



# Services at the New Mexico School for the Deaf

Presented by Cindy Huff  
Jennifer Herbold, PhD  
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# What does it mean to be a school aged Deaf/Hard of Hearing Child?

- How does a D/HH child experience the world?
  - Visual experience & use of other senses
- How is being Deaf/HH different than other exceptionalities?
  - Consider other physical exceptionalities: Do any other serve as language barriers?
  - Consider other learning/cognitive exceptionalities:
    - How is being D/HH different?
    - How does the lack of language access affect the child's learning abilities?
- Deaf/HH = Challenged by lack of access to the environment more than anything.

# What does “Full Access” mean for D/HH children? Considerations:

- Interpreted Access
  - Pros & Cons
- Auditory Access
  - Does not apply to all children
  - Other limitations?
  - Type of access to community?
- Signed Access
  - Type of access at school?
  - What about other environments?





# NMSD Site-Based School Programs

Why do the site-based programs exist?

(Santa Fe= full age range: Preschools also in Albuquerque, Farmington and Las Cruces)

- Provides full access to education for students who use both spoken and signed languages.
- Provides critical mass of language peers.
- Helps districts in providing continuum of placements.
- IEP team must analyze whether a site based program is the Least Restrictive Environment for the child (per 6.31.2.11(C) NMAC) and whether NMSD's school programs are a good fit.
- Helps Local Education Agencies (LEAs) to have the option of providing quality instruction to students free of charge.
- Supports Statewide Services' Evaluation Process.

# Where do State Supported Educational Programs fit in?

## 6.31.2.11 NMAC

J. Children in state-supported educational programs.

(1) Children placed or referred by other public agencies.

(c) Service delivery. With informed parent consent pursuant to 34 CFR Sec. 300.300 and Subsection F of 6.31.2.13 NMAC, and pursuant to the procedures in 34 CFR Sec. 300.304 and Subsection D of 6.31.2.10 NMAC, the state-supported program may conduct such additional evaluations and gather such additional information as it considers necessary to assist the IEP team in making the placement decision. The referring public agency and the receiving state-supported educational program shall be jointly responsible for developing IEPs and ensuring that the child receives a free appropriate public education.

(2) Children enrolled in state-supported educational programs by parents or other public authorities. A state-supported educational program that accepts a child with a disability at the request of a parent or upon the request or order of a noneducational public authority, and without appropriate participation by the public agency that has primary responsibility for serving the child, assumes all responsibility for ensuring the provision of FAPE. The child's LEA or another public agency with educational jurisdiction may agree to share the responsibility pursuant to a joint IEP or other written agreement between the state-supported program, the other agency and, if appropriate, the parent.

*Note: An SSEP representative must be invited to the IEP meeting when an SSEP placement is being considered.*

# NMSD School Programs

- At NMSD, students have access to a wide array of academic classes & extracurricular activities that are fully accessible to them. A full range of support and related services are available. Weekday residential services available for those who live too far to commute daily. Families are provided with a variety of supports. Contact Dr. Herbold for more information.





# NMSD Statewide Educational Consultation

Supporting districts to answer the question



What does it mean to be a  
school-aged D/HH child?



## Consider how a deaf child experiences school, learning, communication, home...

- Student observations to provide insight and recommendations for the educational team
- Workshops
  - Educational strategies
  - Access to the whole school experience
- Evaluation Services
- Understanding the implications....administrator support and training



## Different kinds of “deafness”: 25% hearing loss is significant

- Hard of hearing students are often missing more than anyone realizes
- Academic growth
- Social-emotional development and well-being
- The full spectrum of students who are deaf or hard of hearing are served
- Educational consultants partnership with district audiologists and SLPs to reach more students effectively

## Environmental Disability

- Training and support for administrators and educational teams....
  - Approaches to create language rich school environments that nurture cognitive development
  - Strategies to support social-emotional well-being
  - Opportunities to interact with deaf adults and peers



# **NMSD School Programs and Statewide Consultation**

## Contact Us!

Dr. Jennifer Herbold  
Director of Instruction  
[jennifer.herbold@nmsd.k12.nm.us](mailto:jennifer.herbold@nmsd.k12.nm.us)  
(505) 216-2042

Cindy Huff  
Director of Educational Consultation  
[cindy.huff@nmsd.k12.nm.us](mailto:cindy.huff@nmsd.k12.nm.us)  
505-476-6400