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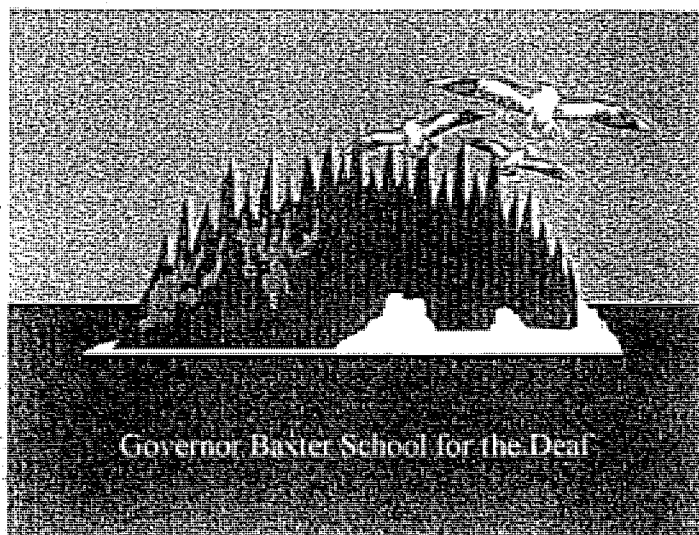
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*The Governor Baxter School for the Deaf*

*2000 – 2001 Annual Report*



January 3, 2001

Dear Governor King:

Enclosed with this letter is the Annual Report submitted for the Governor Baxter School for the Deaf. Since this document represents the school's inaugural report, I want to mention that, given the mandated timelines, this report reflects information dating back to July 2000. From here on, in all future annual report to be submitted to the Governor and Education/Cultural Committee and its respective Chairpersons shall encompass details of the full school year based on the educational calendar. That is, reports beginning in July of each new school year will chronicle the details of all pertinent activities throughout the year ending in June. In this way, subsequent reports submitted in January will provide all readers with a comprehensive overview of all relevant matters pertaining to the general status of all educational programs and services provided under the auspices of the Governor Baxter School for the Deaf.

The body of the report documents various initiatives started this year. The Governor Baxter School for the Deaf is pleased the educational reforms initiated have proved to be a very positive collaborative effort. The support of the various state agencies, notably that of the Department of Education and Department of Administrative and Financial Services makes the educational report effort possible. The major initiatives mentioned pertain to:

- School Approval
- The Statute referred to as L.D. 2690
- Work of the Needs Assessment Team
- Transition to a self-governing organization
- Recruitment of new Superintendent
- Expansion and empowerment of the School Board

I hope this will give all the stakeholders in the State of Maine a better idea of what the Governor Baxter School for the Deaf is about. We are appreciative of all the support the state has shown the school in the recent months.

Sincerely,

Larry S. Taub  
Superintendent

Roxanne Baker  
Chairperson, School Board

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## The Governor Baxter School for the Deaf's Annual Report

### Preface

In accordance with the expectations of the Statute - H.P. 1946 - L.D. 2690 enacted by the Maine Legislature in the spring of the year 2000, the Governor Baxter School for the Deaf submits its first annual report for the current school year beginning in July 2000. It is recommended that ensuing reports submitted to the Governor and the joint standing committee (The Education Committee) encompass the full school year from July 1 to June 30. Such reports will fully document the overall status of finances, operations and educational programs under the jurisdiction of the Governor Baxter School for the Deaf.

This report is to include the general status of the finances and operations of the school, including the center school programs; any future satellite school programs; the status of the professional qualifications of the school board members and the current status of the school mandated by a legislative enactment requiring the Maine Department of Education to establish standards and methods of measuring progress in the levels of academic achievement of students. The Legislature was essentially looking for the general status report of the school because of the broad and comprehensive legislation.

We are pleased to submit our first report which we believe will document a number of positive changes in all of these areas and in the future outlook of the school.

JAN 3 8 2018

## Purpose of this Report

The Review Committee, led by Dr. Edwin Kastuck, School Approval Consultant with the Department of Education, compiled a review committee report on March 25, 1999. The Governor Baxter School for the Deaf has, as a consequence of the recommendations of the Department of Education's report prepared by the Review Committee, initiated a series of corrective action measures which is tantamount to a major overhaul in educational reform. Thus, the intent of this report, will document the status of current activities currently underway at the Governor Baxter School for the Deaf. These documents consist of educational reform update as well as the status of the school's financial and operational activities and are hereby in this annual report to the State of Maine Governor, Legislature, and the citizens of Maine.

The school's initiatives at this time are geared towards the educational needs of children who are primarily deaf and hard of hearing. These initiatives are interdependent, rely on executive leadership and may require legislative action as well as interagency coordination and collaboration for their successful implementation. The current educational reform initiatives call for leadership and commitment to values and common goals that recognize the dignity and worth of all individuals, long range planning and eventual recommendations of the Needs Assessment Team, and the commitment to achieve long-range goals. The outcome of this course of action will provide quality educational opportunities for the Deaf and Hard of Hearing children in the State of Maine.

We look forward to a close, collaborative relationship between the Governor Baxter School for the Deaf (GBSD), the Maine Department of Education (MDOE), and the Department of Finance and Administration (DAFS). This is critical to school approval, self-governance and most importantly, quality educational services to our Deaf and Hard of Hearing constituents.

About the GBSD School Board

The School Board is currently composed of 15 member seats with one currently vacant and 2 non-voting student representatives appointed by the Governor of Maine for 3-year terms except for the student representatives who are selected on an annual basis. Pursuant to the statute - L.D. 2690, the Governor selects nominees with experience or special knowledge in one of the following areas: law, finance, organizational issues, management, education, human resources and collective bargaining.

During this transitional period, the role of the School Board has evolved. Given the change to a self-governing entity, the Board has set up the following committees:

The Finance Committee  
The Policy Committee  
The Human Resources Committee  
The Building Committee  
The Strategic Planning Committee

(see appendix #1)

The transition of the School Board was and continues to be facilitated through the consultation of William Thompson and Jon Doyle.

The status and qualifications of School Board members of GBSD is as follows:

1. **Roxanne Baker, Chair** **Rep. Deaf Community**  
Term Expires 10/31/03

Roxanne Baker is the current chair of the Baxter School Board and has been serving as a representative of the Deaf Community on the School Board since it became a self-governing board in 1997. She serves as a member of the Board's Policy Committee and Strategic Planning Committee.

Ms. Baker is a graduate of the Governor Baxter School for the Deaf. She teaches American Sign Language/Deaf Culture at the University of Southern Maine. Ms. Baker graduated from Gallaudet University in Washington DC. Also, Ms. Baker has served on a couple of Legislative committees to review and study the educational programs of the Governor Baxter School for the Deaf and the governance system.

2. **Donald Miller, Vice Chair** **Rep. Public**  
Term Expires 09/17/02 **Finance**

Mr. Miller is a native of Portland, graduated from Portland schools and has a BA in Business and Economics from the University of Maine in Orono. He brings with him over 30 years in the banking industry specifically Cash Management and Data Services.

A long time member of the Portland Rotary Club, Mr. Miller was also active in the Advance Gifts area of the United Way of Greater Portland.

3. **Susan Blethen** **Rep. Parent of GBSD**  
Term Expired 09/17/00 **Student**

Ms. Blethen has twenty years experience as a public school speech/language clinician currently working for the South Portland Public schools. She has worked with deaf and hard of hearing children in both mainstreamed and self-contained settings as well as with the Outreach staff from the Governor Baxter School for the Deaf. She is married and the mother of two boys. The younger, age ten, is deaf and attends the Governor Baxter School for the Deaf full-time. She has taken courses in American Sign Language and as an interested parent studied the history of deaf education.

Ms. Blethen's college background consists of a B.S. in Speech and Hearing Handicapped Education from the State University of New York in Genesco, 1975 and an M.A. in Communication Disorders from the University of Maine, 1979.

4. **Waldemar Buschmann** **Rep. Public**  
Term Expires 10/31/01 **Law**

Waldemar G. Buschmann has been a member of the Board since the early fall of 1998. He is a graduate of Dartmouth College and Northeastern University's School of Law. A former secondary school teacher, Mr. Buschmann spent 15 years as an Assistant Attorney General, the last 11 of which he served as primary counsel to Maine's Department of Educational and Cultural Services. He also serves on the boards of Maine Children's Home for Little Wanderers and Inland Hospital and is a member of Rotary International. Mr. Buschmann is now a member of the Law Firm of Weeks and Hutchins, which is located in Waterville, ME. He and his family live in Sidney, Maine.

5. **David R. Gaul**  
Term Expires 09/17/02

**Rep. Deaf Education  
Education**

David Gaul has been a member of the Governor Baxter School Board since 1998 and serves on the Board's Policy and Strategic Planning Committees. Gaul retired as a full-time Maine School Superintendent in 1996 after serving thirty-six years as school superintendent and professional educator in Maine, New Hampshire and Massachusetts. In 1997 to 1998, he served as the interim Superintendent of the Governor Baxter School for the Deaf for a period of eight months. He is currently employed part-time as the State Agent/Superintendent for the Town of Long Island in Casco Bay.

Mr. Gaul received his Bachelors Degree from the University of Maine, Farmington and his Masters Degree from Bridgewater State College in Massachusetts. Graduate work was completed at the University of New Hampshire and Boston University. Mr. Gaul is a native of Maine and the parent of four children. He and his wife have resided in Damariscotta for the past 25 years.

6. **Stephen Korpi**  
Term Expires 09/17/02

**Rep. Parent of Deaf Child**

Mr. Korpi is married and a parent of a hard of hearing daughter who has attended various schools including GBSD and is presently attending 10<sup>th</sup> grade in public school with an interpreter/tutor. He spent 17 years learning about deaf education as well as acting as an advocate for his daughter and other children involved in deaf education.

As an active real estate broker in New Hampshire and Maine, Mr. Korpi currently serves with Seashore Realty in Old Orchard Beach and Chairman of the Biddeford Community Center Board.

7. **David D. Latulippe**  
Term Expires 09/17/01

**Rep. Parent of Deaf Child  
in Public School**

David D. Latulippe serves on the GBSD School Board as a parent of a deaf child. He joined the Board in 1996. Mr. Latulippe serves as a member of the Board's Finance Committee and Building Committee.

Mr. Latulippe is a Vice President of "The Richmond Company, Inc." a Commercial real estate and brokerage company based in Peabody, Massachusetts. He has a B.S. in Civil Engineering from Worcester Polytechnical Institute and holds a BA from the University of Southern



Maine.

8. **Diane M. McGinley**  
Term Expires 12/17/02

**Rep. Deaf Community**

Ms. McGinley has served on the GBSD School Board as a representative of the Deaf Community since December, 1999. She is now on the Board's Strategic Planning Committee. She brings to the GBSD School Board her experience of growing up in a residential setting and a strong background in alumni relations within the Deaf Community.

Currently the Vice President of the Maine Association of the Deaf and the Secretary of Gallaudet University Alumni Association, Ms. McGinley also maintains membership with the National Association of the Deaf. She is employed as the Maine Relay Service Outreach Manager at the Maine Center on Deafness. Ms. McGinley is a 1974 GBSD graduate and received her Bachelors Degree in Social Work from Gallaudet University in 1978.

9. **Joan P. Nason**  
Term Expires 10/10/02

**Rep. Public  
Special Education**

Joan Nason has served on the Governor Baxter School for the Deaf School Board as a representative of the public since November 1999. In addition to her responsibilities as a board member, she is a member of the Finance Committee. Ms. Nason brings to the board over 25 years of experience in special education as a Director of Special Services and a speech/language pathologist. Currently, Ms. Nason is Director of Special Services for the Freeport Public Schools, a position she has held for the past seven years. In addition, she is a member of the executive committee of the Maine Administrators of Services for Children with Disabilities (MADSEC) serving as treasurer for the last four years.

Ms. Nason earned a Bachelors Degree in education and speech correction from the University of Maine, Farmington, a Masters Degree in communication disorders from the University of Maine, Orono and a Masters Degree in educational leadership from the University of Southern Maine. She currently enrolled in a Certificate of Advanced Study Program in educational leadership at the University of Southern Maine.

10. **Dorcas Riley**  
Term Expires 09/06/03

**Rep. Public  
Finance**

Joining the Governor Baxter School Board in September, 2000 Dorcas B. Riley, CPA serves as a member of the Governor Baxter Finance Committee and currently is Chief Financial Officer of North Center

Foodservice in Augusta, Maine. Ms. Riley has more than 18 years experience in the finance and accounting field and graduated from Colby College with accounting studies at Thomas College. Ms. Riley has been active in leadership roles in community organizations, including the Union 42 School Committee, the Dr. Shaw Memorial Library, the Readfield United Methodist Church, and the Augusta Rotary Club.

11. **Sylvia D. Schroeder** **Rep. Public**  
Term Expires 09/17/02

Ms. Schroeder represents the general community, and through her work as a clinical social worker Ms. Schroeder became aware that there were no mental health services for deaf children and their families. Her interest began in Massachusetts and continued in Maine. Now retired Ms. Schroeder continues her work through volunteering on various boards, and securing scholarships for Deaf social workers and fund raising.

12. **Romy V. Spitz, PhD** **Rep. Deaf Community**  
Term Expires 09/17/02 **Education**

Romy V. Spitz has served on the School Board of the Governor Baxter School for the Deaf as a member of the Deaf Community since 2000. She also serves as a member of the Human Resources Committee and as the Board Representative to the Teacher Certification Committee. Dr. Spitz has almost 20 years experience in research on communication in atypically communicating populations including children and adults with spoken and signed language impairments and specializes in the cognitive and communication abilities of deaf individuals who fail to develop language due to lack of exposure to any accessible language model (i.e. "homesigners") both here in the United States and in Nicaragua. In addition to research, Dr. Spitz leads the communication assessment team for the Department of Mental Retardation in Maine. She received her doctoral degree at the University of California, San Diego.

13. **Susie Beth Stephenson** **Rep. Parent of Deaf**  
Term Expires 09/17/00 **Child in Public School**  
**Education**

Information not available at this time.

14. **Diane St. Lawrence** **Rep. Deaf Education**  
Term Expires 09/17/01 **Education**

Joining the Governor Baxter School for the Deaf Board in 2000, Diane St. Lawrence serves as an educator of children who are deaf and hard of

hearing. Ms. St. Lawrence also serves as a member of the Board's Strategic Planning Committee. She has more than 20 years of experience in the field of education and has worked as a teacher in the Maine School Administrative District #48 in Newport since 1981. MS. St. Lawrence is a graduate of Southeastern Massachusetts University and holds a Masters Degree in Education of the Deaf from Gallaudet University in Washington, DC.

15. **VACANT**
16. **Justine Raven** **Student Representative  
for Outreach**
17. **Jenny Sheedy** **Student Representative  
for GBSD**

Day Student Enrollment at GBSD  
(pre-K – 12)

79 Full Time Students  
7 Part Time Students

Residential Student Enrollment

**16 Full-Time, 7 Part-Time**

See appendix #2 for details.

Total students served through GBSD's Statewide Educational Consulting Services Department (410).

See appendix #3 for details.

**MISSION/VISION STATEMENT**  
**LANGUAGE PHILOSOPHY**

We believe that the future of our mission statement depends upon the degree to which each person is educated in accordance with his/her highest potential. Acknowledging student differences in capacities and interests, we believe Governor Baxter School for the Deaf should:

- Stimulate interest and curiosity in students to the end that they will find satisfaction in learning;
- Develop skills of students in clear and evaluative thinking;
- Develop good work habits and pride in work;
- Develop skills which will enable the student to become a productive citizen;
- Impart a knowledge and understanding of Deaf cultural heritage;
- Provide opportunities for students with special needs, aptitudes, and/or talents;
- Provide opportunities for students to inquire into the basic problems of our society and our work in order to develop an awareness of the meaning of freedom and the responsibilities of citizenship;
- Provide activities that will promote physical development, emotional maturity, leadership, fellowship and responsible social behaviors in these changing times;
- Instill values that develop strength of character and understanding of one's fellow man and woman, while assuring complete freedom with respect to each student's religious belief;
- Encourage each student to pursue his/her formal studies through post-graduate education.

## **Vision Statement**

Governor Baxter School for the Deaf is a statewide community of students, parents, personnel, alumni and other advocates. GBSD honors and respects each student as a unique and whole person.

**We dedicate ourselves to providing a diverse learning environment, which will assure that each student...**

- Is held accountable to his/her highest expectations for academic achievement and personal responsibility;
- Has the opportunity to grow to his/her fullest potential intellectually, linguistically, emotionally, socially, physically, and culturally;
- Is nurtured appropriately to develop a sense of respect for self and others;
- Is provided the motivation and skills to make learning a life-long experience;
- Is involved in and encouraged to appreciate the distinct characteristics of Deaf culture.
- Will contribute positively and successfully in his/her school, local and global communities.

## **The Language Philosophy**

The Language Philosophy of the Governor Baxter School for the Deaf is based on the Bilingual-Bicultural approach. The focal point of the philosophy for students is on the development of language and the realization of their language potentials.

In reflecting the mission statement of the school, American Sign Language (ASL) and English represent the framework of the communicative environment. ASL is the accessible, primary language used for communication and thinking among students and is the language of instruction. English is learned through reading and writing. The school values and promotes competence in both languages as necessary for the development of a complete and successful individual.

The school strives to be a community that values and nurtures the wealth of cultural, linguistic and ethnic diversity of the society. The school is committed to respect for all members of the multicultural community to ensure daily interactions free from communication and language barriers.

Through the Language Philosophy, Governor Baxter School for the Deaf is committed to provide students the opportunity to develop to their full academic, cultural and social potential in a safe, comfortable and enriched environment.

### **Center School Programs**

Currently, educational programs provided on Mackworth Island are in 4 major areas:

- ***Pre-School Programs for ages 0 to 3 and 3 to 5***

The preschool programs are designed to provide early intervention instruction to deaf infants and toddlers as well as their parents. Since parents are most significant in their childrens' lives, it is vital that the early childhood professionals provide information and resources to these families. This will do much to ensure that these children cognitively achieve educational instruction with respect to their language development and understanding of the environment around them.

- ***Elementary School, serves students from Kindergarten to 4<sup>th</sup> grade***

The elementary school program is comprised of faculty members who work with our students utilizing the bilingual philosophy. Teachers communicate to these children in their dominant language, American Sign Language, to foster cognitive development as well as enable students to become familiar in the use of English. This is achieved by communicating with students in their native language and using printed English instructional materials and books in classes.

- ***Middle/High School programs encompass grades 5 to 12***

In the middle and high school programs, the approach to the education of deaf children is consistent with the other programs. All students take required courses that are aligned with the goals of the Maine Learning Results (MLR).

- ***Residential Programs are provided to students age 13 to 21***

The GBSD Residential Program provides a living and learning environment where students can talk easily and share ideas throughout the day. This is incredibly important in their development not only with their first language of ASL, but also in all other subjects. A residential setting provides positive adult role models, comprehensive access to communication and activities, and an opportunity to develop social skills with peers. It is clearly not a requirement for every deaf student; however, it is essential for many.

- ***Community Education: American Sign Language classes (ASL)***

The Governor Baxter School for the Deaf has concentrated its efforts in providing exposure and training in American Sign Language. Since its inception, the program has provided American Sign Language classes, resources and information to thousands of people including students, their families, professionals, current and prospective interpreters.

### **School Approval Update**

We at GBSD are working diligently to meet School Approval as well as supporting educational change and school improvement on a scale that our organization has never before experienced. In order to achieve our goal of School Approval, we have been supporting a collaborative work culture within GBSD that encourages and expects all stakeholders to take an active role in effecting institutional change. We believe that no long term, institutional change will occur if participants are dictated to affect a different form of curriculum, instruction, or assessment process. They need to own the process. The pace of our journey for change here at GBSD has been unprecedented.

The major elements of School Approval include the following:

- Facilities
- Curriculum, Instruction and Assessment
- Professional Development
- Programming
- Personnel-Certification
- Special Education

In all there are sixty-one (61) Performance Indicators, which GBSD must meet in order to achieve School Approval. To date, we have action plans in place, which will address the expectations established for GBSD by the Department of Education to meet School Approval.

In the area of Facilities, specific improvements are being made with a major upgrade of the GBSD fire alarm system as well as the establishment of a stronger working relationship with the Bureau of General Services, which has resulted in a study of GBSD facilities and proposed plans for the renovation of the Middle and High School Buildings.

In the area of Curriculum, Instruction and Assessment, GBSD has an active and well-represented Curriculum Committee, which has been meeting once a week since the beginning of the school year. During the three (3) workshop days prior to Thanksgiving the GBSD teachers worked in depth on developing a curriculum framework for the school program. Also, a workshop was provided by consultants from Boston University's Deaf Education Program in an effort to improve curriculum, instruction and assessment in the areas of literacy and ASL for grades K-12.

In the area of Professional Development, the primary area of focus has been the results of a recent decision by GBSD in collaboration with the Department of Education to contract with the Center for Educational Services to assist us in the design and implementation of a clear, focused plan for professional development for all our staff. This initiative will be significant in that for the first time a comprehensive professional development system will be implemented and impact all staff at GBSD. Since GBSD has been given approval by the Department of Education to proceed with the design of a new professional development system, the Superintendent has appointed a representative Professional Development Design Team to work with The Center for Educational Services to complete the project by January, 2001.

In the area of Programming, two elements have been addressed. First a full time guidance counselor was employed for the first time last year, and a comprehensive guidance program has been initiated. Secondly, the School Board has supported in its biennium budget (FY 02 and 03) a plan to improve the Outreach Program by making a request to the Governor and the legislature for an increase in personnel in order to improve and expand services to students who are deaf and hard of hearing whose families choose to enroll their children in public schools.

In the area of Personnel-Certification, GBSD has made every effort to see that all education staff are properly certified. An ad hoc Study Committee



has been appointed by the Superintendent and the School Board chair to explore the question of the amount of content knowledge that should be required of GBSD teachers.

In the area of Special Education, a major initiative that involves GBSD, The Spurwink Institute and the Department of Education is underway. The primary elements of this initiative are in staff training and the development of appropriate policies and procedures to assure GBSD's compliance with state and federal law. To further special education needs goals of GBSD, the School Board has prepared a biennium budget which includes significant new funds for GBSD to provide all support services to students as identified in their IEPs.

We, at GBSD, are working diligently to meet School Approval as well as supporting educational change and school improvement on a scale that our organization has never before experienced. In order to achieve our goal of School Approval, we have been supporting a collaborative work culture within GBSD that encourages and expects all stakeholders to take an active role in effecting institutional change. I believe that no long term, institutional change will occur if participants are dictated to effect a different form of curriculum, instruction, or assessment process. They need to own the process. The pace of our journey for change here at GBSD has been unprecedented.

Please refer to appendix #4 for the most up to date status report from the Department of Education. It recognizes the most significant achievements of GBSD to date.

### Residential and After School Co-Curricular Activities

I am pleased to report significant growth in our Residential Program on Mackworth Island. Our Residential Assistants are all certified in First Aid and CPR. Each has completed a college-level course of adolescent psychology and behavior management to better understand and deal with some of our students' behaviors. We have instituted a comprehensive incident reporting system and are notifying parents immediately of any problems of behavior that arise in the dorm.

There are programs at the residence to increase individuals' self-esteem, improve teamwork, and build leadership skills. We offer adventure-based activities that include sailing, karate, ice-skating, hiking, and Ropes challenge courses. We hope to add classes on timber framing,

kayaking, canoeing, wilderness camping, cross country skiing, and Outward Bound Hurricane Island adventures.

There are 18 regular high school students in the dorm; eight girls and ten boys. This year, on a limited basis, we are hosting middle school students who are either participating in evening activities such as karate or athletics such as cheerleading, soccer or basketball. These students are allowed to stay in the dorm for a couple of days or a few days each week. It is an accommodation that has resulted in better quality of homework, and improved social and communications skills.

Another program focusing on life skills development occurs in the dorm. Students are encouraged to develop good time management skills and are responsible for laundering their clothes, maintaining their rooms, and assisting in maintaining community areas. These kinds of experience are essential not only to the academic but social/emotional development of deaf individuals.

### Statewide Educational Consultation Services

Outreach services are provided all over the State of Maine through this department for Deaf and Hard of Hearing children from age 0 to 21. The major components provided through this program are as follows.

- Parent Infant Toddler Programs age 0 to 3 at Mackworth Island
- Early Childhood and Family Services age 0 to 5 statewide
- Public School Outreach, K-12 Statewide
- Aroostook Outreach age 0 to 12 in the following counties:
  - Aroostook
  - Washington
  - Piscataquis
  - Northern Penobscot

Members of the school's administrative team, including the superintendent toured the Aroostook Outreach Program in December. This gave the Superintendent an opportunity to get better acquainted with service providers and consumers in the northern part of the state.

Not only was programmatic review the goal, there was a professional training session provided to all SECS service providers in Aroostook Outreach. The training enabled them to make better use of the ATM technology for future video-conferencing to take place. An eventual pilot project is being planned for the following activities:

- Departmental conferences
- Develop more distance learning opportunities
- Statewide in-service programs from GBSD
- Use of video-technology for enhanced outreach services

### Needs Assessment Team

The State mandated the formation of the Needs Assessment Team (NAT) in its recently legislated statute L.D. 2690. At this juncture, the NAT has met four times to hear from leading experts on Deaf Education in New England and has plans to map out data collection strategies and connect with constituents statewide. This will assist in the NAT gauge consumer needs and provide pertinent details regarding such needs of Deaf and Hard of Hearing children in Maine in a preliminary report written by February, 2001. Further details will be communicated to the legislature in February 2001 by the GBSD School Board. A final report will be prepared by the NAT by February 1, 2002 as required by statute. This recommendation will have an impact on the delivery of educational services including the possibility of expanding current outreach and/or satellite programs.

[ See Appendix #5]

### Finances and Operations

As a result of a December 1998 IRS ruling regarding classification of outside contractors as employees, the School was required to permanently transfer \$224,000 from the "All Other" to the "Personal Services". That transfer has perpetuated a shortfall of what were already closely budgeted "All Other Funds". It also presents us with a significant cash flow problem as we are forced to draw down funds from successive quarters in order to remain solvent. Thus the financial status of the

Governor Baxter School for the Deaf is inadequate to meet the operation requirements.

This year and next year, as last year, we will be requesting an Emergency Appropriation to make up that gap, roughly one fourth of our "All Other" budget. There are no extras in that request; it was developed before the high cost of fuel was known, exacerbating our problem even more. We will be asking for your support to address this issue.

In addition, because GBSD had not been able to hire certain qualified staff (mostly teachers), the "Personal Services" budget appeared to have excess funds. As a result, the Appropriations Committee de-appropriated \$100,000. Funds to cover our new teachers and expanded Outreach services will be requested when we know the outcome of the State Board of Education's Needs Assessment Team recommendations. We have requested funding for FY 02 and 03 in the amounts of \$6,817,690 and \$7,194,313 respectively. The request has been carefully prepared to make the most of existing funds while we transition to a "quasi-independent" agency as directed by last year's amendment to 20-MRSA (LD2690). The request does not include costs that are similar to "start-up costs" such as legal fees, development of personnel and retirement programs, funding health care benefits, and the like. Costs associated with an expanded statewide Outreach program, clearly a priority of the Education Committee, have not been factored in at this time.

We have an exciting period before us when the Governing Board of GBSD changes its singular focus as overseer of the state's only Deaf Residential School to its new role of responsibility as a state-wide resource for the deaf and hard of hearing consumers throughout the state. We look forward to meeting those challenges and solicit your support in achieving the goal of delivering the best possible education to the deaf and hard of hearing children of the state.

In the area of capital improvement, dialogue has been initiated with the Bureau of General Services and the Bureau of the Budget. This dialogue is a result of a study by a team of engineers and architects that took place over the summer and fall. This came about largely because of the School Approval Report which addresses the need to upgrade facilities. One of the primary needs at this time is for the Bureau of General Services to upgrade our middle/high school science lab. This led to a larger study which addresses the overall need for repairs and renovations of all buildings. Renovations are currently being considered for the Middle and High School buildings. The following individuals have been working with us to address upgrading GBSD facilities:

Commissioner Janet Waldron  
Jack Nicholas, Director of the Office of the Budget  
Elaine Clark, Director of the Bureau of General Services

More work still needs to be done to see these plans through.

In the area management and operational structure, there has been an assessment of the current administrative positions. This has been reviewed with the School Board in regard to providing the school organization with a management structure that is responsive. This will be accomplished by dividing responsibilities delegated under the authority of the Superintendent.

### Summary

The Governor Baxter School for the Deaf and its School Board began the new year by appointing a new Superintendent to lead the school into the new millennium. The overall efforts to achieve large scale educational reform has, as of this writing, begun in earnest as follows:

- School Approval - plans are underway to achieve this and the majority of performance indicators are in the process of being satisfied if they have not already been met. This action will serve as a springboard for eventual school accreditation.
- The Needs Assessment Team - a series of meetings have already taken place. The NAT will soon be drafting out its preliminary report with a plan of action to the legislature in February, 2001.
- Steps are being taken to enable GBSD's School Board as well as its Business Operations to transition successfully and become a self-governing educational program for Deaf children.

In order for GBSD to accomplish its goals that will enable it to be in a position to meet the needs of Deaf and Hard of Hearing children in Maine, GBSD's budget is reviewed by the Governor and his Legislature. We hope that all due consideration will be given to improving and expanding quality services to all Deaf and Hard of Hearing children and their families throughout Maine.

## Appendices

1. Committee Members
2. Student Enrollment Data of GBSD
3. SECS Students Served
4. School Approval Performance Indicators
5. Memo – Re: Response to Progress Report Pertaining to Performance Indicator
6. Needs Assessment Team Members

Appendix #1

The Policy Committee

David R. Gaul, Chair  
Roxanne Baker

The Finance Committee

Donald Miller, Chair  
Joan P. Nason  
David D. LaTulippe  
Stephen Korpi  
Dorcas Riley  
Susie Beth Stephenson

The Human Resources Committee

Waldemar Buschmann  
Susan Blethen  
Romy V. Spitz  
Sylvia D. Schroeder

The Building Committee

David LaTulippe  
Stephen Korpi

# Appendix # 2

## Student Totals

<u>Program</u>	<u>Number of Students</u>
Parent Infant Program	11
Preschool	10
Communication Garden	8
<b>Total:</b>	<b>29</b>
<u>Elementary</u>	
Kindergarten	4 full-time/2 part-time
Grades One/Two	3 full-time
Grades Three/Four	4
Grades Four/Five	4 full-time/4 part-time
<b>Total for Elementary:</b>	<b>15 full-time/6 part-time</b>
<u>Midschool</u>	
Grades Five/Six	7 (6 full-time/1 part-time)
Grades Seven/Eight	8
<b>Total for Midschool:</b>	<b>15</b>
<u>High School</u>	
Freshmen	0
Sophomores	6
Juniors	3
Seniors	7
<b>Total for High School:</b>	<b>16</b>
Community-Based Education	4
<b>Total Comm.-Based Education:</b>	<b>4</b>
<b>Total Number of Students:</b>	<b>79 full-time/7 part-time</b>

cc: Larry Taub                      Martin Keim                      Judy Gayton  
Lynn Schardel                      Therese Rouleau                      Barbie Reed  
Dennis Lawley                      Charlene Gianios  
Judy Segal                      Leona Anderson  
Doug Moody                      Ruth Beyer  
Kris Farris                      Roy Bishop



STATEWIDE EDUCATIONAL CONSULTING SERVICES DEPARTMENT  
TOTAL CHILDREN SERVED BY AGE  
INCLUDES K-12, ECFS AND PARENT/INFANT TODDLER CHILDREN

Appendix # 3

AGE	# OF CHILDREN
20	1
19	2
18	14
17	27
16	22
15	25
14	19
13	36
12	34
11	27
10	35
9	36
8	36
7	24
6	16
5	12
4	16
3	12
2	7
1	8
Under a year	1
Total:	410

Appendix  
# 4

**Performance Indicators  
Pertaining to the  
Governor Baxter School for the Deaf**

Review Committee Report  
Maine Department of Education  
(March 25, 1999)

**I. The school approval performance indicator has been met.**

**Facilities:**

11. All staff can demonstrate knowledge of the safety, crisis, and maintenance plans.
12. Y2K plan is in place and functional.

**Curriculum, Instruction and Assessment:**

11. All students at grades 4, 8, and 11 participate in the MEA or the MEA alternate options.
12. An MEA study committee exists to explore MEA aspects both on and off island.
15. All instructional materials have been inventoried. This inventory is documented.
16. In coordination with the curriculum development committee a policy for selection of materials is established. This policy will insure consistency and coordination and will be aligned with the established curriculum.

**Professional Development:**

6. The GBSD Technology Committee's mission and progress to date have been submitted to and acted upon by appropriate state agencies.

**Programming:**

4. A guidance counselor is providing guidance and counseling services to GBSD students k-12. This includes the development and implementation of a comprehensive guidance program in compliance with Chapter 125 Section 125.16.
5. A staff developed and GBSD Board approved field trip policy and procedures is in place and functioning
6. Equal attention is placed upon academic and extracurricular field trips.

**Personnel- Certification:**

6. Hepatitis B immunizations are available to all GBSD staff.

**Special Education:**

10. All supportive services to students (as identified in the student's IEP) are provided by GBSD.

## **II. The school approval performance indicator has not been met. However, significant initiatives to meet the performance indicator are underway.**

### **Facilities:**

1. The buildings on the campus will not have peeling paint, dried up caulking and sealant, evidence of water damage, mustiness, falling ceilings, or questionable air quality.
2. All windows have glass and operate properly.
3. The science labs are adequate for the proper instruction of secondary science. This includes the installation and use of an ultraviolet sanitizing unit for safety eyewear (for use in the science labs and industrial arts areas). Additionally, a team from GBSD will have visited recently renovated public school science labs to learn about the renovation process and its application on the GBSD campus.
4. The heating system is properly maintained and the heating in all buildings is even.
5. The enclosed walkways will not have leaking roofs and there will be no icing of the passageways in winter.
6. A contemporary, comprehensive campus wide fire alarm system is in place. This includes contemporary strobe light warning alarms and directions for evacuation placed in prominent locations. The bathrooms have visual alarm systems and there is a fire alarm system in the gatehouse and mansion.
7. Enclosed walkways have emergency lighting.
8. The gatehouse is adequately staffed to assure constant coverage including while security personnel are making rounds and from Sunday night until noon on Monday.
9. The physical plant is properly maintained according to a performance based maintenance plan.
10. The Corrective Action Maintenance Team, Health, Fire and Safety Committee and a Crisis Response Team are in place and functioning. This includes on going performance-based operation of these teams.

### **Curriculum:**

1. GBSD has a curriculum that is consistent and aligned with the Maine *Learning Results*. This curriculum is clearly articulated across all grade levels: PK – 12, and demonstrates an equal emphasis on ASL and English.
2. A curriculum framework is in place by the end of January 2001.
3. The curriculum reflects thoughtful research and demonstration of the utilization of existing exemplary programs and practices for students who are deaf or hard of hearing.
4. An ASL curriculum is developed and implemented as a pilot. This pilot has been evaluated and an implementation plan is in place to incorporate the ASL curriculum PK–12.
5. Staff, parents, and students are part of the process of curriculum development and evaluation.
6. A staff needs assessment related to curriculum development and implementation has been conducted and individual and group needs pertaining to these results is utilized to provide regular and consistent staff development. This process has a standard evaluation component.
7. GBSD has a curriculum committee that creates and oversees the process for developing, implementing and evaluating curriculum, instruction, and assessment for GBSD.
8. Course offerings are expanded by means of technology and coordination with local districts to assure the GBSD secondary students have an experience on a par with the surrounding and sending school districts.

9. GBSD has a literacy action plan articulated across the grades and within each grade level. This plan has goals, strategies, and measurable outcomes reflecting the literacy capacity of all GBSD students both on and off island.

10. A comprehensive PK-12 literacy program has been designed and implemented. This program includes appropriate curriculum, instruction and assessment options. There is an effective and regular evaluation component build into the overall curriculum, instruction and assessment model.

13. Data related to MEA results has been reviewed and used to inform curriculum reviews.

14. All 12<sup>th</sup> graders, beginning with the class of 2000, and all recent graduates from the last three years have been interviewed to collect data pertaining to ability and performance post graduation. This data is compiled and reviewed to inform the evaluation of the GBSD programming.

### **Professional Development:**

1. There is a clear, focused plan for professional development for all GBSD staff. This includes a clear process for staff to request approval for attendance at staff development activities. Additionally, adequate funding to support the professional development needs of the staff is provided.

3. A standard orientation for all staff is operational.

4. Teacher stipends are in place as required by statute.

### **Programming:**

1. The Outreach Program is providing adequate services to students who are deaf and hard of hearing whose families chose to enroll the students in public schools.

2. The funding for the Outreach Program is adequate for the provision of services.

3. An Outreach Improvement Plan including budgetary information will have been developed and implemented.

7. In coordination with the Curriculum Development Committee all existing courses at GBSD have been examined and their alignment with the *Learning Results* documented.

8. A comparison with course offerings locally and from sending districts has been completed and documented. Gaps in the GBSD program are noted and a process for expanding the GBSD offerings is in place.

9. A local comprehensive assessment system is in place and integrated with the *Learning Results* and the GBSD curriculum.

10. Professional development opportunities are provided to assist the staff in coordinating curriculum, instruction and assessment across the grades and within each grade. A comprehensive plan for this is in place.

### **Personnel Certification:**

1. All education staff are properly certified including possible conditional certification by the beginning of the 2000-01 school year.

2. The Board clearly insists that teachers at all levels have strong content knowledge and effective teaching skills.

3. The certification support system is functional.

4. All non-education staff are properly licensed by the beginning of the 2000-01 school year.

5. A Study Committee will have been formed on or before September 1, 2000. The Committee membership includes the new GBSD Superintendent, members of the GBSD senior staff, GBSD teachers, GBSD Board members, GBSD parents and DOE. The Committee is exploring the question of the amount of content knowledge that should be required of GBSD teachers.

### **Special Education:**

1. All IEPs appropriately address the unique learning needs of the GBSD students. A direct relationship between annual goals and present levels of educational performance is evident.
2. All GBSD student IEPs are developed and implemented in a manner consistent with all Federal and state regulations.
3. GBSD staff are providing information at PET meetings concerning how the child's disability affects the child's involvement and progress in the general education curriculum. The information includes relevant evaluation data that will assist the PET to not only develop appropriate goals and objectives, but also to determine progress toward these goals and objectives.
4. There is a training program for all staff that addresses all aspects of compliance with special education regulations and the delivery of special education services.
5. A special education review is scheduled to take place in the spring of 2001.
6. There is no confusion among school units as to the process used for ensuring that procedural guarantees set forth in law are being carried out at GBSD.
7. All timelines are met as set forth in special education regulations.
8. A checklist exists which clearly delineates GBSD and LEA roles and responsibilities in delivering special education services. Open communication between GBSD and LEA staff is evident.
9. No students at GBSD are identified as receiving services under Section 504 of the Rehabilitation Act of 1973.

**III. The school approval performance indicator has not been met. There is no indication that initiatives to meet the performance indicator are underway.**

### **Curriculum, Instruction And Assessment:**

5. Staff, parents, and students are part of the process of curriculum development and evaluation. (Student participation is not occurring)

### **Professional Development:**

2. Training is provided for all staff in the use and application of the new technology on the GBSD campus.
5. A system for assessing ASL and English proficiency is in place and functioning. The results are utilized to develop professional development plans for staff members.

### **Personnel- Certification:**

7. A clearly articulated plan is in place describing a yearly process and procedures for teacher evaluation

Compiled by:

Edwin N. Kastuck Ph.D., Chairman, GBSD School Approval Team  
December 6, 2000

Appendix # 5

To: Buzz Kastuck, Chairman, GBSD School Approval Team

From: Roy P. Bishop III, Director of Special Projects, GBSD

Date: January 12, 2001

Re: Response to Progress Report Pertaining to Performance Indicators

First, I want to thank you for your communication that was received on December 27, 2000 about your assessment of the efforts by GBSD to meet the sixty-one (61) performance indicators required for GBSD to meet School Approval. Your report has been shared with the Superintendent, the Administrative Team and the School Board and will be shared with the GBSD staff, students, parents and community in the very near future. I know that your feedback will provide significant guidance and support as GBSD continues its incremental work to achieve all the performance indicators.

As you are aware the timeline for the achievement of a number of the performance indicators will extend beyond June 30<sup>th</sup>. However, a comprehensive systemic effort now exists at GBSD to continue the exceptional and focused work of our staff, students, parents and community to meet School Approval. I believe that this systemic effort has been acknowledged in your progress report because you have assessed that while forty-five (45) performance indicators have not been met, you did indicate that "significant initiatives to meet the performance indicators are underway." I know that your positive and supportive feedback was well received by the Superintendent, the Administrative Team, the School Board and myself. I am certain that the rest of the GBSD staff, students, parents and community will feel the same.

Secondly, I would like to provide you a brief update regarding Section III of your report that focuses on four (4) performance indicators that have not been met and that you have no indication those initiatives to meet the performance indicators are underway. The progress by GBSD on these four (4) performance indicators is as follows:

- a. Staff and parents are involved in the process of curriculum development and evaluation. The involvement of students, as you know, was discussed at Technical Assistance Team meeting on January 11<sup>th</sup> and will guide the GBSD Curriculum Committee in determining the appropriate level of student involvement.
- b. Training for GBSD staff has not been provided in the application of new technology. The entire staff has been surveyed to determine what their needs are regarding the use of technology. The GBSD Technology Committee has been restructured and earlier this fall a new Chairperson, Barbara Keefe, assumed leadership of the committee. The committee under her leadership will work with the new Professional Development Committee to develop a plan for training GBSD staff in the application of new technology.

- c. While a system for assessing ASL and English proficiency of GBSD staff is not in place at this time, the Superintendent with support of the GBSD Bi-Bi Committee is researching and will develop recommendations for appropriate professional development for GBSD staff in both of these areas. The Superintendent will work with the Administrative Team in coordination with the new Professional Development Committee to design and implement professional development plans for GBSD staff.
- d. A clearly articulated plan describing a yearly process and procedures for teacher evaluation has been developed by Judy Segal, Principal, and has been reviewed and revised by the Administrative Team and the Superintendent. The School Board was informed at its January 11<sup>th</sup> meeting that the new teacher evaluation procedure would be piloted during school year 2001-02.

I will submit to you for your review documentation of our progress toward meeting these four (4) performance indicators in order that you may be informed of our efforts with these initiatives as well.

Finally, I look forward to our continued collaborative work and support for GBSD to achieve School Approval. Thank you for your feedback.

## Appendix #6

Pursuant to L.D. 2690, the State Legislature changed the State Board of Education's task of selecting members of the Needs Assessment Team to determine if GBSD would expand services to include Satellite Programs and residential programs in other parts of the state.

- Richard Abramson, Superintendent Wells/Ogunquit
- Jonathan Connick, Executive Director Maine Center on Deafness
- Laura Arey, special Education Director, Houland
- Angela Faherty, special Education Director, Falmouth
- Murray Shulman, Special Education Director, Bangor
- Judy Shepard Kagle, Professor – University of Southern Maine, Gorham
- John Shattuck, Director, Bureau of Rehabilitation, August
- David Stockford, State Director of Special Education, August
- Larry Taub, Superintendent, Governor Baxter School for the Deaf