

TO: Adam Horst, Director
State Budget Agency

THRU: Sean Reilly, Budget Analyst
State Budget Agency

FROM: David Geeslin, Superintendent
Indiana School for the Deaf

SUBJECT: Agency Overview Transmittal Letter

DATE: September 20, 2010

This transmittal letter summarizes the total budget request for the 2012-2013 biennium for the Indiana School for the Deaf (ISD). It is the school's plan to allocate resources available to provide the best current practices and services to students and their families.

A. Description of the ISD's programs and functions

In accordance with House Enrolled Act No. 1904, Section II, IC 20-16-2-1, the Indiana School for the Deaf is established as a state educational resource center that includes the following:

- (1) A residential and day school.
- (2) Outreach services.
- (3) Consultative services to local educational agencies to assist them in meeting the needs of locally enrolled students with hearing disabilities.

Sec. 2. The school shall provide for the instruction, education and care of children who are determined to have a hearing disability by case conference in accordance with Indiana and federal law.

The Indiana School for the Deaf strives to be the premier comprehensive center providing education, services and resources for Deaf and Hard of Hearing children, their families, and educational partners.

ISD functions as an independent state agency under the governance of a Governor appointed, ten member, school board. ISD maintains two websites (www.deaf-kids.org and www.deafhoosiers.org) that is accessible to any family, provider or agency with an interest in or related to Deaf or Hard of Hearing children.

Primary Programs and Functions:

Education (Academic):

Education Division Mission: The Education Division provides a challenging, enriching and linguistically accessible learning environment in which Deaf and Hard of Hearing students develop American Sign Language, English, and other academic proficiencies that will lead them to become life-long learners and productive, contributing members of our society.

Services offered by the Education Division:

- Quality classroom instruction by licensed teachers
- Instructional support provided by Response to Intervention teams, ASL and English specialists, and paraprofessionals
- Career and Technical Education program that includes on campus courses, Tech High School certification programs, Goodwill programs, School to Work opportunities
- Applied Curriculum living skills program
- Weekly tutoring by classroom teachers
- Counseling support
- Extra-curricular activities: Athletics, Jr. NAD, Academic Bowl, Vibrations

The education program encompasses classes for students from ages 3 – 21. Willard School offers programming from preschool through 4th grade. The primary academic emphasis at this level is language acquisition (both ASL and English), literacy and numeracy development. The Willard Response to Intervention Team (RTI) supports classroom instruction, along with the ASL and English specialists. Counseling support services are provided to students as needed. The early education program is currently seeking recertification through the National Association for the Education of Young Children (NAEYC). An Applied Curriculum living skills program is offered for students with developmental and cognitive delays.

The Middle School serves students in grades 5-8. The core subjects are taught and students are enrolled in physical education, and exploratory career and technical courses. American Sign Language is a daily course required for all students. An Applied Curriculum living skills program is offered for students with developmental and cognitive delays. Factors related to “transition” are explored at this level, preparing students for eventual participation in post secondary education or the world of work.

The High School program provides a Core 40 curriculum with an opportunity for students to work for an Honors diploma. World Language offerings in ASL, French and Spanish have been offered in the past. Moving forward we will be offering only ASL, due to resources available. An Applied Curriculum living skills program is offered for students with developmental and cognitive delays. This program provides community learning opportunities several days per week. A small, but robust program in Career and Technical Education is offered at ISD. A School to Work program is available to students who seek specific job skills training. Students also have the opportunity to

participate in Goodwill training and vocational certificate training through IPS/Arsenal Technical High School. Driver's Education is offered, providing a critical element for instruction in ASL both in the classroom and on the road.

Outreach:

Outreach Mission statement: To identify and find resources to meet the needs of deaf and hard of hearing children and their families throughout the State of Indiana.

Early Intervention Services: The Early Years of birth to age three are the critical period for a child's language and cognitive development. Outreach Services' Early Intervention program specializes in supporting families with children, birth through five years of age, who are deaf or hard of hearing. All programs and services comply with Part C and reflect best practices in Early Intervention. Services are offered to assist families in communicating and bonding with their children in the child's natural environment, and lead toward developing language in order for the child to reach their full potential, and include the following:

- **Audiology Services:** Audiological evaluations of infants and children ages birth to 21 when referred by First Steps, the child's school or physician. Consultation with families and professionals regarding the interpretation of audiology test results and their potential relationship to a child's individual educational growth. Collaboration with private and clinical audiologists throughout the State to support audiological testing and ensure quality services for deaf and hard of hearing children. Assistance with developing appropriate and individualized IFSP and IEP goals and outcomes
- **Deaf Role Models/Literacy Coach:** The Deaf Role Model/Family Literacy program connects a Deaf, native signer with a family. Deaf role models serve as models and teachers of ASL and literacy development which supports and enhances the child's learning of ASL and English. The early learning of ASL enables the young deaf child to acquire language proficiency during the critical period for language and literacy development and prepares the child with the language base before entering school. Parents learn and observe from the Deaf role model to enhance their role as primary language models and to promote early language acquisition and learning.
- **Family Support & Education:** Outreach workshops are offered statewide and cover a variety of topics, as the only resource in the state with 100% of staff being specialists in working with deaf and hard of hearing children including, but not limited to: Best Practices in Early Intervention, Article 7/IEP training, spoken and sign language development, literacy development, audiology and many others. Presentations & consultations for professionals are provided to early intervention providers, local intervention education agencies, teachers of the deaf and hard of hearing, and medical professionals including physicians and audiologists.
- **FLIP Program (Families Learning In Play):** Families and children learning language together through play, story time, and other activities. Themes are

chosen based on everyday routines and experiences as requested by families. Outreach Early Intervention Specialists coordinate FLIP and invite experts who are highly qualified in spoken language, listening skill development and American Sign Language. FLIP is for deaf and hard of hearing children ages birth to five and their families/caretakers.

- LEAP Program (Language Enrichment and Play): LEAP (Language Enrichment and Play) is a bilingual (American Sign Language & English) program. This program is for deaf and hard of hearing children ages 18 months to 3 years. Our goal is to provide a nurturing and safe environment where toddlers can acquire language while engaging in play. Children acquire language skills through participation in a language-rich, play facilitated environment with opportunities for both languages, American Sign Language (ASL) and spoken English
- OpCom Eligibility Determination (ED) Team: The OpCom Eligibility Determination (ED) Team is a group of independent early intervention providers that specialize in working with deaf and hard of hearing children. When First Steps established ED teams the OpCom team members were selected by a collaborative effort between: First Steps, Outreach Services for Deaf and Hard of Hearing Children and the Early Hearing Detection & Intervention (EHDI) coordinator. The OpCom ED Team serves in the same capacity as other First Steps ED Teams with the exception that there is an audiologist on the team and all providers are knowledgeable and experienced in working with deaf and hard of hearing children as well as the staff being bilingual (specifically in American Sign Language and English).
- SKI HI Early Intervention Program: A Family-Based Home Intervention Program for Families with Deaf & Hard of Hearing Infants/Young. The curriculum is provided to offer support through parent education, materials and resources in natural environments for families with infants, toddlers, and preschoolers, ages birth to five, who are deaf or hard of hearing. SKI HI Certified Parent Advisors are trained and supervised by Outreach Early Intervention Coordinators and work for First Steps as Developmental Therapists specialized in working with this population. They bill services to First Steps and are considered First Steps providers and are located throughout the state of Indiana.
- Transition to School Age Services: Outreach Services for Deaf and Hard of Hearing Children employs qualified staff who can participate in the Transition Meeting, which occurs prior to the child turning three years of age. At the Transition Meeting, all possible placement options will be offered for consideration and a decision will be made regarding who will complete the initial assessment/evaluation. The purpose of the evaluation when a child turns three is to determine eligibility for Part B Services, identify the child's educational and communication needs and to provide recommendations to the Case Conference Committee, regardless of where the child attends school. Our Assessment Team consists of an educational audiologist, school psychologist, speech/language pathologist, oral deaf educator, ASL specialist, and a social worker. An occupational therapist and a physical therapist are also available, if needed. All of our staff are specialized in working with deaf and hard of hearing children and follow Article 7 rules and regulations. Outreach Staff can complete a

comprehensive multidisciplinary team evaluation that includes audiology, language and communication, social and cognitive development, adaptive behavior, and psycho-educational evaluations or complete one or more components of this evaluation in cooperation with the local school. We offer expert assessment services to all deaf and hard of hearing children regardless of their primary means of communication.

Programs and Services for children up to 21 years of age are provided to assist families and public school personnel with information, materials specifically for deaf and hard of hearing children on a loaner basis, resources, and expertise.

- Consultation with public schools: The Indiana School for the Deaf provides consultation to public or private schools through the Outreach Services and Programs to serve children who are deaf or hard of hearing in public schools. Services and staff are assigned according to the expertise required following a referral, parent permission, and review of the students file. Deaf or hard of hearing children who sign, speak, have cochlear implants, hearing aids, FM systems, or any combination of communication means and technology may be served.
- Consulting with school and medical professionals, audiologists, speech therapists, early interventionists, and other professionals.
 - Access to the Resource Library that includes various printed and audio-visual materials, brochures, and other resources.
 - Access to a Home Demonstration Room that includes equipment donated by InTRAC and training on all equipment.
 - Assistance in locating resources for various communication opportunities, including American Sign Language (ASL) classes and Spoken Language development and Listening.
 - Providing workshops and in-services for parents and the community. The workshops and in-services are provided both locally and in other areas of the State upon request.
 - Collaborating with various professionals and agencies that work with the child to ensure their outcomes are being met.

Assessment Services Available to Families and Schools

- ◇ Comprehensive multidisciplinary evaluations including:
 - Audiological evaluations,
 - Spoken and signed language and communication evaluations,
 - Social/developmental histories and adaptive behavior rating,
 - Psychological assessments such as IQ, personality, and academic achievement.
- ◇ Consultation and collaboration with families, service providers, and educational programs serving deaf and hard of hearing children.
- ◇ Participation in Individual Family Service Plans and Case Conferences.
- Outreach and ISD staff are available to provide workshops and in-services on a wide range of topics specific to the education of Deaf and hard of hearing

students. Topics presented have included: Audiology for Educators, ABC's of the Ear, ASL Assessment, Listening skill development, Deaf Culture in the mainstreamed environment, deaf-friendly classrooms, Cochlear Implants, Literacy, Assistive Technology for Deaf children, Oral Education 101, Theory of the Mind, Executive function, Educational Interpreter requirements, Primary Language Development, Language acquisition, Language Disorder vs. Language Delay, SKI HI curriculum, Guidelines for Assessment of Deaf and hard of hearing children, and Educational Considerations for Children with Cochlear Implants. We provide workshops at Indiana First Steps SPOE offices, at Outreach Services, at Educational Service Centers, at the Indiana School for the Deaf, at ICASE Roundtable meetings, in collaboration with Central Indiana Service Centers and at local schools.

- Deaf Educator and Educational Interpreter Annual Summer Conference: Since 2004, Outreach has partnered with the Indiana Division of Special Educators to host a summer conference for Deaf Educators. After the first year and determining needs, the educators requested having Indiana Educational Interpreters attend as well in order to gain knowledge and credit towards their certification. We will continue to support this annual opportunity that has provided more networking opportunities for professionals serving deaf and hard of hearing children. The planning committee has representatives of diverse perspectives in order to ensure balance of topics for all audiences.
- The Resource Lending Library provides information, reading materials, DVDs, videos, and children's books. The library also has a computer for parents to gain access to online resources. Parents, teachers, and other professionals can come and browse for educational materials to help guide their children's communication, language and learning. Games, books, and videos can be used with children at home. Information and guidance is available regarding education and various communication opportunities, community services and agencies to help families with educational, health and social service needs. Some information includes such topics as: Parenting Resources, Children Story books, Nursery Rhyme Videos, sign language videos, language development, and resources about and written by Deaf and hard of hearing individuals.

Student Life and Residential Services:

Student Life

Student Life is primarily committed to addressing students' developmental needs and interests through a variety of coordinated services for the student community.

Student Life Mission Statement: We are committed to providing high-quality, student-centered programs that support the student as a whole.

Student Life Philosophy: Students develop best in a challenging and supportive environment where academic and personal developments are integral. The Student Life's

programs are services based on nine dimensions of this philosophy: cultural, emotional, intellectual, life planning, physical, political, sexual, social, and spiritual.

Services offered by the Student Life Division:

- **Residential Program:** Student Life's primary responsibility is to provide a safe and comfortable living environment for all residential students. Our programs are specifically designed to provide the best possible environment that is free of language barriers, along with opportunities for student growth, development, and achievement. The residential hall programs emphasize integration, collaboration, and equality in fostering opportunities and experiences in self-education and self-improvement.
- **Student Development Center:** The SDC's major roles and functions are to implement and coordinate a variety of after-school activities such as study hall services, student work program, recreational activities and Literacy opportunities in our Literacy Center.
- **Health Center:** providing the best possible medical care for students. Health Center staff strives to do this in a manner which consistently creates a positive, pleasant and productive health care environment for both students and staff.
- **Athletics:** providing opportunities for students to participate in various sports. We offer football and volleyball in the fall, basketball and wrestling in the winter, softball, baseball and track in the spring from 5th through 12th grade.
- **Camp Willard:** self supporting educational camping program serving all Deaf and Hard of Hearing students statewide, regardless of educational facility.

Technology Division:

Technology Division Mission: The Indiana School for the Deaf will provide access, training and an environment that fosters life-long learning using the latest tools of technology available for academic and social literacy within our bilingual environment.

Technologies that enable or provide a true bilingual environment are needed everywhere for our Deaf and hard of hearing students both on our campus and across the State of Indiana, and should be used all the time. Every opportunity that allow for true, equal access in resources by every single Deaf and hard of hearing student and staff should be incorporated daily. The school's use of video conferencing, web cams, ISDTV, digital cameras, visual presenters, digital video cameras, and more, enables true, equal access.

Both Deaf and hard of hearing students at ISD and throughout the State of Indiana as well as our staff have various modes of communication and learning; however, a common mode obviously involves vision. Deaf students and many hard of hearing students are visual learners. Their eyes are their primary means of learning. The classroom needs to contain the latest technologies to enable teachers' delivery of instruction visually to students seamlessly and effortlessly. Modern technology via computers provides the opportunity to excel in communications, learning and career development. This technological knowledge, skill and ability from our students and staff

will prepare students for a smooth transition from academics to a work environment. Technology provides Deaf and hard of hearing students with full access to learning. ISD must ensure that students can read, write, compute, and perform other basic and higher-order thinking and problem-solving skills as well as manage, use and communicate with the technologies they will encounter as lifelong learners. Failure to succeed in this endeavor could dim the bright hopes and dreams of all Indiana Deaf and hard of hearing students and future leaders.

Services offered by the Technology Division:

- Computers and printers – classrooms, offices and computer labs
- Accessories – scanners, digital cameras, LCD projectors, laptop computers, web cams and large format printer
- Servers, Networking and Switches – facility wide service
- TV Studio/Closed circuit TV – Campus wide access TV programming in ASL and English
- Websites – Two sites maintained for general public and two sites maintained for staff and students

Operational Services:

Mission: It is the mission of Operational Services at the Indiana School for the Deaf to provide operational support and personnel service to the students, staff, families and the I.S.D. community to ensure resources exist in which our students can achieve academic and social excellence in a Bilingual/Bicultural environment.

Philosophy: The Operations Division is committed to: providing a clean, safe, attractive and accessible environment for our staff, students and visitors; providing healthy, nutritious, and tastefully prepared meals at all times; earning the respect of all individuals by maintaining a knowledgeable, responsive, well-trained and accountable workforce that discharges their duties and responsibilities with evidence of fairness, tolerance and equality; providing training, guidance and consulting services to staff throughout campus in order to ensure consistency and fairness; and providing timely, accurate services from the payroll and business office in order to ensure seamless services are provided.

- Human Resources (services provided by SPD at ISD expense.)
- Business Office
- Campus Police
- Dietary Services
- Maintenance
- Housekeeping
- Physical Plant
- Laundry Services
- Ground keeping
- Interpreting Services

B. Accomplishments and Challenges over the last two years:

a. Accomplishments

- i. Expansion of consultation to school districts saved money for public school systems. Public schools in the past have paid private entities to provide these services which ISD already provides at no cost to the public schools.
- ii. Extracurricular activities include Athletics, Vibrations, Jr. NAD and High School Class activities—all are self supporting.
- iii. Camp Willard allowed for cutting of summer school program saving \$100,000. Camp Willard is a self supporting program.
- iv. Medicaid billing increased
- v. Reduction of Administrative positions
- vi. Expansion of services: AEBPD, Audiology training educational and educators' conference
- vii. Educational interpreter workshops offered at ISD for mainstream interpreters
- viii. Raise the bar for Educational Interpreter standards
- ix. Enrollment of students has increased and continues to increase consistently. 15% increase compared to 5 year averages from 1999-2005. These increases are expected to continue.
- x. Full Accreditation by North Central Association of Colleges and Schools
- xi. Increase of 65% the number of students taking college preparatory tests.
- xii. Increase in the number of students completing CORE 40 or Academic Honors Curriculum.
- xiii. The cost of maintaining a reasonable Career and Technical Education program is difficult for a small school. Therefore, we are working with other school corporations (e.g., IPS) by offering interpreting services for our students who participate in their CTE programs.
- xiv. School Improvement Plan continues to be reviewed and updated to meet current programmatic needs of the students.
- xv. Increase in the number of Honor Roll Awards
- xvi. Increase in the number of students passing the Indiana Academic Standards on the ISTEP+.
- xvii. Expansion of health screenings for vision, scoliosis, immunizations and Ushers in addition to dental and flu vaccine clinics.
- xviii. Staff positions created for Interpreters to reduce costs and increase flexibility to meet the needs of the school.
- xix. Increase in the programming for Day and Residential students to provide a larger variety of educational and recreational activities.
- xx. Building of the Dixon House, an Independent Living Skills House, through a local philanthropic foundation grant. Dixon House is used for living skills instruction/experiences for AC students.

- xxi. Increase in the number of students participating in sports and other extracurricular activities.
- xxii. Hosted National Student Leadership Conference as well as various Athletic tournaments.
- xxiii. Implementation of the legislatively mandated Early Hearing Detection Intervention Program administered by the Department of Health.
- xxiv. Expansion of Early Intervention Services
- xxv. Collaboration with other state agencies
- xxvi. Expansion in Outreach Services for students age 3 through age 21 throughout Indiana.
- xxvii. Website maintained that is accessible to any family, providers and agencies with information pertaining to Deaf and Hard of Hearing students
- xxviii. My Orioles Web Site created to facilitate communication with students concerning grades, discipline and ultimately online registration access.
- xxix. Modification of non-classroom teaching positions to classroom teacher roles to meet the needs resulting from the increased number of students.

b. Challenges

- i. Improving the American Sign Language skills and Language Arts skills of incoming students.
- ii. Remediation of Language Delays
- iii. Students fail in public schools before entering ISD
- iv. Mental Health Services requires out of state placement (no existing services in Indiana).
- v. Career Technology Education training courses need to be increased. We will be forming a task force this school year to look into ways to improve CTE programming for our students.
- vi. Better Early Intervention services needed to address lack of early language acquisition.
- vii. Newly diagnosed need to be referred to ISD for services to assist in language acquisition.
- viii. Work with Department of Health to reduce duplication of services.
- ix. Non reimbursement of expenses for unique services for students with high needs. Department of Education stopped funding approximately three years ago leaving ISD with \$150,000 annually in unreimbursed expenses.
- x. IPS Salary increases are not funded.
- xi. Year round school
- xii. Improving Library Services.
- xiii. Providing interpreting services to the increased number of students participating in the vocational and school to work programs.

- xiv. Providing health care services to the increasing number of students with multiple disabilities.
- xv. Additional Independent Living Skills houses are needed to be available to both genders to assist those students in developing the skills that they will need after completion of their education.
- xvi. Equipment, furniture and technology needs.
- xvii. Increased student population results in the need for increased staffing to ensure, safety, security and sufficient educational needs to be met. Staffing has been reassigned in order to meet those needs.
- xviii. Increased need to provide additional services statewide in addition to monitoring the quality of educational services provided by schools throughout the state.
- xix. Increased percentage of students with special needs requiring additional specific screening and support staff

C. ISD's Objectives for the Next Biennium:

- a. Focus on Student Achievement: By using Response to Instruction (RTI) teams, a variety of assessment tools, Person Centered Planning and English, ASL and Transition coaches, students will be provided support to meet academic expectations as described in the Indiana Academic Standards. Assessments include ISTEP+, NWEA, SAT 10 and teacher made tests.
 - i. Continue to clarify objectives and priorities leading to increased student achievement
 - ii. Increase alignment of activities with objectives
 - iii. Review service delivery model and apply best practices and new research
 - iv. Continue to increase utilization of assessment tools
- b. Broaden ISD's Perspective
 - i. Strengthen and expand existing relationships
 - ii. Accelerate outreach expertise to external organizations
 - iii. Further role as a state educational resource center
 - iv. Develop and nurture relationships with legislators and stakeholders
- c. Develop Staff and Build Leadership Capabilities
 - i. Clarify expectations and increase performance standards
 - ii. Expand leadership development initiatives
 - iii. Promote continuous improvement
 - iv. Continue to strengthen accountability measures
- d. Strengthen Organizational Efficiency

- i. Expand data analysis capabilities
- ii. Pursue further cost savings and collaboration with ISB and other state agencies and organizations
- iii. Pursue federal and other funding sources
- iv. Optimize resource allocation and productivity

D. Organization Chart:

Please see enclosed chart

E. Programs to be Reduced, Eliminated and/or Replaced:

- Continue to work with the Indiana School for the Blind/Visual Impaired on the consolidation of services, which include but are not limited to:
 - i. Campus Police
 - ii. Dietary services
 - iii. Laundry Services
- Consolidation of services with the State Fair
 - i. Housekeeping
 - ii. Grounds

No funds will be needed for reallocation to accomplish these changes. Funding could possibly be reduced by accomplishing the consolidation and collaboration with other agencies.

The ISD is an educational facility serving Deaf and Hard-of-Hearing students from the entire state of Indiana. The ISD needs to be permitted to follow the educational initiatives of the Governor and the Indiana State Department of Education. It is in the best interest of the students and their parents to receive adequate funding for staff, equipment, materials and capital projects. The challenge continues for the ISD and its staff, students, parents and community supporters to work harder to make the ISD the best School for the Deaf in the United States.

Please feel free to contact Dr. David Geeslin, CEO/Superintendent, at 317-924-8400 TTY/Voice or via email at dgeeslin@isd.k12.in.us should you have any questions or need more information.