</p> <ul style="list-style-type: none"> <li>• Administration should consider realigning staff to increase student access to curricula, access to braille, access to accommodations and modifications, and access to technology. This should include the role and function of paraprofessionals</li> <li>• Increase collaboration among all teaching staff, related-services staff and paraprofessionals to increase effective instruction to all students</li> </ul>		<p>A Certified Assistive Technology Instructional Specialist was added to the team to help advise and instruct the use of assistive technology in the building. Paraprofessionals participate in professional development classes to improve their braille knowledge and skills. Regular brainstorming and child study meetings are held to keep an open line of communication about each of our students to ensure we have all appropriate accommodations in place.</p>
<p>Increase reading and math instruction in the students' primary learning media throughout their school day and differentiate instruction for specific student needs with an emphasis on the instructional needs of students using and learning braille</p>	<p>In Progress</p>	<p>(August 2022 Update)</p> <p>New math and reading curriculum were purchase and has been produced in uncontracted and contracted braille to better accommodate the needs of the students in both of elementary and secondary programs. Math materials are presented in the braille code in which the child is most familiar and stated in their IEP (either UEB Math or Nemeth). All literacy materials are in Unified English Braille. All students who are ready to use refreshable braille displays now have access and are being taught how to use it in their classes and during assistive technology/braille pull outs.</p>
<p>Decrease the use of oral instruction and increase instruction using braille and</p>	<p>Completed</p>	<p>(August 2022 Update)</p> <p>CSDB purchased additional braille displays. Student use these while navigating the internet, reading books online, taking</p>



<p>accessible print learning media for students with all ability levels</p>		<p>assessments, and completing homework. Additional low vision devices were also purchased, inventoried, and distributed. <i>Curriculum.</i></p>
<p>Increase student engagement with braille and print reading, as well as math strategies and activities</p>	<p>In Progress</p>	<p>(August 2022 Update) New literacy and math curriculum was purchased and adapted. Our vision statement emphasizes literacy modes: <i>Through differentiation, collaboration, and putting kids first, every student in the school for the blind will demonstrate confidence in their literacy mode across all areas of the Expanded Core</i></p>
<p>Consider a critical review and in-depth analysis of the physical environment, classroom space and individual student learning/work areas. Redesign the physical environment to increase overall student independence, access to materials and tools, and efficiency in participation in educational programming</p>	<p>In Progress</p>	<p>(August 2022 Update) The School for the Blind continue to rearrange and work to make the space more usable and efficient in the School for the Blind. We are currently renovating the Lions building to be the new Blind School Library and Assistive Technology Classroom. We adapted board games, assistive technology, low vision devices, and braille books inventoried and ready to be checked out. Teachers are always working to ensure their classrooms are clean, organized, and set up to promote student success.</p>
<p>Evaluate the roles and responsibilities of paraprofessionals in assisting with specially designed instruction, student independence and meaningful engagement</p>	<p>In Progress</p>	<p>(August 2022 Update) Paraprofessionals meet regularly to discuss their roles and responsibilities.</p>
<p>Consider a systematic process for training and managing the work of the paraprofessionals with ongoing support</p>	<p>In Progress</p>	<p>(August 2022 Update) Paraprofessionals have dedicated weekly Professional Development. CSDB provides the paraprofessionals with a menu of options. I also provide in person trainings throughout the year to them. These trainings are specific to their needs. For example: How to Use the 3D Printer, How to Use an Embosser, How to</p>

		Use the Laminator, UEB Online Braille Lessons, Modules on Autism, Understanding Behavior Plans, etc.
Evaluate the service-delivery design with related-service personnel and consider a highly collaborative model, which supports students in the authentic learning environment with increased differentiated instruction	In Progress	(August 2022 Update) Staff have collaborated to determine when it's more appropriate to provide push in versus pull out services. We've also considered when students work better alone or with peers. These are ongoing conversations and may change throughout the year depending on what the data is telling us.
Increase the use of literacy and numeracy materials, tools, and technology in the students' primary learning media throughout the school day, with a focus on the needs of students who are using and learning braille	Completed	(August 2022 Update) New literacy and math curriculum was purchased and adapted. Our vision statement emphasizes literacy modes.
Decrease the emphasis on oral instruction and increase access through braille and print instruction <ul style="list-style-type: none"> <li>• Increase access to instruction using braille and tactile materials</li> <li>• Increase access to print materials, tools and technology to provide increased student access, participation and independence in classroom instruction, especially braille technology, and to support written communication between sighted and braille users</li> </ul>	In Progress	(August 2022 Update) See above responses
Conduct a critical analysis to determine the amount of support needed to provide effective braille instruction and access to braille materials in all curriculum areas <ul style="list-style-type: none"> <li>• Discern the needs of students with all ability levels. Provide modified</li> </ul>	Completed	(August 2022 Update) The need for braille support was analyzed and currently, there is have one fulltime braille teacher. CSDB now has two other teachers with braille pull out time available in their schedule to assist with providing 1:1 instruction to students.

curriculum materials in braille and print		
Determine the supports needed for teachers to increase the availability of accessible educational materials to all students in their primary learning medium	Completed	(August 2022 Update) The braillist works 5 additional days. In addition, the braillist also is paid to work on additional summer projects to jumpstart in creating and adapting educational materials for the following school year.
Improve effectiveness of paraprofessional supports to increase student access to the curriculum by evaluating their role and responsibilities to include greater individualized and specialized supports to students. Include ongoing management and training of paraprofessionals	Completed	(August 2022 Update) Paraprofessionals have longer monthly meetings with the teachers they assist. Paraprofessionals meet monthly as a group to discuss celebrations, concerns, and needed trainings. Paraprofessionals are given an hour of individual PD time every Friday. The supervisor provides a menu of options and will often assign needed trainings. The supervisor is currently working on developing an assessment specific to their braille skills and knowledge.
Provide professional development activities, which includes off-campus site visits to typical schools to stay informed about current trends and strategies used with all students to learn grade-level content	Completed	(August 2022 Update) Teachers were required to observe at least one teacher in a mainstream environment during the 2021-2022 school year. This expectation will continue. Teachers reported their observations to their supervisor and colleagues. Teachers implemented some strategies they learned during their observation in their CSDB classrooms.
Identify and implement a systematic process for determining modifications to grade-level curriculum for students who are discrepant in literacy from their grade levels	In Progress	(August 2022 Update) Teachers note grade level standards in their lesson plans and unit plans. While instructing, teachers present tier 1 curriculum to students at grade level, but also scaffold this material by breaking down vocabulary and modifying the curriculum to meet students at their instructional level.
Examine curricula at all grade levels and areas, such as literacy, numeracy, science and social studies to ensure appropriate curricula is in place	In Progress	(August 2022 Update) A curriculum review cycle is in place to ensure all instructional materials are reviewed every 5 years on a rotation cycle. Through this process new Literacy, Numeracy, and PE/Health

<ul style="list-style-type: none"> <li>• Partner with a typical school district for professional-development activities in curriculum development. Include professional development in grade-level teaching and learning strategies</li> <li>• Include parents and other stakeholders in the curriculum review process</li> </ul>		<p>curriculum has been purchased since the report. The remaining content areas will be reviewed in the next two years. Parents are given the opportunity to provide input to the new curriculum.</p>
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#### Findings and Recommendations on On-Campus Instructional Program Recommendations: Residential Programs

Recommendation	Status	Summary Notes
<p>Develop formal relationships with community agencies that also support independent living for adults (e.g., the Independence Center in Colorado Springs) in order to coordinate services and maximize resources and support for students and families</p>	<p>In Progress</p>	<p>(August 2022 Update)</p> <p>CSDB has working relationship with the following:</p> <ul style="list-style-type: none"> <li>• Independence Center in Colorado Springs</li> <li>• Colorado Center for the Blind in Denver</li> <li>• Deaf Overcoming Violence through Empowerment (DOVE)</li> <li>• Pikes Peak Humane Society</li> </ul>

#### Findings and Recommendations on Employability Center

Recommendation	Status	Summary Notes
<p>Create strong and consistent linkages with each student’s home school district to</p>	<p>In Progress</p>	<p>(August 2022 Update) Currently, this recommendation is addressed through annual IEP meetings and bi-annual Parent-</p>

<p>coordinate and collaboratively plan, with the student and family, for successful transition from CSDB. Students and families would benefit if school districts were including in planning for a student’s transition starting at age 18. This would allow for a timely and thoughtful conversations with the student and family regarding long-term planning for where the student would reside in the future, for employment opportunities and for supports needed, among other priorities. Another element of this could include CSDB and school district staff sharing contacts for resources in those areas, including the local Colorado Centers for Independent Living, which is part of the Association for Colorado centers for Independent Living</p>		<p>Teacher conferences. In addition, the CSDB Guidance Counselor is working with our Infinite Campus system manager to open features in IC to parents and students, such as ICAP and access to academic planning, schedules, and transcripts. This will allow more direct family involvement in planning and monitoring student’s academic and transitions plans. This year, we can discuss as a team more ideas to address this recommendation in a more systematic way.</p>
<p>Develop a partnership with the Independence Center in order to better utilize its resources for assisting with transition activities such as employment opportunities, job coaching, independent-living skills, money management, self-advocacy, connections to community resources for adults with disabilities, resources for parents with disabilities, and current information related to requirements for Medicaid waivers and Supplemental Security Income/Social Security Disability Insurance benefit planning</p>	<p>Completed</p>	<p>(August 2022 Update) CSDB has had a strong ongoing relationship with the Independence Center (IC). Three years ago, CSDB and the IC established a system for streamlined collaboration. It was established that our CSDB Guidance Counselor would be the main point of contact between IC and CSDB, and he would facilitate all collaboration between the IC and teachers and students. He regularly schedules visits to the IC for students and teachers, assists students in registering for workshops offered by the IC, and he schedules presentations from the IC with CSDB classrooms.</p>

<p>Participate in the Pikes Peak Interagency Transition Team in order to support staff, students, and families to connect with the resources available in the Colorado Springs area. This could also include access to job fairs; to information about support groups and recreational opportunities; and to the range of supports for individuals with disabilities in the area</p>	<p>Completed</p>	<p>(August 2022 Update) CSDB has maintained participation in the Pikes Peak Interagency Transition Team (PPITT) for many years. The previous Employability Center Principal attended the monthly Transition Coordinator meetings whenever possible, and the current Principal (since 2018) has continued that practice to date. In addition, our CSDB Guidance Counselor has attended the PPITT agency partners monthly meeting for many years and continues that practice to date.</p>
<p>Conduct regular post-secondary survey for CSDB graduates and their parents that informs program effectiveness and provides data for determining student success, effective practices, priorities for resource allocation and areas needing improvement. For example, this could be done two years after leaving CSDB and again three years later. School districts could participate in this survey and would benefit from receiving data regarding their students</p>	<p>Completed</p>	<p>(August 2022 Update) Our CSDB Guidance Counselor contacts all graduates one year after exiting CSDB and conducts the State required Indicator 14 survey. To address this recommendation more directly this year, we can discuss developing a system to expand that contact to two- and three-year post-exit from CSDB and develop a data recording and monitoring tool.</p>
<p>Create and advisory committee of employers and representative agencies to assist in identifying trends to plan for; guidance for program planning and capacity development; and areas requiring focus</p>	<p>In Progress</p>	<p>(August 2022 Update) This recommendation has been addressed informally through conversations with CSDB business partners and student employers. During the 2019-2020 SY, a post-employment survey was piloted with all student employers to gain feedback on their experiences with CSDB. The following year, students were not placed in employment opportunities due to the pandemic. This survey can be reintroduced for the 2022-2023 SY. In addition, this year, we can discuss ideas for</p>

		addressing this recommendation in a more formal manner moving forward.
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### Findings and Recommendations on Student Academic Outcomes

Recommendation	Status	Summary Notes
Work with ESSU staff to train IEP team members to use appropriate identification procedures for determining which students should take the CoAlt. This should be done as soon as possible so students take the correct state assessment and, more importantly, are instructed on the appropriate standards	Completed	(August 2022 Update) During the CIMP review in the fall of 2018, ESSU staff reviewed the appropriate identification procedures for determining which students should take alternative assessments. Students who were previously misidentified were changed to regular assessments via the IEP amendment process and currently, our School Psychologists are monitoring and correctly identifying students for alternative assessments using CDE guidelines.
Train all instructional staff to utilize achievement and growth scores from the state assessments to inform the instructional program and to provide students and parents with information about their student's growth toward grade-level expectations and post-secondary and workforce readiness	Completed	(August 2022 Update)  State assessment results are reviewed with staff when they are made available.
Have staff calibrate/align the student portfolios with growth on the state-assessment program to enhance the utility of the portfolio data to inform instruction and	Not Started	(August 2022 Update)

provide feedback to students and parents about student progress/growth		
Use schoolwide and classroom assessments to better understand student needs and better inform instruction on an ongoing basis. It is critical that staff understand what grade-level, evidenced-based reading and writing in English look like in practice and that there is a common understanding of that level of performance among the instructional staff. That can be done by sharing/discussing samples of student work. The resources from the CDE's Content Collaboratives work could also be useful here. Meeting state grade-level expectation should be the aspirational goal for all students	In Progress	(August 2022 Update) Assessments are administered on a regular basis and are discussed in PLC meetings regularly.
Take immediate steps to implement the instructional improvements called for in the Executive Summary in order to increase student achievement and growth	In Progress	(August 2022 Update) CSDB has adopted new curriculum and is in the process of implementing a strong Multi-Tiered Systems of Support (MTSS) model to identify students in need of interventions. We have hired additional coaches and interventionist to provide coaching support for teachers, and interventions for students.
Set an aspirational goal that every student will demonstrate typical growth in ELA and Math; student growth is a very important measure of the effectiveness of the CSDB instructional program	In Progress	(August 2022 Update) Student growth goals are set for students on an annual basis.
Continue to compare student achievement and growth at the school with other AUs and		(August 2022 Update)



<p>D/HH and/or B/VI students across the state. Also, work with ESSU staff to identify a comparison group based on IEP goals and/or other student characteristics; this will provide additional context for evaluating the school's student outcomes and identifying/understanding the root causes for poor student performance</p>		<p>The data for this kind of comparison is limited and is analyzed when available is analyzed with Principals and teachers.</p>
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Findings and Recommendations on Outreach Program

Recommendation	Status	Summary Notes
<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Develop a formal process for ongoing collaborative teaming to communicate and plan between CSDB and the CDE, as directed by ESSU’s Executive Director. This collaboration will focus on improving comprehensive and consistent services and supports to all students identified as D/HH and/or B/VI, their families and the staff serving them, as suggested by these recommendations</li> <li>• Include an ongoing process to review and improve effective coordination and collaboration between the two agencies</li> <li>• Communicate the plan to AU directors and superintendents across the state</li> </ul>	<p>In Progress</p>	<p>(August 2022 Update)</p> <p>Discussions began 3 years ago, between CSDB Outreach and CDE, regarding a single-point website with continually updated statewide-resource pages for D/HH, B/VI and D/B. Discussions stalled due to the change of Outreach Directors. Conversations resumed in the Spring of 2022 with the hiring of a new CSDB Outreach Director, and CSDB and CDE ESSU continue to work together to develop a shared resource that outlines who to contact for various resources and services statewide; this resource will ultimately be shared with the public on both the CDE and CSDB website. In addition, all plans and resources developed will be shared specifically with AU/SPED directors and superintendents statewide.</p>

Services

- Develop, in coordination with the CDE, a collaborative comprehensive plan to address program improvement, beginning with a statewide needs assessment of AU special-education directors. The survey should include the AU direct-service providers in D/HH and B/VI, who can be accessed by partnering with the Consortium of Directors of Special Education for timely statewide feedback. Include an analysis of the services that each agency is currently providing, as well as the unmet service needs, and identify overlaps, redundancy and gaps in supports and services
- Use the findings to transform services through developing a coordinated and integrated short-and long-range improvement plan to meet the identified needs and capitalize on the expertise, experience and resources available in both agencies
- Clarify the purpose and roles of CSDB and the CDE in Outreach services and supports and share these purposes and roles with the AU directors and service providers across the state

Reform and redesign a systematic and organized approach for Outreach services to meet the current statewide needs

(August 2022 Update)

Conversations between CSDB and CDE ESSU have begun as to how to best survey various stakeholders (school districts, families, etc.) as a first step to determine and address unmet needs across the state of Colorado. Results obtained from those surveys will guide considerations of additional and/or alternative service delivery models. In addition, CSDB and CDE ESSU continue to work together to develop a shared resource that outlines who to contact for various resources and services statewide; this resource will ultimately be shared with the public on both the CDE and CSDB website. All plans and resources developed will be shared specifically with AU/SPED directors and superintendents statewide.

<p>assessment. Distinguish needs and services for students who are D/HH from those who are B/VI. Include increasing capacity through collaboration with agencies and AUs, identifying current strategies/models that are working, and developing additional collaboration models, such as a regional model. Include program components such as consultation, student evaluations, direct services, and technical assistance. Consider new partners, such as higher education, to achieve licensure/certification in areas of critical shortage, as well as capacity building to meet student needs</p> <ul style="list-style-type: none"> <li>• Communicate an organized and accessible menu of Outreach Program supports and proactively share resource information with AU Special Education Directors, including annual presentations at the state directors’ meetings</li> </ul>		
<p>Staff</p> <ul style="list-style-type: none"> <li>• Ensure that CSDB’s Outreach staffers are qualified to provide a full range of communication supports for students and families including: <ul style="list-style-type: none"> <li>○ Students who are D/HH (e.g., listening and spoken language, ASL, and cued speech). This includes effective communication with families regarding the language for instruction and tools needed for the students</li> </ul> </li> </ul>	<p>In Progress</p>	<p>(August 2022 Update)</p> <p>All Outreach providers are highly qualified to offer full support of families’ and students’ communication modes (D/HH) and learning and literacy media (B/VI). Performance plan goals and professional development opportunities are designed to maintain and further staff capacity in these areas.</p>

<p>to have full access to instruction</p> <ul style="list-style-type: none"> <li>○ Students who are B/VI and need braille, and from whom appropriate braille-literacy supports are critical</li> <li>● Ensure that professional development – conducted regionally and based on annual needs-assessment results – also considers licensure/certification requirements and addresses the complexities of providing educational services for students who are D/HH, including the range of communication options, access, interpreter usage, literacy and content instruction, role of the teacher of the deaf (TOD) and general-education teacher, speech and language pathologist and educational audiologist, school psychologist and others; and for students who are B/VI, including certification requirements for braille, orientation and mobility, and technology</li> </ul>		
<p>Program Monitoring and Evaluation</p> <ul style="list-style-type: none"> <li>● Conduct ongoing monitoring of implementation of services and seek feedback on the effectiveness of services</li> <li>● Conduct a yearly program evaluation of the various Outreach Program components. This should include but</li> </ul>	<p>Completed</p>	<p>(August 2022 Update)  Recipients of all Outreach programs and services are surveyed continually, and the results of these surveys are analyzed to assess program effectiveness and guide conversations regarding future programs and services to address unmet needs.</p>

<p>not be limited to the following; outcomes for participates in distance learning, student data that demonstrates the results of service implementation, effectiveness of resource allocation, results of regional capacity building, communication tracking systems, ongoing collaboration efforts, and mutual accountability activities with the CDE and USs</p>		
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### Findings and Recommendations on Early Intervention Program

Recommendation	Status	Summary Notes
<p>Participate with Outreach services in a statewide-needs assessment to determine interest and need for this program</p>	<p>Not Completed</p>	<p>(August 2022 Update)  This has not been completed and will be an area of focus for the 2022-2023 school year.</p>
<p>Collaborate with the CDE and any other appropriate agencies to review identified needs and develop the short- and long-term plans to reach all interested parents/caregivers</p>	<p>Not Completed</p>	<p>(August 2022 Update)  Not Completed</p>
<p>Increase the effectiveness of communication tools to inform parents/families of this resource</p>	<p>In Progress</p>	<p>(August 2022 Update)  CSDB developed and distributed a Scope and Sequence to guide providers on topics and information to share with parents during</p>

		early intervention, which includes language development, and communication opportunities.
Ensure that parents have access to the full range of communication options – not just ASL – that recognizes parent choice and needs and priorities for the child over time	In Progress	(August 2022 Update) CSDB developed and distributed a Scope and Sequence to guide providers on topics and information to share with parents during early intervention, which includes language development, and communication opportunities.  In July 2022, CSDB was awarded a grant to add Listening and Spoken Language staff and supports into the Early Literacy Events, Little Language Learners Program, and the Bilingual preschool.
Continue to support capacity development and elimination of waitlists, given the correlation between a strong foundation in English and reading skills such as evidence-based practices in supporting the five pillars of reading and academic success	In Progress	We have decreased our CSRP waitlist from 40+ to less than 10. We are offering more opportunities to our families via zoom that supports reading and academic success as well as language development.
Conduct ongoing surveys of participants, in addition to reviewing the growth rubric, to determine the effectiveness of the existing model and make adjustments as needed	Completed	(August 2022 Update)  We have decreased our CSRP waitlist from 40+ to less than 10. We are offering more opportunities to our families via zoom that supports reading and academic success as well as language development.
Ensure that CSDB’s Early Intervention staff actively collaborate with other agencies who have a deep knowledge of communication methodologies beyond ASL, in order to provide parents with the full range of	Completed	(August 2022 Update) The state has one strong listening and spoken language agency- The Listen Foundation, and another than generally supports listening and spoken language, The Marion Downs Center. We have had very recent conversations with the Listen Foundation

communication options at the time of identification of the child's hearing loss		about collaborations and partnerships, and will soon be reaching out the Marion Down Center for further opportunities
Early Intervention staff must ensure that family trainings and support offerings are available outside of the Pikes Peak Region	In Progress	(August 2022 Update) **See note above about trainings and supports outside pikes peak
Revise communication about the Early Intervention Program to make it accurate, consistent and easily accessible to parents and other stakeholders	In Progress	(August 2022 Update) CSDB continues to have conversations with EI Colorado, EHDI, and stakeholders around how to make the program better, easier to understand, and seamless for parents.
Early Intervention staff should work closely with the CDE's ESSU staff to define and determine the Early Intervention Program (for both D/HH and B/VI) in light of the ongoing work of the CDE and CDHS to shift authority for early-intervention evaluations and supports to the CDHS, through the interagency work of 2018 HB 1333	In Progress	(August 2022 Update) CSDB had representation as statewide stakeholders in the workgroups for evaluations, tools, and considerations during transition, as well as representation for the referral and intake process. CSDB continues to have conversations with Dept of Early Childhood, Early Intervention Colorado for evaluations for children who are DHH or Blind/low vision.
Communicate with the AUs regarding how any new system will work. Timely and seamless referrals to the AUs prior to the child's third birthday are critical, especially for advance planning for highly specialized educational, family and staff supports and training	In Progress	(August 2022 Update) Timelines are now at 2 years 3 months instead of 2 years 6 months for the transition process, and it is out of our scope of work to ensure AUs get information. That currently falls on the service coordinators.
Early Intervention staff should ensure that parents have access to the full range of communication methodologies/options from which they can choose, and that all options are fully supported, recognizing that needs and priorities may change over time	In Progress	(August 2022 Update) **See note above... Colorado Home Intervention Program (CHIP) has and will continue to support family choice, and do their best to ensure families have the information they need to make the best decision. They continue to work closely with Early Intervention Colorado to streamline and simplify CHIP for families. CSDB has recently started our "soft" roll out of the Scope and Sequence for CHIP. This document outlines topics and information that we feel



		is important to share with families during their EI journey, including language development, communication methodologies, and whole child development
Identify current successful strategies related to interventions for infants with visual impairments and determine whether any are applicable or relevant to the CHIP or Co-Hears model	Not Completed	(August 2022 Update)

### Findings and Recommendations on Resource Allocation and Per-Pupil Spending

Recommendation	Status	Summary Notes
<p>CSDB should consider the reallocation of administrative positions in a manner that more effectively serves the instruction of CSDB students. The number of senior administrative positions appears excessive, and the resources committed to those position might be better utilized in Early Intervention and Outreach services. The restructuring of senior administrative staff could lead to substantial savings that could be more effectively utilized for staff or programs that more directly impact student achievement. Examples of areas that could benefit from supplemental resources include:</p> <ul style="list-style-type: none"> <li>• Literacy Coaches;</li> <li>• Math coaches;</li> <li>• Braille-transcription staff;</li> <li>• Staff with in-depth knowledge of a range of modes or methodologies of communication;</li> </ul>	In Progress	<p>(August 2022 Update)</p> <p>Three administrative positions have been re-allocated to support instruction. Positions added were a Math Specialist/Coach, Literacy Specialist/Coach, and IEP Coordinator. Additional administrative positions will continue to be analyzed to determine if re-allocation is needed.</p>

<ul style="list-style-type: none"> <li>• In-dept data analysis and instructional planning staff; and</li> <li>• Qualified teaching and paraprofessional staff</li> </ul>		
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### Findings and Recommendations on Oversight, Accountability, and Transparency

Recommendation	Status	Summary Notes
Board members should receive hands-on, concrete training about their statutory responsibilities and how those play out in practice. The Colorado Association of School Boards (CASB) or other consultants (including their attorney) could provide that training with input from the board chair and the superintendent. As part of this process, board members may want to observe other school district board meetings and talk with other boards about their relationship with the superintendent and how their board functions	Completed	(August 2022 Update) Board of Trustees members are trained annual in the following areas: Open Meetings Law, CORA, and Board Best Practices. Other trainings such as CASB, are offered as needed.
The board and superintendent should mutually develop a formal evaluation process with the help of a consultant with expertise in this area. Organizations such as CASB and Colorado Association of School Executives (CASE) could be useful resources. The new superintendent’s goals and the measures and processes for judging her performance should be made public, including posted on the CSDB website. Consideration should be given to including feedback from staff, parents and the AU directors as part of the evaluation process	Completed	(August 2022 Update) The formal evaluation process was developed during the 2019-2020 school year and has been implemented in the subsequent years and thereafter.

<p>The board, in collaboration with the superintendent, should identify and adopt an evaluation process for the board that provides data for continuous improvement, as well as a summative evaluation. Board Source (boardsource.org) is a very useful resource</p>	<p>Completed</p>	<p>(August 2022 Update) The formal evaluation process was developed during the 2019-2020 school year and has been implemented in the subsequent years and thereafter.</p>
<p>The board and the superintendent should mutually develop an annual meeting calendar with specific items assigned to each month as appropriate (e.g., midyear budget review in January; results of state testing in August; and report on the state accountability rating in December). The board chair and the superintendent should meet between board meetings to identify other agenda items for each meeting and to schedule work sessions as needed</p>	<p>Completed</p>	<p>(August 2022 Update) An annual year-long calendar is developed and shared with the Board at the annual retreat in August of each year.</p>
<p>The superintendent should identify specific academic performance, programmatic and operational goals for the school and work with the staff to identify appropriate measures and baseline data in order to measure progress. The board should receive regular reports on progress toward goals as part of its annual calendar based on systematic data, rather than anecdotal information</p>	<p>In Progress</p>	<p>(August 2022 Update) Currently there is an Interim Superintendent, and it will be recommended this occur when the permanent person is hired.</p>
<p>The process by which prospective board members apply and are selected for approval by the governor and Senate should be made more transparent (e.g., posted on the website and available in hard copy) for both the public and potential applicants. The</p>	<p>Completed</p>	<p>(August 2022 Update) There is a section on the website with a link to the Board of Trustee applications.</p>

<p>governor’s office should make achieving a geographic balance on the board and adding additional representation from the deaf and blind community critical criteria in future appointments. The CDE could serve a recruiting and vetting function (perhaps with input of an advisory group made of members from the deaf and blind community) that would made recommendations to the governor. The superintendent should not be involved – formally or informally – in the selection of board members.</p>		
<p>The board should consider adopting a policy governance model where it identifies specific outcomes for relevant parts of CSDB outcomes and operations. The policy governance model would be a good fit with the type I organization structure since board members could identify specific data points from CSDB operations to be reported to the board on a periodic basis with varying degrees of detail. Examples of these reports could include, but are not limited to:  Student-achievement outcomes (especially academic growth)  Safety and security data;  Employee staffing data, including longevity, turnover, authorized staffing levels, staff qualifications and compensations; and  Financial and budgetary performance</p>	<p>Not Completed</p>	<p>(August 2022 Update)</p> <p>There is currently no policy related to this. However, the Board of Trustees receives monthly updates on various topics that address student outcomes to include Strategic Plan, Unified Improvement Plan, Accreditation, and other reports.</p>
<p>Provide training for the board on the measures and data from CMAS and the SPF so they are prepared to pose appropriate</p>	<p>Completed</p>	<p>(August 2022 Update)</p> <p>A representative from the CDE Accountability office provided training to the board on the School Performance Frameworks.</p>

questions for the superintendent and their staff		
Presentation of state assessment results and the accountability rating should be a standing board-agenda item for the month when that information becomes available (typically in November). It may be useful for the board to schedule a work session to provide time to ask questions and deepen its understanding of the accountability framework	Completed	(August 2022 Update) State assessment results are typically shared at the September board meeting and the SPF is shared in October or November.
Instructional staff should review the growth scores and achievement levels for each student and use that data to inform instruction across the school and for individual students	Completed	(August 2022 Update) Instructional staff review assessment data after each assessment window. Assessment data is analyzed and shared in each student's IEP.
Colorado's 2019 Senate Bill 204, recently passed by the General Assembly, creates a grant program to fund and provide incentives to support local innovation in accountability. The CSDB should consider applying to be part of this program. If accepted, the school would receive funds to hire a technical expert/organization to help it design a system that is a good match for its needs and provide actionable data for improvement. CSDB could also design reporting and improvement-plan formats that are tailored to the school's and its stakeholders' needs that could be used in lieu of the state's formats. Even if CSDB does not participate in the grant program, it should explore partnering with a service provider (e.g., higher education or a qualified nonprofit) to design an accountability format that is	Not Completed	(August 2022 Update) To date this currently has not been explored.

<p>meaningful for staff and stakeholders and provides useful and timely data for continuous improvement. Stakeholders should have a meaningful role in that process.</p>		
<p>Department leadership should explore opportunities currently available for indirect oversight of CSDB. For example, the state board/department could request that CSDB report on the operation and student outcomes of the school to the state board on an annual basis using a format and outline developed by the department. The department could use its ex-officio position on the board of trustees to provide more direct feedback on the work of the board and the school. The commissioner could also request the opportunity to review the school's performance with the board of trustees and the superintendent</p>	<p>In Progress</p>	<p>(August 2022 Update) The ex-officio position currently attends board meetings to provide input to the board.</p>
<p>Staff from the department and the governor's office should jointly review the application and approval process for appointment to the board and modify it to broaden the geographic representation of the board and add more blind and deaf individuals to the board. The application and vetting process should be publicly available and incorporate public review and comment with a meaningful role for parents in the process</p>	<p>Not Completed</p>	<p>(August 2022 Update)  The requirements of Board of Trustees members are determined by statute. To change this the geographic location to more deaf or blind individuals, statute would need to be amended. Currently the application and vetting process is solely out of the Governor's office.</p>
<p>Department leadership, in conjunction with their attorney and representatives for the governor's office, should explore legislative</p>	<p>In Progress</p>	<p>(August 2022 Update) CSDB will be seeking national accreditation through CEASD and AER beginning in the Fall of 2022.</p>

<p>changes that would provide more-direct supervision and oversight of the operation of CSDB by the department and/or work with the board to set up such a process in board policy (e.g., a periodic review of the operations and outcomes of the school by a CDE-appointed group and/or a national accreditation organization.</p>		
<p>Increase the effectiveness and functionality of the CSDB website through multiple improvements</p>	<p>Completed</p>	<p>Based on recommendations for an improved website, CSDB migrate the website to the Colorado Statewide Internet Portal Authority (COSIPA), which is the platform for many state agencies. COSIPA provides approved templates as CSDB builds webpages and navigation.</p>

### Next Steps

1. Identify Development of 2-3 priorities for each category in the recommendations and develop goals for the 2022-2023 school year.
2. Provide updates on the progress of these goals to the CSDB Board of Trustees
3. Develop and implement the recommendation of the development of statewide Deaf Advisory and Blind Advisory Committees
4. Complete the Statewide Needs Survey
5. Start the process of CEASD and AER accreditation
6. Provide an updated report to the JBC on progress during the 2022-2023 school year in September 2023