

North Dakota School for the Deaf

Dennis Fogelson, Superintendent

BIENNIAL REPORT July 1, 2007 — June 30, 2009



www.nd.gov/ndsd

“A Division of the Department of Public Instruction
Dr. Wayne G. Sanstead State Superintendent”

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

Non-Discrimination Policy (504)

Programs for Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who: Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

The North Dakota School for the Deaf acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel, parents, school personnel, and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

Under Section 504/ADA, the school has the responsibility to identify, evaluate, and if the student is determined to be eligible under Section 504/ADA, to provide access to appropriate educational services.

If the parent or person in parental relationship disagrees with the determination made by the professional staff of the school, he/she has a right to file a local grievance, request mediation, ask for a due process hearing or contact the regional Office for Civil Rights in Denver, Colorado. The office is part of the U.S. Department of Education. The regional office is located at 1244 Speer Boulevard, Suite 310, Denver, Colorado, 80204-3582.

The North Dakota School for the Deaf, a division of the Department of Public Instruction, does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The Superintendent's position has been designated to handle inquiries regarding the non-discrimination policies:

Superintendent
ND School for the Deaf
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Devils Lake, ND 58301-1596
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NORTH DAKOTA SCHOOL FOR THE DEAF

AGENCY FUNCTIONS AND ORGANIZATION

MISSION and VISION

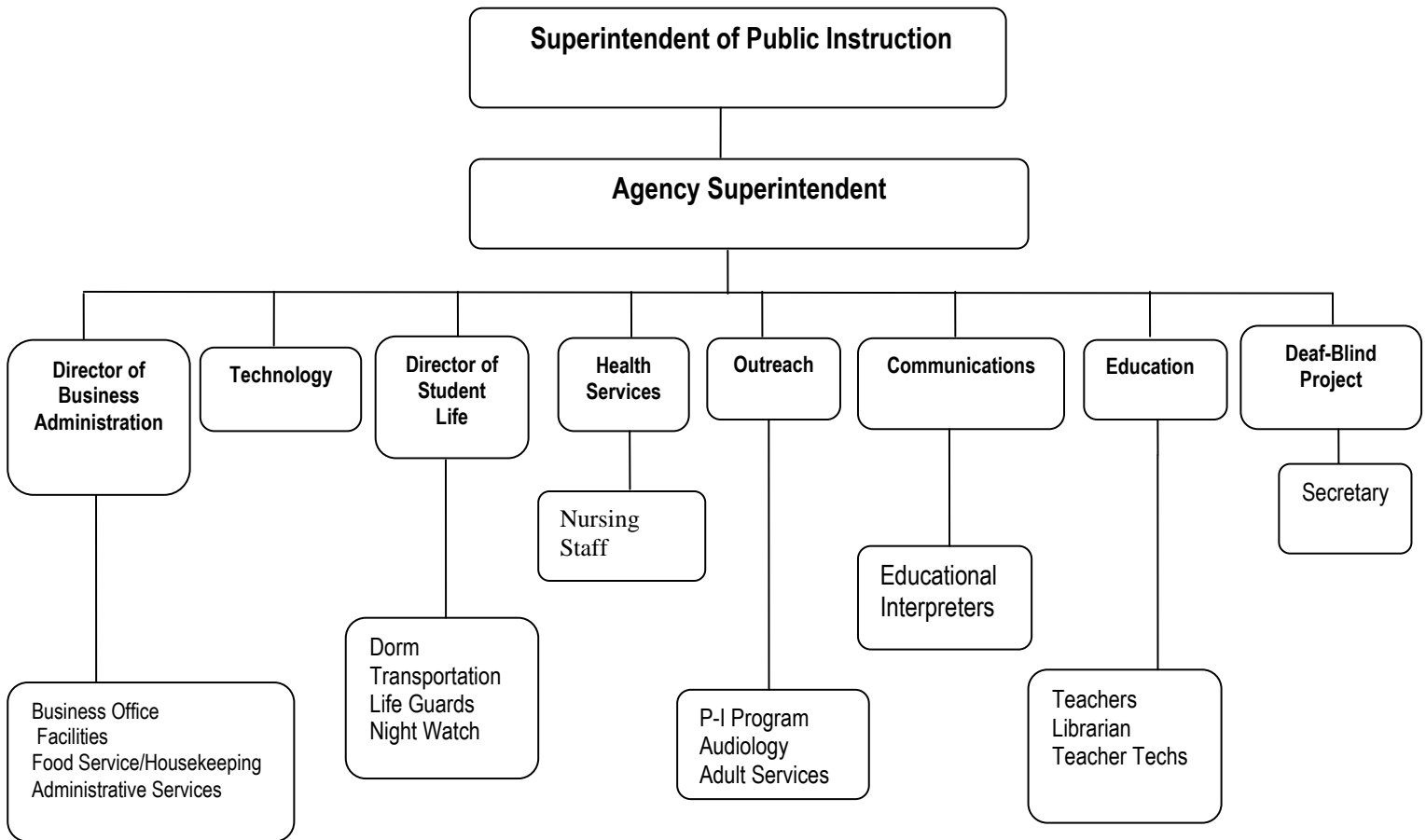
The North Dakota School for the Deaf provides optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21 and will serve as a resource center for outreach services for all North Dakota citizens.

HISTORY of NDSD

Since 1890, the North Dakota School for the Deaf (NDSD) has been providing educational and residential services to deaf and hard of hearing children. North Dakota School for the Deaf - some important historical dates:

- 1890's** The North Dakota School for the Deaf established. Early vocational programs include printing and needle work. Construction of the "Main" school (dormitory and classrooms) completed.
- 1900-1930's** Construction of Infirmary, Trades'/vocational building, barn, boys' dormitory and pond. NDSD operated full farming operation to provide food and dairy for its students. NDSD reached highest enrollment (140 students). Trade/vocational programs expand.
- 1940-1950's** Construction of new school building, gymnasium and laundry building. Farming operation discontinued and 200 acres of farmland leased. Shoe repair program discontinued. First driving courses offered.
- 1960-1970's** Construction of superintendent's house, swimming pool, instructional media center, administration building and additional dorm rooms. NDSD coordinated with Minot State University to train teachers of the deaf. Sports programs (athletes and coaches) excelled in football, basketball, and track. Students mainstreamed in educational programs with Devils Lake Public Schools. Teletypewriters (TTY's) purchased for first time. Old Main demolished. Parent/Infant Program implemented. NDSD fully accredited.
- 1980-1995's** Construction of co-ed (Blackhurst) dormitory. Students participated in Close Up, excelled in track (Deaf Olympian) and basketball, and science (attended state science fair). Weekend transportation plan (including air transport) implemented. Outreach Program formally established - 1988. Summer camps and Family Learning Vacation implemented. NDSD celebrated its centennial.
- 1995 - 2000's** - Trades/vocational programs discontinued - students enrolled in vocational classes at local public school. Old school building vacated and leased to Head Start - classes downsize. Technology expanded communication and work opportunities of students. Outreach programs expanded. NDSD began provision of services to adult deaf and hard of hearing. Transition team mandated to review future programming at NDSD.

North Dakota School for the Deaf Organizational Chart 6/30/09



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

Educational Programming

Deaf and hard of hearing students in North Dakota (ages 3-21) grew intellectually, socially, and emotionally in a 24-hour-per-day educational and language rich environment to integrate into society as productive members through programming provided by NDSD.

Public Law 94-142 mandated that handicapped children have "...access to a free appropriate education and related services in the least restrictive environment provided at

public expense with no cost to the parents. To the maximum extent possible, children with handicaps are to be educated with non-handicapped children."



IDEA 101-476 was an amendment to P.L. 94-142 which mandated a free appropriate public education which included special education and related services for youth with disabilities. NDSJ, with the help of the Department of Public Instruction, worked hard to come into compliance to meet those standards and improve delivery of services to the children we serve.

The 1997 Re-authorization of IDEA stressed that deaf and hard of hearing students should have direct communication with their teachers in the student's mode of communication. NDSJ instructors communicated directly, both in sign language and orally, to facilitate instruction in the classroom.

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (Public Law 108-446) required special education teachers to have state special education certification or license and a bachelor's degree. Special education teachers, teaching students with the most significant cognitive disabilities (those who take the alternate assessments) are required to have elementary certification. Special education teachers teaching above the elementary level must be highly qualified in the subject area to meet the No Child Left Behind (NCLB) standard. NDSJ staff met these requirements and also complied with other mandates regarding the IEP process.

Corrective action steps were implemented to be in compliance with IDEA requirements. The Special Education Unit, Department of Public Instruction, sent a letter noting NDSJ had gone above and beyond in making several improvements in many areas.

NDSJ offers an individualized and comprehensive educational program. The school provides a total learning environment using state of the art technology, curriculum, materials, and specialized methods for educating deaf and hard of hearing students. Students are prepared academically, vocationally, physically and emotionally. The Educational program served students from preschool through grade twelve or until age 21. Students receive instruction in language arts, speech, auditory training, math, science, social studies, computer technology, vocational education, independent living skills, health, physical education, and art. The instruction and curriculum are specifically designed to meet the educational and curriculum needs of students with hearing loss. The major emphasis is the development of functional expressive and receptive language skills along with daily living and community integration.

NDSJ provides an appropriate educational program, one that assures education with age appropriate, non-handicapped peers. NDSJ continues to mainstream students with their hearing peers. High school and middle school students participated in one or more classes at Devils Lake High School, Lake Area Career and Technology Center, and Devils Lake Central Middle School. Elementary students are mainstreamed as determined appropriate by their IEP programs. Sign language interpreters and tutors are provided as necessary.

Progress is monitored by the IEP manager and communication coordinator. NDSB students continue to regularly participate in community activities, e.g., homecoming parade, Park Board programs, in cooperative athletics with the Devils Lake Public Schools (DLPS) and church-related programs. The NDSB sign choir performed the National Anthem and other songs at public events. Devils Lake students enroll in sign language classes at NDSB as a high school foreign language option. Hearing children from DLPS also attend other selected classes at NDSB in reverse mainstream opportunities.

Outreach Services

The goal of the Outreach Department has been to ensure that the specialized needs of individuals of all ages who are deaf or hard of hearing are met by services provided by highly qualified staff.

NDSB Outreach Department, through its five regional offices, provided comprehensive services to children, parents, families, adults and communities.

The five regional offices are located in Devils Lake, Minot, Bismarck, Fargo and Grand Forks.



Quality services included:

- Early intervention services for children who are deaf and/or hard of hearing, ages birth to five
- Regional Language Auditory Fun (LAF) programming
- Continued comprehensive audiological evaluations
- Consultation and inservice to community agencies (i.e. nursing homes, daycare, service clubs, etc.), local educational agencies, special education units, parents, organizations, and individuals
- Collaboration with local, state and national agencies
- Comprehensive assessments of deaf/hard of hearing individuals ages birth through adults. Comprehensive assessments include academic, language, assistive technology, psychological, developmental, etc.
- Training opportunities (i.e. **E**ducation **A**bout **C**hildren and **H**earing-**E.A.C.H.**) for professionals around the state working with deaf and hard of hearing students—a main focus of EACH was on providing strategies to individuals providing support to cochlear implant users.
- Participation in the North Dakota Early Hearing Detection and Intervention Program
- Itinerate and direct services to deaf/hard of hearing school age students in 21 communities
- Technical assistance for the ND Dual Sensory Project
- Learning and networking opportunities for parents and families - family learning opportunities were held in Bismarck and Devils Lake
- Sign classes to support families and other agencies needing to facilitate communication with deaf and hard of hearing individuals within their families and/or

communities. Outreach encouraged parents and school districts to utilize the IVN opportunities through NDS

- Development of Listservs for parents and teachers of the deaf to share resources, announcements and pose questions to peers
- Continued annual two one-week summer camp opportunities for deaf and hard of hearing students ages 7-12 and 13-18
- Continuation to develop and disseminate resources such as printed materials, DVDs, etc.
- Providing support, information and resources to adults with a hearing loss who are coping with the impact of their hearing loss

Communications Department

The ND School for the Deaf (NDS) has expanded its American Sign Language course offerings via interactive teleconference network (IVN) in order to provide unique educational opportunities for individuals residing in the state. NDS provided sign language classes to 24 different communities in North Dakota during the last biennium. Students enrolled in the sign language classes included family members and friends of students who attend NDS as well as students from various high schools and colleges throughout the state.



Students who attend NDS have an opportunity to enroll in regular education classes and extra-curricular activities within the Devils Lake Public School system. Each deaf student mainstreamed into a public school class required the use of a sign language interpreter in order to see the information presented by the teacher. Interpreter services were provided to NDS students who enrolled in educational mainstream programs at Devils Lake High School, Lake Area Career and Technical Center, Sweetwater Elementary School, Central Middle School, Leeds High School and Lake

Region State College. Interpreter services were also provided to students who participated in after-school and/or extra-curricular activities such as football, volleyball, karate, and church school programs, as well as summer programs, such as drivers' education and College for Kids.

Many educational films used in public school classrooms are not closed-captioned (scripted) for deaf and hard of hearing students. Deaf and hard of hearing students need to rely on an interpreter to sign what's being said or be given a copy of the script to pre-read the audio version of the program when films without captions are used in a classroom. The ND Captioning Center, housed at NDS, encodes captions onto un-captioned films. Several staff members transcribe and caption educational films for deaf and hard-of-hearing students enrolled in public school classes, including Devils Lake High School, Leeds High School, Lake Area Career and Technical Center, Central Middle School and Lake Region State College.

All students, including those who are deaf or hard of hearing, have rights to educational and extra-curricular opportunities provided by public schools. However, in order for deaf and hard of hearing students to understand what is taking place, they must be provided with sign language interpreters who have the skill necessary to provide the information. A shortage of skilled, certified interpreters exists in ND. Staff members from the ND School for the Deaf and Lake Region State College co-sponsor a vocational training program called the American Sign Language and Interpreter Studies (ASL and IS) program in an effort to alleviate the interpreter shortage. The ASL and IS program is designed for college students who are interested in a career as sign language interpreters and who have a desire to work with individuals who are deaf or hard of hearing. NDSO provides classroom space and extra-curricular practicum sites and supervision for the student/intern interpreters. Staff members from the Communications Department teach/taught the pre-requisite courses, American Sign Language I and American Sign Language II, in order for students to qualify for acceptance into the Interpreter Training Program.

NDSO, in cooperation with Lake Region State College, offers free basic conversational sign language classes to interested individuals in various communities around the state using interactive television. The free sign language courses enticed more than 200 students to enroll in the free class during the past biennium.

North Dakota Dual Sensory Project



The ND Dual Sensory Project is a federally funded free resource designed to enhance the provision of services for children and young adults, birth through age twenty-one, with vision and hearing impairments. The mission of the Project is to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research. This project is the sole statewide entity in ND that has been funded to build state and local capacity to serve children who are deaf-blind and their families.

Professionals, individuals who are deaf-blind, and their parents have collaborated to make progress in identifying research based practices for children, developing high quality training materials and resources, and establishing networks across ND to share information as a result of this project. The priority of this project is to create and strengthen the partnerships among the families, Local Education Units (LEAs), and state and private agencies, to enhance these services and improve the outcomes for all children and youth who are deaf-blind. This project assists the above agencies to ensure that the children served under Part C of IDEA who are deaf-blind receive services, to the maximum extent possible, in their natural environments. Additionally, the children under Part B of IDEA who are deaf-blind have access to, and are included, and make progress, in the general education curriculum in their least restrictive environment. The North Dakota School for the Deaf 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.

Technology

Each biennium NDSB is required to submit a technology plan, approved by the State of North Dakota, in alignment with the Statewide Information Technology Plan. As part of the K-12 state network, NDSB is also required to submit a plan every three years to the ND Educational Technology Council.

During the summer of 2009 the State of North Dakota's Information Technology Department along with STAGEnet partners upgraded the state's core network equipment and provided upgraded equipment to schools including NDSB. This upgrade allowed an increase in the bandwidth available to schools with a minimal impact to the cost. STAGEnet exists to provide a secure, reliable, and cost-effective network that has the scale and flexibility to support the convergence of data, voice, and video to meet and surpass the objective of education.

NDSB integrates technology throughout the entire campus including the educational, residential and business areas. NDSB continues to upgrade software and equipment as needed to maintain an up-to-date system. The educational and residential areas currently utilize a number of educational software programs that integrate technology into the classroom (curriculum) as well as into the dormitory setting. Smartboards have been installed in a couple of classrooms and have become a valuable educational tool.

American Sign Language classes are provided to high schools, colleges, families and individuals in other communities throughout the state of North Dakota through the



Interactive Videoconference Network (IVN). Videoconferencing is also used for other class offerings, meetings, professional development, and training opportunities as well as for students to visit places without leaving the school. NDSB is a member of the Northeast Education Services Cooperative (NESC) and works with the other consortium members to help promote the sharing of classes and services.

NDSB's website, hosted by the Information Technology Department (ITD), provides valuable information about the school, its program and the outreach services available. The technology coordinator works with ITD to keep the information up-to-date.

It is important to safeguard the school's network against viruses, spyware, and adware because of the increased use of the Internet and email. As a member of the state K-12 network, NDSB obtains its licenses and updated software (Norton Corporate Edition) through Education Technology Services (EduTech). Virus definitions are updated daily from the EduTech server to provide protection from damaging viruses to the school's network. Security is a major concern and NDSB works continually to maintain a secure

system by keeping critical computer updates and patches current.

Health Services

Health Services provides care 24 hours a day (school schedule). Assessment and treatment of injuries and acute illnesses continues to be an on-going process at NDSD. Multiple nursing duties/responsibilities and actions were accomplished during the biennium.

Specific responsibilities included, but are not limited to: control of communicable diseases by providing immunization clinics, identification of students with health needs, emergency care, and health education, administration of medications and treatments and bi-annual Usher Syndrome screening.

Through the use of the nursing process (Assessment, Nursing Diagnosis, Planning, Implementation, and Evaluation), the nursing staff provides students with a comprehensive care delivery. A multi-disciplinary team approach is used whenever indicated and possible.

Optimal health, productive living, and disease prevention continues to be a part of the ongoing process within NDSD Health Services. The physical, mental, emotional, social, and spiritual aspects of each student are considered when health services were provided.

Residential Program



The residential program at the NDSD provides services that enable students who are deaf and hard of hearing to develop essential skills that allowed them to be as independent as possible upon completion of their requirements. We provide an environment where students develop intellectually as well as emotionally and socially. The residential, extracurricular, and recreational programs enable students to learn about and experience

Deaf Culture through activities with their deaf and hard of hearing peers and with deaf and hard of hearing adults in the community. Students learn and benefit from the trained staff, role models, and peers that are deaf or hard of hearing in an environment that provides communication among individuals working at or attending NDSD. In this way, the residential learning environment enhances the students' incidental learning, cultural learning, and communication skills. The students' social needs are met and feelings of isolation are minimized.



Buildings and Grounds

Maintenance provided safe, functional, attractive facilities and custodial and laundry services.

Food Services

Food Services provided safe, nutritious meals (breakfast, lunch and snacks), following USDA requirements for North Dakota School for the Deaf and Head Start programs.

2007-2009 BIENNIUM LEGISLATION and ADDED RESPONSIBILITIES (Effective July 1, 2009)

● HB 1013 - Section 19 Future Services Plan and Implementation

HB 1013, passed during the 2009 legislative session, states in pertinent part that: *“... The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011.”*

The section goes on to identify 6 specific tasks/goals.

Task/Goal #1: *“Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.”*

Task/Goal #2: *“Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.”*

Task/Goal #3: *“Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.”*

Task/Goal #4: *“Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf, students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.”*

Task/Goal #5: *“Explore the feasibility of implementing revenue-generating activities at the school for the deaf.”*

Task/Goal #6: *“Develop a long-range site and facility plan for the school for the deaf campus.”*

● **Senate Bill # 2155**

An Act to provide an appropriation for grants to assist certain institutions of higher education with the cost of interpreters and real-time captioning for students who are deaf or hard of hearing. Be It Enacted By the Legislative Assembly of North Dakota:

Section 2: Use of Funds

1. The school for the deaf shall develop a formula to determine the grant amount for which an institution is eligible. The formula must be based on a uniform hourly reimbursement.
2. To obtain a grant under section 1 of this Act, an institution shall submit to the school for the deaf, at the time and in the manner directed by the school, invoices showing the amount expended for interpreters and real-time captioning for students who are deaf and hard of hearing.
3. The school for the Deaf may not distribute more than fifty percent of the amount appropriated during the first year of the biennium.
4. If any grant moneys remain undistributed at the end of the biennium, the school for the deaf shall provide additional prorated grants to institutions that incurred, during the biennium, hourly expenses in excess of the formula reimbursement level.
5. At the request of an institution under the control of the state board of higher education, the school for the deaf shall consult with the institution and provide advice regarding the provision of services most appropriate to meet a student's needs.

EVALUATION

The NDSD is fully accredited by the North Central Accreditation Association, and the State of ND. Staff members from the Department of Public Instruction, the Division of Special Education continued to review NDSD programs, staff qualifications, and procedures.

ACCOMPLISHMENTS and ACTIVITIES

Educational Program

- Received NCA Accreditation
- Participated in National and State Close Up
- Utilized mainstream opportunities in education and sports
- Provided reverse mainstream opportunities
- Offered student teacher and practicum site
- Met NCLB requirements for teacher credentials

- Met requirements for compliance to IDEA mandates

Outreach Services

- Developed a strategic plan for the NDSO Outreach Department
- 1st Annual Deaf Awareness Walk
- NDSO Resource Van
- National Recognition of Carol Lybeck, Outreach Coordinator, for her 30 years of exceptional services

Technology

- Updated NDSO2 Interactive Video Network (IVN) equipment to a HDX 8002 XL system

Health Services

- **Wellness Policy at NDSO**– Promoting a healthy lifestyle for students and staff. Various health professionals came to NDSO to speak on different health topics and to provide health education
- Student nurse site via collaborative agreement with LRSC, UND, and Medcenter One College of Nursing

Dual Sensory Project

- Increased participation of collaborative efforts and partnerships with regional, state, and interstate service agencies, federal projects, and organizations that are involved with Deaf-Blindness such as the Department of Public Instruction (Early Childhood Outcomes trainings/OSEP Director's meetings/grant writing), Transition Steering Committee meetings, Early Intervention/KIDS Programs (trainings/presentations), Anne Carlsen Center (on-site coaching/consultations), Family Voices (trainings and parent groups), Interagency Council Committees in both Devils Lake and Grand Forks regions, Association for Education and Rehabilitation of the Blind and VI (state conventions in 2008 and 2009), ND Vision Services/School for the Blind (Vision Forum, Advisory Board, Pre-Literacy Task Force, and Family Retreats), Vocational Rehabilitation (workshops/booth displays), the National Consortium for Deaf-Blindness (Native American Task Force, co-sponsor of workshops, Technical Assistance meetings, Area 2 trainings, grant writing, Topical workshops in Florida and Ohio on Literacy and Leveraging TA, and the national Literacy committee), and Helen Keller National Center (Helen Keller festivities, 6/08). We partnered with the above agencies to hold collaborative trainings, share information, and work together to complete grant activities.

- Provided training in Jamestown with Mark Campano (from Virginia) regarding communication for children with Deaf-Blindness and/or Severe Multiple Disabilities for 74 individuals throughout the state including parents, early interventionists, special and general educators, and related service personnel working with children who are Deaf-Blind. This workshop was co-sponsored with the National Consortium for Deaf-Blindness. Also included in this training was onsite coaching for 2 days for two children who are on the Deaf-Blind Census at Anne Carlsen with two months of distance learning follow-up. Another statewide training was planned for March, 2009, but it was postponed due to the flooding in Fargo.
- Identified 38 students on the 2007 Deaf-Blind Census and 37 students on the 2008 Census, with five additional children/youth with Deaf-Blindness referred for services.
- Participated in the planning and implementation of the 2008 and 2009 Family Retreat weekends in Jamestown and Fargo for families with children who are Deaf-Blind and/or Visually Impaired.
- Over 26 trainings for professionals/parents in the following areas have been supported by the Project including: Sensory Integration, Love and Logic, Communication, Autism, Prematurity, Screening Tools, Early Childhood Outcomes, **Auditory Training, Assistive Technology, CHARGE (one parent to CA), NAPVI (Family to NE), Braille, Literacy, and Medical Diagnosis.**
- Increased communication statewide through the use of multi-media including the **project website** (updated semi-annually), **emails** sent daily, **TA meetings** held twice/year with training provided by NCDB (9/07, 1/08, 11/08), **Advisory Board meetings** held twice/year, **workshops** sponsored statewide or reimbursed, **webinars** on topics such as Indicator 13, Goal Attainment, Adobe Connect, Pivot tables, Educational Guidelines, Assistive Technology, and Communication, as a way to continue support among key stakeholders throughout the state. In addition, more information is disseminated to parents, families, and educational staff/service providers throughout the state by providing a **resource lending library** that has books, curricula, video-tapes, journals and other educational material specific to Deaf-Blindness.
- During this biennial time frame approximately 250 calls have been received for the Dual Sensory Project, over 2000 pieces of information have been disseminated, 23 resources have been requested from the Deaf-Blind Library, and 1800 newsletters have been mailed.
- The proposal for the new grant cycle was written and submitted in April, 2008, to the Office of Special Education in Washington DC. This grant was approved for funding for the years 2008-2013. Annual performance reports were written and submitted in 2008 and 2009.

Buildings and Grounds

2007

- Replaced roofing, windows, siding and kitchen appliance at Superintendent residence on campus
- Continue energy management program

2008

- Remodeled and doubled the size of IT department office space in the Resource Building

2009

- Remodeled outdated kitchen area in Blackhurst Dorm. Work started during Christmas break and finished January 2009
- NDSB's swimming pool improvements needed to comply with the "Virginia Graeme Baker Pool and Spa Safety Act" (Safety Vacuum Release System) Completed Spring of 2009
- Contracted with Asbestos Abatement Company the removal of asbestos on the gym ceiling and the basement of the old Infirmary. Completed June 2009
- Installation of an elevator to serve all three floors of the Smith Building. To be completed late fall 2009
- Replaced one oven and oven/griddle range in kitchen

Food Service

- Provided Head Start Food Services for an additional 120 children
- Received outstanding rating from Child Nutrition on recent evaluation of meals
- Received an excellent review from State Health Department inspection

DIRECTIONAL TRENDS and GOALS

The recommendations of the major treatises on the education of deaf and hard of hearing children - the Babbidge Report, the Commission on Education of the Deaf (COED) Report, the U.S. Dept. Office of Special Education and Rehabilitation Services (OSERS) "Guidance for Deaf Children", and the National Association of State Directors of Special Education (NASDSE) Guidelines will continue to guide the field of deaf education.

The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students developed goals to further the mission that "communication and language are varied and rich and that a deaf or hard of hearing child's unique learning style, cognitive requirements, and individual communication and language needs must determine programmatic, fiscal, and educational decisions - and not the other way around." The National Agenda will be the "blueprint" effort to improve educational programming for children who are deaf and hard of hearing.

The development and provision of all NDSO programs will be or are strongly influenced by these goals.

The National Agenda proposes the following goals for re-making the educational delivery system for deaf and hard of hearing children and thereby freeing them to learn:

1. **Early Identification and Intervention**
The development of communication, language, social, and cognitive skills at the earliest possible age is fundamental to subsequent educational growth for deaf and hard of hearing students.
2. **Language and Communication Access**
All children who are deaf and hard of hearing deserve a quality communication-driven program that provides educational and social components with teachers proficient in deaf education methods and all staff who communicate directly in the child's language.
3. **Collaborative Partnerships**
Partnerships which will influence educational policies and practices to promote quality education for students who are deaf and hard of hearing must be explored.
4. **Accountability, High Stakes, Testing, and Standards-Based Environments**
Instruction for students who are deaf and hard of hearing must be data-driven and must focus on multiple measures of student performance.
5. **Placement, Programs, and Services**
The continuum of placement options must be made available to all students who are deaf and hard of hearing, with the recognition that natural and least restrictive environments are intricately tied to communication and language.
6. **Technology**
Accommodations, assistive and adaptive technologies, and emerging technologies must be maximized to improve learning for students who are deaf and hard of hearing.
7. **Professional Standards and Personnel Preparation**
New collaborations and initiatives among practitioners and training programs must address the serious shortage of qualified teachers and administrators.
8. **Research**
Federal and state dollars should be spent on effective, research-based programs and practices.

The COED addressed the issue of least restrictive environment (LRE) in its 1988 report to the President recommending that the “Dept. Of Education should refocus the LRE concept by emphasizing appropriateness over least restrictive environment” and recommended that the individualized education program for the child who is deaf take into consideration several factors including “severity of hearing loss and potential and the preferred mode of communication; linguistic, cultural, social, and emotional needs; placement preference; individual motivation; and family support”. In 1994, the NASDSE published the “DEAF AND HARD OF HEARING STUDENTS: educational service guidelines” which identified 9 critical issues that need to be taken into account when developing educational plans for the deaf or hard of hearing. Areas identified were:

- Special knowledge in the unique educational needs of students with hearing loss
- Knowledge of the findings of the Presidential Commission on Education of the Deaf
- Knowledge of the U.S. Dept. Of Education policy guidance on deaf or hard of hearing students’ educational services
- Knowledge of the rights of deaf and hard of hearing children
- Knowledgeable about specific cultural and linguistic needs of students who are deaf or hard of hearing
- Knowledgeable of the specific educational needs of children who are deaf or hard of hearing
- Knowledgeable about population demographics and the educational implications of service to increasing numbers of students who are deaf and hard of hearing and come from diverse ethnic, linguistic, and cultural backgrounds
- Knowledge of specific needs of students with hearing loss and additional disabilities
- Knowledge about the need for environmental access and access to technology

These guidelines provided the basis for services at NDSD and for the services we provided to others through our Outreach Programs.

North Dakota continues to focus on LRE. NDSD has taken a leadership role in informing professionals of the recommendations and in refocusing the determination of LRE based upon appropriateness versus proximity to home.

The 1997 Re-authorization of IDEA placed renewed emphasis on direct communication between the deaf student and the teacher in the students’ primary mode of communication and also re-emphasized the role of parents in the IEP process. IDEA has also required a more focused attention on transition activities beginning at age 14. NDSD will continue to be an advocate for deaf students in these areas.

SHORT and LONG RANGE GOALS

Within the scope of local, state, and federal laws and regulations

- Implementation of the NDSD Future Services Plan in partnership with DPI.
- Provide deaf and hard of hearing persons in North Dakota with comprehensive services designed to promote educational, vocational, and personal/social development
- Provide an outreach program which assists agencies with assessment, evaluation, consultation, and resources
- Serve as a state-wide resource center providing information, material, assistance, and referrals to many agencies, health/medical organizations, parents, families, and a variety of other interested individuals and/or groups
- Provide services, in conjunction with other adult service agencies, for adults who are deaf and hard of hearing individuals through outreach programming
- Provide services and training to parents of children who are deaf and deaf-blind so they can be informed, active participants in their children's educational process
- Actively seek utilization of unused building space

Dual Sensory Project

- Continue to facilitate collaborative partnerships with regional, state, and national service agencies, federal projects and organizations that are involved with disability-related issues.
- Continue to provide information and technical assistance, including distance learning activities and ongoing professional development opportunities in combination with on-site coaching to families, and all personnel working with children who are Deaf-Blind.
- Continue to communicate and collaborate with the National Consortium on Deaf-Blindness and other OSEP funded projects that are sources of expertise on Deaf-Blindness.
- Continue to work with the families, LEAs, state and private agencies, and other state-wide agencies, to develop a shared understanding among stakeholder groups on how to support children who are Deaf-Blind within local systems and communities.
- Employ the system of identification for children/youth with Deaf-Blindness and report Census data to NCDB.

➤ Continue to communicate statewide on an ongoing basis through the use of multi-media including the project website, email, TA meetings and events, Advisory Boards, workshops, webinars, as a way to support collaboration among the key stakeholders throughout North Dakota.

Health

- Provide holistic care, focusing on the body, mind, and spirit
- Continue to provide optimal care to the students with successful outcomes.

Building and Grounds

- Implement cost reduction strategies for operating/energy costs

Food Services

- Continue to prepare home cooked, nutritious meals utilizing the dietary guidelines established by USDA

STATISTICAL INFORMATION

North Dakota School for the Deaf and Resource Center Educational and Outreach Services (Biennium Comparison)

Service	2005-07	2007-09
Students served by NDSD (PreK-Age 21)	57	50
Reverse mainstream/swimming and Physical Education	30	19
American Sign Language (ASL) students on campus and via video conference sites	467	304
Video conferencing (IVN) (meetings/workshops/classes) (Implemented 11-02)	1107	574
Interpreter services on and off campus	617	502
ND Captioning Services (NOTE: Next biennium report will reflect amount of hours spent transcribing and encoding rather than the number of items captioned.)	98	44
NDSD/Headstart students and staff individual meals served per day (Headstart Started 9-04)	268	442
Captioned Media Program	2687	
Described and Captioned Media Program (online)	-----	346
Deaf-Blind Services Project: (No Coordinator Dec '04- Sept '05)		
▪ Individuals served	80	115
▪ Indirect services:		
Resources/Brochures	1828	2189
Newsletters	2164	1669
▪ Direct Services:		
In-services/trainings	51	112
Consultations	354	680
Needs survey	162	253
Collaboration w/agencies	26	25
Outreach Department and Parent-Infant Program:		
▪ Individuals served:		
Infants and toddlers	36	46
Parent-Infant Program (PIP) contacts (audiology appointments, transitions, home visits, etc.)	762	2396
Otoacoustic emissions (OAE) off campus	271	130
School-aged students (number of contacts)	87	352
▪ Indirect Services:		
Consultations (phone, e-mail, etc.)	527	3423
Connection newsletter	2500	1325
Teacher of the deaf listserv	-----	928
Parent listserv	-----	1399
▪ Direct Services:		
Audiological (Otoacoustic emissions (OAE))	90	60
Evaluations	10	21
Instruction	58	242
Summer camps	58	50
Family Vacation/Deaf Socials/Moms-Dads Night Out/Deaf Awareness Week	97	223
Language Audition Fun (LAF)	---	24
In-service training/presentations (# offered)	59	22
(# individuals attending)	1615	1354
Classes (# offered)	38	16
(# individuals attending)	965	749
Adult Services (# offered)	32	69
(# individuals attending)	85	408

Note: 2007-09 reflect numbers thru 6-30-09

SUMMARY OF EXPENDITURES AND REVENUES

COST SUMMARY BY LINE ITEM and OBJECT

SALARIES and WAGES

Salaries and Wages	\$3,341,977	
Fringe Benefits	<u>1,278,803</u>	
Total Salaries and Wages		\$4,620,780

OPERATING EXPENSES

IT Data Processing	81,311	
IT-Communications	47,462	
Travel	355,119	
Meals, lodging, airfare	60,131	
Travel - non-employee	181,462	
Motor pool car mileage	113,526	
IT-Software/Supplies	14,407	
Utilities	164,751	
Water/sewer/garbage	20,024	
Coal	89,379	
Natural gas	10,851	
Electricity	44,497	
Postage	9,997	
Lease/Rent-Equipment	9,608	
Lease/Rent-Building/Land	15,771	
Professional Development	22,703	
Operating Fees and Services	96,098	
Repairs	32,336	
Professional Services	34,650	
Insurance	19,429	
Office Supplies	6,775	
Printing	13,498	
Professional Supplies and Materials	48,401	
Food and Dry Goods	101,495	
Building Grounds Vehicle Maintenance Supplies	77,424	
Miscellaneous Supplies	56,902	
Dishes/laundry/recreation	7,884	
Equipment under \$750	15,090	
Supplies not classified	33,928	
IT-Equipment under \$5,000	50,899	
Other Equipment	<u>30,572</u>	
Total Operating Expenses		\$1,289,608

CAPITAL ASSETS

Land and Buildings	\$213,252	
Equipment	<u>23,361</u>	
Total Capital Improvements		\$236,613

SUMMARY OF FUNDING

General Fund	\$5,279,936
Federal Funds	269,403
Special Funds	<u>597,662</u>
2007-09 FUNDING BY SOURCE	\$6,147,001

RESOURCES AND PUBLICATIONS

NDSD serves as a state-wide resource providing materials, parent services, public information, summer programs, sign language classes, consultation and assessment services, information on alerting and communication devices for deaf or hard of hearing, and adult education programs.

The NDSD Resource Center provides books, journals, periodicals, films, videotapes, and pamphlets addressing many areas of deafness, hearing impairment, communications and deaf awareness to students, staff, parents, educational professionals, and all individuals with a need or interest in deaf education. As a regional depository for Captioned Media for the Deaf, NDSD housed and circulated more than 2,500 films and videotapes.

THE NDSD BANNER is published two times per year. It is distributed to over 600 individuals and agencies in North Dakota and the United States. Each issue included articles on national concerns, school projects, student projects, outreach, Deaf-Blind Project, and highlights of the residential program. NDSD also published **THE CONNECTIONS** from the Outreach/PIP Department and **THE DB INFORMER** from the Deaf-Blind Project two times per year. **THE CONNECTIONS** is distributed to more than 400 individuals/agencies and **THE DB INFORMER** to more than 900.

CONCLUSION

During the upcoming 2009-2011 Biennium NDSD will collaborate with the Department of Public Instruction to develop a plan for future services. The six goals as stated in House Bill 1013 are the following:

- “Review the needs of all deaf and hearing impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing impaired.”
- Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing impaired.”
- “Review current research and national trends in the provision of services to students who are deaf or hearing impaired.”
- “Meet regularly with a transition team appointed by the Superintendent of Public

Instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.”

- “Explore the feasibility of implementing revenue generating activities at the school for the deaf.”
- “Develop a long range site and facility plan for the school for the deaf campus.”

NDSB demonstrates a strong history of 119 years of service and a total commitment as it adheres to its current mission of providing “optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21 and serving as a resource center for outreach services for all North Dakota citizens.”

Carmen Grove Suminski, Superintendent as of July 1, 2009.