Overview
Clark County School District
Student Support Services Division
Deaf and Hard of Hearing Services

The Student Support Services Division of the Clark County School District serves approximately 384 deaf and hard of hearing students ranging in age from 3 to 22 years. In reference to Senate Bill 134, CCSD offers secondary DHH students the option of CART Reporting. In 2001, the district was awarded a federal grant via the local plan in the amount of $50,000, to provide services for deaf and hard of hearing students for that school year. From 2002 through 2004, the district budgeted $50,000 per-year per-student. In 2004/2005 the budgeted amount was increased to $70,000 per-year per-student, followed by another increase in 2005-2006 to $80,000 per-year.

The availability of certified CART Recorders who are willing to work within the district is very limited. During the past six years, CCSD has employed one individual who was willing to provide this service for us. However, this contractor currently is not certified in CART Reporting.

CART Reporting

CART Reporting is primarily geared toward high school students with an advanced reading/comprehension level. This system is a verbatim transcription of all the verbal communication that occurs in the classroom. In a given class period, this program could generate up to 40 pages of text. During the past six years, we have had only one student per year utilizing the CART system.

Typewell Program

Beginning in 2004/2005, CCSD collaborated with CCSN to provide training from Typewell, which provides a computer based program that allows a captionist to "conceptually chunk" information as it is being presented. To be eligible for consideration, the candidates had to pass a pre-screening test. Participants attended a 6-week in-depth training program, in addition to a three-day workshop. After successful completion of this program, they earned a certificate of completion. To date, we have three employees who have been trained. Currently we have one high school student utilizing this system.

To support the Typewell System, CCSD had to purchase laptops and software for the student and the captionist to be used simultaneously within the classroom.

The Typewell Program allows students to access information that is presented through use of his/her residual hearing, access the visual presentation from the classroom environment, and use the instant conceptual chunking from Typewell as it concurrently occurs on his/her laptop. In addition to this, the student is given a copy of the classroom notes.

In an attempt to expand the services available for DHH students, CCSD began researching and assessing the effectiveness of Voice Recognition Software, offered through the Voice Factor Company. We are hopeful that this technology will prove to be yet another valuable resource for our DHH students.

Two programming options are available through the district for providing services to these students:

> **Aural/Oral Program** uses various techniques to develop speech and language. These include speech, speech reading, natural gestures, cueing, use of residual hearing, amplification, auditory training with strong educational practices tied to the general education curriculum. The *Auditory-Verbal* component of Oral education is specific to students who utilize their residual hearing as a primary mode of receptive language. Many students with Cochlear Implants are excelling with this particular focus on spoken language.

> **Total Communication Program** incorporates the use of residual hearing (enhanced by consistent amplification), and sign language that can be used simultaneously or independently to help develop speech and language. Techniques used include speech, speech reading, finger spelling and sign language. Sign language systems include American Sign Language (ASL), Conceptually Accurate Signed English (CASE), and Signed English (SEE).

DHH Student Population

Total Communication Programs serve approximately182 students and are housed in the following locations.
McMillan ES
Stanford ES
Crestwood ES (Deaf/Blind)
Fremont MS
Valley High School
Las Vegas High School (Deaf/Blind)

Oral Communication Programs serve approximately 202 students and are housed in the following locations.
Piggot ES

Guy ES
Tobler ES
Thorpe ES
Treem ES
Greenspun MS
Cimarron-Memorial HS
DHH Staffing

The current DHH positions allocated for CCSD include:

        4 Administrative
                1 Executive Director
                1 Program Director
                2 Coordinators (collaborate with building principals on teacher appraisals)
        4 Itinerant Specialists
                1 Aural/Oral
                1 Auditory/Verbal
                1 Total Communication
                1 Interpreter
        *11 Itinerant Instructors
                6 Aural/Oral
                5 Total Communication
        27 Site based Instructors (see locations on page 1)
        2 Deaf/Blind Instructors
        2 Counselors
        37 Sign Language Interpreters (see breakdown under Interpreter section)

*Students qualifying for Itinerant Support attend their home schools or one of the school district's magnet programs. The students may receive either direct or consultative services with the goal of continued support while increasing the level of academic and social independence.

Interpreting Services

Staffing (Interpreters)

        37- Sign Language Interpreters
                5 with EIPA 4 (or above) certifications
                7 with NAD III (or above) certifications – or it's equivalent
                3 RID certifications
        14- Sign Language Aides
        1- Oral Interpreter
        1- Note Taker (using *Typewell* system)

CCSD contracts with three outside interpreting agencies which helps us adhere to Nevada State law by providing certified interpreters.

Training

CCSD started offering on-going extensive training in 2002/2003, to help prepare the Educational Interpreters for certification. *Sign Language Professional Development Program* was the first program implemented.

In 2003/2004 *Signing Resources* developed a curriculum that offered a consistent training module focused on ASL proficiency and the cognitive processes of interpreting.

In 2004/2005 interpreter trainer Jes Julander RID CI/CT and Anita Nelson RID CI/CT provided workshops and one-on-one mentoring to increase the educational interpreters ability to pass certification.

2005/06 CCSD has contracted with *Community Accessing Network* to implement the Interpreting Skill Building Mentorship Program. The program offers participants an opportunity to learn, practice, and incorporate effective interpreting skills into their daily work.

Testing

CCSD offers the EIPA to Educational Interpreters every six months. We have also been designated as a Supersite for the RID assessment which is one of the certifications required by law.

Evaluation

Certifications and ongoing training, observations, and mentoring are a part of our ongoing efforts to evaluate the skills and qualifications of CCSD Educational Interpreters.

Recruitment

CCSD actively recruits professionals through the following means:

> Communicate with all Universities/Colleges with recognized DHH training programs

> Advertise through various Deaf Ed. Websites & Publications (RID Views, Deafed.net, etc.)

> Attendance at job fairs & conferences

Related Services

Additional services/technology available for students who are Deaf and Hard of Hearing include:
> Audiology
> Speech/Language

Communication Access Real Time (CART)
Closed Captioning, for curriculum related materials
Video Library (housed at Channel 10)
Specific related services as designated on student IEPs

Student Support Services Division is built upon a philosophy that embraces a cooperative and comprehensive approach for children who are deaf and hard of hearing. We are continually researching and updating best practice methodologies to help DHH students realize their full potential.

Ongoing Challenges/Concerns

Teacher Retention
Recruitment of qualified teaching staff
Recruitment/hiring of certified interpreters
Funding for early intervention program for DHH (ages 0-3)
Lack of in-state University DHH Training Program