

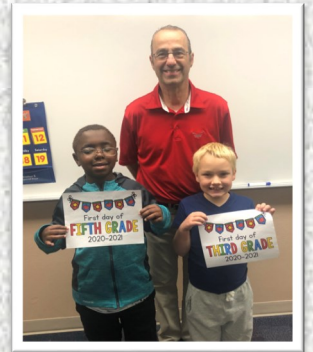
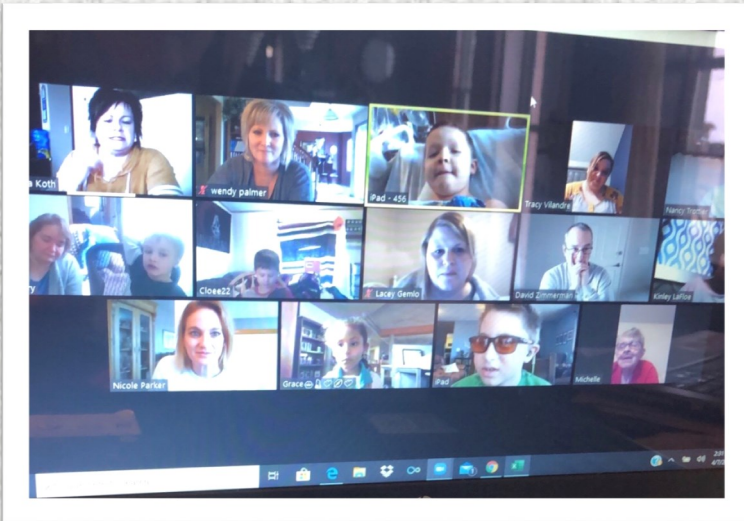
# North Dakota School for the Deaf

RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Testimony to the Senate Appropriations

Committee House Bill #1013

March 24, 2021



*Lead - improve lives*

*Advocate - empower people*

*Collaborate - build partnerships*

*Educate - inspire success*

The North Dakota School for the Deaf is a division of The North Dakota Department of Public Instruction, Kirsten Baesler, State Superintendent



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## **Testimony**

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Dr. Connie Hovendick. I am the superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH). This is my sixth year at NDSD/RCDHH. I am honored to have the opportunity to serve as superintendent. Michael Loff, Business Manager, and I will provide testimony relative to House Bill #1013.

### **Mission**

**The Mission of NDSD/RCDHH is to “serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals who are deaf or hard of hearing”. As most of you know, we have expanded our service to include birth to death and to all deaf or hard of hearing individuals across the state.**

### **Historical Information**

NDSD/RCDHH has a strong heritage having been at its original site since 1890. The School for the Deaf has served deaf and hard of hearing individuals for 130 years. Historical information is available throughout the school buildings. We invite you to come tour our facility.

### **Statutory Responsibilities**

North Dakota Century Code 25-07-01 through 25-07-13 address “Education of Deaf Persons”.

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.

### **Deaf Children’s Bill of Rights Law**

Within the scope of the *Deaf Children’s Bill of Rights Law* (effective July, 2015);

NDSD/RCDHH shall collaborate with school districts to ensure that children who are deaf or hearing impaired and families of children who are deaf or hearing impaired receive appropriate services and have access to appropriate resources including:

- Screening and assessment of hearing capabilities and communication and language needs at the earliest possible age, and continuation of screening services throughout the child's educational experience;
- Early intervention to provide for acquisition of solid language bases at the earliest age possible;
- The opportunity to interact in person or through technological mediums with adult role models and peers who are deaf or hearing impaired;
- Qualified teachers, interpreters, and resource personnel, who communicate effectively with the child in the child's mode of communication; and
- Placement best suited to the child's needs such as social, communication, style of learning, motivational level, and family support.

The School for the Deaf shall:

Make information available to parents of children who are deaf or hearing impaired.

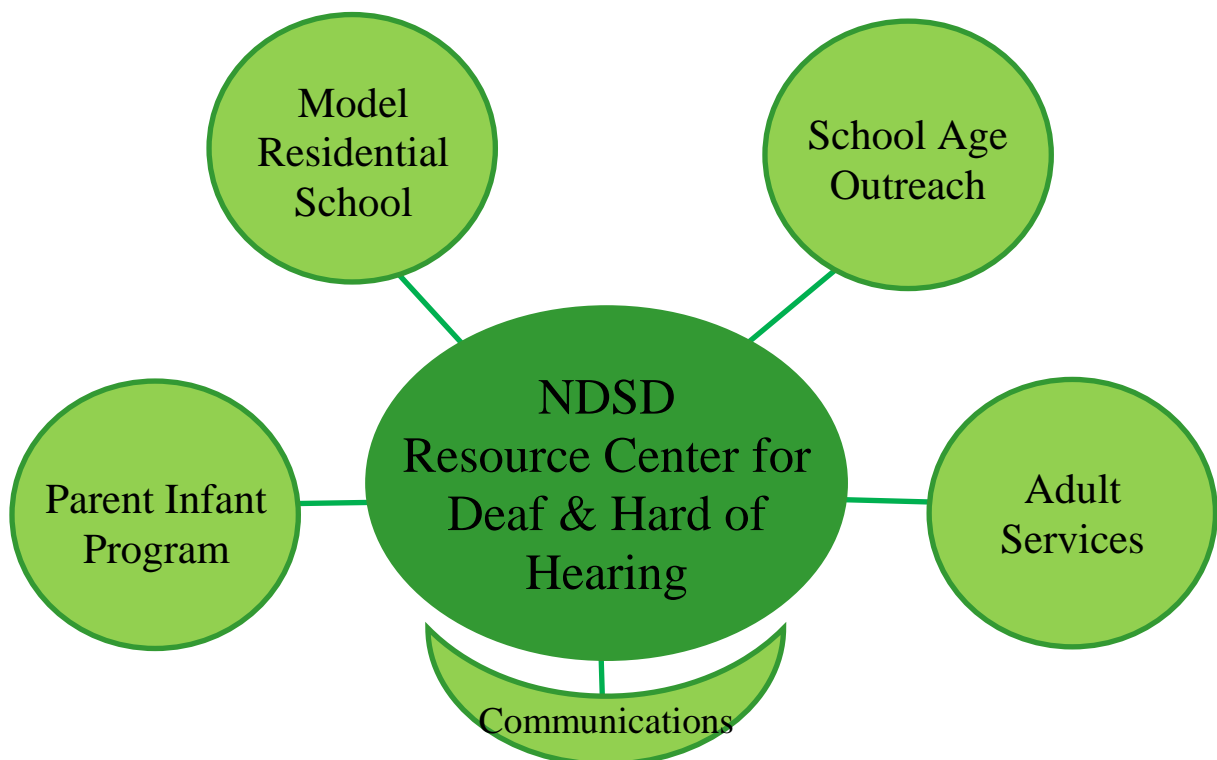
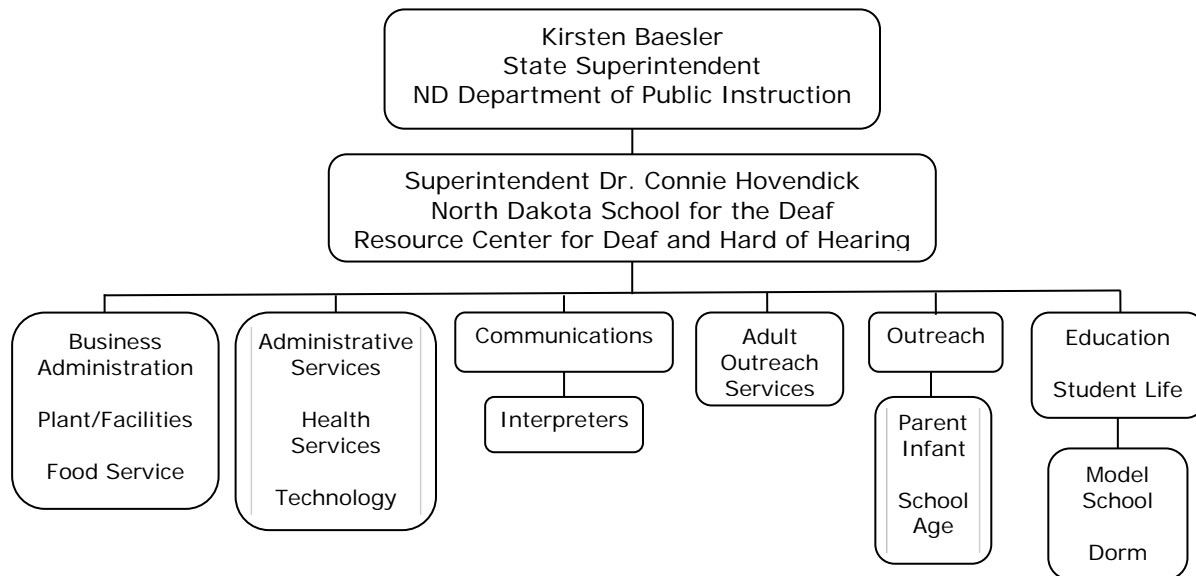
Provide awareness information to the public concerning medical, cultural, and linguistic issues of deafness and hearing loss.

**Guiding Principles** NDSD/RCDHH Promotes:

- Leadership in the recruitment and retention of trained professionals.
- Professional Development as a priority for all staff.
- Deaf Pride and an awareness of positive, productive role models who are deaf or hard of hearing.
- Development of the individual's ability to achieve self-sufficiency in society.
- Safe and healthy environments.
- Comprehensive services designed to meet the individual's unique educational, vocational and personal/social developmental needs.

## Organizational Chart

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



## **NDSD/RCDHH Programming and Services**

### **NDSD/Resource Center for Deaf and Hard of Hearing**

Educate and advocate on behalf of individuals who are deaf or hard of hearing and their families to promote safety, opportunity and independence.

To assure that quality interpreting services are being provided to North Dakota individuals who are deaf and hard of hearing.

	<b>7/17 – 6/18</b>	<b>7/18 – 6/19</b>	<b>7/19 – 6/20</b>
American Sign/Basic Sign Language Class	337 individuals	239 individuals	174 individuals
Statewide Interpreter Services	2,403 individuals	2,263 individuals	2,564 individuals
Library Circulation	2,209 items	2,467 items	1,557 items
Website Views	20,808	20,090	15,546
Facebook Reached	115,250	163,212	123,628

### **Parent Infant Program**

Provide family support and education centered programming for young children who are deaf or hard of hearing.

Provide assistance in developing Individual Family Service Plans and Individual Education Plans in collaboration with agencies and school personnel.

	<b>7/17 – 6/18</b>	<b>7/18 – 6/19</b>	<b>7/19 – 6/20</b>
Persons Served	33	48	60
Consultations	682	1,181	1,478
Evaluations	46	94	86
Direct Service	415	541	541



### **Model School**

Provide early access to and the acquisition of language to ensure students' progress at the highest level of which they are capable through intensive speech, language and auditory instruction.

Provide 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.

	<b>7/17 – 6/18</b>	<b>7/18 – 6/19</b>	<b>7/19 – 6/20</b>
Students Served	18	19	18
Campus visitors	187	389	351

### **School Age Outreach**

Provide assistance with assessment in the areas of auditory, language, speech, academics, sign language, developmental and transition.

Provide consultations on programming and IEP, 504 planning, classroom strategies, modifications, accommodations, and transition.

	<b>7/17 – 6/18</b>	<b>7/18 – 6/19</b>	<b>7/19 – 6/20</b>
Persons Served	152	170	174
Consultations	1,000	994	1,356
Evaluations	35	39	29
Direct Service	301	160	105
Mailings & Emails	6,770	6,797	5,619

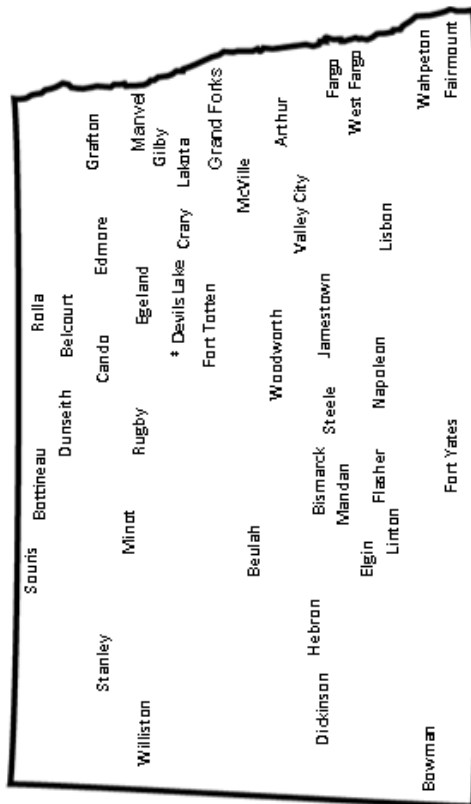
### **Adult Services**

Educate and support individuals and community agencies statewide regarding resources available to adults with hearing loss.

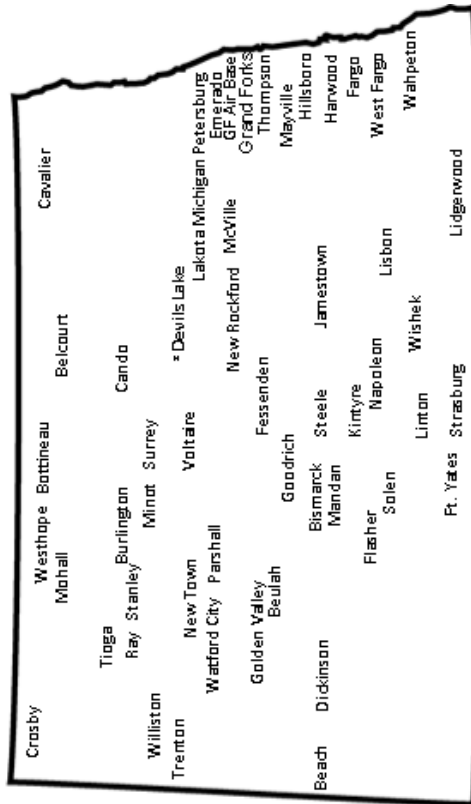
Collaborate with statewide agencies to provide individuals who are deaf and hard of hearing with comprehensive, non-duplicative services.

	<b>7/17 – 6/18</b>	<b>7/18 – 6/19</b>	<b>7/19 – 6/20</b>
Persons Served	176	156	115
Consults/Evaluations/ Direct Service	580	587	352

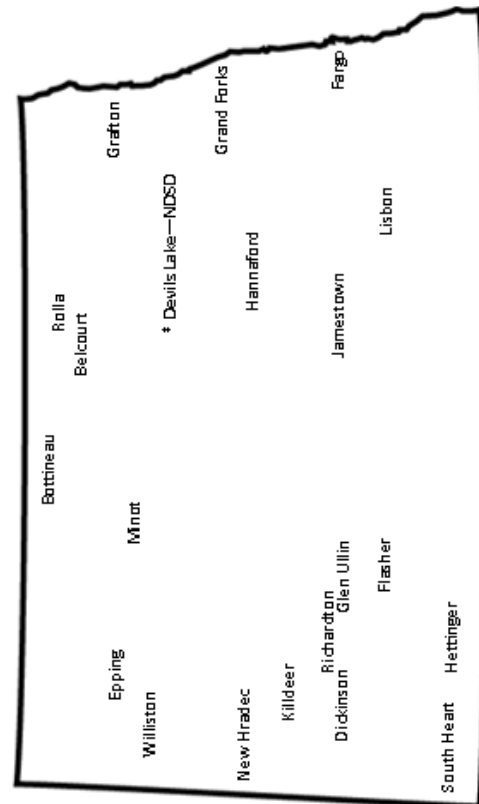
### Adult Outreach client location 2020-2021



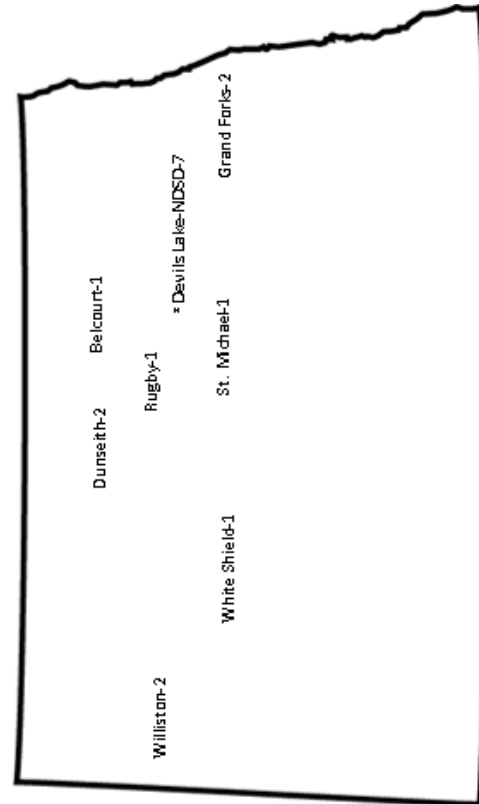
### Parent Infant/School Age client location 2020-2021



### American Sign Language Outreach location 2020-2021



### Model School student location 2020-2021



### **Major Accomplishments of 2019-2020**

- Distributed “Tidbits” the monthly newsletter to showcase programs at NDSD/RCDHH and to provide information on upcoming events for parents and stakeholders. (Appendix C)
- Promoted Assistive Technology Day and Deaf Awareness Day.
- Participated in leadership training for all managers.
- Presented in-services on hearing loss to Assisted Living and public and private schools
- Facilitated Hearing Loss Resource groups in Minot, Bismarck, Fargo, Valley City, and Wahpeton with more than 100 attendees learning about such topics as Planning for Later Life, Ototoxic Medications, Vertigo and Vestibular Disorders, Tinnitus, Trends in Hearing Aid Technology, and Planning for Safety in Disasters.
- Mentored an NDSU student intern at NDSD/RCDHH as well as pre-certified interpreters.
- Presented on Hearing Loss and Health Care to Long Term Health Care Convention, State Vocational Rehabilitation Conference and Human Service Centers.
- Presented trainings on law enforcement with the deaf community to Police Officer Training Academies, correction, police, and sheriff departments around the state.
- Conducted presentations on the impact of the legal system with the deaf or hard of hearing community for legal assistants, lawyers and judges.
- Expanded counseling programs for students with needs provided by a masters level social worker.
- Contracted interpreter services for Bismarck Public School, University of Mary, and Governor’s press conferences.
- Developed curriculum in the areas of reading, language, social studies and science.
- Celebrated Native American Day with guests and stories from alumni.
- Organized and ice-fishing experience for families with deaf or hard of hearing children.
- Prepared for 130th reunion of NDSD.
- Continued professional development on Spice, auditory training, Thirty Million Words, and shared reading.
- Increased use of virtual platforms for interpreting, classroom instruction, home visits, and a variety of meetings.
- Developed educational videos for Facebook and website.
- Designed and accepted bids for a remodeling project for the NDSD/RCDHH pool and locker room.

### **NDSD/RCDHH Future Critical Issues**

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/RCDHH 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.

## Current to Next Biennium Comparison

House Changes to 2019-2021 Appropriation

	2019-2021 Base Level	2021-2023 House Changes	2021-2023 House Budget
Salaries and wages	8,054,944	282,522	8,337,466
Operating Expenses	1,705,586	0	1,705,586
Capital Assets	158,678	697,500	856,178
Grants	<u>40,000</u>	<u>(40,000)</u>	0
Total All Funds	9,959,208	940,022	10,899,230
Less Estimated Income	<u>2,430,358</u>	<u>1,058,622</u>	<u>3,488,980</u>
General fund	<u>7,528,850</u>	<u>(118,600)</u>	<u>7,410,250</u>
FTE	44.61	0.00	44.61

Special fund expenditures increases account for the increase in estimated income.

NDSD plans to continue face to face services to deaf and hard of hearing individuals in North Dakota. The ongoing adjustments offset general fund cost increases for classified and contract staff. Special fund ongoing salary and wage adjustments increase the number of special funded positions compared to the base level.

All current and proposed capital asset extraordinary repairs refer to the most recent refinement of our master facility planning process developed in cooperation with the Office of Management. SitelogicIQ is our current Master Facility plan.

Appendix A includes a list of operating expenses, a schedule of house budget changes, and a summary of the executive budget proposal.

## Distribution of Base Level Funding

Includes House Budget Changes

	2021-2023 General Fund	2021-2023 Special Fund	2021-2023 Federal Fund	2021-2023 Total House
Salaries and wages	7,410,250	873,400	53,816	8,337,466
Operating Expenses	0	1,657,574	48,012	1,705,586
Capital Assets	0	856,178	0	856,178
Grants	0	0	0	0
Total	7,410,250	3,387,152	101,828	10,899,230

FTE 44.61

NDSD as a resource center for all Deaf and Hard of Hearing persons in North Dakota provides education based upon specific needs of each individual served. While there were a multitude of variables considered the base budget lines were not adjusted assuming that our agency would continue to adapt by reallocating resources to the highest emerging priority.

As a smaller agency, NDSD presents it's budget on a rollup up by line basis. While we continue to manage our campus, agency services are increasingly focused off campus in person or when appropriate via web based delivery.

In order to preserve services to the deaf and hard of hearing in North Dakota there has been a gradual shift to special funding of salaries and wages. (To the extent that funding is available.)

All but \$48,012 of the operating expense line is funded by special funds, unused special funds would carry forward for use by NDSD.

All capital assets are special funds projects, see one-time funding schedule.

## 2019-2021 One-time Funding Report

	Budget Amount	Status	Expended
One-time funding items (all special funds)			
Kitchen Equipment	\$20,000	Deferred	\$0
Total Equipment	\$20,000		\$0
Extraordinary Repairs Total Budget	\$408,678		
9 Entrances at Various Campus Locations		Complete	\$57,173
Pool Locker Room and Lighting Upgrade *		In Progress	\$336,150
(completion anticipated April 2021)			
Total Extraordinary Repairs	\$408,678		\$393,323
Total One-time	\$428,678		\$393,323
Special Funding One-time	\$428,678		\$393,323
Total 2019-2021 One-time	\$428,678		\$393,323

*\*SiteLogicIQ Plan*

## House 2021-2023 One-Time Funding

	Fund Source	*Plan	Budget
Base Budget Extraordinary Repair	Special	*	\$158,678
Optional One-time Capital Assets			
Replacement of Campus Server	Special		\$7,500
Grounds, Support Services, Audiology Equipment	Special		\$40,000
Extraordinary Repair: Backup Boiler Replacement	Special	*	\$350,000
Extraordinary Repair: Resource Center Roof, HVAC, Lights	Special	*	\$300,000
Total Optional One-time Capital Assets			\$697,500
Total One-time			\$697,500
Total Recommendation Capital Amount			\$856,178

*\*SiteLogicIQ Plan*

### NDSD Special Comparative Fund Receipts Projection

2021-2023 Biennium	2019-2021 Projection	2019-2021 Budget	2021-2023 Executive
462140 Sale Meals-Prepared Food	180,000	200,000	121,853
463021 Misc. Sales And Services	47,200	47,200	48,000
490501 Tsfr Fm Common Schools	1,898,000	1,898,000	2,008,000
472015 Lease-Rental Of Rooms-Bldgs	<u>188,976</u>	<u>188,976</u>	<u>183,579</u>
	<u>2,314,176</u>	<u>2,334,176</u>	<u>2,361,432</u>

#### Summary of Assumptions

Meal revenue is related to the campus based head start program. Covid-19 impacts the number of students assigned to a classroom and may affect when classrooms are open. Experience to date in the current fiscal year suggests that the executive forecast may be conservative.

Misc. Sales and Services includes interpreter services which is variable since demand is often centered at the collegiate level. This category of revenue also may include campus based services provided to a leasing facility.

The North Dakota Department of Land Trusts continues to be the largest special fund resource for NDSD/RCDHH

Lease-Rental of Rooms-Bldgs is primarily Head Start revenue. It also includes two state agencies, Ramsey County Attendant Care, and a private lease. NDSD/RCDHH also does receive rent from the local Park Board for community pool utilization. While NDSD/RCDHH is anticipating stability with rental income, telecommuting may affect our lease revenue. All facilities on campus are utilized.

As noted in other schedules, special funds represent the majority of operating expenditures, all capital expenditures, and a growing proportion of salaries and wages.



**Optional Changes 2021-2023 Budget**

House Optional Request Comparison

Optional Request Description	NDSD Request	House Inclusion	House Exclusion
Ongoing Budget Changes			
General Fund Restore Part of Salary Funding	\$350,000	\$350,000	\$0
General Fund Teacher Composite Scale Increase	\$133,704	\$133,704	\$0
General Fund Restore Interpreter Grant Funding	\$140,000	\$0	\$140,000
Special Fund Restore Part of Salary Funding	\$350,000	\$350,000	\$0
Total ongoing funding changes	\$973,704	\$833,704	\$140,000
One-time funding items			
Special Funds Campus Server	\$7,500	\$7,500	\$0
Special Funds Backup Boiler Replacement	\$350,000	\$350,000	\$0
Special Funds Resource Center HVAC, Roof, Lighting	\$300,000	\$300,000	\$0
Special Funds Grounds, Support Services, Equipment	\$40,000	\$40,000	\$0
Total one-time funding changes	\$697,500	\$697,500	\$0
Total Optional	\$1,671,204	\$1,531,204	\$140,000
General Fund Optional	\$623,704	\$483,704	\$140,000
Special Fund Optional	\$1,047,500	\$1,047,500	\$0
Total Executive Budget Recommendation	\$1,671,204	\$1,531,204	\$140,000

**Federal Funding Related to Coronavirus (Covid-19)**

NDSD/RCDHH has not received any direct federal funding in relation to Covid-19.

Expenditures experienced during this time period have been primarily limited to existing planned services normally carried out by the agency.

NDSD/RCDHH is not eligible for distribution received by school districts through the Department of Public Instruction.

NDSD/RCDHH did receive indirect funding from the ND ITD department for equipment related to telecommuting for staff and students. A total of \$45,536.30 was received for computer equipment under \$5,000. This offset special fund expenditures NDSD/RCDHH incurred related to this equipment.

## **Summary**

1. Retain salary funding of \$350,000 in general funds and \$350,000 in special funds.
2. Include the teacher composite scale increase in general funds of \$133,704.
3. Include one time funding of \$697,500 for campus improvements from special funds.
4. Additional \$21,500 to operating expenses to allow for the expenditure of grants. We have applied for two grants from DPI Special Education; Esser funding of \$11,500 to assist special education programs in assessing and responding to individual needs as a result of Covid-19; Discretionary grant of \$10,000 to improve graduation rates of students with disabilities through the use of evidence based practices.

## **Conclusion**

I am honored to serve as the superintendent of NDSD/RCDHH. I am proud of the expanded services that we offer individual who are deaf or hard of hearing across the state. We have truly become a resource center. I want to compliment the staff at NDSD/RCDHH who have worked extremely hard to make sure services were provided during this time of Covid-19. I request the budget include the optional package to keep the current programming and the one time package for campus improvements. We need to maintain our budget to provide quality services to deaf and hard of hearing across North Dakota.

Our mission is to 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. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving individuals who are deaf or hard of hearing.





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

is a division of the

Department of Public Instruction,

Kirsten Baesler, State Superintendent

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

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

NDSD/RCDHH 25200

House Bill 1013 2021-2023

**Proposed Executive Operating Expenditures by Line**

	Base Level	Expenditure Changes	Executive
<b>Operating Expenses</b>			
Travel	342,466	(5,095)	337,371
Supplies - IT Software	16,000	0	16,000
Supply/Material - Professional	39,000	0	39,000
Food and Clothing	170,850	0	170,850
Bldg, Grounds, Vehicle Supply	103,000	0	103,000
Miscellaneous Supplies	82,000	0	82,000
Office Supplies	15,000	(1,000)	14,000
Postage	9,750	0	9,750
Printing	11,750	(1,000)	10,750
IT Equipment under \$5,000	81,000	0	81,000
Other Equip under \$ 5,000	28,200	0	28,200
Office Equip & Furniture	8,000	0	8,000
Utilities	252,112	0	252,112
Insurance	22,645	4,218	26,863
Rentals/Leases-Equipment&Other	13,815	1,377	15,192
Rentals/Leases - Bldg/Land	61,023	(1,000)	60,023
Repairs	45,720	0	45,720
IT - Data Processing	109,299	2,500	111,799
IT - Communications	68,500	0	68,500
IT Contractual Srvcs and Rprs	26,350	0	26,350
Professional Development	27,500	0	27,500
Operating Fees and Services	43,400	0	43,400
Professional Fees and Services	128,206	0	128,206
<b>Total Operating Expenses</b>	<b>1,705,586</b>	<b>0</b>	<b>1,705,586</b>

***Operating Expense Executive Projections***

Operating Expenses were adjusted to reflect projected costs trends based upon agency historical data and recommended inflationary variables.



**School for the Deaf-Budget 252**  
**House Bill 1013**  
**Base Level Funding Changes Analysis**

**Executive Recommendation Budget Changes**

	FTE Positions	General Fund	Other Funds	Total
<b>2021-2023 Base Level</b>	<b>44.61</b>	<b>\$7,528,850</b>	<b>\$2,430,358</b>	<b>\$9,959,208</b>
<b>2021-2023 Ongoing Funding Changes</b>				
Proposed Base Level Payroll Changes	0.00	(\$37,343)	(\$2)	(\$37,345)
Proposed Salary Increase		\$142,880	\$6,925	\$149,805
Proposed Benefit Increase		\$32,053	\$1,553	\$33,606
Proposed Health Premium Increase		\$2,370	\$115	\$2,485
Proposed Retirement Increase		\$20,325	\$985	\$21,310
Proposed Executive Budget Target Reduction in Salary Budget	0.00	(\$715,542)	\$0	(\$715,542)
Optional Package Salary Budget Adjustment	0.00	\$350,000	\$350,000	\$700,000
Optional Package to Include Teacher Salary Composite Schedule		\$133,704	\$0	\$133,704
Optional Package for Operating Expenditures (none)		\$0	\$0	\$0
		\$0	\$0	\$0
<b>Total ongoing funding changes</b>	<b>0.00</b>	<b>(\$71,553)</b>	<b>\$359,576</b>	<b>\$288,023</b>
<b>One-time funding items</b>				
Adds funding Campus Server			\$7,500	\$7,500
Adds funding to upgrade standby boiler			\$350,000	\$350,000
Adds funding for resource building projects			\$300,000	\$300,000
Adds funding for grounds, audiology, and support service equipment			\$40,000	\$40,000
<b>Total one-time funding changes</b>			<b>\$697,500</b>	<b>\$697,500</b>
<b>Total Changes to Base Level Funding</b>	<b>0.00</b>	<b>(\$71,553)</b>	<b>\$1,057,076</b>	<b>\$985,523</b>
<b>Total Executive Budget Recommendation</b>	<b>\$44.61</b>	<b>\$7,457,297</b>	<b>\$3,487,434</b>	<b>\$10,944,731</b>





**School for the Deaf-Budget 252**  
**House Bill 1013**  
**Base Level Funding Changes Analysis**

**House Changes to Base Budget**

	<b>FTE Positions</b>	<b>General Fund</b>	<b>Other Funds</b>	<b>Total</b>
<b>2021-2023 Base Level</b>	<b>44.61</b>	<b>\$7,528,850</b>	<b>\$2,430,358</b>	<b>\$9,959,208</b>
<b>2021-2023 Ongoing Funding Changes</b>				
<b>Base Level Payroll Changes</b>	<b>0.00</b>	<b>(\$37,343)</b>	<b>(\$2)</b>	<b>(\$37,345)</b>
Salary Increase		\$188,211	\$11,009	\$199,220
Retirement Contribution				
Health Insurance Increase		\$2,370	\$115	\$2,485
Adjusts the funding source for salaries and wages to provide funding from special funds available from trust funds available from trust fund distributions, rents, and service revenue	<b>0.00</b>	<b>(\$365,542)</b>	<b>\$350,000</b>	<b>(\$15,542)</b>
 Adds funding for teacher salary increases		\$133,704	\$0	\$133,704
Removes funding for interpreter grants to state colleges		(\$40,000)	\$0	(\$40,000)
<b>Total ongoing funding changes</b>	<b>0.00</b>	<b>(\$118,600)</b>	<b>\$361,122</b>	<b>\$242,522</b>
<b>One-time funding items</b>				
Adds funding Campus Server			\$7,500	\$7,500
Adds funding to upgrade standby boiler			\$350,000	\$350,000
Adds funding for resource building projects			\$300,000	\$300,000
Adds funding for grounds, audiology, and support service equipment			\$40,000	\$40,000
<b>Total one-time funding changes</b>			<b>\$697,500</b>	<b>\$697,500</b>
<b>Total Changes to Base Level Funding</b>	<b>0.00</b>	<b>(\$118,600)</b>	<b>\$1,058,622</b>	<b>\$940,022</b>
<b>Total Executive Budget Recommendation</b>	<b>\$44.61</b>	<b>\$7,410,250</b>	<b>\$3,488,980</b>	<b>\$10,899,230</b>



# Tidbits

NDSD Resource Center

February 15, 2021 Volume 3-Issue 7



February

## Connie's Celebrations

When I see the word February, I see red and hearts. We started with 'Wear Red Day' in support of the National Heart Association. Here at NDSD the majority of staff and students wore red. It is a good time to take a look at our own heart health. Are we eating healthy? Are we getting the exercise or movement that we need? Are we finding ways to reduce stress? It also leads to classroom lessons for students on this important organ in our bodies. Personally I have increased my movement around campus which has allowed me to increase communication with staff and students while decreasing stress. Now I will work on the reduction of sugar and chocolate in my diet.

Eating healthy is difficult with Valentine's Day. In the past, the students have made creative valentine boxes at the dorm and their homes and brought them to school for students and staff to deposit cards and treats. This year we placed decorated bags outside each classroom. There were red paper hearts that represented love, sharing, caring and being a good friend.

Students continue to be on campus but with minimal interactions out in the community. This has kept our students and staff safe and seems to have made us a little closer. We are a small community and rely on each other for physical and emotional support.

February 11<sup>th</sup> was Giving Hearts Day in North Dakota. There are over 400 charities that could use your support. My heart goes out to those families and children across North Dakota that have serious needs. The NDSD Outreach programs provide services to individuals and their families who are deaf and hard hearing. They also connect these individuals with other agencies that can provide additional services. February is a good time to reflect on our giving hearts, time and resources for those less fortunate.

### Inside this Issue:

Connie's Celebrations  
Education  
Dorm Life  
Signing-National Anthem  
Heart Health Month  
Tech Tips  
Adult Services  
PIP Outreach  
Banner Flashbacks

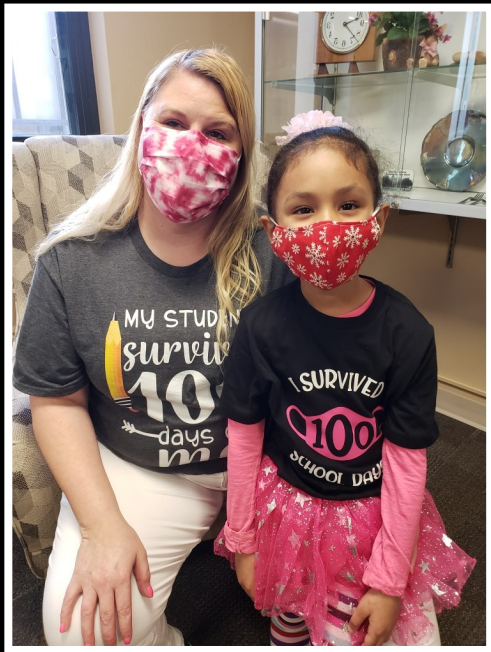


♥ Happy Valentines Day ♥

ND School for the Deaf Resource Center  
for Deaf & Hard of Hearing  
1401 College Dr. N  
Devils Lake, ND 58301

Phone/TTY: 701-665-4400  
Toll Free: 1-800-887-2980  
Fax: 1-701-665-4409

We are on the web:  
[www.nd.gov/ndsd](http://www.nd.gov/ndsd)  
Email: [ndsd.school@k12.nd.us](mailto:ndsd.school@k12.nd.us)

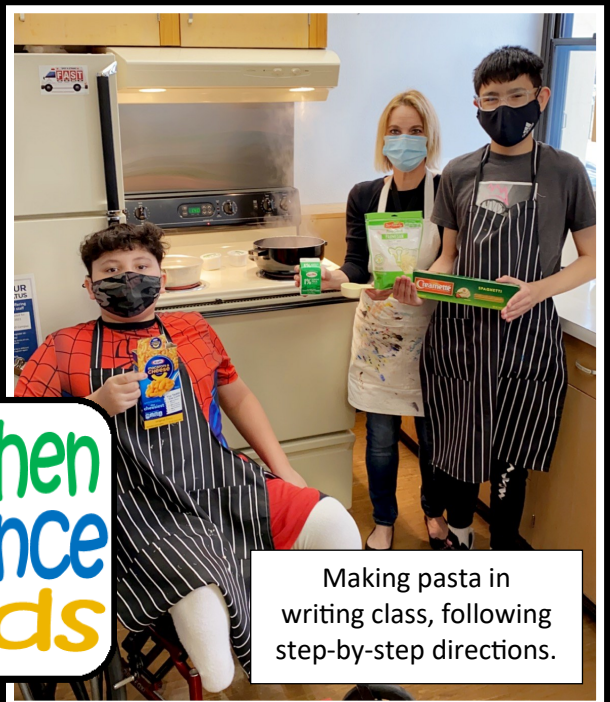


WE PROUDLY WORE  
 **red**  
 for  
**heart**

**100**  
 Days  
 Smarter



**100th Day of School**



**kitchen**  
**science**  
**Kids**

Making pasta in writing class, following step-by-step directions.



# Dorm Life

## Super Bowl LV Fun!



Jordan was our blackout winner using Super Bowl signs and pictures.



Staying off electronics comes with a price for this poor VCR tape being dissected by Keron and Shane.



Using a distance measuring wheel we learned a VCR tape stretches 757 feet.



Only monkey business going on here.

Something's fishy here, Mom. Why won't my candles blow out?



We haven't gone "batty" this year!



Experimenting with an air fryer and Bisquick mix, Jeremy and Drayton make donuts.



## National Anthem in ASL for Deaf Viewers

Submitted by Lilia Bakken, Communications

Did you see Warren 'WaWa' Snipe's beautiful ASL performance of the **National Anthem** before the start of the 2021 Super Bowl game? Wawa, a deaf rapper and actor, received many accolades for his emotional rendition. If you missed seeing it live, watch it on YouTube—his performance went viral!



**However**, did you know that **Phyllis Frelich (NDSD Class of '62)** also had the honor of performing the **National Anthem at a Super Bowl game**? Phyllis was invited to sign the song, as singing star, **Jewel**, sang the Anthem at the start of the 1998 Super Bowl. Unfortunately, Phyllis' performance is not available on YouTube.

Phyllis & Jewel

# Information, Education and Support for Individuals with Hearing Loss

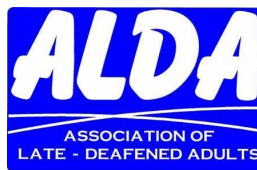
There are many resources available to those who experience hearing loss.

Hearing loss can impact an individual in many ways, and knowing what resources are available can minimize the negative effects. Three organizations that can provide information, education and be a support system;

**The Hearing Loss Association of America (HLAA)** is the nation's leading organization representing consumers with hearing loss. <https://www.hearingloss.org/>

**Association of Late Deafened Adults (ALDA)** is an all-volunteer support network organization run by volunteers. <https://alda.org/>

**Say What Club** is an international peer to peer support group run by volunteers. <https://www.saywhatclub.org/>



Whether you are just beginning to lose your hearing or have struggled with hearing loss for years, these web sites can provide an array of information. You will find basic information on hearing loss, as well as state and federal programs that specialize in hearing loss services.

Each of these organizations also hosts a convention. At these conventions you may attend educational workshops, explore exhibitor booths, and have unique networking opportunities. Hearing loss can be isolating, so having others to reach out to can have a positive impact.

Not sure what technology device will work best for you?  
Contact Adult Outreach Services for more information.



**Contact Adult Hearing Outreach Services**

**(701)665-4401 or 1(800)887-2980**

**Pam Smith, Kathy Frelich, Kristen Vetter & Dawn Sauvageau**



## Parent-Infant Program/ School Age Outreach Specialists (Statewide Services)

### Valentine's Contest



Thank you to all the kids and families who participated.

Here's how participating develops these and other skills:

**Increase communication.** When making something with their hands, children may need to ask for help, may need to request a certain tool or piece of material, or they may simply want to express that they're having a hard time squeezing the glue out of the bottle. Additionally, because they create something visual and tangible, they can talk about it. When children bring their projects home, this provides the perfect segue to talk about what they made. A word of caution – just try to restrain yourselves from initially asking, "What is it?" Start with a few comments and see if your child will contribute some additional information on his own (e.g. Wow, that's really nice. I like the colors. I see blue, yellow...etc). Too often adults ask too many questions, which decrease the child's desire to engage in dialogue or conversation.

**Introduce child to language concepts like prepositions, comparatives, opposites and gives opportunities to target following directions.** Arts and crafts provide the perfect opportunity to naturally introduce children to prepositions (put some glue on the black line), comparatives (make the circle bigger than the square), opposites (the paper is smooth, but the sandpaper is rough). Children learn more when engaged. They need to experience something in order to fully understand and encode it.

**Improve Pragmatics and Social Interaction.** Making arts and crafts creates a natural context in which to take turns, to ask for help, to compliment another's work, to tell stories, and to share about past or future experiences.

**Improve attention and concentration.** This is because when you're doing an arts and crafts activity you have to use some hand-eye coordination which requires focus. Also, creating something takes time. It's not going to magically appear in seconds (unlike some tablet technology). This helps to teach children to delay immediate gratification. Children learn patience and realize that they need to complete steps to finish a quality project.

*Credits to: Kimberly Scanlon, Speech Therapy*



# Banner Flashback, 1918

Submitted by Lilia Bakken, Communications

## THE FLU

By Edna Davis



When the last "flu" victim is better  
And the ban is lifted at last,  
We'll go wild, simply wild, in our rapture  
That the "flu" days are over and past.

We'll all go for a trip to the movies  
And feast on some pictures again,  
Where Frances can see Mary Pickford  
And George watch our brave soldier men.



For Cecil 'twill be Charlie Chaplin,  
And Marion will want Dorothy Gish;  
While Loren will hunt Dustin Farnum,  
And the others whoever they wish.

We'll all want a trip to the barber,  
And some will surely need shoes;  
And the stores—oh, won't it be rapture  
For us to go there and choose?



But till then we'll have to be patient.  
We can go for a walk in the park  
And look at the pictures on billboards  
And think of that as a lark.

We're glad that we haven't got it,  
I mean that terrible "flu,"  
But we won't regret it a minute  
When the "flu" has finally flew.

**Retraction:** last month in **Tidbits**, I submitted a story about Carl Anderson, cartoonist. I felt so proud of his accomplishment because I was under the impression (mistakenly) that he was a graduate of NDSD. However, after the story was posted, I was contacted by a retired archivist at Gallaudet University (and 1974 graduate of NDSD, Michael Olson) who informed me that the story was not correct. NDSD's Carl was also a skilled artist/cartoonist. However, sad to say, he was NOT "THE Carl Anderson" that created the "Henry" cartoon. My sincere apologies for the error.