

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



“A School Without Walls”

2011-2013 BIENNIAL REPORT



“Looking back with pride,
Looking forward with confidence”

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A Division of the North Dakota Department of Public Instruction
Kirsten Baesler State Superintendent

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**NORTH DAKOTA SCHOOL FOR THE DEAF
RESOURCE CENTER FOR DEAF AND HARD OF HEARING
AGENCY FUNCTIONS AND ORGANIZATION**

*North Dakota
School for the Deaf
Resource Center for
Deaf and Hard of Hearing*

Purpose:

To develop, coordinate, and maintain a comprehensive continuum of services for all citizens who are deaf or hard of hearing (infants through senior citizens).

Mission:

To provide an environment in which individuals who are deaf or hard of hearing may access services and support that they need to become and remain integrated, productive citizens of the state.

Motto:

*“Looking Back With Pride,
Looking Forward With Confidence”*

North Dakota School for the Deaf – Early History

In 1889 President Benjamin Harrison signed the *Enabling Act of the United States of America*. It provided for the division of Dakota Territory. On November 2, 1889, Dakota Territory was split and the newly established states of North Dakota and South Dakota were admitted into the Union.

On July 4, 1889, the constitutional convention met in Bismarck to frame a constitution for the new state of North Dakota. Among the duties delegated: to provide a system of education for deaf children including the establishment of a School for the Deaf.

In September, 1889, Anson R. Spear, a deaf man from Minneapolis came to Devils Lake, North Dakota. He had had been informed of a plan to establish a school for the deaf and was interested in learning more. Local leaders promised Spear their aid in securing enactment of necessary laws by which a school for the deaf could be established in Devils Lake. Spear agreed to work with them in securing passage of a bill.



In the words of Anson Spear (1890); “Securing passage of a bill to establish a School and make appropriation for its support was no easy task. It must be kept in mind that North Dakota had just been admitted into the Union and there was but a limited amount of money in the state treasury.

On November 19, 1889, the legislature met. The Honorable W. E. Swanston introduced senate bill number thirty-one. It called for the immediate establishment of the school for the deaf in Devils Lake.

This gentleman was untiring in his efforts to secure its passage.

There were no statistics of the deaf in the State but it was popularly supposed that there were not more than a dozen such children in the whole State. It is not to be wondered then, that many members of the legislature opposed the establishment of a school on the ground that there was no need for one.

In the house, the bill was in the hands of Honorables Jas. McCormick and C.A. Currier. These gentlemen worked diligently and with success for its passage.

The bill finally passed both houses, only to be vetoed by Governor John Miller. Governor Miller believed that funding a school for deaf children was not necessary since there was already a school located in Sioux Falls. The bill seemed lost, for it would be almost impossible to muster the necessary support to pass it over the governor's veto. But the originators of the bill did not give up. They set to work once more to secure its enactment. After a hard fight, the bill again passed the senate. On the last day of the session, March 18, 1890, it passed in the house and became a law, the objections of the governor to the contrary notwithstanding.” The law took effect July 1, 1890.

On May 13, 1890, a Board of Trustees was established to oversee the establishment of the school. The minutes from the first meeting stated: the following persons shall compose the *Board of Trustees* for the *Deaf and Dumb School*. Governor John Miller, W.J. Blapp, *ex officio*, Superintendent of Public Instruction, Dr. H.H. Ruger, T.T. Lee and H.R. Diekieson. The following officers were elected: Dr. H.H. Ruger, President, H.R. Diekieson, Secretary, and T.T. Lee, Treasurer

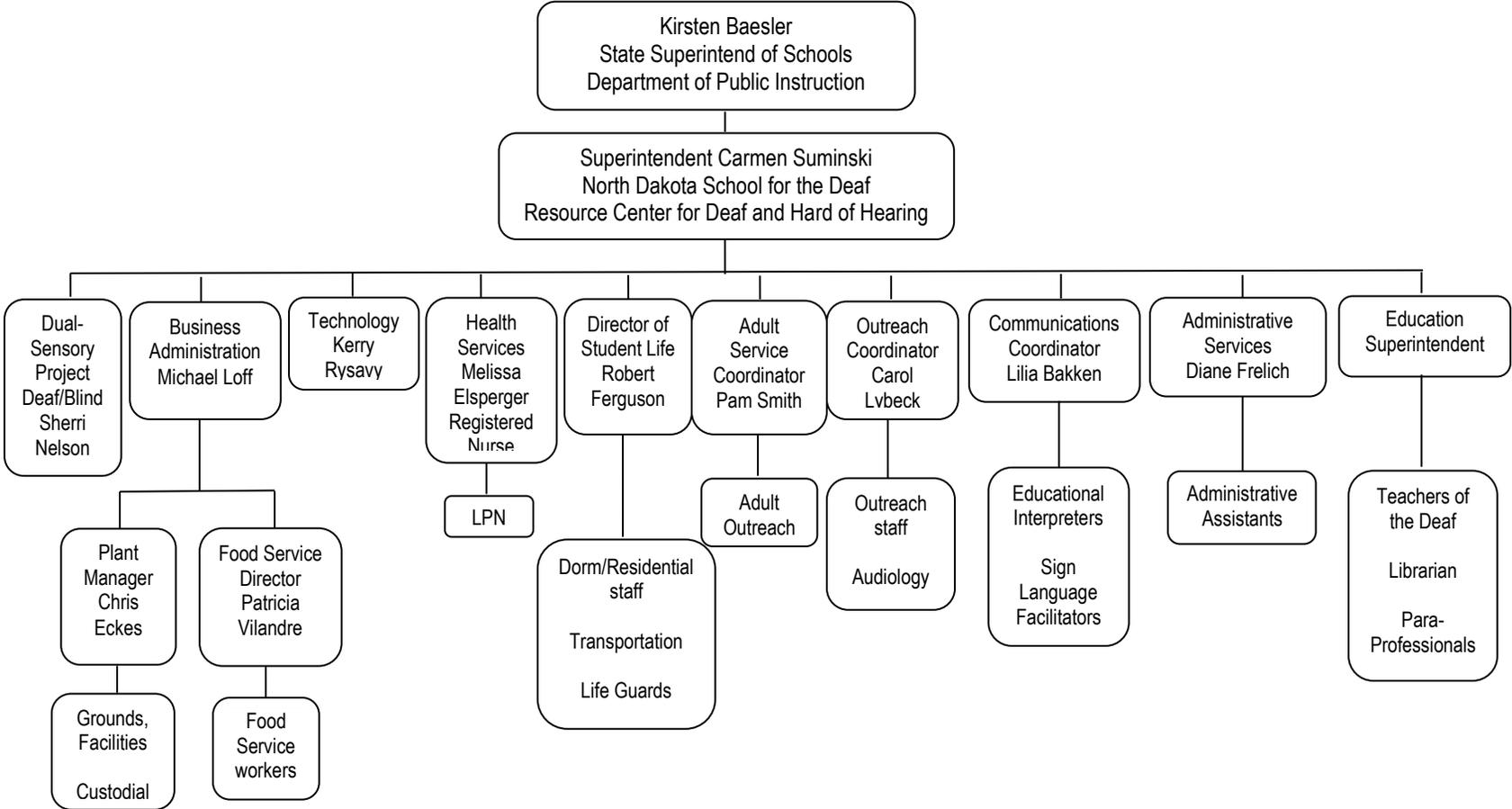
At the first official meeting (July 1, 1890) the Board of Trustees met with the City Council of Devils Lake and agreed to accept the vacant former Bank Building as a School Building (situated on the corner of 3rd Avenue and 5th Street). The City Council agreed to 'put the building into suitable condition' for the occupying of the *school for the deaf and dumb*, free of rent and without any expense to the state of North Dakota, for a period of two years.

At the July 1st meeting, Anson R. Spear was appointed superintendent. On August 1, 1890, he took charge of getting the School for the Deaf ready to receive pupils. The trustees appointed Mrs. Anson Spear as matron of the School.

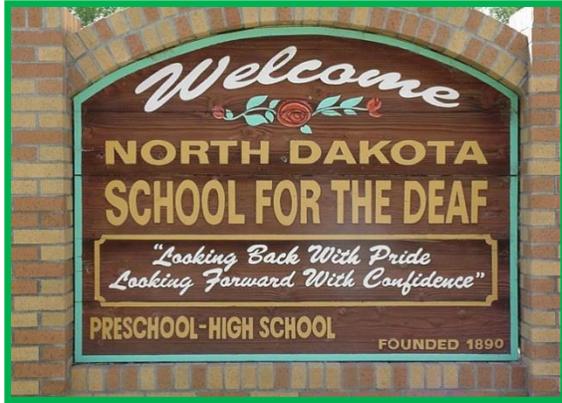
The School for the Deaf opened on September 10, 1890. On that day four pupils enrolled. Each week saw additional arrivals, and soon the number of pupils had increased to twenty-two. This was far more pupils than had been expected for the first year. In March, 1981, it became necessary to employ a teacher. Miss Clara M. Halvorson was hired as the first teacher – she came from Minnesota to assist the superintendent in providing instruction to the pupils.

Several years later Anson Spear (the only deaf superintendent in the school's history) wrote an article regarding the establishment of the School for the Deaf in North Dakota. In it he wrote, "No one, especially no deaf man, can reflect upon this great sentiment towards education of the deaf without profound gratitude and respect for those noble-hearted men who labored so earnestly to bring about the establishment of a school for deaf children in this state".

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing Organizational Chart



STATUTORY/CONSTITUTIONAL RESPONSIBILITIES



25-07-01. School for the Deaf – Maintained – Location – Purpose.

There must be maintained at Devils Lake, in Ramsey County, a school for the deaf, which may provide education and training and serve as a resource and referral center for individuals who are deaf or hearing-impaired.

15-07-01.1. School for the Deaf – Appointment of superintendent, budget, staff, and reporting structure.

The superintendent of the school for the deaf is appointed by and reports to the superintendent of public instruction. The school for the deaf must have a separate budget and separate staff from the department of public instruction.

25-07-02. Superintendent – Special duties. The superintendent of the school for the deaf may also act as superintendent of the North Dakota vision services – school for the blind.

25-07-03. Matron – Duties. Repealed by S.L. 1971. Ch. 274, § 3.

25-07-04. Qualifications for admission to school for the deaf – Residents of state entitled to free education.

1. A child who is a resident of this state and who, because of deafness or a hearing impairment, is unable to receive an education in the public schools, is entitled to attend the school for the deaf at the expense of the state. A child is entitled to attend the school at any age up to twenty-one.

2. The school for the deaf shall provide application forms upon request. A child may not be admitted to the school until the child's application is completed and approved.

3. The school for the deaf shall provide transportation to any child who has been admitted, in accordance with the child's individual education plan.

4. Any child who is a resident of this state and who is deaf or hearing-impaired is entitled to receive special education and related services in accordance with the child's individual education program. Each individual education program must address the child's academic, recreational, and leisure needs, as well as the acquisition of independent living skills and career and technical education opportunities.

25-07-05. Admission of nonresidents.

A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the school for the deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction, is paid on behalf of the child in advance of the child's admission and on a yearly

basis thereafter. The school may not admit a child who is not a resident of this state to the exclusion of a child who is a resident of this state.

25-07-06. Instruction at school for the deaf. The superintendent of the school for the deaf shall provide special education and related services designed to meet the unique needs of each child who is deaf or hearing-impaired, in accordance with the child's individual education program.

25-07-07. Transportation of indigent children to and from school for deaf. Repealed by S.L. 1979, Ch. 336, § 3.

25-07-08. Clothing may be furnished when necessary – Accounts for clothing. The school for the deaf shall provide clothing to a child who is enrolled in the school if the child does not have suitable clothing. If the child is a minor, the school shall charge the child's parent or legal guardian for any clothing provided to the child under this section and shall charge the individual for any clothing provided to the individual under this section if the individual has reached the age of maturity. If the superintendent certifies any charges under this section as being correct, the charges are presumed correct in all courts.

25-07-09. Collection of clothing account. Repealed by S.L. 1999, Ch. 106, § 18.

15-07-10. Deaf persons – Duty to report. It is the duty of every public

school superintendent, physician, otologist, audiologist, nurse, clinic, hospital, and social and welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

25-07-11. Home intervention program. The school for the deaf may provide a home intervention program for children who are under the age of five and who are deaf or hearing-impaired. The program must include information, counseling services, auditory training, and basic language development instruction for the parents of such children. This home intervention program must be carried out by college or university trained teachers of the deaf, speech pathologists, or audiologists.

25-07-12. Provision of services – Collaboration – Competition. The school for the deaf may collaborate with public and private entities for the provision of services to individuals who are deaf or hearing-impaired. The school for the deaf may not compete with any public or private entity offering the same services within a region.

MAJOR PROGRAMS and ACTIVITIES

Education

The North Dakota School for the Deaf provides students with a broad spectrum of disciplines including traditional academic offerings as well as special studies programming. Teachers of the Deaf address the unique educational needs of children who are deaf or hard of hearing based upon each child's Individualized Education Plan (IEP). Programming emphasizes the development of functional language including expressive and receptive skills in speech, speech reading, manual communication (sign language and fingerspelling), reading, writing and audition. NDSB endorses the use of direct visual communication as well as oral and auditory skills to support education and to foster social and learning environments that nurture the development of positive self-image and respect among students. Emphasis is placed upon the development of positive social and emotional attitudes, achievement in academic areas, vocational exploration and development of lifelong independent living skills.

Students participate in mainstream educational and/or extracurricular programs in the Devils Lake Public School system including athletics, leisure and community work. Support services are provided to students as needed.

Health care services, administered by professional health care staff, are available twenty-four hours per day. Attention is focused on the total wellness of the student. Nurses monitor the medical needs of each student including: medical, dental, audiology and optometric. Members of the residential/dormitory staff provide supervision in a secure, communicative environment that fosters positive values, good health and community involvement.



On Campus Education Services (2011-2012 School Term)

Preschool – 4 (3 with cochlear implants and 1 with secondary disability)

Elementary – 7 (3 with cochlear implants and 2 with secondary disabilities)

Middle – 5 (2 with cochlear implants and 1 with secondary disability)

Secondary enrolled at DLHS – 8 (1 with cochlear implant and 1 with secondary disability)

On Campus Education Services (2012-2013 School Term)

Preschool – 5 (2 with cochlear implants and 1 with secondary disability)

Elementary – 7 (3 with cochlear implants and 2 with secondary disability)

Middle – 4 (2 with cochlear implants and 1 with secondary disabilities)

Secondary enrolled at DLHS – 8 (1 with secondary disability)

Media Center – Information and Resources

The library /media center at NDSD/RCDHH offers a comprehensive collection of resources available for loan in formats including:

Books

- General interest
- Children’s literature
- Professional Collection
- Deaf/Blind Collection
- Reference

Periodicals

- General interest
- Children’s titles
- Professional

DVDs and VHS Films

- ASL signed stories
- Children’s ASL lessons
- Captioned films

Professional materials include an array of topics including: Deaf Culture, working with the Deaf/Blind, various disabilities, hearing health, brain development, assistive technology, ADA law and civil rights, Deaf education, American Sign Language, Signed English and interpreting studies.

The NDSD/RCDHH library is a member of the Online Dakota Information Network (ODIN) and actively participates in statewide interlibrary loaning of resources. The librarian may be contacted at 701-665-4433.

Outreach Services

“Outreach is not a place, it’s a concept.” It is a Statewide Service.

Parent Testimonial: “The services you provided have helped not only our son but our entire family. You have been there every step of the way, from helping us understand & accept the diagnosis of the hearing loss, to showing us how to create an environment for growth & finally helping us set goals and expectations for his future. He has come so far since he’s initial diagnosis and is now hitting all developmental expectations for a 3 year old. Without your services I know he would not have made the incredible progress that he did.” Thank you!

Outreach support is designed to meet the needs of deaf, hard of hearing, and deaf-blind children, their families, the professionals who serve them and the statewide stakeholders.

The outreach team addressed specific areas toward continued services and expansion

- **Academic Excellence:** Addressing expectations, standards, programs and personnel
- **Comprehensive Services for Parents & Community:** Address the facilitation, education and preparation of individuals who are deaf/hard of hearing, their families, and consumers within the state.
- **Resources and Professional Development:** Address recruitment, training and retention of personnel and material procurement.

Services Include:

1) Provide early intervention services for children who are deaf, hard of hearing or deaf-blind.

- A. All children with hearing loss will be identified at earliest possible time.
- B. All infants identified with hearing loss will receive appropriate early intervention services.
- C. Federal requirements
- D. Family support and training surrounding the unique needs of children who are deaf/hard of hearing or deaf-blind.
- E. Development of selected communication, language, auditory, sign language, social and cognitive skills at earliest age possible.
- F. Collaboration of agencies responsible for children who are deaf/hard of hearing birth-3yrs old ex: met with state regional early intervention directors to explain Parent-Infant Services and participation in IFSP Meetings.
- G. Ongoing training for service providers working with children who are deaf/hard of hearing and their families.
- H. Continued, ongoing involvement with the ND Early Hearing Detection and Intervention (EHDI) system to support and lead the way for early intervention.
- I. Support age appropriate skills
- J. Build Language and Auditory Fun (LAF) program into consistent, regional program. LAF meets Tuesdays and Fridays in Fargo and Minot.

2) Support quality programs for individuals who are deaf/hard of hearing deaf-blind to promote opportunities to acquire effective skills and equal access.

- Disseminate written information explaining services.
- Met with variety of superintendents, principals and special education directors to inform of services.
- Increased capacity to provide indirect and direct services particularly to districts unable to obtain their own Teacher of Deaf, SLP through personnel.

- In-services, consultation, assessments, and resources (educational achievement, speech, sign, auditory, language development, literacy, social emotional, communication access)
- Provision for various learning styles based on the individual impact of the hearing loss.

Provide and inform of workshops, classes etc. appropriate for requested auditory needs.

Mary Koch-Listening & Auditory Skills

Dale Atkins-Taking Care of Yourself.

Technical assistance via emails, phone calls, training, mailings and Data Collection.

3. Provide access to current and emerging technologies.

- Extend accessibility to our resources. Programs, services through a variety of locations statewide using a variety of technology options.
 - Video Conferencing, Meetings, Presentations, and In Services
 - Skype delivery of direct services to families by Speech Language Pathologist.
- Production and participation in webinar module of learning.
 - Webinar “Your Child Has Hearing Loss” for DPI Website
 - Telephone module of learning with Family Voices “Hearing Loss”
 - Current educational information on changing technology.
 - Captioned Media
 - Audiology/Amplification technologies.
 - Assistive devices.

4. Develop and maintain a coordinated statewide communication network.

- Improved posting of Outreach activities to NDSD Website.
- Central site for events in Deaf Education.
- Produced and disseminated topical paper about subjects related to teachers of the deaf and parents.
- Wrote articles for state and national Hands and Voices.
- Maintain listserv for Teachers of the Deaf and Parents
- Host quarterly meetings for Teachers of the Deaf.

5. Parents and consumers will be providing necessary support and training.

- Involvement and support start of state Hand and Voices organization.
- Disseminate information on appropriate services and impact of hearing loss.
- Moms’ Night Out
- Family Learning Vacation

6. Help ensure that staff is qualified and appropriately trained.

- Must hold minimum standards.
- Ongoing professional development utilizing webinars, conferences, resources.
 - Midwest Conference on Deaf Education
 - EHDI Training
 - Audiology Online
 - Hope online
 - Midwest/National Outreach Conference

Parent Testimonial: “Two and a half years ago, even before our daughter’s cochlear devices were activated. Staff worked with the development of her speech and language skills. It has been tremendous to witness how she has grown in leaps and bounds through the help of the people and resources of the North Dakota School for the Deaf. We have an overwhelming feeling of gratitude for the school! We praise God for our relationship with NDSD, it has turned in to a lifelong bond because of the services that we have been able to receive. Without the help and support of NDSD, we would not have had the direction and support for maximizing out daughters abilities. The individuals from the school have truly enhanced our family’s quality of life.

Thank you NDSD!

Adult Services

The adult outreach program at the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) advocates on behalf of people who are Deaf and hard of hearing to promote access, opportunity, and independence.

We strive to:

Ensure that communication and services are accessible.

Increase public awareness of needs of people who are deaf or hard of hearing.

Adult service program may provide assistance to North Dakotans who are:

Deaf

- Hard of Hearing
- Late deafened
- Older adults with hearing loss
- Family members of those with hearing loss
- Public and private service providers
- Employers and businesses
- Community groups

Information and Consultation

NDSD/RCDHH maintains a central location for statewide resources on hearing loss that include:

- Lists of community, state and national organizations that provide services to individuals with hearing loss, including: assistive technology providers, information regarding sign language interpreters and captioning providers.
- Transitioning to adulthood.
- General information about deafness, hearing loss and self-advocacy, communication needs, language dysfluency and mental health.
- Information on compliance regarding the *Americans with Disabilities Act (ADA)*; rights of individuals who are Deaf or hard of hearing, as well as responsibilities of businesses and service providers.

Agency Collaborations

Adult Services actively partners with a variety of statewide/national agencies including but not limited to:

- Vocational Rehabilitation
- North Dakota Vision Services/School for the Blind
- North Dakota Dual Sensory Project
- Older Blind Program
- IPAT
- ND State Transition Community of Practice Consortium
- Regional Transition groups
- Protection & Advocacy
- Sanford Health
- Prairie Harvest Mental Health
- Developmental Disabilities
- Lutheran Social Services
- Lake Area Career & Technology Advisory Board
- Pep Net state and national teams
- Minnesota Deaf and Hard of Hearing Services
- North Dakota Association of the Deaf
- Senior Citizen Centers
- Aging Services
- University of North Dakota
- Lake Region State College
- Statewide Human Service Centers

Educational Presentations

NDSO conducts training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of communicative accessibility for people who are Deaf or Hard of Hearing.



Presentation topics may include:

- Communication rights of individuals who are Deaf or Hard of Hearing
 - How to obtain and work with a sign language interpreter
 - Types of assistive technologies including use of videophones and relay services
 - Information on the impact of hearing loss and communication tips
- An overview of the *Americans with Disabilities Act*
 - American Sign Language and Deaf Culture
 - How to make a home “visually” accessible
 - Job seeking and retention skills

Assistive Technology

Adult outreach staff will demonstrate and provide information on the following types of assistive technology:

- Personal listening devices, FM/digital room systems.
- Amplified or text telephones.
- Amplified or flashing ringers, doorbells, bed shakers, fire alarms and other alerting systems appropriate for the home or work environment.
- Baby monitor systems.

Communications

The Communications Department at the North Dakota School for the Deaf ensures that individuals who are deaf or hard of hearing have access to all forms of communication and provides sign language interpreter services and captioning services as needed. In addition, the following services are provided by the Communications Department:

- Schedule and provide educational interpreter services for deaf and hard of hearing students enrolled in elementary, middle school, and high schools in the Lake Region area.
- Schedule and provide educational interpreter services to high schools, colleges and universities (per contract/agreement).

- Provide support services to students in the mainstream as needed (tutor, note-taker, real-time captioner, interpreter, etc.).
- Provide interpreter referral services for individuals and agencies. Maintain and update, on the NDSD/RCDHH website, contact information for certified free-lance interpreters in North Dakota. Information available at NDSD website www.nd.gov/ndsd
- Schedule and provide after-school interpreter services for students involved in extra-curricular, community or work related activities.
- Promote and provide American Sign Language instruction to students enrolled in ND high schools (on campus and via Interactive Television Network – IVN).
- Promote and provide American Sign Language instruction to students enrolled in ND colleges and universities (on campus and via Interactive Television Network – IVN)
- Promote and provide community education sign language instruction to various towns/cities in ND (on campus and via Interactive Television Network).
- Promote and provide Baby Sign Language workshops for parents and families.
- Collaborate with American Sign Language and Interpreter Training Program coordinator at Lake Region State College to provide pre-requisite sign language courses for prospective students wishing to enroll in the interpreter training program.
- Provide internship opportunities and mentor services to interpreters-in-training.
- Promote and provide professional development training opportunities for North Dakota interpreters, interpreters-in-training, and students enrolled in the American Sign Language and Interpreter Training Program at Lake Region State College (twice yearly).
- Collaborate with officials at Minot State University and Lake Region State College to establish and implement a four-year bachelor’s degree related to American Sign Language and Interpreter Training for the state of North Dakota.
- Promote and provide professional development opportunities for nationally certified interpreters to earn CEU’s in order to maintain their professional credentials.
- Promote and provide statewide awareness workshops on various deafness-related topics including: appropriate use of interpreters, communication strategies, and support services for individuals who are deaf.

- Provide DVD captioning services for schools, state agencies and non-profit organizations in order to make their audio information visually accessible to individuals with hearing loss.
- Promote and provide remote real-time captioning services (per request) for students who are deaf or hard of hearing (contract/agreement).
- Assist in design and development of public relations materials.
- Encourage adherence to and support of the communication policy in order to provide visual accessibility to all at the North Dakota School for the Deaf.

Technology

Each biennium NDSR/RCDHH submits a technology plan in alignment with the Statewide Information Technology Plan. As part of the K-12 state network NDSR/RCDHH is also required to submit a technology plan every three years to the ND Educational Technology Council (ETC).

NDSR/RCDHH integrated technology throughout the entire campus including the educational, residential, business, and outreach areas. NDSR/RCDHH continues to upgrade software and equipment as needed to maintain an up-to-date technology system. Various technologies have been utilized on campus to serve deaf and hard of hearing students and to provide information pertaining to deafness to the public.

Examples include:



- Educational software programs used to integrate technology into the classrooms (curriculum) as well as into the dormitory setting.
- Web-based programs used for grading and reporting (Powerschool, STARS, Tienet) and for notifying families/staff of emergencies and pertinent information (Instant Alert for Schools).
- Smartboards and iPads utilized as educational tools.
- Technology Readiness Tool verified as required in preparation for state assessments.
- Telecommunications campus-wide switched to IP phone system.
- Interactive Video Conferencing (IVN) used to provide class offerings, including American Sign Language courses, meetings, professional development, training opportunities, and virtual field trips for students.

- Videophones used by persons who are deaf and hard of hearing as a method of communicating visually instead of orally.
- NDSR/RCDHH's website, hosted by the Information Technology Department (ITD), updated regularly to provide information about the school, its program and the availability of outreach services.
- Internet access and email services are accessible - safety measures such as filters are used for privacy/protection. NDSR/RCDHH works to maintain a secure system by keeping critical computer updates and patches current.
- VIPRE installed campus-wide to combine antivirus and anti-spyware into a single, powerful solution to provide the most advanced malware detection on the network (replaced software no longer provided by Edutech).
- Wireless Access Points used to provide added accessibility throughout campus.

North Dakota Dual Sensory Project

The ND Dual Sensory Project is a federally funded resource designed to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically-based research. This project is the sole statewide entity in North Dakota funded to build state and local capacity to serve more than 40 children who are Deaf-Blind, their families, and the staff involved. Outreach staff from the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing and ND Vision Services/School for the Blind provides the statewide technical assistance related to the Project. They serve as resources in the area of Deaf-Blindness for their regions, as well as disseminate information and products for the Project. The ND Dual Sensory Project was awarded funding through the Office of Special Education Program for the years 2008-2013.

Professionals, individuals who are Deaf-Blind and their families collaborate to identify research-based practices for children. They develop high quality training materials and resources, and establish networks across North Dakota to share information as a result of this project. The priority is to create and strengthen the partnerships among the families, Local Education Units (LEAs), and state and private agencies, to enhance these services and improve the outcomes for all children and youth who are Deaf-Blind. This project assists to ensure that the children who are Deaf-Blind and served under Part C of IDEA receive services, to the maximum extent possible, in their natural environments. Additionally, the children under Part B of IDEA who are Deaf-Blind have access to, and are included, and make progress, in the general education curriculum in their least restrictive environment. The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing is the fiscal agent for this project. Sustainability of services and significant statewide capacity building are ensured through embedding this project within the existing structure of an agency with statutory mandates.

ND Dual Sensory Project Goals

- Facilitate partnerships between family members of children who are Deaf-Blind, early interventionists, special and regular educators, related services personnel, LEAs, state and private agencies to develop and implement supports that improve children's outcomes and educational achievement.
- Provide information and technical assistance, including distance learning activities and ongoing professional development opportunities in combination with on-site coaching to families and personnel working with children who are Deaf-Blind. Share information statewide on Interveners for children who are Deaf-Blind. Encourage professionals to receive further training in Deaf-Blindness.
- Communicate and collaborate with the National Consortium on Deaf- Blindness and other OSEP funded projects that are sources of expertise on Deaf-Blindness.
- Work with families, LEAs, state and private agencies, and other state-wide agencies to develop a shared understanding among stakeholder groups on how to support children who are Deaf-Blind within local systems and communities.
- Employ system of identification for children who are Deaf-Blind and report Census data to the National Consortium on Deaf-Blindness.
- Communicate statewide through use of multi-media including use of: project website, email, TA meetings and events, Advisory Boards, workshops, webinars, as a way to support collaboration among the key stakeholders.

LEGISLATION PASSED

Passed House Bill No. 1013, Section 11 (Appropriations Committee)

Purpose: an act to authorize \$142,242 (from general fund) in order to fund a full-time position for superintendent at the North Dakota School for the Deaf. The funds shall be directed by the Superintendent of Public Instruction.

RESPONSIBILITIES – Added or Deleted

- Changed/expanded name of the North Dakota School for the Deaf to *North Dakota School for the Deaf/Resource Center for Deaf and Hard and Hearing* in order to reflect the expanded mission and large number of services provided by outreach workers from NDSR/RCDHH. (Implemented new name on January 1, 2012). Wrote Press Release - submitted to newspapers statewide regarding name change.
- Completed and implemented NDSR/RCDHH Strategic Plan. Planning meetings were facilitated by Mike Bello, Conference for Educational Administrators for Schools for the Deaf (CEASD), October, 2011
- Acquired \$200,000, in collaboration with Office of Management & Budget (OMB), via Emergency Commission for upcoming facility renovation.
- Conducted interviews (with assistance from State Facility Management) for selection of an architectural firm for upcoming facility renovations. The firm was contracted to implement the Facility Master Plan in compliance with budget appropriation for 2011-2013. Major renovations shall include the residential living/dormitory area and kitchen area.
- Increased outreach staff from 4 in 2009 to 8 in 2012 including 2 adult positions (reclassification of current FTE's)
- Disseminated 'point of entry' letter finalized (assisted by DPI) per ND Century Code (recommendation for this endeavor made by Strategic Planning Team)
- Evaluated and updated process of data collection. The Data Collection team refined the process in an effort to more accurately reflect the number of services being provided as well as individuals being served. The new process was implemented. Staff received training related to aggregation and analysis of data (provided by Steve Bourgois, from ND Department of Public Instruction). Additional training was completed by a member of the business department who will be responsible for inputting and managing data. The purpose of maintaining more accurate information regarding data; to provide accountability for the work being done at NDSR/RCDHH, to verify the number of services being provided and the number of individuals being served, and to utilize the data while developing the 2013-2015 budget request.
- Established Mental Health Team to identify and address mental health issues and needs of individuals in ND who are deaf or hard of hearing.

ACCOMPLISHMENTS - ACTIVITIES

- Updated mission and purpose via the Strategic Plan Committee (see page 1)
- Implemented new name on January 1, 2012 - North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSR/RCDHH)
- Continued partnership for Grades 9 to 12 with Devils Lake Public Schools
- Attained continued accreditation with the North Central Association Commission on Accreditation and School Improvement - a division of AdvancEd (2013)
- Celebrated with students, "Dr. Seuss Read Across America"

- Planned/implemented *Pilot Language and Auditory Fun* (LAF) therapy groups in Fargo and Minot for families with deaf or hard of hearing children 18-36 months old (developed by Parent Infant Outreach personnel).
- Collected relevant data to identify the number of infants, students, and adults and families that are served by NDSD/RCDHH.
- Contracted with cochlear implant specialist, Mary Koch Cline, to provide cochlear implant training workshops and consultations.
- Provided internship and professional development opportunities for interpreter interns in the state.
- Re-located NDSD historical items from the NDSD Heritage Center to display cabinets in the main school building in order to provide more accessibility/viewing opportunities for visitors (per recommendation from NDSD Public Awareness team). Many items have been re-distributed – project remains in progress.
- Implemented use of iPads and educational apps in the classrooms.
- Received \$300 grant from local K-Mart – money utilized for purchase of new books in the library
- Wrote curriculum and implemented Baby/Toddler Sign Language (collaboration with ND State University Extension Office)
- Revised and submitted 2011- 2013 Information Technology (IT) Plan to Information Technology Department (ITD) – completed by Technology Coordinator
- Drafted and implemented an Education/Dorm Behavior Program – “Be Responsible, Be Respectful and Be Safe”
- Hosted visit from Tom Merriman, grandson of Superintendent Anson Spears (first superintendent of NDSD) - April 17, 2013
- Celebrated “Library Lovers Month”; four international students (from countries of Oman, Malawi, Nigeria and Australia) enrolled at Lake Region State College presented cultural information regarding their countries to students and staff.
- Promoted, sponsored or provided activities statewide in recognition of National Deaf Awareness Week (annually).



- Planned and participated in Earth Day activities including campus cleanup by students and staff.
- Updated classroom curriculums and Student/Parent Handbook
- Updated infrastructure of Spears Building (new heating and cooling, upgraded electrical system; addition of sprinkler system, new smoke detector system; and new ceiling and lights).
- Updated campus camera security system, replaced electrical transformers; installed new windows in north administration building, installed new windows in north administration building, installed new telephone system, installed Boiler Emergency Safety Stops.
- Replaced gym roof (2012).
- Demolished campus apartment house, leveled area and planted grass.

ACCOMPLISHMENTS - Professional Development

Staff Development/Professional Development training opportunities provided to staff members during the 2011-2013 biennial cycle:

- Dr. Johanna Westby presents on “Communication & Confidentiality in the School Setting” (3/2011)
- Mark Landa and Kristen Vetter, Vocational Rehabilitation Services, present on “American With Disabilities Act (ADA) and Assistive Listening Technology” (3/2011)
- Learn NC Webinar; Engaging Deaf Learners in the Mainstream (4/2011)
- Betsy Moog Brooks and Dr. Jerrica Maxon, Cochlear Implant Specialist: “Developing Spoken Language through Audition: Auditory Strategies and Activities” (8/2011)
- Sandi Christofferson, LICSW, presentation regarding “Confidentiality” (8/2011)
- Bill Leigh, EduTec, Kick-off for Instep Program - “Integrating Technology and 21st Century Skills into the Curriculum” (8/2011)
- Samantha Terzis, CI/CT/ASLTA, Sign Language Interpreter trainer, “Bringing the Stage to Life-Adding Color to your Sign Language Performance” (10/2011)
- Steven Axtman, ND State Library, regarding www.tutor.com (11/2011)
- Bob Rutten, Special Education-DPI, topic presentation, “Definition of Professional Development” (3/2012)
- Melissa VanElps, BC/BS, presentation regarding their wellness program and topic, “Better Nutrition for You” (3/2012)
- Dr. Mary Koch Cline, Montana, Cochlear Implant Expert presented on “The Principles of Listening, Language and Learning” (8/2012)
- Bo Kusick, Results Unlimited, presentation, “Marketing and Public Relations” (9/2012)
- Melissa Van Elps provided training for PERS on Wellness Program and Medication Management (2/2013)
- Damon Johnson, M.A., interpreter training workshop, “Classifier Depiction: More Than Just Hand-shapes; Subtle Changes Make a Difference” (4/2013)
- Dr. Dale Atkins, Ph.D. Staff in-service “Calling all Professionals Who Work with Deaf Children; How to Take Care of Yourself” (6/2013) and Family in-service for families with deaf or hard of hearing children entitled “Raising Children with Hearing Loss” (6/2013)
- Dormitory staff attend “The Behavior Escalation Cycle and De-escalation Techniques” at Devils Lake High School (8/2013)
- John Trombley, Village Family Services, “Teambuilding and Change of Management” (8/2013)
- Dr. Michael Harvey, licensed counselor for clients who are deaf, “Communication Barriers and Treatment Vulnerabilities in the Deaf Population” (9/2013)
- Kathy Gawant instructor regarding the “Nurtured Heart Approach: Transforming the Difficult Child” (10/11/2013)
- Grace Kurtz (TrainND) presentation “Generations in the Workplace” (8/2013)

- Rhonda Allery and Dianna Skol, social workers from Lake Region Human Resource Center discuss “Mandatory Reporting of Suspected Child Neglect and/or Abuse” (10/2013).
- Nurse Melissa Elsperger, RN, training and renewal of certificates for CPR and First Aid and Universal Precautions (training provided annually)
- Robin Stephens (National Safety Council) Defensive Driving – staff members requiring updated certificates (opportunity to attend annually)

TRENDS and GOALS - NDSO Advisory Council

The Advisory Council team members endorsed the following:

- Support adoption of new, expanded name: North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing.
- Interface the two school plans; Strategic plan and Future Services Transition plan and use the document as a working tool.
- Collect and compile data in order to show measurable outcomes that will lead NDSO into the 21st Century and beyond.
- Expand and re-design outreach programs based on current needs and research while utilizing best practices.
- Clarify missions of NDSO’s newly established teams (Professional Development, Buildings and Grounds, Public Awareness, Data)
- Relay and emphasize the message that NDSO/RCDHH is serving more than just 20 plus students on campus. Share information and data about outreach and communication services happening statewide.
- Follow up with interpreter services in schools – do all students who require interpreter services have access to trained interpreters? Nancy Skorheim of DPI shared census count from ages 3 to 21; based on Stars number, students with hearing impairment as a primary disability was listed as 118 statewide. Are they all receiving appropriate educational support services?
- Support Minot State University, in collaboration with Lake Region State College and the ND School for the Deaf, to provide a four-year BS degree in American Sign Language and Interpreting. Holly Pedersen, Deaf Education Instructor from Minot State University, made the proposal to Minot State Academic Affairs Council and stated that they were in Stage 1 of the proposal between Minot State and Lake Region. She will continue to work through Stage 2 of the process with the Academic Affairs Committee following the Standards of Practice.
- Oppose demolition of the Trades Building.
- Continue to expand outreach services to adults. Develop a client search system for locating adults who are deaf or hard of hearing who may be in need of service or resources. Enter results into data collection system.
- Introduce bill to legislation that will recognize ASL as a foreign language. Representative Monson and Senator Robinson indicated that they would be willing to introduce legislation for this proposal.

- Endorse the slogan that the North Dakota School for the Deaf is a “School without Walls”
- Become nationally involved - important that North Dakota continue to provide the full continuum of services for ages 0 to 21.
- Dispel negative perceptions of NDSD. “Continue telling your story; people do not have a full understanding,” statement made by Senator Robinson. Educate legislatures, both local and statewide, regarding the mission of the ND School for the Deaf. He suggested inviting various legislative committee meetings on the campus so that they can see and become more aware of what happens at NDSD.

TRENDS and GOALS – AdvancEd

A visiting team of professional educators assessed educational programming at the North Dakota School for the Deaf and provided the following information related to the AdvancED re-accreditation process.



Powerful Practices in Place:

1. The school has engaged in systematic, inclusive and comprehensive processes to review, revise and communicate its purpose and direction.
2. The school leadership and staff are committed to a culture that supports challenging experiences whereby all students develop learning, thinking and life skills.
3. The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
4. Teachers engage students in the learning through the use of instructional strategies specific to students who are deaf.
5. A formal program in which each student has a teacher advocate is in place.
6. Qualified professional and support staff support the school’s purpose, direction and educational program.
7. The school offers a wide range of media and information resources for students, staff and community.
8. The school provides technology resources to meet the needs of students, staff, and community.

Opportunities for Improvement:

1. Develop and implement an effective teacher evaluation system that focuses on improving instructional practice.
2. Develop and implement a curriculum plan aligned to Common Core Standards.
3. Develop and implement a plan to assure qualified staff in the future.
4. Finalize and implement a security plan for the school campus.
5. Assess professional development needs necessary to support teachers in their work with students who have multiple disabilities and incorporate findings in the process of developing school's comprehensive professional development plan.

Required Actions:

1. Actively recruit a visionary Director of Education with leadership skills to develop and implement a continuous improvement process that will advance the mission of the school.
2. Establish/maintain a clearly defined, comprehensive student assessment system.
3. Collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
4. Train staff in the evaluation, interpretation and use of data.
5. Engage a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.
6. Monitor and communicate comprehensive information about student learning and the achievement of school improvement goals to stakeholders.

SHORT and LONG RANGE GOALS – Strategic Plan

A Strategic Plan to advance the concept of the North Dakota School for the Deaf – “A School Without Walls” - long and short range goals

Developed a plan of action, per recommendations provided by the Future Services team and in accordance with the mission of the North Dakota School for the Deaf, which states that “NDSD shall provide an environment in which individuals who are deaf or hard of hearing may access the services and support that they need to become and remain integrated, productive citizens of the state”.

Facilitator

Dr. Michael J Bello, Executive Director Emeritus for the Learning Center for the Deaf located in Framingham Massachusetts. Bello retired (2010) as President and Executive Director of The Learning Center for the Deaf. He had been the school's Head for 15 years and served as the Associate Executive Director for the 14 years prior to that. In total, Bello has 42 years of experience in the education of the deaf and hard of hearing. His experience has been with both schools for the deaf and with inclusion programs for

deaf and hard of hearing students. He has extensive strategic planning background and has served as a strategic planning consultant for several years. He was a long time board member of the Conference of Executives of American Schools and Programs for the Deaf (CEASD) and has national experience and knowledge of the issues in educating deaf and hard of hearing children.

Strategic Plan Primary Goal

To increase the number of infants and their families, students and adults that North Dakota School serves through the School and the Resource Center for the Deaf and Hard of Hearing.

Goal #1 - Improve stakeholder awareness of the NDSR/RCDHH services and the future direction of NDSR/RCDHH.

Goal #2 - Educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided.

Goal #3 - Dispel any negative perceptions of NDSR/RCDHH. Inform stakeholders of the scope and quality of services provided by the Outreach Specialists who utilize “best practices” in serving deaf and hard of hearing persons.



Goal #4 - Inform all significant stakeholders of the Century Code statute (25-07-10) Deaf Persons- Duty to Report.

Goal #5 - Collect all relevant data that specifically captures the number of students, infants and families that are served by NDSR/RCDHH faculty and staff. (Data should include age, grade, school, home district, referral source, type of service, number of service hours per week, name of provider, evaluation/diagnostic information, etc.

Goal #6 - Provide support and professional development of all educational interpreters in the state through the partnership of NDSR and Lake Region College.

Goal #7 - Develop a client search system for locating deaf and hard of hearing adults in need of services/resources. Partner with all adult service agencies in ND to provide assistance with accessibility for the deaf/hard of hearing client.

Sub goals:

Develop greater awareness of the services available at NDSR and through the Resource Center for the Deaf and Hard of Hearing by all stakeholders and gatekeepers.

Educate all stakeholders to recognize the fact that deaf and hard of hearing people may be “at risk” if proper interventions are not provided.

Work toward a “single point of entry” system where all stakeholders/gatekeepers report to the school for the deaf when deaf and hard of hearing infants, students and adults enter the system.

Establish and maintain a registry of deaf and hard of hearing children, students and adults served by NDSD/Resource Center for the Deaf and Hard of Hearing.

Provide support and professional development of all educational interpreters in the state through the partnership of NDSD and Lake Region State College.

Be a resource to local school districts in recruiting and retaining qualified educational interpreters.

Partner with adult service agencies that work with deaf adults.

Develop a client search system for locating deaf and hard of hearing adults in need of service and resources.

Through systemic collection of meaningful data report on the scope and quality of services provided to the deaf citizens of North Dakota by NDSD/RCDHH.

Through Data collection identify the gaps in the service provision for North Dakota’s deaf and hard of hearing citizens.

Develop a system to regularly communicate with the legislators and stakeholders regarding NDSD/RCDHH data.

**Statistical Information
Outreach Services Provided
Biennium Comparisons
09-11 and 11-13**

| | 7/1/09- 6/30/11 | 7/1/11- 6/30/13 |
|--------------------------------------|----------------------------|----------------------------|
| Outreach Services | | |
| Parent Infant | | |
| Consultations | 2766 | 2,235 |
| Evaluations | 105 | 82 |
| Direct Service | 1225 | 1,453 |
| School Age | | |
| Consultations | 2091 | 1,732 |
| Evaluations | 42 | 82 |
| Direct Service | 88 | 626 |
| Family Learning Vacation | 85 | 40 |
| Summer Camps | 33 | 6 |
| Adult Services | | |
| Consultations/Evaluations | 418 | 877 |
| Persons served | 76 | 207 |
| Communications | | |
| Sign Language Instruction | | |
| American Sign Language Students | 504 | 435 |
| Basic Conversational Sign Students | 244 | 136 |
| Interpreting Services Persons Served | 1,935 | 3,186 |
| Total | 9,612 | 11,097 |

SUMMARY OF EXPENDITURES AND REVENUES

Revenues by Source:

| | | |
|------------------------------------|-----------|---------------------|
| Lease rent | \$ | 199,138.00 |
| Transfer from Federal Programs | \$ | 258,361.00 |
| Transfer from Land Commission | \$ | 454,000.00 |
| Sales and Meals-Prepared Food | \$ | 220,339.00 |
| Miscellaneous Sales and Services | \$ | 83,915.00 |
| Transfer from General Fund | \$ | 835,000.00 |
| | | 2,050,753.00 |
| Total Revenue for 2011-2013 | \$ | 2,050,753.00 |

| Expenditures by Program | General Fund | Federal Fund | Special Fund | Total |
|---|------------------------|----------------------|------------------------|------------------------|
| Capital Improvements | \$ 238,783.00 | \$ - | \$ 1,095,427.00 | \$ 1,334,210.00 |
| Grants to Colleges | \$ 150,786.00 | \$ - | \$ - | \$ 150,786.00 |
| Auxiliary Services | | | | |
| <i>(Plant, Custodial, Food Service)</i> | \$ 1,538,535.00 | \$ 24,452.00 | \$ 193,705.00 | \$ 1,756,692.00 |
| Administration | \$ 588,912.00 | \$ - | \$ 94,153.00 | \$ 683,065.00 |
| Resident Living | \$ 682,892.00 | \$ - | \$ - | \$ 682,892.00 |
| Student Weekend Transportation | \$ 65,942.00 | \$ - | \$ 87,123.00 | \$ 153,065.00 |
| Education | | | | |
| <i>(Ed., Library, Tech., Interpreter)</i> | \$ 2,247,363.00 | \$ 54,764.00 | \$ 1,759.00 | \$ 2,303,886.00 |
| Outreach Services (Adult Service <i>Parent Infant, Dual Sensory)</i> | \$ 1,272,742.00 | \$ 188,414.00 | \$ 3,005.00 | \$ 1,464,161.00 |
| Total Expenditures | \$ 6,785,955.00 | \$ 267,630.00 | \$ 1,475,172.00 | \$ 8,528,757.00 |

Breakdown of Expenditures by Line Item

Salaries and Wages

| | | |
|--------------------|----|---------------------|
| Salaries and Wages | \$ | 3,673,484.00 |
| Temporary Salaries | \$ | 128,392.00 |
| Fringe Benefits | \$ | <u>1,724,844.00</u> |

Total Salaries and Wages

\$ 5,526,720.00

Operating

| | | |
|-----------------------------------|----|------------------|
| IT Data Processing | \$ | 80,776.00 |
| IT Communications | \$ | 54,075.00 |
| IT Contractual Services | \$ | 9,952.00 |
| Travel | \$ | 314,922.00 |
| IT Software/Supplies | \$ | 6,066.00 |
| Utilities | | |
| Water/Sewer/Gar | \$ | 24,977.00 |
| Coal | \$ | 101,260.00 |
| Natural Gas | \$ | 18,743.00 |
| Electricity | \$ | 62,458.00 |
| Postage | \$ | 6,946.00 |
| Lease/Rent Equipment | \$ | 9,359.00 |
| Lease/Rent Bldg/Land | \$ | 23,857.00 |
| Professional Development | \$ | 32,377.00 |
| Operating Fees & Services | \$ | 98,487.00 |
| Repairs | \$ | 64,916.00 |
| Professional Services | \$ | 95,167.00 |
| Insurance | \$ | 16,385.00 |
| Office Supplies | \$ | 9,097.00 |
| Printing | \$ | 7,828.00 |
| Professional Supplies & Materials | \$ | 40,485.00 |
| Food and Dry Goods | \$ | 146,885.00 |
| Bldg. Grnds. Vehicle Supplies | \$ | 124,503.00 |
| Dishes/Laundry/Rec | \$ | 5,830.00 |
| Equip. Under \$ 750 | \$ | 12,146.00 |
| Supp. Not Classified | \$ | 58,289.00 |
| IT- Equipment Under \$ 5000 | \$ | 65,079.00 |
| Other Equipment Under \$ 5000 | \$ | <u>26,176.00</u> |

Total operating Expenses

\$ 1,517,041.00

| | | |
|---------------------------|-----------------|----------------------------|
| Capital Assets | | |
| Land and Buildings | \$ 1,263,776.00 | |
| Equipment | \$ 70,434.00 | |
| | | <u>\$ 1,334,210.00</u> |
| Grants | | |
| Grants To Colleges | \$ 150,786.00 | |
| | | <u>\$ 150,786.00</u> |
| Total Expenditures | \$ | <u>8,528,757.00</u> |

RESOURCES AND PUBLICATIONS

- NDSB Banner
- The Dual Sensory Informer
- The Connections (Outreach Newsletter)
- Brochures
 - Interpreters in the Mainstream
 - Professional Sign Language Interpreting
 - Communications Department NDSB/RCDHH
 - Parent/Infant Program
 - Adult Services Program

EVALUATION

The North Dakota School for the Deaf is accredited with the North Central Accreditation Association and the North Dakota Department of Public Instruction. The North Dakota School for the Deaf was awarded continuing accreditation during the spring of 2013.

CONCLUSION

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall adhere to its purpose and mission as it transitions into the next biennium; maintain a comprehensive continuum of services for all citizens who are deaf or hard of hearing and provide an environment where they may access services and support that they need to become and remain integrated, productive citizens of the state.