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Elizabeth S. Hakanson
New York State Education Department
Board of Regents
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Benjamin Gifford, Director
Office of Human Resources Management
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Christopher Suriano
Assistant Commission of Special Education
New York State Education Department (NYSED)
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Dear Ms. Hakanson, Mr. Gifford, and Mr. Suriano:

On behalf of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), I write regarding the position of superintendent of the New York State School for the Deaf.

It is well documented that deaf students have diverse language, communication, and learning needs and as a result, require services from specialized professionals with experience with deaf students,¹ access to role models,² and support for families.³

To ensure high quality services typically a school or program for deaf students is administered by a professional with a credentialed deaf education background. CEASD believes that any such superintendent should:

¹ Knoors, H. & Marschark, M. (2014). *Teaching deaf learners: Psychological and developmental foundations*. New York, NY: Oxford University Press.

² Oliva, G. A., Lytle, L. R., Hopper, M., & Ostrove, J. M. (2016). From social periphery to social centrality: Building social capital for deaf and hard-of-hearing students in the 21st century. In M. Marschark, V. Lampropoulou, & E. Skordilis (Eds.), *Diversity in deaf education* (pp. 325–354). New York, NY: Oxford University Press.

³ Yoshinaga-Itano, C. (2013). Principles and guidelines for early intervention after confirmation that a child is deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 19, 143-175.

- Know the demographics of the deaf and hard of hearing population. It is estimated that up to 40 percent of deaf and hard of hearing children have an additional disability, over half come from ethnic minority backgrounds, and 38 percent experience low socio-economic status.⁴ The superintendent must understand the interplay of all these factors, the unique challenges they present to schools, and evidenced-based approaches to address them.
- Be well versed in the research on how deaf and hard of hearing students learn. It is said that “deaf children are not hearing children who cannot hear.”⁵ Rather, they have unique learning needs and styles based on the fact that they are deaf. The superintendent must be familiar with teaching methods and strategies that have proven to be effective with deaf and hard of hearing students.
- Be aware of the critical role of early access and exposure to a natural language on language learning, literacy development and subsequent academic progress. Many deaf children in school today were identified late (after age 6 months) and/or did not receive language-based appropriate early intervention in a timely manner from knowledgeable professionals. This leads to language delays and gaps that impact learning. The administrator must be aware of the impact of these delays and gaps on the child’s cognitive growth.
- Understand appropriate evaluation of deaf and hard of hearing students and of the schools that serve them. Assessments that have not been normed on deaf children have not been shown to be valid or reliable for them. Therefore, any assessment data on deaf and hard of hearing children should be approached with extreme caution.
- Understand the importance of addressing the whole child and the role that social-emotional development plays in helping deaf and hard of hearing children develop self-esteem and self-confidence. Very often deaf and hard of hearing children are deprived of age-appropriate peers and deaf role models, which can have a devastating effect on their social emotional growth. Direct communication with many adults and peers is important to learning and social-emotional development. The superintendent needs to be knowledgeable about ways to promote whole child growth.
- Value the key role of the deaf community and of parents in supporting deaf and hard of hearing students. Members of the deaf community bring their own life experience to educational systems, making these systems more responsive in culturally competent ways. Parents bring their own strengths to their child’s education, and at the same time, require their own specialized resources and services. Both of these groups are integral to deaf children’s success. The superintendent must be experienced in working with these communities.
- Be able to establish strong relationships with other key education providers in the state. Personnel in many education settings are not aware of the needs of

⁴ Gallaudet Research Institute (April 2011). *Regional and National Summary Report of Data from 2009-10 Annual Survey of Deaf and Hard of Hearing Children and Youth*. Washington, DC: GRI, Gallaudet University.

⁵ Marschark, M. (2018). *Raising and Educating a Deaf Child, third edition*. New York, NY: Oxford University Press.

deaf and hard of hearing students and how they can be met. "They don't know what they don't know." The new superintendent will have a role in educating the educators, so that they know when to ask for expertise and support.

If there is any way CEASD can be helpful in the search for a new superintendent, please do not hesitate to ask.

We wish you the best as you move forward in this endeavor.

The Conference of Educational Administrators of Schools and Programs for the Deaf is an association of schools and educational programs involved with the education of deaf and hard of hearing individuals. Our mission is: CEASD supports and promotes effective school leadership to advance education programs for deaf and hard of hearing children. Our vision is: *Deaf children will thrive.*

Very truly yours,

A handwritten signature in black ink, appearing to read "Barbara Raimondo". The signature is fluid and cursive, with a large initial "B" and "R".

Barbara Raimondo, Esq.
Executive Director