

NASDSE DEAF AND HARD OF HEARING PROGRAM AND SERVICE REVIEW CHECKLIST

Download this form at www.nasdse.org

Purpose

This checklist synthesizes the essential recommended practices identified in Chapter 1 and further described in the subsequent chapters of these Optimizing Outcomes for Students who are Deaf and Hard of Hearing: Educational Service Guidelines. The purpose of this checklist is to provide a practical and systematic method for schools and programs to reflect upon their current practices, stimulate serious conversations about them and guide improvements that impact student outcomes. The content of each chapter in this volume provides expanded and detailed information on the recommended practices that are described. This checklist is not exhaustive; the areas that follow can be expanded and/or additional items may be added at the discretion of the reviewing team.

How to Use

This checklist encompasses the ten essential areas outlined in this volume that support educational programs and outcomes for students who deaf or hard of hearing. To get started with your review:

1. Identify your review team. The team should include staff who provide services and supports to students and supervisors or other administrative decision makers responsible for the programs and services. Parent participation in the review team is also highly recommended.
2. After reading these Educational Service Guidelines, review each item, evaluating whether the practice is in place, partially in place or is currently not available. Provide documentation for your responses. Due to the length of the checklist, consider completing the it over multiple sessions.
3. Based on the findings, develop next steps using the form at the end of the checklist.

The proposed steps should be the basis for an improvement plan with prioritized objectives, activities, identification of required resources, timelines, persons responsible and measurable outcomes that verify that improvements will have the intended results. The full descriptions of practices contained in the Guidelines may be used as goals for improvement plans.

Review Team:

Education Agency: _____ Date: _____

Reviewer: _____ Position: _____

Reviewer: _____ Position: _____

Reviewer: _____ Position: _____

Reviewer: _____ Position: _____

1. Considering the Unique Needs of Each Student

Students who are deaf or hard of hearing are diverse, encompassing a wide range of abilities, learning styles and often co-occurring disabilities. Schools are required to make available a full continuum of services individualized to the needs of each student for full engagement in all the school's programs, including educational and extracurricular activities.

This area considers how the school recognizes that reduced hearing of any level can result in language, learning, social, emotional and/or communication access barriers and understanding how these factors interact with one another. The recognition of each child's unique situation is paramount to appropriate assessment and services.

A. Is the impact on language, learning, social, emotional and/or communication access of each student's hearing status considered?

- regardless of hearing level or whether one or both ears are affected?
- whether co-occurring disabilities or other challenges are present?
- when language appears on target and speech is clear?
- whether sign language is used for communication?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

B. Are the cultural values and goals of the student and his/her family represented and integrated in the services and programs that are determined?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

C. Are educational services available to students who are deaf or hard of hearing:

- to support individual language and communication modes?
- to address the unique ways that students learn?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

2. Expectations, Educational Programming, and Future Employment

When children who are deaf or hard of hearing are provided access to appropriate language, learning and academic opportunities that are designed to enhance their abilities, they can -- and do -- attain high levels of achievement that also increase later employment opportunities.

This section examines how programs and staff facilitate student learning. Expectations for student achievement, how programming is determined and delivered and how progress is monitored are key components.

A. Are students who are deaf or hard of hearing actively engaged in their own transition planning?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

B. Is instruction determined by the individual student's profiles, the IEP, and modified based on student's progress and instruction subsequently modified to meet the student's needs?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

C. Is there an expectation for data-driven instruction and evidenced-based practices?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

D. Do opportunities exist within the school district for specialized instruction in areas unique to deafness and reduced hearing e.g., the expanded core curriculum (academic areas of reading, math, and writing, communication and language development (signed, spoken or both), auditory and listening skill development, use of technology, self-determination and self-advocacy, social skills, deaf studies, and transition (postsecondary readiness, employment training, independent skills)?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

E. Are supports in place specifically for underserved populations e.g., students with additional disabilities or challenges, from non-English speaking homes, from diverse cultural and ethnic backgrounds, from rural areas) or for children who are struggling learners?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

F. Are universal design for learning strategies employed that result in accessible assessment, instruction and activities for all students regardless of their communication mode or learning style?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

G. Whether provided through the local school district or another agency, are providers of early intervention services for children and their families birth to age 3 knowledgeable in early childhood deaf education, including assessment of language and communication development (signed, spoken, or both) and strategies for developing skills in these areas?

Meeting the practice Gap in Practice Unknown
Documentation (*describe how practice is met or list gaps in practice*)

H. Are developmental milestones, including language, assessed at regular intervals in the early intervention program?

- Meeting the practice Gap in Practice Unknown

Documentation (*describe how practice is met or list gaps in practice*)

I. Are the quantity and quality of the assessments at transition from Part C to Part B thorough enough to identify gaps in language, listening, communication and learning skills?

- Meeting the practice Gap in Practice

Documentation (*describe how practice is met or list gaps in practice*)

J. Do transition services from Part C to Part B inform and enable families to support their children?

- Meeting the practice Gap in Practice

Documentation (*describe how practice is met or list gaps in practice*)

K. Are preschool services structured to provide the specialized support necessary?

- Meeting the practice Gap in Practice

Documentation (*describe how practice is met or list gaps in practice*)

L. Does your district provide supports for pre-school children who were eligible for early intervention services but are transitioning out of that program and are not eligible for Part B services, e.g., providing supports under the ADA or 504?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

M. Are teachers and specialized instructional support personnel provided professional development opportunities and ongoing mentoring regarding the variety of needs of, and appropriate practices for, students who are deaf or hard of hearing, including those students with co-occurring disabilities?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

N. Are teachers and specialized instructional support personnel provided support for implementation of curricular and instructional practices?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

O. Are students who are deaf or hard of hearing, who are not eligible for special education, supported in their general education classrooms through an appropriate 504 Plan?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

P. Are all students supported by the “effective communication” provisions of the Americans with Disabilities Act?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

Q. Are post-high school transition supports and services available that are specialized for students who are deaf or hard of hearing?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

3. Families as Critical Partners

High levels of family involvement contribute to positive results for children. Parents have the right to be informed and engaged participants in their child's educational program as well as being respected for their preferences and choices. Transition from early intervention to school age services, elementary to middle school and from high school to post-secondary training and education are particularly vulnerable times.

This area addresses practices that include parents in all levels of planning and decision-making, including providing accessibility for parents who require accommodations. Opportunities for parents to meet and share experiences, as well as the availability of specific parent counseling and training services through the IEP, are important components of educational programming for students.

A. Are specific strategies used to include parents in all levels of planning and decision making for their children?

- Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

B. Are parents' preferences and choices valued throughout educational planning?

- Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

C. Are specialized activities and programs available for parents, such as:

- Meeting with other parents of deaf or hard of hearing children?
- Social events specifically for families of children who are deaf or hard of hearing?
- Transition support (e.g., early intervention to preschool, elementary to middle school, middle school to high school, high school to post-secondary education and training)?

- Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- D. Are parent counseling and training services routinely provided through the IEP to assist parents to support their child's:
- Language development, whether signed, spoken or both?
 - Literacy development?
 - Communication ability?
 - Social-emotional development?
 - Academic progress?
 - Transition skill development (postsecondary training, employment, independent living)?
 - Other _____?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

- E. Are parents and families involved in discussions about their son or daughter's eligibility for obtaining a regular diploma, or lack thereof, at IEP meetings before and during high school?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

- F. Are specific strategies used to include parents of children who are deaf or hard of hearing in general school activities?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

4. Language and Communication Access

Early language development is critical to cognition, literacy and academic achievement. Language competence, whether spoken and/or signed, is the foundation upon which social-communication and social-cognitive skills are developed. While development begins at birth, it continues through preschool, elementary school and beyond as academic and social language skills evolve. Even if language ability is on target at age three when children typically transition into preschool, attention must be maintained through these critical and vulnerable years so that consistent, full access to language is provided and gaps are immediately identified.

This area addresses how individual language and communication needs are considered and accommodated in the student’s learning environment, including the application of the “special factors” or the Communication Plan. Universal design, classroom acoustics, instructional technologies and other access requirements are included in the considerations.

- A. Does your school collaborate with the local or state early intervention program to ensure the early intervention program is meeting the language and communication needs of the children and their families?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- B. Is the assessment of language at the time of each transition (e.g., from early intervention to preschool, kindergarten, middle school, high school, post-secondary education and employment), and all other times, comprehensive to identify all gaps?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- C. Regarding the language and communication needs addressed in the IEP: According to the requirements of IDEA, are the child’s language and communication needs considered?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

D. Regarding the language and communication needs addressed in the IEP: According to requirements of IDEA, are opportunities for direct communication with the child's peers and professional personnel in the child's language and communication mode considered?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

E. Regarding the language and communication needs addressed in the IEP: According to requirements of IDEA, are the child's academic level and full range of needs considered?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

F. Regarding the language and communication needs addressed in the IEP: According to requirements of IDEA, are opportunities for direct instruction in the child's language and communication mode considered and implemented?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

G. Regarding the language and communication needs addressed in the IEP: According to requirements of IDEA, are the student's needs for assistive technology devices and services considered and provided, where appropriate?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

H. Are communication opportunities available in each student's language and communication mode?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

I. Are communication opportunities flexible based upon the access needs of each classroom or activity?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

J. Is there a continuum of placement opportunities available for students whose language and/or communication mode(s) cannot be met within available school services?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

K. Are specific strategies used to ensure full communication access in the classroom? Outside of the classroom (at school)? In extracurricular activities?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

L. Are staff familiar with the principles of universal design for learning and specific strategies that support students who are deaf or hard of hearing?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

M. Do classrooms meet the ANSI S12 acoustical recommendations for noise and reverberation levels in classrooms?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

N. Do schools comply with the “effective communication” provisions of the Americans with Disabilities Act?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

O. Does the IEP transition team include members who have specialized knowledge of the unique communication and language challenges students who are deaf or hard of hearing may encounter in postsecondary education, employment and independent living settings? Can these IEP members contribute ideas, strategies and resources to help teach students to successfully navigate these communication and language challenges?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

5. Individualized Specially Designed Instruction and Evidence-based Practices

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

This area addresses how staff determine its approaches to instruction, use of curriculum and assistive technologies, and how progress is monitored to ensure the effectiveness of instruction. Support for general education teachers and specialized instructional support personnel to understand the language, communication and literacy needs of their students is also important to ensure the IEP goals and accommodations are implemented as intended.

A. Are decisions about programs and strategies that are used with students guided by recent research and evidence-based practices?

- Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

B. Is training provided to general education teachers, specialized instructional support personnel and others to understand the language, communication and literacy needs of their students?

- Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

C. Are classroom technologies used to enhance instruction?

- Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

D. Does the use of assistive technologies include a functional evaluation as to whether the technologies are appropriate, effective and beneficial to the student, both in the classroom and in other environments?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

E. Do parents and students have a voice and choice in the assistive technologies and accommodations that are recommended?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

F. Is there a monitoring plan to ensure that hearing aids, cochlear implants and hearing assistance technologies used by students are working consistently as required by IDEA.

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

G. Is there an annual budget to purchase hearing and other assistive technologies so that they can be replaced as technology advancements are made?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

H. Is training provided to the student, staff and parents on the use of the technologies and accommodations?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

I. Are general educators and other staff trained and supported so that technologies and accommodations are implemented as intended?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

J. Are instructional supports and accommodations available and provided to students on 504 Plans?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

K. Is there a person on the educational team responsible for monitoring 504 plans? If so, do other school personnel know who this person(s) is?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

6. Least Restrictive Environment (LRE)

The LRE is driven by a student's language, communication, academic and social needs. Full inclusion may not be the LRE for students who are deaf or hard of hearing. An environment is restrictive unless it provides full, direct and clear access to meaningful language, communication, instruction and social opportunities. Decision makers must be knowledgeable about the full continuum of available options, including special schools for the deaf on a full or part-time basis.

This area considers appropriate components of an LRE for students who are deaf or hard of hearing.

A. Are decision makers aware of the unique language, communication, academic and social needs of students who are deaf or hard of hearing?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

B. Are decision makers aware of all educational placements in the state that are available to students who are deaf or hard of hearing? If an appropriate placement is not available in the state, are decision makers aware of possible out-of-state placements?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

C. Are relevant school staff knowledgeable about strategies for addressing the requirements of the IEP, including full access to instruction? (see #4 above, Language & Communication Access).

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

D. Does the recommended placement provide full, direct and clear access to meaningful language, communication, instruction and social opportunities?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

E. Do funding mechanisms support placements in the appropriate settings?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

F. If a student is placed in a specialized setting, is transportation provided on an equitable basis?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

7. Educational Progress, Accountability and Oversight

Language, literacy, academic progress and social emotional wellness should be monitored frequently and reported according to the same requirements for all students. For most students who are deaf or hard of hearing, goals and services should minimally result in one year's growth in one year based on relevant assessment and progress monitoring tools.

This area considers the knowledge of the responsible administrator(s) regarding deaf education issues, the knowledge of staff in current practices and how they work together to support each other and ensure appropriate services within the program, including student assessment and progress monitoring, and program development and evaluation. Appropriate accountability and oversight measures are essential to ensuring that the findings of a self-assessment are analyzed and discussed with the goal focused on high quality educational opportunities for students who are deaf or hard of hearing.

- A. Does the program/school administrator(s) have knowledge of best practices in deaf education, educational interpreting, educational audiology and other practices specific to students who are deaf or hard of hearing?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- B. Does the program have a mechanism in place to evaluate providers of services to students who are deaf or hard of hearing such as sign language interpreters?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- C. Is the administrator(s) committed to high quality programs and services to meet the unique needs of its students?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- D. Are efforts in place to maximize the use of funds to support services for students who are deaf or hard of hearing?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

E. Is the district/school aware of the availability of Medicaid funds to support students who are deaf or hard of hearing? If so, are the funds being accessed and used to support these students?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

F. Are programs and services routinely evaluated? Is there an on-going process and are there resources for reviewing student outcomes, developing, recommending, implementing and monitoring individual student and district-wide service improvements?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

G. Is statewide assessment data disaggregated by disability to track and analyze performance of students to inform program and service improvements

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

H. Do teachers and administrators have high expectations for all students?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

I. Is the IEP developed based on individual student needs rather than available services?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

J. Is the IEP developed based on individual student needs rather than available services?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

K. Is common planning time available for school district or agency-wide programming, including placements and disciplines to establish common knowledge, maintain communication and ensure continuity of services?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

L. Is the deaf education team provided opportunities to meet periodically to discuss roles and responsibilities, share ideas and current practices and to attend training specifically related to their professional capacity?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

M. Does the supervision process include individuals with expertise in the same areas as the service providers being supervised and evaluated?

- Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

8. Access to Peers and Adults who are Deaf or Hard of Hearing

Children and youth need ongoing access to students and adults like them. If students use ASL, signs or cued speech, fluent adult and student signers with whom they can communicate effectively are especially critical. Adult role models are beneficial to self-awareness, social communication and overall social and emotional wellness as well as learning about access and other personal technologies.

This area considers program considerations to promote peer and adult interactions.

- A. Are opportunities for direct communication with peers and professional personnel in the child's language and communication mode, as required by IDEA's Special Factors requirements, documented in the IEP?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- B. Are peer social opportunities with similar age and grade-level students who are deaf or hard of hearing provided and supported? Consider:
- How often?
 - With whom (with the school district, with other schools, regional)?
 - Who organizes?
 - What types of activities?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- C. Is access to professional personnel provided in the child's language and communication mode provided?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

- D. Are adults who are deaf or hard of hearing utilized as mentors? If so, consider:
- How often?
 - What type of training do they receive?
 - Who organizes?
 - What types of activities?

Meeting the practice Gap in Practice
 Documentation (*describe how practice is met or list gaps in practice*)

9. Qualified Providers

Early intervention providers, teachers of the deaf and specialized instructional support personnel are the primary providers supporting students throughout their developmental and educational programs. These providers must meet professional standards that include minimal qualifications and ongoing performance evaluations and be provided relevant professional development opportunities.

This area considers staffing and staff shortages as well as specific efforts to recruit and retain them.

- A. Are all staff (e.g., early intervention providers, teachers of deaf/hard of hearing students, educational audiologists, educational interpreters, speech-language pathologists, school psychologists) associated with service delivery to students who are deaf or hard of hearing appropriately licensed/certified and trained regarding the unique needs of this population?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

- B. Is relevant professional development available to all staff on a regular basis?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

- C. Are all providers appropriately evaluated by a professional from their field?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

D. Are efforts being made to recruit and retain early intervention providers, teachers of deaf/hard of hearing students and specialized instructional support personnel? Are there any special provisions or incentives for these providers?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

E. Are additional supports provided to staff who serve students in rural areas to address their travel, working in isolation and other conditions unique to rural settings?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

10. State leadership and Collaboration

Strong state and local leadership with effective collaboration among key stakeholders (parents, deaf and hard of hearing consumers, state and local educators, university teacher preparation programs and advocacy organizations) is key to successful systems of delivery of programs and services. To provide a perspective on how students who are deaf or hard of hearing are performing from year to year, the state department should report annual student assessment results for language and literacy.

This area considers components of various collaboration efforts.

- A. Do the various state agencies, programs and schools for the deaf collaborate to provide a seamless continuum of placements, services and supports for children and their families through age 21?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

- B. Is there a core group of strong deaf education leaders and parents in the state to promote high quality educational services?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

- C. Does this group of leaders consider the state's unique context, student assessment performance and other key indicators when addressing issues and providing guidance to the state, local school districts, teachers, professionals and families?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

D. Does the school district maintain connections with the state department of education, schools for the deaf, and entities that provide professional development in deaf education and associated areas?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

E. Does the school district collaborate with advocacy and other family support organizations for information that can lead to successful administrative, procedural and legislative changes to improve outcomes for students who are deaf or hard of hearing?

Meeting the practice Gap in Practice
Documentation (*describe how practice is met or list gaps in practice*)

DEAF AND HARD OF HEARING PROGRAM AND SERVICE REVIEW: STEPS FOR IMPROVEMENT

1. Considering the Unique Needs of Each Student

GAPS

STEPS

2. Expectations, Educational Programming, and Future Employment

GAPS

STEPS

3. Families as Critical Partners

GAPS

STEPS

4. Language and Communication Access

GAPS

STEPS

5. Individualized Specially Designed Instruction and Evidence-based Practices

GAPS

STEPS

6. Least Restrictive Environment (LRE)

GAPS

STEPS

7. Educational Progress, Accountability and Oversight

GAPS

STEPS

8. Access to Peers and Adults who are Deaf or Hard of Hearing

GAPS

STEPS

9. Qualified Providers

GAPS

STEPS

10. State Leadership and Collaboration

GAPS

STEPS
