



# New York School for the Deaf

## Superintendent Prospectus

New York School for the Deaf (NYSD), also known as Fanwood, seeks a Superintendent to guide the School into a prosperous future. NYSD cultivates bilingualism by stimulating language and literacy skills in both American Sign Language (ASL) and English. In this language-rich environment, our Deaf and Hard of Hearing students are provided the tools necessary for life-long learning and success. NYSD encourages and embraces the diversity of our students, staff and community members. We are committed to ensuring every student is an interactive member of the school community, in and out of the classroom.

We encourage you to review the entire prospectus to learn about our school, and the desired profile and qualifications for the new leader.



# Who We Are



## Mission

The mission of New York School for the Deaf (NYSD) is to maximize the whole person potential of each student through comprehensive, rigorous educational programs and services within a communication and language-rich environment. NYSD is also committed to serve as an exemplary resource in the education of deaf and hard of hearing students.

As a community and to achieve its goals, NYSD collaborates with families, school districts, agencies, the deaf community, the educational research community, philanthropic sources and other key stakeholders.

## Vision

NYSD's students will become confident, contributing, well-rounded, and successful individuals in an ever-changing world.

## Beliefs

In a safe, caring and accessible environment, NYSD is committed to:

- ▲ ensuring every student is a genuine, interactive member of the school community in and out of the classroom
- ▲ viewing deaf and hard of hearing people from a cultural and linguistic perspective rather than as disabled
- ▲ embracing the diverse cultures and ethnicities of students and their families
- ▲ excellence in a bilingual (American Sign Language and English) environment
- ▲ using every individual student's strengths and needs as a foundation for optimal learning and development
- ▲ high academic expectations that include access to NY State Regents curriculum leading to a high school diploma or other pathways appropriate to the student
- ▲ the development of spoken language and auditory skills as appropriate to the individual student
- ▲ creating a strong foundation for critical thinking and lifelong learning in a rapidly changing and increasingly technological world
- ▲ providing high school students with meaningful and individually designed work-based learning experiences to prepare them for the world of work
- ▲ promoting a positive self-identity and keen awareness of community resources
- ▲ instilling in every student a sense of social justice, integrity and a commitment to advocacy for self and others





## Organization Summary

Founded in 1817, the New York School for the Deaf (NYSD), also known as Fanwood, is the second oldest school for the deaf in the United States and the oldest program in New York. NYSD is a private non-profit 501(c)3 organization operated in cooperation with the New York State Education Department, serving deaf and hard of hearing students between the ages of 0 to 21 years old.

The school was originally located in lower Manhattan, New York City. Between 1817 and 1934, the school had several locations in Manhattan, before finally purchasing a 77-acre apple farm near White Plains in the town of Greenburgh. After 7 buildings were constructed and completed in 1938, NYSD moved to its current location. At that time, NYSD was a boys-only military school. In 1951, the military component was dropped, and shortly thereafter in 1954, the school opened its doors to both girls and boys.

As of 2019, over 150 students were enrolled at NYSD. NYSD's community is far-reaching, with its student population extending as far north as Kingston, NY, and as far south as Brooklyn, NY. NYSD is a member of the 4201 Schools Association, a group of New York State-supported schools for children who are deaf, blind and physically disabled. The School follows the New York State Department of Education Standards for all subjects including, but not limited to, English, Language Arts, Mathematics, Science, and Social Studies. In addition to these subjects, students have classes in physical education, art, library, and computer and technology education.



# Programs and Services

## Early Childhood Education

Through its family-centered Supporting Early Education of Deaf Students (SEEDS) program, NYSD promotes language and cognitive development of deaf and hard of hearing students from birth through three years old. SEEDS teaches parents how to maximize their interactions in order to support their child's language skills, provides playgroup sessions for children between 18 months and three years old, and allows parents to connect with each other while learning more about child development and creating an optimal learning environment for their child. Transportation to NYSD is provided free of charge.

NYSD also offers a program for deaf children ages 3 and 4, Supporting Preschoolers to Realize their Own Unique Talents and Skills (SPROUTS). This program provides two options for continued language development and learning, a Listening and Speaking classroom and an American Sign Language (ASL) classroom. Students' educational journey continues through NYSD's kindergarten program, Becoming Language Oriented and Open-Minded Students (BLOOM), which also provides two learning environment options.

## Elementary Education

At NYSD, elementary school children are immersed in their education and learn with joy and enthusiasm. High expectations are promoted within a child-centered environment, and hands-on activities encourage exploration both inside and outside of the classroom. Children who learn primarily through a visual language are instructed in ASL, while children who learn primarily through a spoken language are instructed in Spoken English. In addition to language arts, curriculum is based on Common Core standards, providing students with a strong interdisciplinary focus. Interactive educational technologies are present in every elementary classroom, including Smartboards, iPads, and other technologies.

## Middle School Education

The success of deaf and hard of hearing middle school students is maximized through an academic model that emphasizes performance-based learning while also addressing rigorous common core standards. Since every middle school student is provided with their own laptop computer, students quickly develop the technological skills to succeed in the 21st century.





## High School Education

NYSD's high school offers a comprehensive and progressive academic program based on the Common Core Standards. This rigorous academic program is designed to meet the diverse learning needs of deaf students, with each student's schedule tailored to maximize their individual success. Students use state-of-the-art technology throughout their high school experience, with each assigned their own Chromebook laptop computer as one of the many tools used to enhance their learning.

## Vocational Education

NYSD's vocational program provides students with a variety of experiences to help determine their interests and strengths in job-readiness skills. Students build these skills through exploratory classes and partnerships with local businesses. Through multiple leadership opportunities, high school students gain skills they need to become effective leaders and collaborators.

## STEAM Education

NYSD's Center for Exploration and Creative Learning (CECL), which consists of a state-of-the-art STEAM Lab, as well as a Learning Commons, enriches the academic and technical education program for all students. The curriculum enables students to take what they learn in the classroom and see how it practically applies to the world around them.

## Student Support Services

A range of specialized services are available at NYSD, including: speech and language therapy; counseling; occupational therapy; physical therapy; audiological consultation; skilled nursing services and vision services. These services are designed to address a student's areas of identified need and to support their instructional program. The frequency and duration of related services is determined by the recommendations on a student's Individualized Education Program (IEP). In addition to mandated related services, New York School for the Deaf also provides non-mandated support services, which, in addition to the above areas, may also include: audiological support services; counseling; behavioral consultation; social work support; parent training and counseling; health & wellness services; instruction in ASL; Spanish translation and ASL interpretation for families.

## Extracurricular Activities

NYSD provides a wide range of extracurricular activities through athletic programs, clubs, and various events. The school is a member of the Eastern Schools for the Deaf Athletic Association and competes in soccer, volleyball, cheerleading, basketball, and track & field. NYSD also sends high school students to compete in the Academic Bowl, a tournament where teams of Deaf and Hard of Hearing high school students across the country compete against each other on a national level. NYSD's Student Body Government (SBG) offers students the opportunity to grow as leaders. With members representing each class, the SBG represents the interests and concerns of the student body. They participate in and organize school activities, fundraise for class and school related events, and facilitate communication between the student body and school administration.





# Educational Philosophy

The New York School for the Deaf-Fanwood is a forward looking educational institution that seeks to embrace transformational practices in order to provide deaf and hard of hearing students from early childhood through high school graduation in a quality bilingual, bimodal learning environment for all. Fanwood works towards an integrated curriculum that promotes students' language and cognitive development in two primary languages, American Sign Language and English and encourages other languages that students and their families bring to the school. Learning activities help students experience and gain literacy skills and become proficient communicators that allow them to succeed in school and in their lives outside of school. Students are engaged in peer learning and collaborative work, inquiry based curricular activities in two languages, as well as transfer between two languages. Project based activities across all levels in the curriculum focus on the development of academic language use, particularly in STEAM subject matter areas (science, technology, engineering, the arts, and mathematics). Fanwood is committed to the cognitive and language development benefits of social learning and strives to create a community of learners with a shared experience for the benefit of all.

## Diversity, Equity, and Inclusion Statement

Over 75% of New York School for the Deaf's student population identifies as a student of color. In January 2018, the NYSD Diversity, Equity, and Inclusion (DEI) Committee was established to support students of color, improve the community climate through exposure, raise awareness, promote equity, and provide equal representation. Additionally NYSD aims to support differences, and positively engage the entire school community in addressing race and gender identity. New York School for the Deaf is continuously striving to develop the whole student through academics and the DEI goals. These goals consist of community engagement, professional development opportunities, and monthly student events.



# The Campus

New York School for the Deaf, located in White Plains, is located on a beautiful campus just 20 minutes north of New York City and everything it has to offer. With nightlife, kid-friendly fun, and countless restaurants, White Plains and the surrounding area have everything one seeks in a place to live and work. NYSD is located close to major highways, train lines, and NYC transportation.

As of 2019, NYSD's student population was 43% female, 57% male, with 53% of students identifying as Hispanic or Latino, 20% as Black or African American, 13% as White or Caucasian, 7.2% as Asian or Pacific Islander, and 6.5% as multiracial. Approximately 80% of students qualify for free lunch.

## Financial Summary

	FY2021	FY2020	FY2019	FY2018
<b>Revenue</b>				
NYSD Special Districts	\$13,807,000	\$13,806,425	\$14,611,358	\$14,988,519
Federal & State Grants	\$198,256	\$238,783	\$296,686	\$277,292
<b>Total Revenue</b>	<b>\$14,005,466</b>	<b>\$14,045,208</b>	<b>\$14,908,044</b>	<b>\$15,265,811</b>
<b>Expenses</b>				
Program Services	\$12,200,203	\$12,709,871	\$13,047,620	\$13,037,683
Supporting Services	\$1,805,064	\$1,866,536	\$1,847,066	\$1,830,354
<b>Total Expenses</b>	<b>\$14,005,267</b>	<b>\$14,457,407</b>	<b>\$14,894,686</b>	<b>\$14,868,037</b>





# Leader Profile

## Committed Leadership & Long-Range Vision

- ▲ Demonstrate commitment to providing stability over time
- ▲ Maximize use of resources to address long-standing needs
- ▲ Improve retention/pipeline of students, faculty, and staff
- ▲ Generate new resources and opportunities
- ▲ Engage legislators, strengthen relationships with donors and local community and organizations
- ▲ Capitalize on real estate opportunities
- ▲ Articulate desired vision into actionable and detailed priorities

## Academic Rigor

- ▲ Develop a robust and compelling bilingual and bicultural educational philosophy, implement and put into action
- ▲ Promote high academic achievement, and meet accreditation standards
- ▲ Become familiar with NY educational expectations and requirements.
- ▲ Commit to exchanging best practices with other schools for the deaf
- ▲ Capitalize on current educational technologies and trends
- ▲ Recruit and retain highly qualified teachers who raise the bar of education
- ▲ Provide an educational model that addresses the diversity of student needs
- ▲ Understand and stay abreast of K-12 challenges and opportunities, especially in Deaf Education
- ▲ Strengthen focus on STEAM (Science, Technology, Engineering, Arts, and Math)

## Student-Centered

- ▲ Support teachers use of student centered activities such as cooperative learning, collaborative activity, enquiry based learning, peer teaching, and other student centered approaches.
- ▲ Address students' challenges to attaining academic success
- ▲ Meet the needs of students who are Deaf+, DeafDisabled, and auditory learners by equipping staff with training and hiring the right people
- ▲ Listen to students and ask for their input with decisions that impact them
- ▲ Find resources to support extracurricular activities
- ▲ Invite students to take part in fundraising events to support the school
- ▲ Balance hands-on and technology-based learning
- ▲ Make the NYSD a safe, environmentally-conscious, respectful place conscientious of the pandemic and its impact
- ▲ Attract a wide range of students of different languages and modalities (visual, auditory, signing, speaking, writing)

## Clear & Transparent Communication

- ▲ Be open and transparent in all communication
- ▲ Commit to holding healthy dialogues to ensure that everyone feels heard
- ▲ Foster a culture of inquiry, encourage all stakeholders to ask questions
- ▲ Align values and goals among the Board, the school faculty and staff, and community members
- ▲ Articulate objectives, mission, vision, and academic philosophy clearly to all
- ▲ Build buy-in from community members, legislators, and funders
- ▲ Celebrate success and inspire stakeholders to become involved







## Equity and Inclusion

- ▲ Raise expectations of cultural consciousness and culturally competent
- ▲ Holds all accountable for improving diversity, equity, and inclusion
- ▲ Create an environment in which all are comfortable having conversations about equity and inclusion from day one
- ▲ Recognizes existing inequities and an intuitive use of inclusive language
- ▲ Commits to languages often used by students and families including ASL, English, Spanish and other languages and publicly acknowledges them
- ▲ Ensures students feel their identities are represented among the staff and faculty members
- ▲ Creates a safe space for all school community members to feel accepted for who they are

## Culture of Empowerment

- ▲ Lead rather than manage, coach and mentor others to build leadership skills
- ▲ Nurture an organizational culture that inspires others to aim higher
- ▲ Strengthen inter-organizational collaboration
- ▲ Advocate for the wellness of all school members in mind, body, and spirit
- ▲ Delegate important leadership responsibilities and projects to others
- ▲ Trust staff members to do their job jobs while clearly defining expectations for accountability

## Strategic Innovation

- ▲ Harness staff & students for ideas and innovation while respecting the school's history
- ▲ Leverage new technology and new approaches to education
- ▲ Dedicate resources to transition and career technical education programs
- ▲ Prepare students for the 21st-century workforce
- ▲ Re-engaging alumni as role models for students
- ▲ Strengthening the school's relationship with the Department of Rehabilitation
- ▲ Identifying new partnerships with other organizations and schools
- ▲ Adopt a data-driven approach to determine what works, what needs improvement, and adjust accordingly

# Position Summary

## Leadership

- ▲ Collaboratively develop a strategic vision for the future
- ▲ Inspire staff, community members, and other key stakeholders
- ▲ Cultivate a sense of community and belonging within the organization
- ▲ Communicate frequently and clearly with diverse audiences about the organization, its mission, and its programs and services

## Organizational Development

- ▲ Supervise and coach the leadership team that oversees each department
- ▲ Attract and recruit highly qualified talent
- ▲ Develop and lead programs to provide high-quality services
- ▲ Assess services needed by the community, conduct ongoing evaluations of programs and services, and implement programs to meet those needs
- ▲ Direct procedures for the maintenance of records and files
- ▲ Actively advocate for legislation that benefits the school and community

## Board Relations

- ▲ Support Review and make policy proposals to the Board
- ▲ Uphold the directives and policies of the Board
- ▲ Collaborate with the Board of Directors on strategic planning and fundraising

## K-12 Education

- ▲ Ensure all educational programs/curriculum meet district, state, and national standards consistently and seek appropriate and relevant accreditations
- ▲ Oversee the effective use of personnel, facilities, and other resources toward promoting high academic achievement
- ▲ Liaise with other school districts, state education department, and other educational groups
- ▲ Evaluate student achievement, programs, and other data that indicates the school's overall academic performance
- ▲ Support staff/faculty members and their professional competencies

## Financial

- ▲ Develop and maintain funding sources from both private and public sources
- ▲ Oversee efficient, high integrity fiscal operations
- ▲ Develop an annual budget for approval of the Board and monitor adherence to the budget
- ▲ Protect the integrity of finances and records

## Outreach and Communications

- ▲ Act as primary contact and liaison in all public communications
- ▲ Provide effective coordination with other organizations
- ▲ Shape and approve information and public relations materials
- ▲ Develop an effective community relations program
- ▲ Cultivates a favorable public image of the school





# Qualifications and Requirements

## Minimum Qualifications

- ▲ Fluency in American Sign Language and written English, and lived experience in the Deaf community and culture
- ▲ Master's degree in Deaf Education, Special Education, Educational Leadership, Public Administration, or related field or discipline
- ▲ New York State School District Leader (SDL) certification or ability to obtain certification within three years of hire date
- ▲ Minimum of three years (3) of experience as a K-12 teacher of Deaf, hard of hearing, and/or special education students
- ▲ Experience administering an educational program for Deaf, hard of hearing, and/or special education students
- ▲ In-depth knowledge and experience with the education of deaf students
- ▲ Experience in raising funds from public, private, and community sources
- ▲ Demonstrated commitment to advancing diversity, equity, and inclusion

## Preferred Qualifications

- ▲ Fluency in written or spoken Spanish
- ▲ Post-master's level graduate studies in education, leadership/management, behavioral/social sciences, or related field or discipline
- ▲ Experience as a curriculum/classroom specialist
- ▲ Experience with strategic and financial planning
- ▲ Experience managing budgets and fiscal resources
- ▲ Experience in communicating and collaborating with diverse community groups, legislators, funding bodies, and/or other private/public institutions
- ▲ Familiarity with facilities management
- ▲ Familiarity working with state and county business partners and educational agencies



# How to Apply

**Please send all questions, nominations, and applications to:**

Shane Feldman, Executive Officer  
Innivee Strategies, Inc.  
nysdsearch@innivee.com | Phone: 443-430-0166

All applications submitted by 11:59pm EST on February 4th, 2022 will receive full consideration. Applications should include a cover letter, resume, and three references. By NYSD search committee policy and search committee code of conduct affirmation, all information about candidates will be kept in strict confidence. New York School for the Deaf is an equal opportunity employer.

For more information about New York School for the Deaf, please visit the NYSD website at:  
<https://www.nysd.net>

