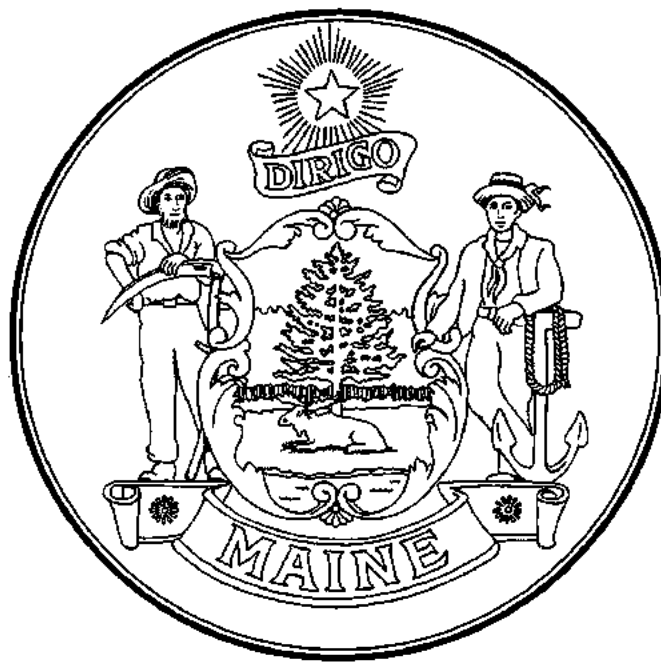


# MAINE STATE LEGISLATURE

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The MAINE EDUCATIONAL CENTER  
for the DEAF and HARD of HEARING  
GOVERNOR BAXTER SCHOOL for the DEAF

# 2019 ANNUAL REPORT





# VISION

Continue to build evidence-based educational experiences that empower families and provide all deaf or hard of hearing students with skills for lifelong learning and success.

# MISSION

Provide high quality, state-of-the-art services to children and youth who are deaf or hard of hearing, their families, and learning communities throughout the state of Maine.

# VALUES

Security • Language • Literacy • Diversity  
Integrity • Respect • Responsibility • Innovation

# Dear MECDHH/GBSD Community and Friends



As chair of the Board of Directors for the Maine Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf (MECDHH/GBSD) I am proud to be part of an ever-evolving and growing organization whose faculty and staff strive to provide a comprehensive evidence-based educational experience for the deaf and hard of hearing children in Maine.

As educational practices continue to change MECDHH/GBSD remains the beacon in creating state-of-the-art education for their students. On June 19, 2019, MECDHH/GBSD played a major role in seeing that the state passed *An Act Regarding Kindergarten Readiness for Children Who Are Deaf and Hard of Hearing* (LD 642). LD 642 is not only a historical marker in deaf education, but of critical importance to the language development of Pre-k deaf and hard of hearing children.

With committed, talented staff, and a dedicated, highly competent administrative team, MECDHH/GBSD has become a forerunner in advocating for the advancement of deaf and hard of hearing students as they journey from infancy to adulthood. As a leader in best practices in the education of deaf and hard of hearing children, our administrative team has traveled throughout the country and been invited abroad to model the programs practiced here in Maine.

On behalf of the Board of Directors, I want to thank the faculty, staff, and administrative team for a job well done. I also want to thank the families and community in which we serve, for their support and commitment to our program. Hand in hand, we continue to move forward.

A handwritten signature in cursive script.

Anna Perna, MA, CI, NIC, Ed: K-12, Board Chair

The Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf is proud of the scope of educational services provided to over 500 deaf and hard of hearing children from birth to 21 years of age, and their families, every day in this beautiful state that we call home.



Mackworth Island remains the hub of our vibrant pre-school program as well as the administrative offices and those staff who provide statewide services such as Public School Outreach (PSO), Early Childhood and Family Services (ECFS). Our staff provide audiological evaluations, occupational therapy, and speech and language therapies. Excluding contractual service providers, we have over 80 full-time employees throughout the state.

The next time you're in the area, plan on visiting the Percival P. Baxter museum. It houses a fascinating exhibit of artifacts portraying life on Mackworth Island over the last 100 years and memorabilia representing a comprehensive history of the Governor Baxter School for the Deaf and deaf culture.

We are excited to share this Annual Report with you. We hope it presents a concise snapshot of some of what we do to support and educate deaf and hard of hearing children in Maine.

Our profound gratitude to the many advocates and allies of our children in the Governor's Office, the Department of Education and its Commissioner, the Legislature, our families, friends, alumni, and most of all our staff, who have helped us fulfill so many dreams.

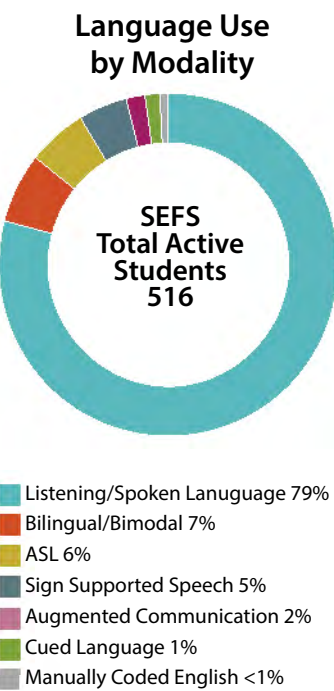
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Owen J. Logue, Ed.D, Executive Director





# STATEWIDE EDUCATION



**MECDHH/GBSD's Statewide Education & Family Services (SEFS) Department** supports children who are deaf or hard of hearing, and their families from birth until high school graduation. Staff include: Early Interventionists, Teachers of the Deaf and Hard of Hearing, Special Educators, Educational Technicians, Speech/Language Pathologists, ASL Specialists, Occupational Therapists, and Educational Audiologists. All staff have specialized education and training to support deaf and hard of hearing children. Our ultimate goals are linguistic competence and educational success.

**Newborn Hearing Program MECDHH** was awarded a 4 -year grant through the Health Resources and Services Administration to support Maine's Early Hearing Detection and Intervention program. Work supported by this grant includes:

- Education for parents/guardians, Physicians, and Audiologists on the importance of follow up after newborn hearing screening
- Family engagement including the development of the Maine Hands & Voices parent to parent support program, the Guide By Your Side program, and Maine's deaf and hard of hearing Guide program in collaboration with our family-based organization, Maine's Hands & Voices
- Educational materials created for families and professionals
- Four successful statewide conferences
- Statewide pediatric audiology work groups
- Funding for multiple positions, including a Quality Improvement Specialist, Parent Consultant, Audiology Consultant, and Family Based Organization Program staff

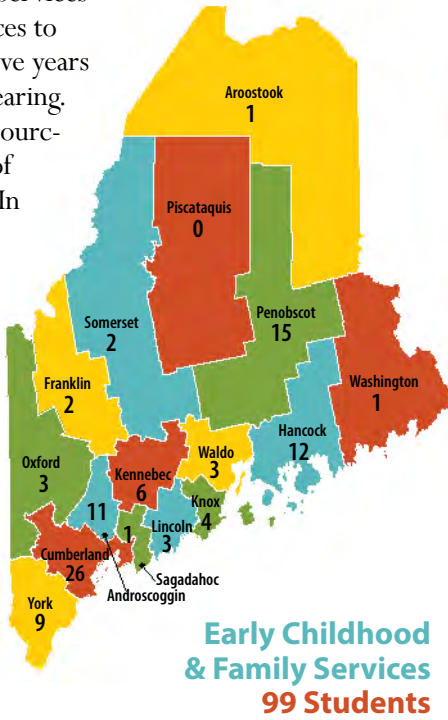


# & FAMILY SERVICES

**Early Childhood and Family Services (ECFS) — Total number of children served: 99**



**Birth to 5 years**  
Our Early Childhood & Family Services (ECFS) program provides services to families with children birth to five years of age who are deaf or hard of hearing. We provide information and resources to meet the individual needs of their infants or young children. In our Memorandum of Understanding with Maine's Child Development Services (CDS) we have created one statewide early intervention and early childhood education system for deaf and hard of hearing children. We collaborate with all birth to 5 providers serving this population, and coordinate hearing assistive technology and interpreting services statewide.

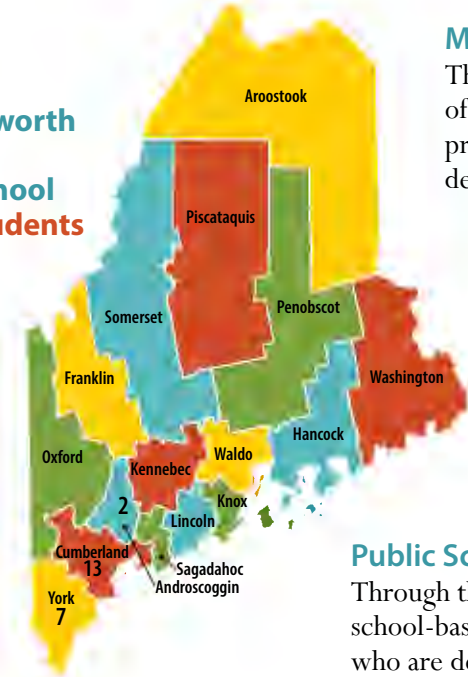


- Birth through 2 years of age**
- Emphasis on family/child connections and language acquisition
  - Routines-based early intervention maximizing opportunities for family/child interaction in natural environments
  - Family exploration of various communication and language opportunities
  - Supporting family in learning about their child's hearing levels and developmental needs
  - Support for child and family outcomes

- 3 to 5 years of age**
- School-based services that support language acquisition and Kindergarten Readiness
  - Direct specially-designed instruction
  - Array of evaluations, educational consultation, and in-service training

# STATEWIDE EDUCATION

## Mackworth Island Preschool 22 Students



### Mackworth Island Preschool — Total enrollment: 22

The Mackworth Island preschool program offers an evidenced-based program of learning for deaf, hard of hearing, and hearing children ages 3 to 5. The program is rich in experiences, which foster and nurture the child's language development. Highlights from this program include:

- Nationally recognized Bilingual (ASL and English) and Bimodal (Spoken and Signed) programming
- Experiential learning that optimizes cognitive, social, linguistic, and emotional growth
- Visually accessible and acoustically treated classroom environment
- Services individually tailored through the state and federally regulated Individual Education Program (IEP) process following the Maine Early Learning Development Standards
- On-site aftercare program

### Public School Outreach (PSO) — Total number of children served: 367

Through the 504 and IEP process, the Public School Outreach program supports school-based teams in providing appropriate educational programming for students who are deaf or hard of hearing in kindergarten through grade 12.

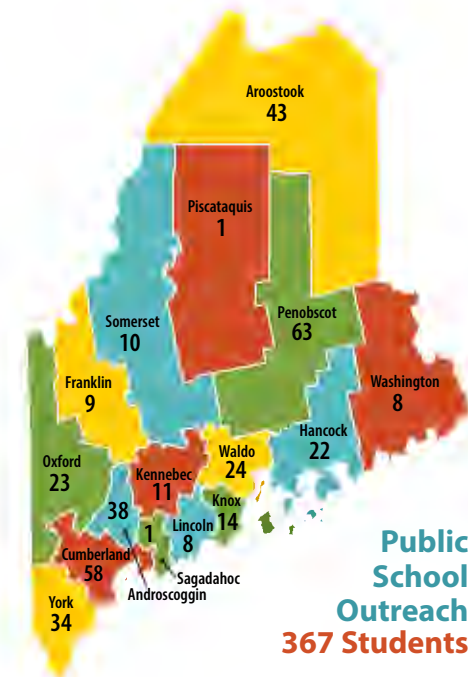
## Specially Designed Instruction

- Literacy
- Reading
- Writing
- Spelling
- Auditory development
- Mathematics
- American Sign Language
- Self-advocacy

## Educational Consultation

On site classroom observation and consultation on an array of topics, including:

- Assistance in care and use of hearing assistive technology (HA, CI, RM)
- Instructional strategies
- Curriculum Adaptation
- Visual and auditory access
- Use of sign language interpreters and cued speech transliterators
- Social/emotional needs
- Transition considerations and resources
- Access to resource materials
- IEP or 504 team participation



## Public School Outreach 367 Students

# & FAMILY SERVICES Cont'd.

## Social Emotional Programming

### Kids Like Me Program

- Peer support and interaction
- Experiential learning activities and facilitated group discussions
- Deaf/hearing team provide adult role models delivering a “can do” mantra
- Sessions occur regionally for students K-12
- A unique overnight program is offered for teens 4 times per year

### Junior National Association of the Deaf (NAD), grades 7-12

- Opportunities to develop leadership skills, learn and demonstrate citizenship
- Interaction with students from other schools and states
- Focus on advocacy, attitude, awareness, commitment, cooperation, friendship, information exchange, involvement and leadership skills

## Department-wide SEFS Services

Evaluations requested by IEP and 504 teams and completed by SEFS staff include:

- Educational evaluations
- Linguistic evaluations
- Speech/language evaluations
- Functional listening evaluations

## American Sign Language Instruction

- ASL for families in person or virtually
- Direct ASL Instruction to students under Specially Designed Instruction, as determined by the IEP team

## Audiological Support

- Support and consultation to all statewide programs
- Coaching, technical support, and consultation to families and other providers
- Consultation to educational teams and students per 504 or IEP team determination

## Speech-Language Pathologist Support

- Coaching for families, caregivers, and other providers
- Consultation with other therapists and team members
- Providing direct services to students 0-21 years to support goals indicated on IFSP, IEP, or 504 Plan
- Target skills encompassing the areas of expressive and receptive language, auditory access and skill development, speech development, and pragmatic language use

## Special Education Support

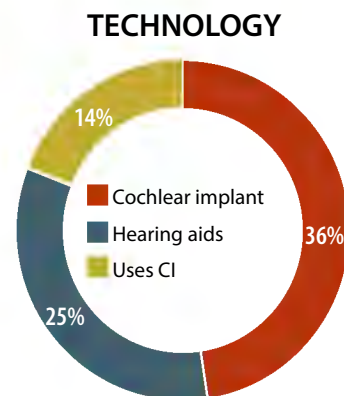
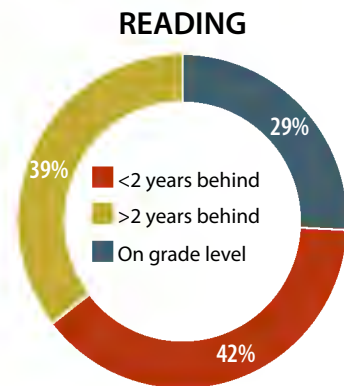
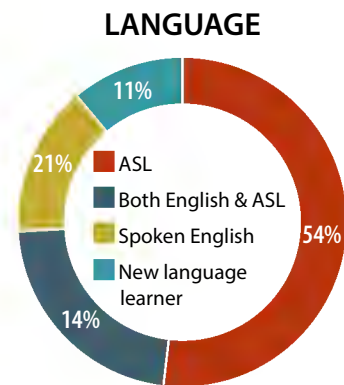
- Unique consultative perspective to professionals who are educating students who are considered deaf plus or deafblind
- Consultative resource to all families and special education teams statewide birth to 20

## Webinar Series

- Our educational professionals have developed various educational webinars on various topics related to deafness and education. Archives can be found at <https://www.mecdhh.org/resources/webinars/webinar-archive-list>



# K-12 CENTER



The MEDCHH/GBSD Center Program in Portland Public Schools uses the pedagogical approach of bilingual (ASL and English) and bimodal (signed and spoken), thus providing opportunities for language access for all of our students. We are fortunate to have fluent signers as teachers, educational technicians, and our social worker in all of our programs. Related service providers, such as occupational therapists and speech-language pathologists use certified ASL interpreters and cued language transliterators as needed until their ASL/cue skills become fluent. All of our Center School programs have dedicated rooms for specially designed instruction and social opportunities with a critical mass of Deaf peers. 100% of our Center Program students have IEPs.

## Elementary School

- We currently have 15 students in our K-5 program. They are transported to and from school on a daily basis from 10 different towns.
- Students are mainstreamed into regular education classes as appropriate and determined by their IEP team. Signing students have certified ASL interpreters and Educational Technician III personnel with them. Spoken language students use both ASL interpreters and/or cue language transliterators as appropriate.
- Currently, 10 of our students are ASL users, 2 use spoken English, 1 uses both ASL and spoken English, and 2 are new language learners (ASL) who immigrated from other countries last year.
- The school where our program is housed has monthly community dinners for all families. The school provides spoken language interpreters for parents who do not yet have a complete command of English. We provide ASL interpreters so that our parents who have other heritage languages can communicate with their children who are beginning to learn language through American Sign Language.
- Students attended a day long STEM program at the Wells, Maine Estuary. This program was provided through a grant in partnership with Boston University. They learned about the biome of the estuary and how to preserve its flora and fauna.

## Middle School

- We currently have 4 students all in the sixth grade. They are transported to and from school on a daily basis from 4 different towns. Students are mainstreamed as appropriate with ASL interpreters.
- Students in grades 6-12 attended a day long STEM program at the Wells, Maine Estuary. This program was provided through a grant in partnership with Boston University. They learned about the biome of the estuary and how to collect data for use in helping to preserve the estuary.

# PROGRAM

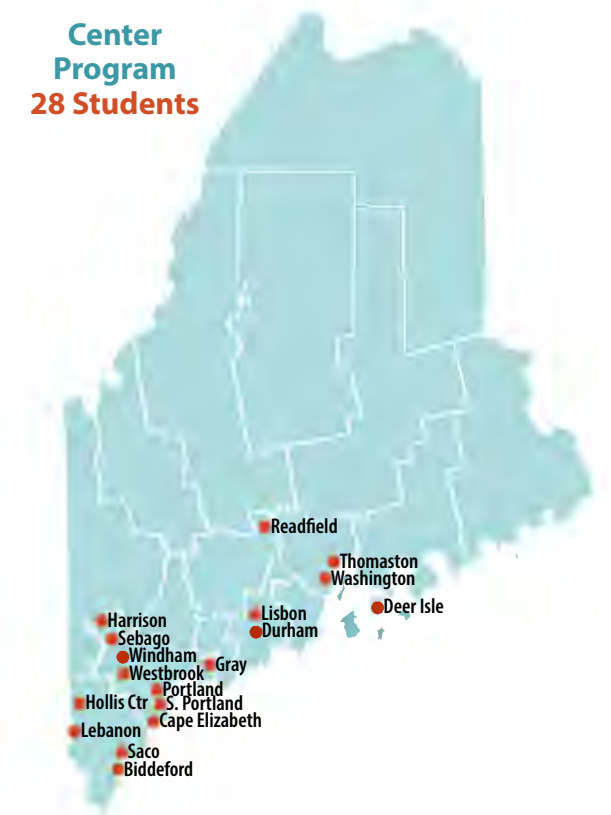
## High School

- We currently have 9 students in the high school. They are transported to and from school on a daily basis from 8 different towns.
- Students are mainstreamed into regular education classes as appropriate and determined by their IEP team. Signing students have certified ASL interpreters and Educational Technician III personnel with them. Two of our spoken language students also have ASL interpreters in their mainstreamed classes.
- Several of our high school students participate in the clubs and/or sports programs at their school, such as wrestling, football, track, soccer, art club, and drama club.
- High school students have the opportunity to attend the Portland Arts and Technology High School beginning their junior year to study careers, such as dance, child care, marine engine repair, cyber-security, culinary, woodworking and more.
- Students in grades 6-12 participate in the clubs and/or sports programs at their school.
- One of our seniors is the president of our Jr. NAD Club. They, and two other seniors, attended the National Conference of Jr. NAD in Rochester, NY this past year where they gained many leadership skills.
- That same senior has been accepted into two colleges; NTID and the Southern Maine Community College. The remaining 2 seniors have been accepted into Southern Maine Community College.
- One student was honored last fall with the Citizenship Youth Award presented by a representative of the Deaf Community at the Governor's Annual Tea honoring the Deaf Community.
- Students attended a day long STEM program at the Wells, Maine Estuary. This program was provided through a grant in partnership with Boston University. They learned about the biome of the estuary and how to collect data for use in helping to preserve the estuary.
- All seniors are currently working on their capstone projects, which is a final requirement for graduation.

## 2019 Graduating Student Profile

- All 3 seniors (100%) graduated last year with a diploma from Portland High School
- One senior (33%) achieved their goal and enrolled in a 2-year college (SWID).
- The remaining 2 students (66%) also achieved their goals by going directly from school to work.

Center Program  
28 Students

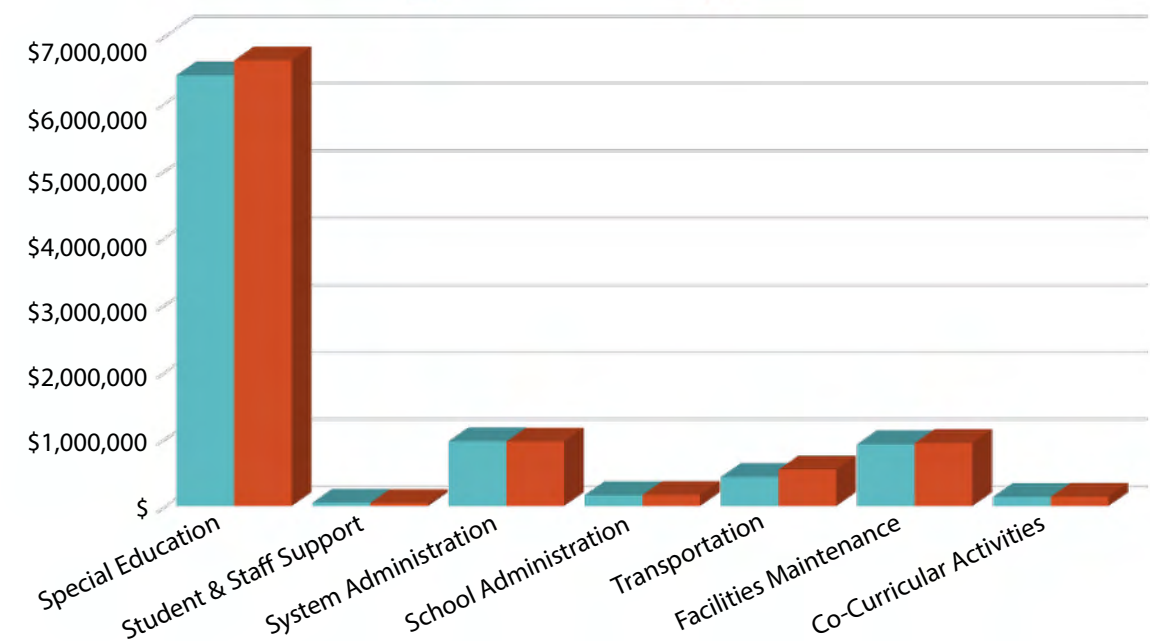




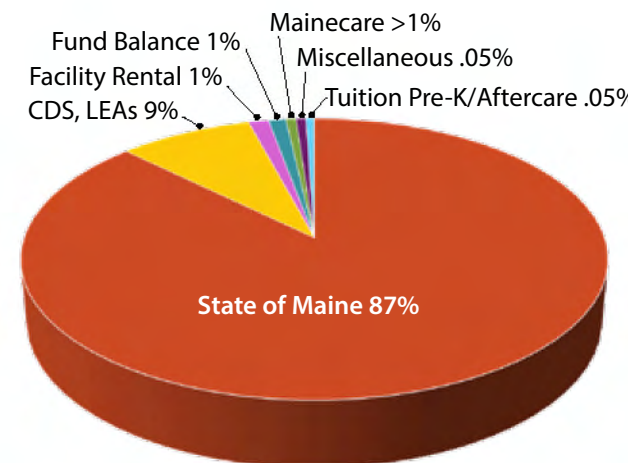


# FINANCIALS

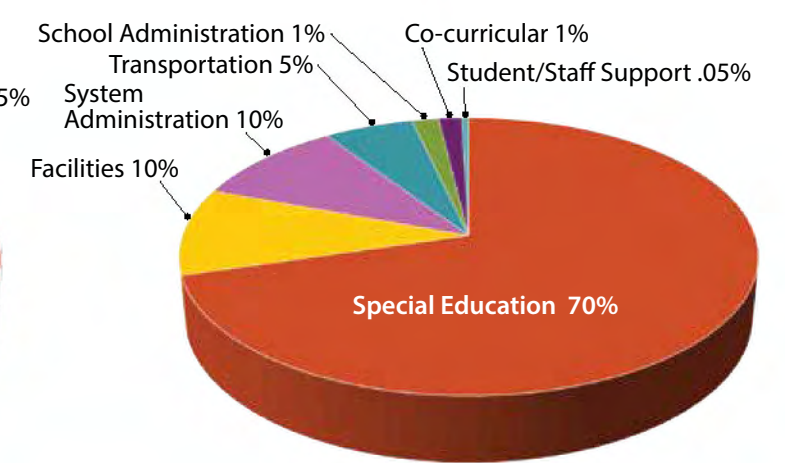
■ 2019 Budget to ■ 2020 Budget



**Budgeted Revenue 2020**



**Budgeted Expenses 2020**





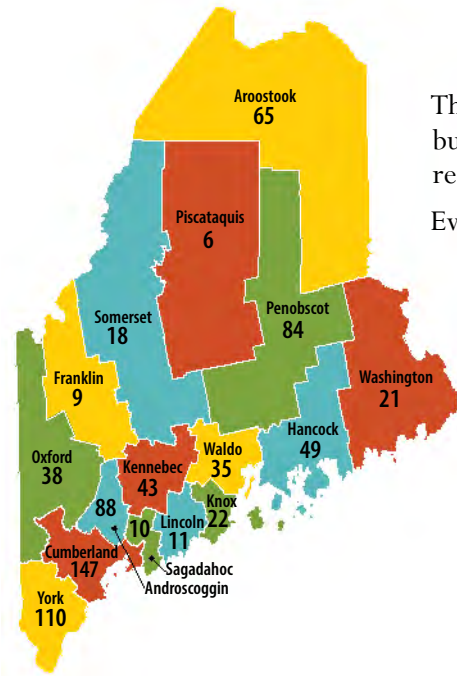
# SUPPORTERS/GRANTS

**Thank you to the following partners!**

- Catholic Charities
- Child Development Services
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
- Deaf Senior Citizen Group
- Disability Rights Maine (DRM)
- Hear ME now!
- Helen Keller National Center for Deafblindness
- Maine Administrators of Services for Children with Disabilities (MADSEC)
- Maine Association of the Deaf
- Maine Behavioral Health
- Maine CITE (Assistive Technology)
- Maine Department of Education
- Maine General Hospital
- Maine Hands & Voices
- Maine Newborn Hearing Program
- Maine Public School Districts
- Morrison Center
- National Deaf Center on Postsecondary Outcomes
- New England Consortium on Deafblindness
- Northeast Deaf and Hard of Hearing Services
- Northeast Gallaudet University Regional Center
- The University of Maine System

**We are proud and honored to have received the following grants:**

- Health Resources and Services Administration (HRSA):  
**1-3-6 Family Engagement in Maine Newborn Hearing Program**
- New Hampshire Department of Education:  
**All Together Now**



The purpose of this report was to not only show you who we are and what we do, but also to visually represent the overwhelming need for expanding our services to reach every deaf and hard of hearing child in Maine.

Everyday we impact the lives of deaf and hard of hearing children and their families across the state. We know there are over 750 of these children. It is our goal to reach every single family and grow our services to support all deaf and hard of hearing children in Maine.

Thank you for taking the time to look at this report. Please visit our website at [www.mecdhh.org](http://www.mecdhh.org). For further information call 207-781-3165.

**We look forward to hearing from you.**





