



*Jean Weingarten Peninsula
Oral School for the Deaf*

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JWPOSD

School Accountability Report Card Reported for School Year 2009-2010 Published During 2009-2010

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines. Most data presented in this report were collected from the school year 2009- 10

I. About This School

| School Contact Information | |
|---|---|
| School Name | JWPOSD |
| Street | 3518 Jefferson Avenue |
| City, State, Zip | Redwood City, CA 94062 |
| Phone Number | (650) 365-7500 |
| Fax Number | (650) 365-7557 |
| Principal | Pamela Musladin |
| Executive Director | Kathleen Sussman |
| E- Mail | jwposd@jwposd.org |
| Website | www.deafkidstalk.org |
| District in which school resides | Redwood City School District |

School Description and Mission Statement

Our Mission:

JWPOSD- an auditory oral school where deaf and hard of hearing children listen, think and talk!

Core values:

- ***Communication***
- ***Building a Community of Learners***
- ***Honoring and Respecting Individual Differences***
- ***Change with a Positive Purpose***
- ***Commitment and Responsibility to Community***

Description:

JWPOSD is a school devoted to teaching deaf and hard of hearing children to listen, think and communicate. Established in 1967, our program focuses on the development of auditory, language, speech and cognitive skills. JWPOSD is committed to providing a model of excellence in oral education and is dedicated to meeting the educational and developmental needs of deaf and hard of hearing children along with support for their families. The school emphasizes the development of cognitive strategies and literacy in its many forms. The school values and nurtures the development of each child's self esteem, imagination and creativity.

Educational Philosophy:

Instruction at the Jean Weingarten Peninsula Oral School for the Deaf is distinctive for its emphasis on cognitive development. Children with severe to profound hearing loss are given learning opportunities that focus on the sequential development of cognitive processes as the basis for acquiring language and speech. Following the developmental theories of Jean Piaget in child psychology, the school guides the children through the same intellectual steps as those of typically hearing children. By presenting teaching techniques that are cognitively based, it is believed that preschool deaf children can master thought patterns and communication appropriate to their age level.

The second area of focus, and equally important, is the school's emphasis on the development and use of residual hearing in each deaf child. Teaching methods focus on the utilization of the residual hearing of each child, with the use of advanced amplification equipment such as power hearing aids, cochlear implants and FM.. On-site diagnostics and audiological services allow for the daily monitoring of each child's amplification equipment, and the availability of loaner hearing aids ensures that every child is given the opportunity to listen everyday.

Parents and staff working together as partners is the bedrock of the children's success. JWPOSD students develop their oral communication skills, their self-esteem, and a love of learning through small group instruction and intensive daily individual therapy which involves parents in every aspect of the child's program. "Parents as Partners" is the key to the eventual successful mainstreaming of every deaf and hard of hearing child.

Our Programs:

- ***Preschool Program***
- ***Individual Therapy Program***
- ***Cochlear Implant Program***
- ***Parent Education Program***
- ***Teacher/Professional Training Program***
- ***Medical Outreach Program***
- ***Consultative Services***
- ***Diagnostic Services***
- ***Extended School Year Program (Summer School)***
- ***Bilingual Education Program***
- ***Mainstream Support Program***

Opportunities for Parental Involvement

JWPOSD promotes and strongly encourages active parent involvement including participation in class, therapy and school wide activities. Parental involvement is an integral component to each child's success. The highly qualified staff provides education and guidance to parents so that they can support their child in developing independence and self sufficiency.

Parents participate in daily morning music as well as observe and participate in speech therapy and volunteer in their child's class each week. The staff is always flexible to meet the needs of parents and their busy schedules.

All instructional departments have an open door policy with parents. Parents are encouraged to make arrangements with the teacher or therapist before observing, but are welcome to drop in any time. Parents are expected to check in at the office prior to entering the classes for safety reasons.

Parents are also encouraged to participate by involvement in parent-teacher conferences which are held annually and upon request by the parent, teacher or principal during the school year; triennial and annual IEP meetings; and staffings for students who need additional educational or social/emotional interventions. Parent education is an important component of JWPOSD. Parent education classes are held every week in the morning by our qualified staff members on various aspects of children's learning and development. Evening parent meetings which focus on issues relating to family, education, mainstreaming is held throughout the year.

Student Enrollment by Level

| Grade Level | Number of Students | | Number of Students |
|--|--------------------|---------------------------------------|--------------------|
| Toddler I | 5 | | |
| Toddler II | 6 | Speech/Language Therapy Only- Offsite | 4 |
| Play and Say | 5 | | |
| Twos A | 7 | | |
| Two's B | 4 | Total Onsite Student Enrollment | 60 |
| Preschool I | 4 | | |
| Preschool II | 11 | | |
| Preschool III | 6 | | |
| Pre K/Kindergarten | 12 | | |
| Total Enrollment: 64 (27 Students with ISA) | | | |

Student Enrollment (onsite) by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|-------------------------|-----------------------------|
| African American | 3% | White (not Hispanic) | 39% |
| American Indian or Alaska Native | 0% | Multiple or No Response | 22% |
| Asian | 17% | | |
| Filipino | 0% | | |
| Hispanic or Latino | 19% | | |
| Pacific Islander | 0% | | |

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

JWPOSD Safety Plan consists of the following:

Injury and Illness Prevention Plan/Training

ICS Disaster Preparedness Plan/Training

CPR Training

Fire Extinguisher Training

First Aid Training

Emergency Drills

Child Abuse Reporting Policy

Suspension/Expulsion Policy

CPS Reporting Form

We are in compliance with the Educational Code Section 35294 and Penal Code Section 11166

School Discipline Practices

JWPOSD has a set of Discipline Guidelines which are followed by staff members when working with children. We believe in a positive approach to behavior. Behavior modification techniques, clear boundaries and expectations and carryover of these expectations all support a positive learning environment. JWPOSD comply with the provisions of California Code of Regulations, Title 5, Section 3052.

Unacceptable behaviors at school would result in disciplinary action. Dependent upon the severity of the action, discipline steps would be identified accordingly. Children might be referred to the site administrator, provided an alternative to a suspension (remain onsite) or be suspended accordingly. Parents would be contacted immediately if suspension occurs. In addition, the appropriate district would be notified in writing as to the reason for the suspension in addition to the length of the suspension.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

JWPOSD facilities consist of two separate buildings located in a residential area. Both buildings have a well groomed play area; complete with permanent play structures for use of the JWPOSD children. The main building has five administrative offices, one meeting room, multipurpose room used daily for morning music and staff lounge, five classrooms, four therapy rooms, staff room and a tech room. There is a kitchen and two bathrooms as well.

The other building – LGFC – has one administrative office/meeting area/staff lounge, one conference room, an audiologist office, two classrooms, three therapy rooms, a playroom, two bedrooms, a kitchen, parent/friend lounge, two bathrooms.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Facility in Good Repair | |
|---|-------------------------|----|
| | Yes | No |
| Gas Leaks | √ | |
| Mechanical Systems | √ | |
| Windows/Doors/Gates (interior and exterior) | √ | |
| Interior Surfaces (walls, floors, and ceilings) | √ | |
| Hazardous Materials (interior and exterior) | √ | |
| Structural Damage | √ | |
| Fire Safety | √ | |
| Electrical (interior and exterior) | √ | |
| Pest/Vermin Infestation | √ | |
| Drinking Fountains (inside and outside) | √ | |
| Restrooms | √ | |
| Sewer | √ | |
| Playground/School Grounds | √ | |

IV. Teachers/Staff

Credentials

| Staff | Number |
|---|----------|
| Teachers With Full Credential | 8 (100%) |
| Speech-Language Therapists with Full Credential | 4 (100%) |

JWPOSD staff includes an Executive Director, Principal, Vice Principal, Development Director, 8 Teachers, 4 Speech-Language Pathologists, 5 Instructional Assistants, and the Office Manager with one assistant and an early Childhood Educator.

In compliance with IDEA 2004 and the highly qualified NCLB all teachers and therapists hold a state special education credential.

V. Support Staff

| Title | Number |
|------------------------|--------|
| Audiologist | 1 |
| Occupational Therapist | 1 |

VI. Curriculum and Instructional Materials

JWPOSD was founded to teach children who are deaf or hard of hearing to listen and talk. Through parent participation and integrated learning opportunities the children enrolled here receive a high quality education. The focus is on a team approach with the teacher, therapist, and family working together to achieve one common goal. That goal is for children to leave JWPOSD and transition back into their elementary schools so that they can participate in regular education classes with their hearing peers. Academic progress is tracked by progress reports and IEP/IFSP benchmarks and annual goals as appropriate.

JWPOSD is certified by the state of California to provide school based services for children through second grade.

For preschool level, JWPOSD uses the Creative Curriculum. Phonemic awareness, reading, writing and spelling are introduced through the Zoo Phonics instruction.

In elementary programs the following curricula is used:

Houghton Mifflin Reading - A Legacy of Literacy

Harcourt Math – California Edition

MacMillan/McGraw-Hill Social Studies – California Vistas

Young People’s Press – Lessons In Character

Foss Science Kits

Instruction is guided by JWPOSD’s thematic unit outline and by the California Content Standards. Instructions and achievements are monitored through regular assignments and feedback is provided to students and parents through progress reports, parent conferences and report cards.

Professional Development

Professional Development: JWPOSD provides focused, ongoing professional development for all teachers and employees. Three in service days are built into each school year as a part of the teacher contract. Instructional aides are invited to attend these trainings as well. Teachers/therapists receive training in all the latest developments with hearing aids, cochlear implants, FM systems, instructional strategies, social skills development with hard of hearing and deaf students and IEP development.

In addition to the school-wide training opportunities provided to staff members, each teacher and therapist receives funds to attend professional conferences, workshops etc.

Teachers who are in their first two years of teaching at JWPOSD participate in the Teacher Mentor program. In this comprehensive training program, an experienced master teacher works as a coach with each new teacher and helps to set and monitor the individual professional goals.

Instructional Minutes

This table displays the number of instructional minutes offered at the school for each grade level.

| Level | Instructional Minutes | |
|--------------------|-----------------------|------------------|
| | Offered | Time |
| Play and Say | Wed | 8:30 am-10:30 am |
| Toddler I | Tue/Thurs | 8:30 am-11:00 am |
| Toddler II | Tue/Thurs | 8:30 am-11:00 am |
| Twos A | Mon/Wed/Fri | 8:30 am-11:30 am |
| Two’s B | Mon/Tue/Wed | 12:30 pm-2:30 pm |
| Preschool I | Mon-Fri | 8:30 am-12:00 pm |
| Preschool II | Mon-Fri | 8:30 am-12:00 pm |
| Preschool III | Mon-Fri | 8:30 am-2:15 pm |
| Pre K/Kindergarten | Mon-Fri | 8:30 am-2:30 pm |

**Total number of School Instructional Days- 180; Summer School- 15 Days
Thursday is the minimum day with all students dismissed at 12:00 pm**