

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



Dr. Connie Hovendick, Superintendent

[www.nd.gov/ndsd](http://www.nd.gov/ndsd)

## 2013-2015 BIENNIAL REPORT



### “A School Without Walls”

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

**“Looking back with pride, looking forward with confidence”**



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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.



Anson R. Spear

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

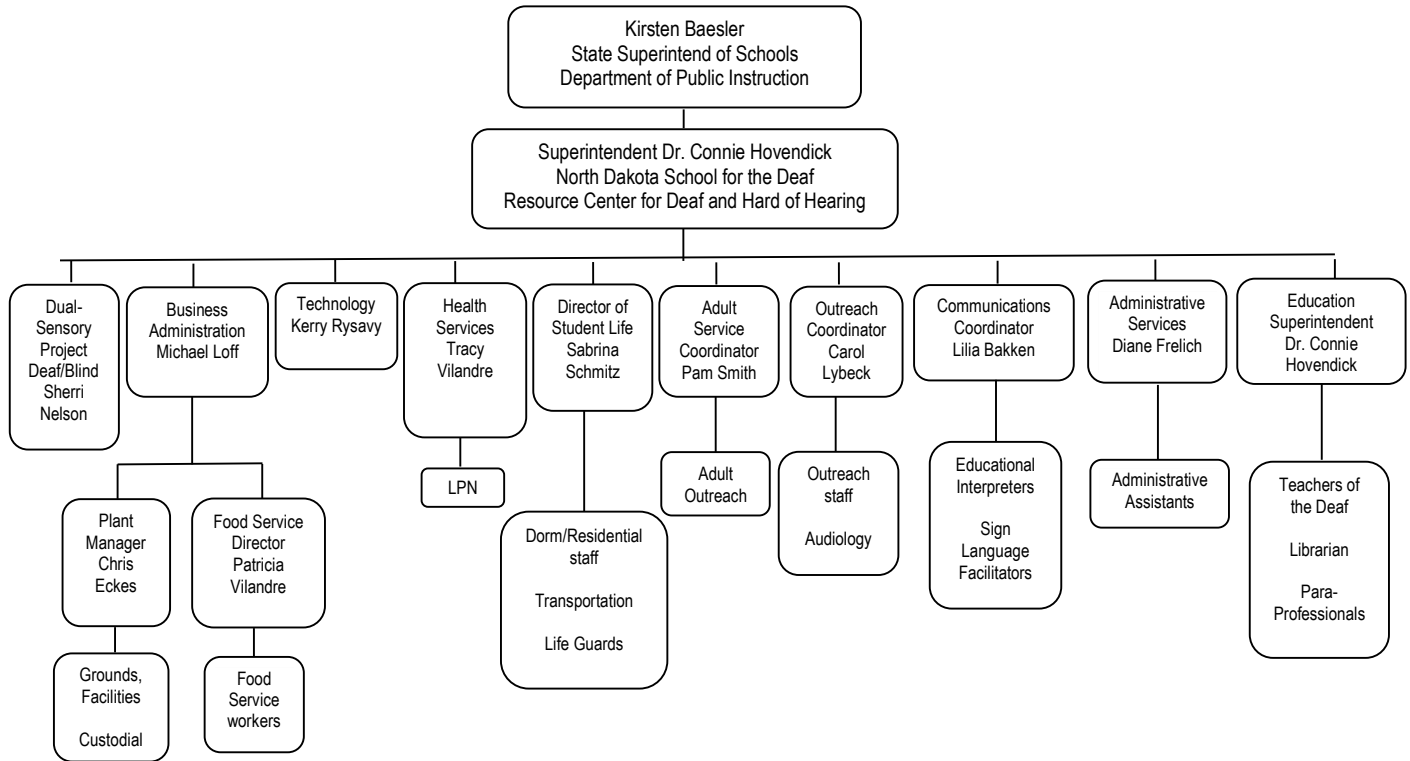
At the first official meeting (July 1, 1890) the Board of Trustees met with the City Council of Devils Lake and agreed to accept the vacant former Bank Building as a School Building (situated on the corner of 3<sup>rd</sup> Avenue and 5<sup>th</sup> Street). The City Council agreed to 'put the building 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 1<sup>st</sup> 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.

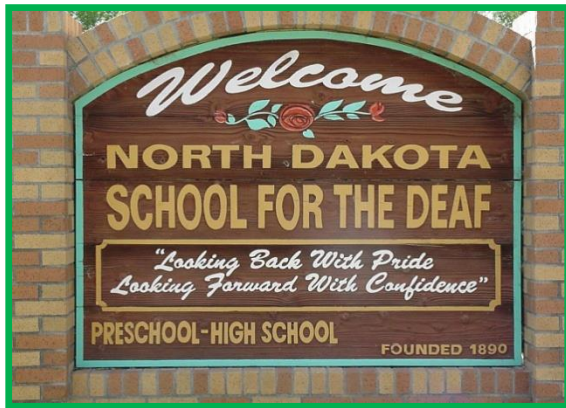
The School for the Deaf opened on September 10, 1890. On that day four pupils enrolled. Each week saw additional arrivals, and soon the number of pupils had increased to twenty-two. This was far more pupils than had been expected for the first year. In March, 1981, it became necessary to employ a teacher. 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 (2013-2014 School Term)

Preschool – 2

Elementary – 10

Middle – 2

Secondary enrolled at DLHS – 6

#### On Campus Education Services (2014-2015 School Term)

Preschool – 5

Elementary – 4

Middle – 6

Secondary enrolled at DLHS – 5

## Media Center – Information and Resources

The Library/Media Center at NDSR/RCDHH offers a comprehensive collection of resources available for loan, including:

### Books

Children's literature  
Professional Collection  
General interest  
Reference

### Periodicals

Children's titles  
Professional  
General interest

### Audio/Visual

ASL signed stories  
ASL instruction

Professional materials include a collection of various topics:

ADA law and civil rights  
American Sign Language  
Assistive technology  
Brain development

Classroom management  
Deaf culture/history  
Deaf education  
Disabilities

Hearing health  
Interpreter studies  
Parenting  
Signed English

The NDSR/RCDHH library is a member of the Online Dakota Information Network (ODIN) and participates in statewide interlibrary loaning of resources.

The Library/Media Center strongly promotes The Described Captioned Media Program (DCMP). The DCMP provides free-loan educational media that is described for the blind, captioned for the deaf, and is available on the Internet and through the mail.

In 1891, within a year of its inception, the North Dakota School for the Deaf began publishing a newsletter, the **Banner**, which continues to present day. Until recently, there was not a complete set; random issues and entire years were missing. In the summer of 2014, **Banners** were gathered and organized. Gallaudet University, Washington, D.C., assisted by providing electronic copies of missing issues which were printed and placed in binders. Now there are two complete sets of the **Banner** at NDSR/RCDHH; one in secure storage and one in the Library/Media Center for public enjoyment and historical research.

Campus students receive library skills instruction and novel groups have been formed. Special literacy events are held periodically and community guests are invited to read to students. The library collaborates with the Lake Region State College Interpreter Studies Program by inviting college ASL students to read and engage with deaf school children.



## Outreach Services

- **Academic Excellence:** Addresses high and realistic expectations for children's standards, programs and personnel.
- **Comprehensive Services for Parents & Community:** Address the facilitation, education and resources for children 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.

**Parent Testimonial:** My kids and I have been blessed to have the North Dakota School for the Deaf Outreach Department visit our school. They bring information on cool technology that is out there for us to use. My youngest daughter was able to go to an amazing camp this past summer and meet other kids with a hearing loss as herself. She had a great experience. They took a big chunk of their time to help my oldest daughter prepare for a speech competition. She too was able to meet people with a hearing loss that was her age. Anytime I need advice on how to go about getting recommendations for more things my kid's need they are always able to help! They are always positive and beaming when we see them. I am so glad to have the North Dakota School for the Deaf Outreach Department around for all that they do for my kids.

*~Amanda Baumgartner*

## Statewide Outreach Services

Parent-Infant & School Age Outreach Specialists provide services across the state. Outreach support is designed to meet the needs of deaf, hard of hearing, deaf blind children, their families, and the professionals who serve them and stakeholders across the state. Deaf and hard of hearing children's families, as well as professionals/agencies are eligible to receive outreach services. Each program works to meet the needs of each individual.

### **Services Include:**

#### **1. Provide early intervention services for children who are deaf, hard of hearing or deafblind.**

- All children with hearing loss will be identified at earliest possible time.
- All infants identified with hearing loss will receive appropriate early intervention services by highly qualified & knowledgeable specialists.
- Promotion of federal requirements.
- Utilizes a family-centered philosophy.
- Plan and implement services through IFSP; services intended to meet the needs of the child and family priority on concerns identified by the family related to the hearing loss.
- Encourage high expectations through family support and training surrounding the unique needs of their children who are deaf or hard of hearing. Ongoing

collaborating and interdisciplinary participation with agencies responsible for children who are deaf or hard of hearing birth to 3yrs of age.

- Ex: \*Early Intervention Providers \*Audiologists \*Participation IFSP Meetings.
- Support and develop communication, language, auditory, sign, cognitive, literacy and social skills at the earliest age possible. Ongoing training for service providers working with deaf/hard of hearing children and their families. Ex: \*Crossroads Conference Presentation \*Presentations to Sanford Hospital Speech Therapists (Fargo & Bismarck).
- Continued ongoing involvement with the ND Early Hearing Detection and Intervention (EHDI) system to support and lead way for early intervention.
- Ex: participation in consistent Regional Town Hall meetings
- Continue to provide Language and Auditory Fun programs and play groups.
- Arrange for deaf mentor(s) as identified by parents.
- Promote and provide for smooth transition from Part C to Part B of the IDEA.

## **2. Provide School-Age Service for Children**

Outreach responds to requests from LEA's, Special Education and Public School Personnel and others as requested for assistance with the development and/or implementation of appropriate programming for deaf, hard of hearing, deaf-blind students. Those services may include Direct & Indirect, Educational Consultation and Technical assistance such as:

- Direct instruction for language and communication support
- Provide mentoring
- Modeling of instruction
- Curricular modifications and accommodations
- Pre-teaching and/or re-teaching when new material is presented
- Information and support for monitoring
- Acoustic modifications
- Functional listening assessment
- FM systems and amplification observation and recommendations
- Attend/Participate in IEP, 504 etc. meetings to assist in recommendations for programming and/or refinement of service
- Resources to meet IEP, 504 requirements
- In-Service trainings
- Assessment support
- Summer Camp
- Teen Days
- Assistive technology presentations
- Self-advocacy skills



- Collaborated to have high expectations to help support “best practices to address their student’s educational needs.”
- Participation Oratory contest for Deaf and Hard of Hearing

**3. Parents and consumers will be provided necessary support and training through:**

- Disseminate information appropriate services, impact of hearing loss, and related services and supports.
- Inform and promote organizations such as:
  - ❖ Hands and Voices
  - ❖ American Society for the Deaf.
  - ❖ Professional and Parent Workshop and Seminars
  - ❖ Family learning Vacation
  - ❖ Midwest Conference on Deaf Education

**4. Continue to develop and maintain statewide communication networks.**

- Central site for events in Deaf Education
- Maintain list serve(s) for Teachers of Deaf and Parents
- Facebook
- Promote and host quarterly meetings for Teachers of the Deaf
- Continue to produce and disseminate topical papers related to hearing loss.

**5. Promote use of current and emerging technologies.**

- Expand accessibility to resources to enhance communications and language opportunities, expand educational opportunities, increase skills and social interactions.
- Teen Day via IVN
- One-on-One Skype sign classes
- In-Service
- Quarterly Teacher of the Deaf meetings.



**Parent Testimonials:**

North Dakota School of the Deaf has been there for my two girls since they were babies. Every week a staff member from ND School for the Deaf Outreach Department has been here to work with my girls. She is very patient and is very understanding as she has a hearing loss too. The girls love working with her and look forward to her coming. We also had the pleasure of another staff member. She was also very great and very patient with the girls. We truly appreciate the North Dakota School for the Deaf.

~Shainna Haas

The school for the deaf has been an invaluable resource for me and my family. No one in our family is hearing impaired so this was all new for us. I remember doing two things the day we learned our baby was deaf. The first thing I did was look up how to sign 'I Love you' because it broke my heart that my baby hadn't been hearing us tell him how much that we loved him. The second thing I did was search out a school for the deaf in North Dakota and I contacted them myself. At that time I didn't realize how much they were going to be able to do for us but I knew that was where I needed to start. Little did I know that my son's medical team was contracting them for us as well. Their programs have provided our entire family with sign language classes, and one on one visits to help facilitate teaching our baby how to sign. As a new mother I had all the fears that all mothers have, but having a son who couldn't hear just added to all those fears. I am a nurse and not always easy to work with, I do a lot of research on my own and this gives me even more questions to be asking. Everyone has been so supportive and understanding through the last 15 months. Our son Hunter is learning ASL along with us and we are awaiting his appointment to get Bilateral Cochlear Implants. Since we all work full time scheduling sign language classes and visits during the week has been tricky, but everyone from the school has been more than accommodating. They have been willing to work with our schedule and make these visits happen. They are the ones driving to us, meeting us at our house, or the daycare, or even Perkins in some cases. These people care about the families they are helping and I couldn't begin to thank them enough. The only thing I would change about the school is wish it was in the same city that we live in. ~Danielle Landreville

## **Adult Services**

The Adult Outreach program at the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSR/CDHH) 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.

The Adult Outreach program *may* provide assistance to North Dakotans who are:

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



## Information and Consultation

Adult Outreach 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.
- Information regarding sign language interpreters, captioning providers and remote services.
- Resources on Transitioning to adulthood.
- General information about deafness, hearing loss and self-advocacy, communication needs, language dysfluency, audiology, and mental health.
- Information and resources 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 Outreach actively partners with a variety of community/statewide/national agencies/entities 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
- Developmental Disabilities
- Lutheran Social Services
- Options for Independent Living
- Lake Area Career & Technology Advisory Board
- PepNet state and national teams
- Minnesota Deaf and Hard of Hearing Services
- North Dakota Association of the Deaf
- Senior Citizen Centers statewide
- Aging Services of North Dakota
- University of North Dakota
- Lake Region State College
- Bismarck State College
- North Dakota State University
- Human Service Centers statewide
- ServeYES!/ RSVP
- Freedom Resource Center



## **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 as needed. In addition, the following services are provided by the Communications Department:

- Schedule and provide educational interpreter services for students who are deaf or hard of hearing. Services are provided to students enrolled in elementary, middle school, and high schools in the Lake Region area.
- Assist educational institutions (statewide) in provision of educational interpreter services to public schools and colleges/universities (per contract/agreement).
- Assist in provision of support services to students as needed such as tutors, note-takers, real-time note-taking captioners, interpreters, etc.
- Maintain and update, on the NDSD/RCDHH website, contact information for certified free-lance interpreters in North Dakota in order to assist those in need of locating an interpreter. Information available at NDSD website [www.nd.gov/ndsd](http://www.nd.gov/ndsd).
- Provide interpreter referral services for individuals and agencies requesting information.
- Schedule and provide after-school interpreter services for students involved in extra-curricular, community or work related activities.
- Provide American Sign Language instruction to students enrolled in ND high schools and colleges (on campus and via Interactive Television Network – IVN/ITV).
- 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 Continuing Education sign language instruction to various communities in ND (on campus and via Interactive Television Network – IVN/ITV).
- Promote and provide Baby Sign Language workshops for parents and families of babies/toddlers.
- Collaborate with coordinator of American Sign Language and Interpreter Studies Program at Lake Region State College to provide pre-requisite sign language courses for prospective students wishing to enroll in the interpreter training program.
- Provide field experience, internship opportunities and mentor services to pre-certified interpreters or interpreters-in-training and assist with scheduling and supervision as needed.
- Promote and provide (minimum of twice yearly) professional development training opportunities for North Dakota interpreters, interpreters-in-training, and students enrolled in the American Sign Language and Interpreter Studies Program at Lake Region State College.
- Collaborate with officials at Minot State University and Lake Region State College to implement the recently approved four-year bachelor's degree program in American Sign Language and Interpreter Studies.
- 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 such as: appropriate use of interpreters, communication strategies, and support services for individuals who are deaf.
- Promote and provide remote real-time captioning services (per request) for deaf or hard of hearing students located in public schools around the state (contract/agreement).
- Assist in design and development of public relations materials related to school programs and services.



- Encourage adherence to and support of the communication policy at the North Dakota School for the Deaf in order to provide visual accessibility to all who rely on sign language for communication and comprehension purposes.
- Provide and proctor, to those pre-certified interpreters in need of certification credentials, the Educational

Interpreter Performance Assessment (EIPA) national exam (Bismarck Outreach Office).

- Provide, to staff members, professional development or skill development classes in various levels of sign language (Basic Sign Language, American Sign Language I, II, III, and IV).
- Advocate for individuals with hearing loss to help ensure equal accessibility to all forms of spoken communication.

## **Technology**

NDSD/RCDHH is part of the State of North Dakota's K12 network. Technology is integrated throughout the campus and off-campus locations including the educational, residential, business, and outreach areas. A technology plan was submitted for this biennium in alignment with the Statewide Information Technology Plan.

Accomplishments during this biennium include:

- Installed a new server on campus.
- Implemented Office 365, service provided through Edutech, as the school's new email client.
- Upgraded Microsoft Office Professional Plus 2010 to 2013.
- Upgraded NDSD1 Video Conferencing equipment to Real Presence Group 700 Series.
- Setup a Video Conference room in the Fargo Outreach Office using the 'old' NDSD1 equipment.
- Created and published a Facebook page for the school and outreach program.
- Reconstructed/designed NDSD/ RCDHH's website ([www.nd.gov/ndsd](http://www.nd.gov/ndsd)).
- Installed Phonak PA (FM) system.
- Implemented new in-house Emergency Alert System for parents and staff.
- Upgraded VIPRE, antivirus and anti-spyware solutions on the network.

NDSD/RCDHH maintains software, equipment, and a technology system such as:

- Web-based programs used for grading and reporting (Powerschool, STARS, Tienet) and for notifying families/staff of emergencies and pertinent information (DialMyCalls).

- Smartboards, document cameras, and iPads utilized in classrooms.
- 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.
- NDSD/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 and email accessibility and required safety measures are utilized such as filters to protect the students. NDSD/ RCDHH maintains a secure system by keeping critical computer updates and patches current.

- Telecommunications IP phone system.
- Wireless Access Points used to provide added accessibility throughout campus.

## North Dakota Dual Sensory Project

The mission of the ND Dual Sensory Project is to help state educational agencies (SEAs), local educational agencies (LEAs), Part lead agencies, early intervention services providers, teachers, service providers, and families address the educational, related services, transitional, and early intervention needs of children who are Deaf-Blind to ensure that these children will graduate from high school ready for competitive employment, postsecondary education or independent living options.

The ND Dual Sensory Project addresses the priorities of providing training and information for professionals and families; improving educational outcomes for children who are Deaf-Blind; implementing the OSEP TA Conceptual framework; utilizing evidence-based practices; and providing services of high quality, intensity, and duration through collaboration with the National Center on Deaf-Blindness.

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 who serve them. Outreach staff from the North Dakota School for the Deaf/Resource Center for Deaf & 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 for the years 2013-2018. The North Dakota School for the Deaf/Resource Center for Deaf & 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**

- Promote early and appropriate identification of all individuals who are Deaf-Blind through the Outreach and Referral process
- Establish a high quality approach to Technical Assistance delivery for each student who is Deaf-Blind and their families
- Implement universal, targeted, and intensive Technical Assistance to early interventionists, school staff, or community/medical staff who provider services for children who are Deaf-Blind
- Increase productive partnerships between families and service providers and to support family advocacy efforts for those families who have a child who is Deaf-Blind

## **LEGISLATION PASSED**

### **House Bill 1366 (Deaf Children's Bill of Rights)**

Purpose: To ensure that children who are deaf or hard of hearing and families of children who are deaf or hard of hearing receive appropriate services and have access to appropriate resources through collaboration between the school for the deaf and school districts. The School for the Deaf is also to make information available to parents of children who are deaf or hard of hearing and provide public awareness information to the public concerning medical, cultural, and linguistic issues of deafness and hearing loss.

## **RESPONSIBILITIES – Added or Deleted**

- Legislature approved the addition of a third adult outreach specialist for the 2015-2017 biennium
- NDSD/RCDHH became an active member of the Northeast Service Cooperative (NESC) and began to attend the regional trainings.
- Established an IVN Site in Fargo where meetings can be held with state wide participation. This will also allow for sign language classes being offered across the state from the Fargo site.
- Established the North Dakota Pep/Net Team (3 of the members are NDSD employees)

## ACCOMPLISHMENTS – ACTIVITIES

- Two students participated in a camp for deaf kids in Colorado (7/2013)
- 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 (2014)
- NDSO maintenance crew painted the dining room, and rooms 117,118,134a,162 and 236
- Provided internship and professional development opportunities for interpreter interns in the state
- Forty eight trees and sixty eight stumps were removed/grounded by Maintenance due to age/disease/storms
- Re-located NDSO historical items from the NDSO Heritage Center to display cabinets in the main school building in order to provide more accessibility/viewing opportunities for visitors (per recommendation from NDSO Public Awareness team). The items were re-distributed and displayed for the 125 anniversary reunion.
- NDSO maintenance crew updated the NDSO Resource Center (Library; walls received a new coat of paint, old carpet was replaced and book shelves and furniture rearranged (11/2013)
- Arranged for and hosted Sheri Cook, Director of Midwest Gallaudet Regional Offices, to do ASL storytelling with NDSO students (12/2013)
- A PiP/Outreach Staff and Dr. Tricia Nechodom, AuD submitted a presentation proposal and were chosen to present at the National Early hearing Detection and Intervention Convention. Along with a parent they presented on Audiology & Early Intervention Collaboration in Jacksonville, Fla (4/2014)
- NDSO Outreach staff are board members of the Gallaudet Regional Center, NDEHDI, DPI Early Childhood Assessment Project (2014)
- Developed and implemented trainings for state law enforcement officials/personnel titled; “Working with Individuals who are Deaf or Hard of Hearing” (power point developed for this purpose). Trainings will be provided by members of the Communication/Outreach Department
- Implemented a Positive Education/Dorm Behavior Program – “Be Responsible, Be Respectful and Be Safe”
- Promoted, sponsored or provided activities statewide in recognition of National Deaf Awareness Week (annually).
- Recruited, interviewed, and hired new NDSO/RCDHH Superintendent/Director of Education. (10/2014)
- Blackhurst Dorm Bidding and Construction included; new flooring HVAC System, ADA Bathroom, remodeled existing bathrooms, sprinkler system and addressable fire alarm system with Alert Notification, expanded laundry room, expanded electrical service, acoustic ceilings, new lighting and fixtures and painting (finished 8/2014)
- Adult Outreach developed monthly support groups in Jamestown, Fargo, Bismarck and Grand Forks



- Created a Professional Learning Community (PLC) for the on campus school at NDSD/RCDHH. The PLC began meeting weekly November, 2014.
- Adult Outreach collaborated with Sanford Architects and Minnesota D & HH services to provide accommodation to deaf or hard of hearing in the new hospital
- NDSD maintenance crew updated the superintendent's house (located on campus). house was freshly painted, old carpet was replaced, bathrooms remodeled, and furnace replaced (7/2014)
- The superintendent's house is now a rental property for NDSD. (10/2014)
- *"Teen Day" via IVN (4/2015)*
- Outreach department planned and implemented Family Learning Vacation. Presenters were Sheri Cook; Director of Gallaudet University Regional center and Marcia Breese; Coordinator for Illinois for the Deaf Outreach Services. (5/2014)
- Established an educational data team that has reviewed student data for school wide trends and developed goals to use the data to improve student learning.
- Outreach Department planned/provided week-long summer camp for students who are deaf or hard of hearing (6/2014 & 6/2015)
- Collaboration between NDSD and North Dakota National Guard providing mentors for the students at NDSD. Guard members and students participate in various activities throughout the year.
- NDSD Superintendent participated in a North Dakota Special Education workgroup to develop new Assistive Technology Guidelines for schools in North Dakota (1-6/2015)
- Adult Outreach staff gave presentations to Senior Centers, Lutheran Social Services, Aging Conference in Edmore, ND Protection and Advocacy, VRI/VRS at DHS in Bismarck, VR in Bismarck, Sunset Living in Grafton, Good Samaritan Society, and facilitated round table discussion with agencies across the state.
- Devils Lake Shade Tree Committee sponsored Arbor Day celebration at NDSD/RCDHH and planted a tree. NDSD students performed the Star Spangled Banner using sign language (5/2015)
- LED post lights installed around campus(5/2015)
- **125<sup>th</sup> Anniversary Celebration** at NDSD attended by over 300 past and current staff and students of NDSD (6/2015)
- Established collaboration with South Dakota School for the Deaf, Midwest Regional Gallaudet Office, and NDSD Outreach to host the Midwest Conference on Deaf Education held in Sioux Fall, SD (6/2015)
- Nurse's office was remodeled with new cabinets, flooring, and paint. (6/2015)



## ACCOMPLISHMENTS - Professional Development

Staff Development/Professional Development training opportunities provided to staff members during the 2013-2015 biennial cycle:



- Village Family Services provided *Generations in the Workplace* for the back to school workshop (8/2013)
- Dr. Michael Harvey workshop : *Communication Barriers & Treatment Vulnerabilities in the Deaf Population* (10/2013)
- NDSDS Outreach presentation at ND Crossroads Conference (10/2013)
- Sara Laite (Dietician from NDS extension agency) presentation on *Healthy Eating Habits* residential students (10/2013)
- CPR instruction provided by Melissa Elspenger (NDS Nurse) certification obtained by all residential staff (10/2013)
- Elizabeth Ward, Gallaudet Outreach certified trainer presented *Visual Phonics* Training/workshop hosted by NDS/RCDHH (11/2013)
- Kathy Gewont provided training to residential/dorm staff on *Nurtured Heart-Transforming the Difficult Child* (10-11/2013)
- Rhonda Allery and Dianna Skol, LSW's from Ramsey County Social Services, provided presentation/discussion regarding "Mandatory Reporting of Suspected Child Neglect and/or Abuse" (11/2013)
- NDS Outreach department 'tapped into' webinar titled "Strategies to Prevent Split Attention with Students who are Deaf or hard of Hearing" (12/2013)
- NDS Outreach department attended presentation at National Early Hearing Detection & Intervention Conference, Louisville, Kentucky (4/2014)
- NDS Adult Outreach workers as well as NDS Director of Student Life attended annual ADAR workshop sponsored by Minnesota Region Hospital's Health and Wellness Program at the University of Minnesota, Linda Oberg, MA presented on "Your Brain on SEL-Social emotional learning" (5/2014)
- Adult Outreach staff attended National Pacer Center Convention in Minneapolis (8/2014)
- The Village Family Services presented training on "Stress Management" at the back to school in-service for all staff (8/2014)
- Educational staff received training on "Math Coach" a new computerized math curriculum used by elementary and middle school students.
- Co-sponsored state wide interpreter training workshop presented by David Evans (9/27/2014)
- Planned/hosted in Fargo a transition workshop for middle/high school students and their families who are deaf or hard of hearing (9/26/2014)
- Outreach staff attended the National Pacer Center Convention in Minneapolis (10/2014)
- Adult outreach staff attended MNRID conference in Rochester (10/2014)



- “AUSpland” training provided to NDSD teachers and Outreach staff (1/2015)
- Adult Outreach staff attended ADARA Workshop in Roseville, MN (5/2015)
- “Charlotte Danielson, Framework for Teaching Evaluation Instrument” was provided by NESC staff and attended by the NDSD Superintendent (6/2015)
- Keith Wann provided advanced training for interpreters from across the state at LRSC (6/2015)
- NDSD teachers, Outreach staff, and Teachers of the Deaf from across the state attended the Midwest Conference of Deaf Education in Sioux Falls, SD (6/2015)
- Adult outreach attended ND Court Interpreter Training in Fargo (6/2015)

## **TRENDS and GOALS - NDSD 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 NDSD into the 21<sup>st</sup> Century and beyond.
- Expand and re-design outreach programs based on current needs and research while utilizing best practices.
- Clarify missions of NDSD’s newly established teams (Professional Development, Buildings and Grounds, Public Awareness, Data)
- Relay and emphasize the message that NDSD/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 NDS. “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 NDS.

## 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 NDSD/RCDHH services and the future direction of NDDSD/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 NDSD/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 NDSD/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 NDSD 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 NDSD 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  
11-13 and 13-15**

	<b>7/1/11- 6/30/13</b>	<b>7/1/13- 6/30/15</b>
<b>Outreach Services</b>		
Parent Infant		
Consultations	2,235	1,838
Evaluations	82	129
Direct Service	1,453	1,274
 School Age		
Consultations	1,732	2,230
Evaluations	82	166
Direct Service	626	481
 Family Learning Vacation	40	39
Summer Camps	6	22
 <b>Adult Services</b>		
Consultations/Evaluations	877	1,415
Persons served	207	265
 <b>Communications</b>		
Sign Language Instruction		
American Sign Language Students	435	162
Basic Conversational Sign Students	136	293
Interpreting Services Persons Served	3,186	4,605
<b>Total</b>	<b>11,097</b>	<b>12,919</b>

# SUMMARY OF EXPENDITURES AND REVENUES

## Revenues by Source:

Lease rent	\$	186,696.00
Transfer from Federal Programs	\$	313,306.00
Transfer from Land Commission	\$	720,000.00
Sales and Meals-Prepared Food	\$	221,862.00
Miscellaneous Sales and Services	\$	37,757.00
<b>Total Revenue for 2013-2015</b>	<b>\$</b>	<b>1,479,621.00</b>

Expenditures by Program	General Fund	Federal Fund	Special Fund	Total
Capital Improvements	\$ 9,065.00	\$ -	\$ 999,712.00	\$1,008,777.00
Grants to Colleges	\$ 126,422.00	\$ -	\$ -	\$ 126,422.00
Auxiliary Services				
<i>(Plant, Custodial, Food Service)</i>	\$1,769,529.00	\$ 22,268.00	\$ 5,251.00	\$1,797,048.00
Administration	\$ 691,619.00	\$ -	\$ 6,481.00	\$ 698,100.00
Resident Living	\$ 724,145.00	\$ -	\$ 4,878.00	\$ 729,023.00
Student Weekend Transportation	\$ 116,605.00	\$ -	\$ 5,653.00	\$ 122,258.00
Education				
<i>(Ed., Library, Tech., Interpreter)</i>	\$2,542,502.00	\$ 55,087.00	\$ 5,900.00	\$2,603,489.00
Outreach Services (Adult Service				
<i>Parent Infant, Dual Sensory)</i>	\$1,598,205.00	\$ 226,726.00	\$ 4,054.00	\$1,828,985.00
<b>Total Expenditures</b>	<b>\$7,578,092.00</b>	<b>\$ 304,081.00</b>	<b>\$ 1,031,929.00</b>	<b>\$8,914,102.00</b>

## Breakdown of Expenditures by Line Item

### Salaries and Wages

Salaries and Wages	\$	4,039,213.00
Temporary Salaries	\$	105,044.00
Fringe Benefits	\$	<u>2,022,637.00</u>

### Total Salaries and Wages

\$ 6,166,894.00

### Operating

IT Data Processing	\$	86,645.00
IT Communications	\$	60,846.00
IT Contractual Services	\$	10,035.00
Travel	\$	325,928.00
IT Software/Supplies	\$	8,604.00
Utilites		
Water/Sewer/Gar	\$	28,963.00
Coal	\$	103,487.00
Natural Gas	\$	38,908.00
Electricity	\$	63,651.00
Postage	\$	7,671.00
Lease/Rent Equipment	\$	8,095.00
Lease/Rent Bldg/Land	\$	42,624.00
Professional Development	\$	31,898.00
Operating Fees & Services	\$	97,760.00
Repairs	\$	41,860.00
Professional Services	\$	94,806.00
Insurance	\$	8,959.00
Office Supplies	\$	16,028.00
Printing	\$	10,447.00
Professional Supplies & Materials	\$	46,468.00
Food and Dry Goods	\$	125,598.00
Bldg. Grnds. Vehicle Supplies	\$	104,685.00
Dishes/Laundry/Rec	\$	1,504.00
Equip. Under \$ 750	\$	11,121.00
Supp. Not Classified	\$	83,851.00
IT- Equipment Under \$ 5000	\$	66,746.00
Other Equipment Under \$ 5000	\$	51,621.00
Office Equipment & Furniture	\$	<u>33,200.00</u>



<b>Capital Assets</b>		
Land and Buildings	\$	949,971.00
Equipment	\$	58,806.00
		<u>\$ 1,008,777.00</u>
<b>Grants</b>		
Grants To Colleges	\$	126,422.00
		<u>\$ 126,422.00</u>
<b>Total Expenditures</b>	<b>\$</b>	<b><u>8,914,102.00</u></b>

## 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

NDSB/RCDHH has seen a substantial increase in needs for adults who are deaf and hard of hearing across the state. The on campus school has seen a decrease in students and become a model school for training teachers and interpreters who work with students who are deaf or hard of hearing. The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing continues to adhere to its purpose and mission as it transitions into the next biennium; to 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.