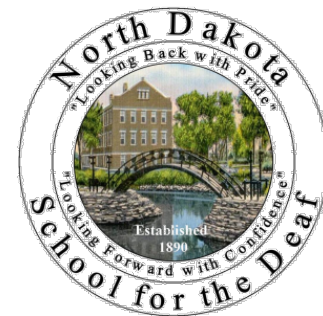


North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



Dr. Connie Hovendick, Superintendent

www.ndsd.nd.gov

2019-2021 BIENNIAL REPORT



“Looking back with pride, looking forward with confidence”

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*

Mission:

Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

Values:

We express our values by treating everyone equally with respect, courtesy, and dignity.

Lead - improve lives

Advocate - empower people

Collaborate - build partnerships

Educate - inspire success

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 Honorable 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.

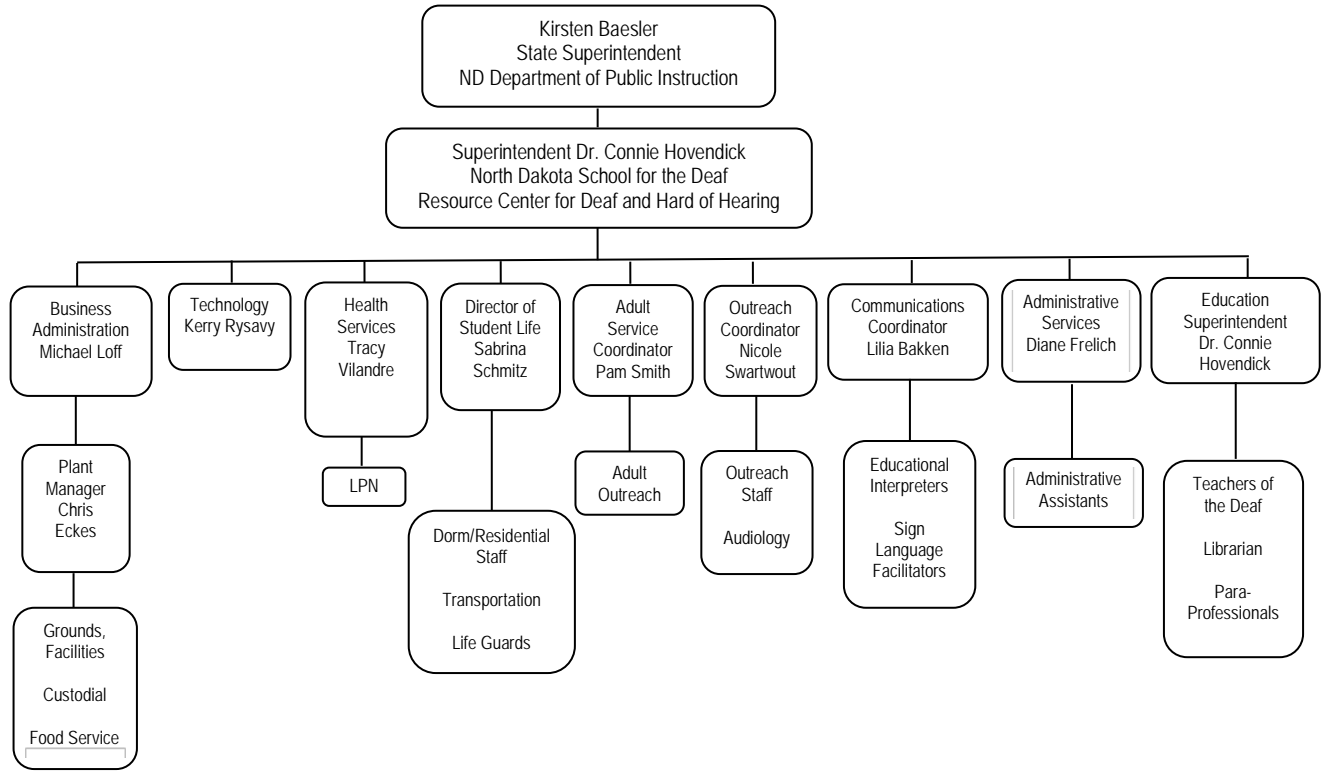
At the first official meeting (July 1, 1890), the Board of Trustees met with the City Council of Devils Lake and agreed to accept the vacant former bank building as a school building (situated on the corner of 3rd Avenue and 5th Street). The City Council agreed to 'put the building into suitable condition' for the occupancy 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 1891, 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. NDSB provides early access to the acquisition of language to ensure students' progress at the highest level of which they are capable through intense speech, language, and auditory instruction. It provides a diverse bilingual community in a nurturing engaging and challenging environment that is open to observations from teachers of the deaf, families and other interested professionals.



- 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 as determined by the student IEP 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. Attention is focused on the total wellness of the student. Nurses monitor the medical needs of each student including: medical, dental, behavioral, audiological and optometric health. Health services collaborates with families and outside medical entities to assure our students are prepared for the optimal learning experience. School nurses had to be innovative and adapt over the last two years due to the COVID-19 Pandemic. Practices that took place during this unprecedented time were how to keep children and staff safe, implementing testing, precautionary guidelines and keeping up to date with the vastly changing information. The ultimate objective was always maintained to protect and promote total wellness and a sound education.

On Campus Education Services (2019-2020 School Term)

Preschool/Kindergarten – 1

Elementary – 7

Middle – 5

Secondary enrolled at DLHS – 5

All schools in North Dakota were closed in March of 2020 by Governor Burgum to address the Covid-19 Pandemic. Students returned to their homes.

Distance Learning Instruction was provided for all NDSD students with virtual participation in inclusion classes at Minnie H, Sweetwater Elementary, and Central Middle School per individual IEP's, and parent education of virtual learning platforms. Packets were mailed to each student weekly with academic lessons and information from health services and the residential staff. High School students received virtual classes from Devils Lake High School with the assistance of NDSD interpreters.

On Campus Education Services (2020-2021 School Term)

Preschool/Kindergarten – 1

Elementary – 5

Middle – 7

Secondary enrolled at DLHS – 4

Students and staff returned to on site education for the 2020-2021 school year. The health and safety plan was followed to keep staff and students safe as the Covid-19 pandemic continued.

Media Center – Information and Resources

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

Books

Children's literature
Professional Collection
Reference
General interest

Periodicals

Children's titles
Professional
Deaf Community
General interest

Audio/Visual

ASL signed/captioned stories
ASL instruction
Health/Safety topics in ASL
Deaf Culture

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 NDSU 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 via the Internet and through the mail.

There are two complete sets of the **Banner**, the NDSU newsletter first published in 1891. One set is in a secure location and the other is located in the library for public enjoyment and research. In order to make these historical documents even more accessible, the North Dakota State Library has added the entire **Banner Collection** to **Digital Horizons**, an online treasure house of thousands of images, documents, video, and oral histories depicting life on the Northern Plains from the late 1800s to today. Also included on **Digital Horizons** are historic original NDSU registration ledgers and biennial reports, as well as vintage photos of graduation classes, sports teams, special events, and building and grounds.

Students receive library skills instruction and participate in a variety of activities and Novel Groups. Makerspace projects and special literacy events are held periodically. Community guests are invited to read to students or speak about their areas of expertise. The library collaborates with the Lake Region State College by inviting foreign exchange students to complete volunteer work, conduct programs about their home countries and to engage with deaf children.



Novel Group



Hands-On Activities



Guest Presentations



MakerSpace

Adult Outreach Services

The Adult Outreach Program at the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing advocates on behalf of people who are deaf or 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:

- 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.
- Information and resources regarding sign language interpreters, captioning providers and remote interpreting services.

**We were able to resume in-person services with the use of PPE by June of 2020, after just a few months of not being able to meet in person due to Covid-19.*

Statewide Resource Groups

Adult Outreach provides monthly Resource Group meetings in the following cities:

- Devils Lake, Fargo, Minot, Bismarck, Valley City, Jamestown, and Wahpeton

**The majority of these groups have not been able to meet since the Spring of 2019. We hope that as instances of Covid-19 decline, we will be able to resume these valuable meetings. In place of meetings, we provided mailings every six weeks to each of our resource group members throughout 2020 and 2021.*

Agency Collaborations

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

Health Systems

Sanford Health Systems
Altru Clinic- DL & GF
Faith Community Nurses
Mercy Hospital/CHI St Alexius Williston
CHI St Alexius Devils Lake
Essentia Health Systems
Prairie St. Johns

Government Agencies

Protection and Advocacy
Developmental Disabilities
Aging Services of North Dakota
ND Housing Authority
ND Mental Health Services
ND Department of Transportation
Vocational Rehabilitation
Older Individuals Who Are Blind
ND School for the Blind/Vision Services
Veterans Administration
Human Service Centers statewide
MN Deaf and Hard of Hearing Services
Statewide Senior Centers

Private Agencies

Starkey—Hear Now Program
HERO
Miracle Ear Foundation

Law Enforcement

Stutsman County Correction Center
Jamestown Law Enforcement
LRSC Peace Officer Training
Mountrail Law Enforcement
Valley City Police Department

Boards of Education

Nursing
Social Work
Law Enforcement

Secondary Education

University of North Dakota
Lake Region State College
Bismarck State College
North Dakota State University
Minot State University
Cass County Law Enforcement
Cass County Correction Center
US Marshalls

Service Agencies

ND Assistive
Lutheran Social Services
Options for Independent Living
ND Association of the Deaf
Sign Language Interpreter Services
Alzheimer's Association
Long Term Care Association

Long Term Care Centers

Towner County Living Center
Eventide Heartland Devils Lake
Bridgeview Assisted Living
Eventide Assisted Living Jamestown
Crossroads Senior Living
North Sky Senior Living
Sunrise North Senior Living
Maddock Memorial Home
Somerset Court Assisted Living
Edgewood Vista Minot
Valley Senior Living Grand Forks
Valley 4000 Grand Forks
Valley Eldercare
Parkwood Senior Living
Oakwood Place Fargo
Good Samaritan Larimore
St. Anne's Guest Home Grand Forks
Eventide Moorhead

Parent-Infant and School Age Outreach Services

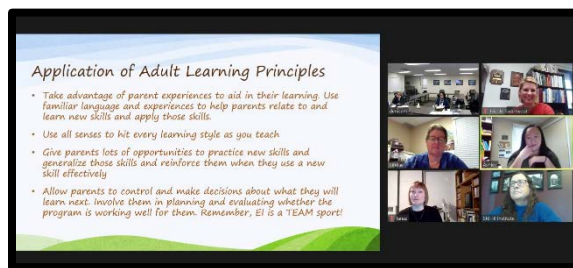
Parent-Infant & School Age Outreach specialists provided services across the state addressing the diverse needs of citizens that are Deaf and Hard of Hearing. Outreach support is designed to meet the needs of deaf, hard of hearing, deaf-blind, deaf plus children, their families, the professionals who 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. The Parent-Infant/School Age Outreach Services maintained the following guiding principles:

- Encouraged the maintenance of high yet realistic expectations for children's standards, programs and personnel.
- Provided resources needed for children who are deaf/hard of hearing to facilitate the appropriate trajectory of learning.
- Advocated for environments specially designed to help deaf/hard of hearing children reach their potential through communication, exploration and socialization opportunities.
- Understood and addressed the need for highly qualified, knowledgeable staff; training needs utilizing and promoting current best practices and materials

The Parent-Infant/School Age Outreach program continues to work to meet the unique needs of each individual.

Our Guiding Principles have continued to drive us to:

1. Refine and improve services to serve the heterogeneous population of learners with differentiated hearing levels.
2. Build collaboration and partnership to support children, families, students, and professionals, throughout the state to create a language rich environment for learning to occur.
3. Provide early intervention services for children who are deaf, hard of hearing, deaf plus or deafblind by experienced staff, knowledgeable of the impact and unique needs related to hearing loss.
4. Provide School-Age Services to support requests from LEA's, Special Education and Public School Personnel and others for assistance with the development and/or implementation of appropriate programming for deaf, hard of hearing, deaf plus, deaf-blind students with all degrees of hearing loss (direct and indirect, consultation and/or technical assistance).



5. Provide parents and consumers necessary support and training through dissemination of information, organizational contacts and workshops and/or in-service opportunities.
6. Continue to develop and maintain statewide communication networks via listserv(s), Facebook, Skype, Zoom and other virtual formats as well as face-to face.
7. Promote the use of current and emerging technology to provide access, deliver services and communication, academic and social opportunities for children and the adults working with them.
8. Create an environment where continued professional development promoting current and best practices in the field of Education of the Deaf is valued and encouraged, offering opportunities to families, professional and/or agencies.
9. Provided social and functional opportunities for individuals around the state that are Deaf/Hard of Hearing to form peer relationships increasing their overall well-being and self-confidence.
10. A virtual camp was offered in June of 2020. In June 2021, camp was held live with 18 campers from age 7 to 18 years old participating.

During COVID-19, there was considerable disruption in the service delivery approach, impacting families and schools in a deep and far-reaching way. The Parent-Infant Program and School Age Outreach worked tirelessly to maintain and develop strong relationships with children, families, schools and agencies while continuing to provide services to families and professionals through technology and mailings. New and innovative techniques to engage families, staff and students were created and implemented.

Activities and services through COVID-19

- The PIP/School Age Outreach team met bi-weekly via video conferencing to develop plans and resources for families and professionals statewide.
- “Staying Connected” newsletters with suggestions of activities to engage a child in a language-enriched environment was developed. It was sent to families on a regular basis, along with other mailings and teletherapy.
- “Consultation Chats” newsletters were sent out weekly to case managers. It addressed challenges related to the impact of hearing loss. This included the use of masks and best practices for on-line learning.
- Safety precautions were identified and protocols were put in place for all involved when it was determined face to face sessions could resume as each individual family felt comfortable.

- Varying possibilities were anticipated knowing there may be further changes as time goes on. The team continued to respond to the ever-changing situations and guidance. We were flexible and fluid when services moved back and forth between in-home and virtual home visits.
- The Parent-Infant/School-Age staff was in continuous contact with parents and entities to discuss needed services and supports.
- The team worked diligently to provide the best services and support with whatever format worked best for families at the given time and location.
- Each provider worked individually with each family and entity to help support and provide high-quality learning opportunities



In summary, the Outreach Programs are designed to benefit children with hearing loss, their families and school district staff throughout North Dakota. A variety of services for children, newborn to 21 years of age, who are Deaf, Hard of Hearing, Deafblind, Deaf Plus were available. Outreach Programs include the following statewide services for children, students, their families, educators, etc.

- ▶ Parent-Infant Services
- ▶ School-Age Services
- ▶ Professional Development
- ▶ Resources

Communications

The Communications Department at the North Dakota School for the Deaf helps to ensure that individuals who are deaf or hard of hearing have access to all forms of oral or audible communication by providing sign language interpreter services to those who rely on a visual language in order to understand the sounds in their environments.

Members of the Communications Department:

- Provide educational interpreter services to students who are deaf or hard of hearing and are enrolled (mainstreamed) in classes at Devils Lake Public Schools at all levels: kindergarten, elementary, middle school and high school.
- Provide interpreter services for students who are deaf or hard of hearing who participate in school-related extra-curricular activities as well as Park Board activities. Past biennium activities included: boys' and girls' basketball, football, flag football, softball, ice skating, hockey, dance, Driver's ed and swim lessons.

- Assist other schools (elementary, secondary and post-secondary) with provision of educational interpreter services (per contract/agreement). During the past biennium, NDSB provided interpreter services to deaf students enrolled in Devils Lake Public Schools, Bismarck Public Schools, the University of Mary and Lake Region State College.
- Assist in identifying need for and provision of support services to students who are deaf or hard of hearing including: tutors, note-takers, signing paras and interpreters.
- Maintain and update, on the NDSB website, contact information for certified interpreters in North Dakota in order to assist those in need of locating an interpreter. Contact information for certified interpreters may be accessed on NDSB/ website at www.ndsb.nd.gov.
- Provide interpreter referral services for individuals and agencies who have immediate/emergency need of an interpreter and require contact information.
- Schedule and provide interpreter services and/or job coach services for deaf students involved in community volunteer work or work-related/employment activities.
- Promote and provide Continuing Education sign language instruction to communities in North Dakota (on campus and online). Create and distribute instructional materials to participants of online sign language courses.
- Provide field experience and supervision of internship opportunities and mentor services (per request) to pre-certified interpreters or interpreters-in-training.
- Promote and provide professional development interpreter workshop opportunities for certified interpreters, interpreters-in-training, and` students enrolled in Interpreter Training Programs.
- Assist in design and development of public relations materials related to school programs and services including articles to the **Banner** (NDSB magazine) and the digital newsletter, **Tidbits**.
- Encourage adherence to the communication policy at the North Dakota School for the Deaf to ensure that visual accessibility is available to all those who are deaf or hard of hearing so that they may have equal access to communication that happens around them.
- Provide varying levels of sign language skill development opportunities to staff (Coffee Break sign classes, one-on-one instruction and evening sign classes including Basic Sign Language, Level 1 and Basic Sign Language, Level 2).
- Advocate for individuals with hearing loss to help ensure that they obtain equal accessibility to all forms of spoken communication.
- Provide tours and/or historical information regarding the ND School for the Deaf, per request.

Technology

NDSD 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.

Accomplishments during this biennium include:

- Completed, submitted and received approval of NDSD's section in the ND 2021-2023 IT Plan.
- COVID-19 related
 - Prepared laptops (verified updates, installed needed software including VPN) to allow teleworking and virtual learning for staff, teachers and students due to the COVID Pandemic. Once placed in the homes, remoted into machines to assist and test equipment, as needed, to verify everything was working.
 - Collaborated with Internet Service Providers (ISP) from different areas to arrange Internet Services for virtual learning to homes of students who did not previously have Internet.
 - Arranged video recording using MS Teams with Edutech to demonstrate the basics as well as other features requested by staff of MS Teams; shared with NDSD staff.
 - Submitted invoices to NDIT of purchased equipment (computers/laptops, monitors, webcams and video calling devices) for reimbursement from the CARES Act Fund.
- Purchased and installed upgraded door system software (Win-Pak).
- Purchased replacement mini laptops for students to accommodate the 1:1 program.
- Purchased Smartboards to upgrade older boards in classrooms, replace JTouch board in the library and to add a board in the dorm.
- Replaced Smartboard in the main Conference Room with a large (85") TV and added a TV in the Superintendent's office.
- Added three additional Access Points on campus and upgraded the current APs via NDIT.
- Updated agency website information, as needed, and attended training on upgraded software. (www.ndsd.nd.gov/).
- Scheduled and monitored ITV Basic Sign Language Levels I and II classes each year using the state's Renovo system. Provided instructions to obtain an account to individuals requesting access to the recorded videos.
- Upgraded and setup two new codecs (G7500) placed at NDSD and the Fargo Outreach Office. The codecs were provided to NDSD as a member of the Northeast Education Services Cooperative (NESC) and purchased with CARES Act monies.

- Completed and submitted “Cyber Maturity Assessment” survey requested by NDIT.
- Completed transition to Windows 10 Pro campus-wide and off-campus locations.
- Updated MS Office Professional Plus 2016 to 2019 on all onsite and off-site computers.
- Updated the state’s antivirus and anti-spyware solutions from TRAPS to CORTEX XDR.
- Installed Nessus software from the state to assist with monitoring web browsing.
- Attended Cyber Security conference and Cyber Security workshops (virtually) sponsored by Edutech, DPI and NDIT.
- Upgraded additional technical and AV equipment as needed including iPads, projectors, printers/copiers, classroom document cameras, webcams, etc.

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

- Continue to implement and promote the Deaf Bill of Rights (2015).
- Legislature approved the retention of all positions.
- Increase in usage of Special Funds to maintain current budget.
- Residential school will continue to be a model school and training site.
- Discontinue sponsorship of Dual Sensory Program subsequently administered by Minot State University.

EVALUATION

The North Dakota School for the Deaf Model School is accredited with AdvancED (Cognia) and the North Dakota Department of Public Instruction. The new accreditation will take place the spring of 2023.

ACCOMPLISHMENTS – ACTIVITIES

NDSB Resource Center

- The remodeled Superintendent's house has been used as a meeting place and outreach staff have stayed there when attending meetings at NDSB.
- Newsletter is sent monthly to showcase what is happening at NDSB.
- Newspaper spotlighted pictures of staff and students for Deaf Awareness week.
- NDSB Facebook account is focusing on sharing information highlighting at the 130-year reunion of NDSB.
- Is a Resource Center for the state regarding deaf and hard of hearing.
- Staff provided a Christmas Potluck for the students and gifts were given by a signing Santa.
- Weekly meetings with Special Education leaders to determine procedures during distance learning.
- Trainings and meetings are being held virtually on a daily basis.
- NDSB Facebook account is focusing on sharing information highlighting that we are a Resource Center for the state regarding deaf and hard of hearing in a video format with captioning.
- Increased professional development for staff working from home, especially on increasing signing skills and team building activities.
- Facilities manager is also providing supervision for the kitchen staff. Bi-weekly meeting with the business manager and facilities manager to review projects, budget and other topics.
- Back to School Inservice, August 2020, held for all staff in person, which was divided into two sections for social distancing. Provided professional development for staff on the NDSB Health and Safety Plan, Microsoft Teams, Communication needs of the Deaf and Budget projections for the next biennium.
- Nurtured Heart training for dorm staff.
- The pool locker room renovation is almost completed. We are projecting the reopening of the pool in August.
- Provided testimony to the Senate Appropriation Committee regarding the programs offered at NDSB and the budget needed for those programs.
- Participation in state facility review and planning, Cares Act and ND Budget reviews.
- Leadership training for Managers and other team members

Parent Infant Program/School Age Outreach

- Organized SPICE and SPICE for LIFE trainings
- Completed Book Study, ***The Energy Bus***
- Participation and attendance ND Hands & Voices Board meeting
- Provided in-services for over 200 staff in schools on deaf education for schools including Grand Forks Red River HS, Flasher School, Fort Yates, Mandan, Underwood, and Hope-Paige.
- Library Presentations for Deaf Awareness week across North Dakota Schools
- Provided integrated sign language support to classroom students and staff as requested by the school.
- Provided presentation to students at colleges and universities (Jamestown, NDSU, UND, MSU, etc.) to increase awareness of career opportunities in deaf education.
- Facilitated an Ice Fishing Event (7 children, 14 adults) for families with deaf or hard of hearing students to get together and share experiences.
- During the spring of 2020 staff worked from home making home visits virtually. Intake of new students were also completed virtually.
- Home visits were offered in person or on-line depending on the families' preference for the 2020-2021 School year.
- In order for families to stay connected staff created sign sheets and produced and dispersed sign strips to families. Updated current publications and designed papers/handouts. Sponsored an art contest for ND teens.
- PIP staff were the guest speaker for "Ask the Professional" Facebook Community Meeting for Hands & Voices

Adult Outreach

- Adult Outreach department facilitated 18 Resource groups in Devils Lake, Minot, Bismarck, Fargo, Jamestown, Valley City, and Wahpeton, where there were more than 125 attendees.
- Developed a new presentation: "*The Deaf and Hard of Hearing Community and the Criminal Justice System*". Presented this at the 2019 UND School of Law, *Eliminating Bias Symposium*, for 100 ND lawyers.
- Our "*Hearing Loss and Health Care*" presentation was given to the ND Long-Term Care Conference in Fargo, and to the VR and NWHSC Staff in Williston.
- "*Law Enforcement trainings*" were presented to the Fargo Police Officer Training Academy, the Jamestown Corrections department, Jamestown Police Department, Sheriff's department and some dispatch and county workers.
- Presentations this quarter on hearing loss were given to UND's Disabilities class, Vocational Rehabilitation state conference, Assisted living and Nursing homes in Valley City, and the Dunseith Nursing Home.

- In lieu of our meetings, educational articles were mailed to all 160 Resource Group members weekly – Mid-March through the end of May. We received feedback that those mailings were much appreciated by our older adult clients.
- We made a series of educational Facebook posts on helpful equipment that were very popular.
- Presented *“The Deaf and Hard of Hearing Community and the Criminal Justice System”* to the 2019 UND School of Law, *Eliminating Bias Symposium*, to 100 ND lawyers.
- Presented our *“Hearing Loss and Health Care presentation”* to the ND Long-Term Care Conference in Fargo, and to the VR and NWHSC Staff in Williston.

Communications

- Taught Basic Sign Language – Level 1 and Level 2 Interactive Television courses
- Lake Region State College (contracted services): two courses serving 45 hearing individuals and one deaf student. 45 total individuals served at Lake Region State College.
- Provided interpreters for Devils Lake individuals served in after-school activities including Special Olympics: 85 individuals served.
- Provide presentation to students/staff at NDSB/RCDHH during Deaf Awareness called: “Sign Language Around the World”.
- Provide interpreter services via Zoom for NDSB teacher meetings, PLC meetings, VR meetings with students, DLHS, etc. as needed.
- Ensure that NDSB students continue to receive interpreter and/or tutoring services during their Zoom and Google classroom and/or teacher meeting sessions.
- NDSB interpreters (Bismarck office) provide interpreter services for Governor Burgum’s press conferences seen on TV and Facebook.
- Provided Career Fair presentation at Lake Region State College (500 to 600 high school students from area high schools in attendance).
- Grant Stein, author of “The Art of Racing in the Rain” at Lake Region State College, interpret his presentation.

Model School

- NDSB staff implemented the updated reading curriculum including strategies and a structured 60-minute schedule for reading classes.
- Book Study ***Thirty Million Words*** facilitated by Connie Hovendick for model school teachers, adult outreach and dorm staff.
- STEM Day was held as student completed activities with Hess Trucks.
- Dorm has had numerous community-based service projects.
- Transitioned to distance learning in March 2020.
- Training for staff and students on distance learning platforms.

- Group time for students with their friends and teacher virtually has helped keep students connected.
- Upon returning to school all students were assessed to determine their instructional levels in Math, Reading and Language.
- On site instruction for all students with distance learning available when needed with support to parents on virtual learning platforms
- PLC's were held weekly to review student progress
- Library, dorm counselors, health service staff are all implementing the Health and Safety Plan to keep students safe and provide a healthy learning environment. This included teaching students in pods with the same students all day.
- Book study of ***Energy Bus*** by Jon Gordon was completed for credit.
- Reviewed the assessment process, both federal and state requirements, and completed in depth assessments of six students.
- Counseling for students available bi-weekly

ACCOMPLISHMENTS - Professional Development

Staff Development/Professional Development training opportunities staff members participated in during the 2019-2021 biennial cycle:

2019

- Octane Technology Pre-Conference (7/19)
- Effective Communication Access Course (8/19)
- Mental Health Interpreter Training (8/19)
- NESCC – Following the SAME Pathway (8/19)
- NDSD/RCDHH Back to School In-Service (8/19)
- Fall Special Education and Leadership Institute (9/19)
- Nurtured Heart (9/19)
- Internet and Cell Phone Safety (9/19)
- Wellness Coordinator Recharge Workshop (9/19)
- NDLA Conference (9/19)
- Virtual Remote Interpreting (10/19)
- ODIN Training (10/19)
- 2019 Risk Management Seminar (10/19)
- Classifier Depiction & Numbering ASL (10/19)
- ALDA Conference – “There’s No Place Like Home” (10/19)
- Recertification Pool Operator Seminar (10/19)
- Beyond the Score: Evaluating Speech and Language (10/19)
- Auditory Processing Disorders & Listening Challenges in Children (10/19)
- Building Conversational Skills for Preschool & School-Aged Students (10/19)
- Audit & Fiscal Review Presentation (11/19)
- TerpExpo (11/19)

- SPICE training (12/19)
- Vicarious Trauma, Compassion Fatigue and Resilience (12/19)

2020

- Emergency Television Broadcasts Workshop (1/20)
- Variety of Hearing First webinars regarding music and telepractice (3/20-6/20)
- ND Cyber Security Conference (3/20)
- Fostering Strategic Thinking & Improvement Planning (3/20)
- National Association of School Nurses (7/20)
- Energy Bus for Schools Virtual Leadership Tour (7/20)
- Alzheimer's Training (7/20)
- Early Intervention Intensity for Deaf and Hard of Hearing (8/20)
- NCHAM Building Collaborative Relationships with Families (8/20)
- Mental Health Interpreter Training (8/20)
- Advanced CPR/First Aid (8/20)
- NDSD Back to School In-Service (8/20)
- SKI-HI training (9/20-10/20)
- Teaching Language to Deaf/HH – Advanced Audiology for Educators (9/20)
- Mental Health Interpreter Training (10/20)
- Care Courses (10/20)
- Recovery Invented Summit (10/20)
- Speech Retreat (11/20)
- NCHAM webinars (10/20-12/20)

2021

- Sky CI Marvel Partnering for Better Hearing (1/21)
- NCHAM webinars (1/21-3/21)
- Family Engagement (1/21)
- Dakota Wellness (1/21)
- Hear to Learn (1/21)
- SSCHL 2021 Virtual Conference (2/21-3/21)
- Suicide Prevention Coalition meeting (2/21)
- Supporting Success Full Virtual Conference (3/21)
- SKI-HI Training (4/21)
- EHDI 2021 Virtual Conference (4/21-5/21)
- ODDACE Training (5/21)
- Homeless Coalition for Region III (5/21)
- Special Education Leadership Institute (6/21)
- Hearing Loss Association of America (6/21)

TRENDS and GOALS – NDSD Advisory Council

The NDSD Advisory Council is made up of educators, parents, legislators, ND state agency representatives and ND colleges. The council reviewed the Future Critical Issues that NDSD would be focusing on and provided insight into NDSD's presentation to legislators at the 2021 Legislative Session.

1. Highly qualified staff knowledgeable in available technology, educational strategies, impact of mental health issues, and advocacy programs and is essential in meeting the needs of deaf and hard of hearing across North Dakota.
2. Collaboration and partnerships with other agencies and programs is essential in providing needed services to deaf and hard of hearing in rural communities.
3. Students and their parents should be informed about the wide range of choices for educational programs and have clear expectations for future goals as a result of current technology.
4. Professional development should be available for staff across the state that provide services for deaf and hard of hearing including: teachers, adult service providers, health care providers, daycare providers, lawyers, law enforcement, judges and other community members.

Program Focus to meet these trends:

1. Continue to have highly qualified staff providing services for the deaf and hard of hearing. (Critical shortage of teachers of the deaf and licensed interpreters).
2. Increase marketing of NDSD/Resource Center so citizens are aware of how to access current information resources, and services to assist deaf and hard of hearing.
3. Continue to collaborate with other agencies to insure early identification of hearing loss and provide interventions as needed.
4. Continue to advocate for resources state wide to provide access to communication for deaf and hard of hearing of all ages.
5. Continue to provide professional development for teachers on research based instruction and strategies so students receive specialized programming.
6. Collaborate with public school and work with families so all students receive an appropriate education as defined in the Bill of Rights.

TRENDS and GOALS – Cognia (AdvancEd)

North Dakota School for the Deaf Model School received AdvancEd accreditation through spring of 2018. A visiting team of professional educators assessed educational programming at the NDSD/Model School and provided the following information related to the Cognia re-accreditation process.

Powerful Practices in Place

1. Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by NDSD.
 - a. School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observations to ensure that they are aligned with the school's values and beliefs about teaching and learning.
 - b. Teachers deliver an approved curriculum and are directly engaged with all students in the oversight of their learning, using content-specific standards for professional practice.
 - c. Students and teachers are proficient in using various platforms to share information and educational lessons virtually.
 - d. Communicate with students using their individual mode of communication.
2. The learning culture promotes creativity, innovation, and collaborative problem solving.
 - a. All member of the school staff participate in collaborative learning communities that meet both formally and informally on a regular schedule.
 - b. Frequent collaboration occurs across grade levels and content areas.
 - c. Staff members implement a formal process that promotes productive discussion about student learning.
 - d. Develop and utilize yearly scope and sequence for all academic classes based on state standards.
 - e. Learning from using and discussing results of inquiry practices such as action research, the examination of student work, reflection of implantation of student work, reflection of implementation of programs, mentoring and peer coaching are all part of a daily routine for school staff members.
 - f. School personnel can clearly link collaboration to improvement results in instructional practice of student performance.
 - g. NDSD plans and delivers professional learning to improve the learning environment, learner achievement and the NDSD's effectiveness.
 - h. In addition, digital resources are integrated into teaching, learning, and operations to improve professional practice, student performance and organizational effectiveness.



Opportunity for Improvement

1. Engage stakeholders to support the achievement of the institutions' purpose and direction.
 - a. A review of the evidence and narratives from various stakeholder groups revealed a need to broaden and enhance the stakeholders' understanding of the mission and function of the institution.
 - b. The general public, local community, school districts, legislature and national community could benefit from a clear understanding of the organizations' mission and function.
 - c. A comprehensive public relations and communication plan detailing student learning conditions and the achievement of school improvement goals could enhance stakeholder understanding and participation in planning processes.
 - d. Parents, family members and teachers worked collaboratively to provide learning opportunities for students using a variety of virtual platforms.

SHORT and LONG RANGE GOALS – Strategic Plan

Facilitator

Dr. Marvin Erhardt: a teacher, administrator, college professor and consultant for schools across North Dakota. He has facilitated the strategic planning process in over 40 schools in North Dakota.

Process

Developed a plan of action, through the strategic planning process facilitated by Marv Erhardt, working with the management team, advisory committee, community members, and parents to develop a positive plan to move NDSB forward as the state leader in providing services for individuals who are deaf or hard of hearing across the state of North Dakota.

2016-2021 Strategic Plan Primary Goals

To change the mission from a residential school to a residential model school and become a resource center for anyone who is deaf or hard of hearing.

Goal #1 – The NDSB will write new Mission and Philosophy Statements

Goal #2 – The NDSD will become a Model School for deaf and hard of hearing education.

Goal #3 – The NDSD will become a Resource/Outreach Center for deaf and hard of hearing children, age 0-21.

Goal #4 – The NDSD will become a Resource/Outreach Center for deaf and hard of hearing adults, age 22-death.

Goal # 5 – The NDSD will address the problem of recruiting and retaining quality staff.

In order to meet these goals, the following steps have been taken:

1. A new mission statement and values has been accepted and staff have received training on them. They are currently being reinforced across departments at NDSD.
2. The Model School has become a viable resource for public school staff, parents and other professionals across the state. It has been accredited for another 5 years.
3. Relay and emphasize the message that NDSD is serving 172 students, 18 students in Devils Lake and 154 statewide in homes, public and private schools. (Important that North Dakota continue to provide the full continuum of services for ages 0 to 21).
4. Encourage teachers, interpreters, nurses and other professionals to visit the Model School to increase awareness of deaf education.
5. Promote expertise of outreach staff in public schools so all deaf and hard of hearing students receive high quality services. Co-sponsored the Midwest Conference for Deaf Educators.
6. 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. We have over 500 adults in the NDSD database. We also serve over 50 newly identified adults each year.
7. Promote educational workshops for staff from state agencies and professionals that serve individuals who are deaf or hard of hearing.
8. Address the problem of recruiting and retaining quality staff. Become nationally involved.

**Statistical Information
Outreach Services Provided
Biennium Comparisons
19-20 and 20-21**

| | 7/1/19– 6/30/20 | 7/1/20– 6/30/21 |
|--------------------------------------|----------------------------|----------------------------|
| Outreach Services | | |
| <i>Parent Infant</i> | | |
| Consultations | 1,478 | 1,773 |
| Evaluations | 86 | 120 |
| Direct Service | 541 | 451 |
| <i>School Age</i> | | |
| Consultations | 1,356 | 1,105 |
| Evaluations | 29 | 18 |
| Direct Service | 105 | 98 |
| Summer Camp Attendees | 0 | 18 |
| Adult Services | | |
| Consultations/Evaluations | 422 | 1,343 |
| Persons served | 115 | 83 |
| Communications | | |
| American Sign Language Students | 174 | 121 |
| Interpreting Services Persons Served | 2,564 | 2,403 |
| Total | 6,870 | 7,533 |

SUMMARY OF EXPENDITURES AND REVENUES

Revenues by Source:

| | | |
|------------------------------------|-----------|---------------------|
| Lease rent | \$ | 159,926.00 |
| Transfer from Federal Programs | \$ | 70,293.00 |
| General Fund Prior to Biennium | \$ | - |
| Transfer from Land Commission | \$ | 1,898,000.00 |
| Sales and Meals-Prepared Food | \$ | 200,775.00 |
| Miscellaneous Sales and Services | \$ | 85,338.00 |
| | | |
| Total Revenue for 2019-2021 | \$ | 2,414,332.00 |

| Expenditures by Program | General Fund | Federal Fund | Special Fund | Total |
|---|------------------------|---------------------|------------------------|------------------------|
| Capital Improvements | | \$ - | \$ 437,525.00 | \$ 437,525.00 |
| Grants to Colleges | \$ 123,332.00 | \$ - | \$ - | \$ 123,332.00 |
| Auxiliary Services | | | | |
| <i>(Plant, Custodial, Food Service)</i> | \$ 1,426,236.00 | \$ 16,964.00 | \$ 458,902.00 | \$ 1,902,102.00 |
| Administration | \$ 706,625.00 | \$ - | \$ 185,888.00 | \$ 892,513.00 |
| Resident Living | \$ 820,610.00 | \$ - | \$ 23,005.00 | \$ 843,615.00 |
| Student Weekend Transportation | \$ 16,261.00 | \$ - | \$ 87,161.00 | \$ 103,422.00 |
| Education | | | | |
| <i>(Ed., Library, Tech., Interpreter)</i> | \$ 2,580,693.00 | \$ 53,329.00 | \$ 222,322.00 | \$ 2,856,344.00 |
| Outreach Services (Adult Service | | | | |
| <i>Parent Infant/School Age)</i> | \$ 1,938,425.00 | | \$ 156,593.00 | \$ 2,095,018.00 |
| | | | | |
| Total Expenditures | \$ 7,612,182.00 | \$ 70,293.00 | \$ 1,571,396.00 | \$ 9,253,871.00 |

Breakdown of Expenditures by Line Item

Salaries and Wages

| | | |
|--------------------|----|--------------|
| Salaries and Wages | \$ | 4,637,012.00 |
| Temporary Salaries | \$ | 76,115.00 |
| Fringe Benefits | \$ | 2,718,826.00 |

Total Salaries and Wages

\$ 7,431,953.00

Operating

| | | |
|-----------------------------------|----|------------|
| IT Data Processing | \$ | 104,138.00 |
| IT Communications | \$ | 62,242.00 |
| IT Contractual Services | \$ | 26,872.00 |
| Travel | \$ | 198,686.00 |
| IT Software/Supplies | \$ | 16,497.00 |
| Utilities | | |
| Water/Sewer/Gar | \$ | 29,225.00 |
| Coal | \$ | - |
| Natural Gas | \$ | 82,275.00 |
| Electricity | \$ | 48,937.00 |
| Postage | \$ | 8,370.00 |
| Lease/Rent Equipment | \$ | 12,052.00 |
| Lease/Rent Bldg/Land | \$ | 49,124.00 |
| Professional Development | \$ | 24,862.00 |
| Operating Fees & Services | \$ | 32,985.00 |
| Repairs | \$ | 38,452.00 |
| Professional Services | \$ | 70,254.00 |
| Insurance | \$ | 21,387.00 |
| Office Supplies | \$ | 8,817.00 |
| Printing | \$ | 3,506.00 |
| Professional Supplies & Materials | \$ | 30,395.00 |
| Food and Dry Goods | \$ | 121,213.00 |
| Bldg. Grnds. Vehicle Supplies | \$ | 112,775.00 |
| Dishes/Laundry/Rec | \$ | 13,930.00 |
| Equip. Under \$ 750 | \$ | 22,294.00 |
| Supp. Not Classified | \$ | 35,369.00 |
| IT- Equipment Under \$ 5000 | \$ | 42,217.00 |
| Other Equipment Under \$ 5000 | \$ | 26,687.00 |
| Office Equipment & Furniture | \$ | 17,501.00 |

Total Operating Expenses

\$ 1,261,061.00

| | | |
|---------------------------|-----------|----------------------------|
| Capital Assets | | |
| Land and Buildings | \$ | 437,525.00 |
| Equipment | \$ | - |
| | | <u>\$ 437,525.00</u> |
| Grants | | |
| Grants To Colleges | \$ | 123,332.00 |
| | | <u>\$ 123,332.00</u> |
| Total Expenditures | \$ | <u>9,253,871.00</u> |

RESOURCES AND PUBLICATIONS

- Tidbits (NDSB Newsletter)
- NDSB Banner
- Facebook
- The Connections (Outreach Newsletter)
- NDSB Website
- Brochures
 - Model School
 - Interpreters in the Mainstream
 - Professional Sign Language Interpreting
 - Communications Department
 - Parent/Infant Program
 - Adult Outreach Services Program

CONCLUSION

NDSB serves as State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing. The Adult Outreach specialists continue to support individuals who are deaf and hard of hearing and offer trainings across the state. The Parent Infant Program and School Age Outreach continue to expand their expertise to assist families and school personnel in providing services for deaf and hard of hearing children. The Model School has expanded programming as students with multiple disabilities need services. The resource center is a training site for nurses, interpreters, teachers, interventionists, and other individuals who are working with deaf and hard of hearing and their families.