



Student Services
Regional Deaf Education Program
Strategic Plan



Student Services Mission Statement

The PCOE Student Services' mission is to increase student achievement through rigorous and meaningful instruction to all students.

Regional Deaf Education Program Vision Statement

The PCOE Regional Deaf Education Program provides students with a high-quality education in a program that utilizes a bimodal-bilingual ASL/English approach.

The program will accomplish the following:

STUDENT ENGAGEMENT AND LEARNING

- Foster self-determination, advocacy, and confidence.
- Provide Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to maximize each student's potential.
- Nurture all areas of development and learning.
- Provide specific and immediate feedback to support learning.
- Implement current best practices for instruction.
- Individualize academic, social-emotional, and behavioral supports.
- Provide multiple approaches to teaching and learning ASL and English.

ASSESSMENTS FOR STUDENT LEARNING

- Administer formative and summative assessments to inform academic planning and instruction.
- Consider the academic and social-emotional needs of the student.
- Utilize assessments based on students' language and communication modalities.
- Maintain and use a library of current, research-based, comprehensive assessments.
- Administer assessments in the student's primary language.
- Monitor progress in American Sign Language, English Language Arts, and Mathematics every quarter.

A SAFE CLASSROOM ENVIRONMENT AND CULTURE ARE CRITICAL TO DEVELOPING IDENTITY

- Sustain an inclusive classroom that values and respects all students.
- Provide access to language-model peers and adults who are Deaf.
- Have high expectations for all students and create a positive learning environment.
- Provide ASL and English rich experiences.
- Utilize interpreters to provide linguistic access, language development, and linguistic/cultural role-models.
- Provide students with access to deaf and hearing peers.
- Collaborate with community partners to create opportunities for Deaf adults to participate on campus.

REFLECTIVE PRACTICES DRIVE INSTRUCTION

- Professional Learning Communities (PLCs) are established to monitor and analyze student data and plan improvement activities.
- Educators foster students' self-determination by engaging in short-term and long-term goal planning and progress monitoring.
- Educators develop professional learning goals with support from the Administrator.

FAMILY ENGAGEMENT IS VALUED

- Support positive home-school relationships that are centered on students.
- Encourage parent participation.
- Recognize that ASL and English are grammatically different but equally valued.
- Parents are empowered to advocate for the needs of their children.
- Continue to develop relationships with community partners.
- Parent outreach:
 - build literacy (ASL and English)
 - engage children with books
 - build language skills
 - provide resources for language development

QUALIFIED STAFF

- PCOE teachers meet the California DHH Teacher Proficiency Standards.
- PCOE prioritizes hiring staff fluent in both ASL and English.
- PCOE ASL Interpreters/Transliterators meet California state or National certification standards.
- PCOE paraprofessionals and teacher assistants are linguistically competent.
- PCOE frequently reviews job descriptions and requirements for quality indicators.
- PCOE provides ongoing professional development related to Deaf Education.
- PCOE hires highly qualified Deaf role models to work within our Deaf Education Program.

Regional Deaf Education Program Goals

Goal #1: PCOE will provide Deaf Education professional development opportunities.

Benchmark #1: Staff will understand a Deaf-centered approach as measured by reflective dialogue during Professional Learning Communities (PLC)s.

Benchmark #2: Staff will incorporate assessment tools, curriculum planning, and resources in all classroom environments as measured by observation/checklist.

Goal #2: The PCOE Deaf Education Program will intentionally seek opportunities to bring Deaf culture and Deaf role models into the classroom and collaborate with the Deaf community to increase student awareness and access.

Benchmark #1: PCOE will develop an MOU with American River College (ARC) to use interpreters to provide linguistic access, language development, and linguistic-cultural role models in the Regional Deaf Program.

Benchmark #2: PCOE staff will incorporate language-model Deaf peers and adults into classroom activities virtually or in person.

Goal #3: Staff will provide an inclusive, safe classroom that values and respects all students, measured by self-reflection and collaborative discussions during PLCs.

Benchmark #1: Staff will foster students' self-determination and confidence as measured by setting individual goals, quarterly follow-up, and progress monitoring.

Benchmark #2: Staff will monitor and reflect on daily student engagement as measured by documentation in a reflective journal.