

## Frequently Asked .....about the ISDB Campus Program

- School Calendar and Schedule: The ISDB runs on a school calendar similar to other districts in the state, with the school year running from the latter part of August to the end of May. ISDB operates on a 4 day school week—Monday-Thursday (with the exceptions of the few weeks with Monday holidays—those weeks shift to Tuesday-Friday). Because of the 4 day schedule, the actual school days are longer than 5 day per week schools.
- Trimester: The ISDB operates on a Trimester system. There are three 12 week trimesters per year.
- Visiting ISDB campus: Families and/or district staff are welcome to arrange a visit to the ISDB. Most often that is done by communicating your interest to the IESDB Education Specialist in your area. The Education Specialist will then contact the campus program—the Director of Education (Gretchen Spooner) or the Vice Principal (David Sparks)—to set up a day and time that works for all. However, a parent and/or district staff may also call directly to the school to set up a visit. During a campus visit, Included in a campus visit is a general tour of the school and some specifics about the varied programs and classrooms for the differing age groups and disabilities, opportunity to meet a variety of staff, tour of the cottages, and extra time and focus on the area and age group in the school that is of most interest to the family or district staff at that time. Generally the Director of Education or the Vice Principal lead the tour, and are happy to answer any questions visitors might have. Our goal is to give our visitors an enlarged understanding of what the educational program looks like at ISDB and how we work with students.
- Transportation to and from ISDB campus: The ISDB provides daily transportation route within geographic areas close enough to the campus for reasonable daily routes at designated pick up locations. For students living outside of those daily routes, the ISDB provides weekly transportation (and those students stay in the cottages during the school week). For weekly transportation, students are picked up on Sundays (late afternoon)—the exact times depend on the route and the city/ town where the student is picked up. They arrive on the campus about 7 PM on Sunday evenings. Students are transported back to the designated local pick up/ drop off location on Thursdays—they leave the ISDB campus about 3:30 PM and arrive back to parents between approximately 5:30 PM and 7:30 PM, depending on the route. The ISDB currently runs weekly bus routes to the Treasure Valley, and to eastern Idaho. Students from North Idaho are transported via airplane to Boise, and picked up at the airport by ISDB staff.
- Extracurricular Opportunities: Students at ISDB have the opportunity to participate in several interscholastic sports. On the ISDB campus, the sports currently offered are volleyball for girls, cheerleading for boys and girls, basketball for boys and girls, and track for boys and girls. Both deaf and hard of hearing students and visually impaired students participate in sports at ISDB. For home basketball games, the ISDB has an established practice of offering play by play verbal description via an FM system for blind or visually impaired students who are in the bleachers watching the game so that they can keep up with the action.

In addition, the ISDB currently has a Coop agreement through the IHSAA with the Gooding School District for boys' football and boys' soccer—this means that ISDB students can try out and join the Gooding High School teams in those sports.

Other extracurricular opportunities include Student Council and high school class officers. These student leaders are involved in planning events such as dances (for high school) and homecoming activities (for the whole school).

- Class sizes: Class sizes are small relative to what is typical at other districts in Idaho. The average class size is 4-6 students per class. Some classes have 8 or very occasionally even 9 students, and some classes will have 2 or 3 students. When classes are larger or if the student needs indicate that additional help or support is needed in the class or for certain portions of the class, there will be an aide assigned for the designated time frame. This is typical size for residential schools for the Deaf/Hard of Hearing and the Blind/Visually Impaired, and enables ISDB to provide a quality direct instruction experience.
- About 1-1 aides: In general, students served at ISDB are not assigned 1-1 aides. Although this is fairly common in home districts for students who are visually impaired or deaf/ hard of hearing, due to larger class sizes and larger school buildings, in most every case it is not needed when receiving services at ISDB. Because of small class sizes, the classroom teacher is usually able to meet the educational and social development needs of the student without the need for a 1-1 aide. If an aide is present, nearly always the aide is there to support the entire class, and is not assigned to one student. The ISDB finds that this educational environment leads (with time) to increased independence for students who were previously accustomed to having a 1-1 aide.
- Cottage Life Program: Students stay in the cottages Sunday through Wednesday nights (4 nights per week). They are placed into a cottage based on gender, disability type (B/VI or D/HH), and (as able) by age. There are 6 cottages, 5 of which are currently used for students. Each cottage has 6 bedrooms, and typically no more than 2 students are assigned to a room. Floor plans are set up so that 2 bedrooms share one bathroom. The cottages also have a living room, kitchen and dining room, and a game/ social/ play room.
  - Cottage Supervisors are with the students from the time school is out until breakfast time the following morning. Depending on student numbers and age, there are 1 or 2 Cottage Supervisors per cottage in the afternoons until approximately 11 pm. Then there is a shift change and there is one overnight Cottage Supervisor per cottage who stays awake and monitors the cottage, ensuring that students wake up and get ready for breakfast and the school day.
  - Students are assigned chores weekly in the cottage. The chores are age appropriate and are similar to chores typically expected in homes (for example--set the table, clear the table and load the dishwasher, garbage duty, sweep/ mop). These chores are rotated weekly, so each student does each of the chores during one week or another. Students are also expected to be responsible for keeping their room and their clothes in order: this includes making the bed daily, picking up clothes and other things from the floor, doing and putting away their laundry weekly (Cottage Supervisors teach and guide this

at age appropriate skill levels). Students are also expected to participate in study time where they work on assigned homework.

- Cottage Supervisors plan and organize some activities within their individual cottage and also plan together for periodic “all cottage” activities. Depending on age and interests, activities can include crafts, sport activities, field trips to community activities such as roller skating, bowling, corn maze, etc. This provides a variety of social opportunities for student growth and development. Several students choose to bring their own video games, and such. Cottages also have one or two computers for student use, and the cottages with deaf or hard of hearing students have video phones for student use.
- For students who are Deaf/Hard of Hearing, the cottages have Video Phones installed, allowing students to stay in touch with their families while away.
- Infirmary and Nursing services: The ISDB has 2 full time and one part time nurses on staff. The nurses are on duty from 7:00 AM to 10:00 PM, and the head nurse is on call after that if necessary. If a child becomes ill during the school week, he/she can go to the infirmary and the nurses will evaluate the condition, and possibly administer over-the-counter medications to help with the problem (parents indicate and approve in the enrollment process which over-the-counter meds a parent is comfortable allowing the school to administer). If the child is not able to attend classes due to illness, there are separate rooms for boys and girls in the infirmary with beds for them to rest, under the supervision of the nurse. If a child is ill or injured, the nurses will call the parent to inform them about the situation. Depending on the seriousness of the illness/ injury, parents may be requested to come and pick up their child to bring them home.
- The curriculum provided at ISDB follows the state guidelines and is aligned with Common Core State Standards and Idaho Standards as are other schools in Idaho. Instruction is accommodated and adapted to meet the learning needs of individual students. The curricular offerings at ISDB are expanded due to a collaborative relationship with the local Gooding Joint District. Students who have the capacity to be independent and successful in a mainstream setting for selected courses are able to be registered for selected academic content classes or non-academic electives at Gooding Elementary School, Gooding Middle School, or Gooding High School. These students must be able to demonstrate readiness to be successful with grade level coursework. Some students are scheduled to take non-academic classes in the mainstream setting at times in order to provide exposure to a broader array of peers, larger class sizes, and the social exposures of the mainstream setting. These decisions are made individually per student by the team that includes parents, student, ISDB teachers and administration. For ISDB students taking classes at the Gooding Joint District, ISDB provides the needed accommodations for accessibility for the student, as well as the transportation to and from the school. (Gooding School District has a matching 4 day school week and trimester schedule).  
The ISDB provides coursework to meet the state requirements and also the additional requirements for High School graduation.
- Expanded Core Curricula (ECC) : For students who are blind or visually impaired, curricular offerings for middle and high school for ECC include Daily Living Skills classes which address the Expanded Core Curricula for the Visually Impaired. The curriculum in these classes includes

building independence with cooking and food preparation, proper techniques in eating skills, cleaning (kitchen and home in general), budgeting/shopping/ money, self-advocacy skills as a visually impaired person. Within other content area classes, teachers all support the ECC by reinforcing the skills taught in Daily Living Skills.

The ECC skills listed above are also addressed and developed during the Independent Living Skill program, given student populations at any given time, and staffing availability for this programming.

Preschool and elementary students are provided supports for ECC skills within their self-contained classes.

For students of any age so identified within the IEP, Orientation and Mobility training is provided by a certified O & M Specialist.

- Independent Living Skills Program (18-21 yrs): The Independent Living Class is designed to promote positive work habits, effective time management skills, living skills to support independence (e.g cooking, cleaning, and maintenance), application of social skills appropriate to the student's environment, money management and self-advocacy skills. In addition, this class helps students take their first steps in learning their role in a community by completing successful volunteer work experiences. Students complete time cards, receive payment with "mock" independent living money, learn to overcome communication barriers and participate in monthly billing cycles. This programming is currently available for D/HH students. Due to staffing and numbers limitations, the availability for this full program for B/VI students is more limited.

A student attending in any Idaho LEA, who is deaf or hard of hearing and/or blind or visually impaired, can be considered to enroll in ISDB on-campus Independent Living Skills (ILS) programs for 18-21 yr olds. There are some conditions, however.

- If the student has met high school graduation requirements that match typical high school rigor, and has received the diploma, the student is not eligible for an 18-21 program such as the ILS Program at ISDB. If the student's IEP outlines individualized graduation requirements that are not fully aligned with high school rigor (include adapted coursework or specialized courses to meet that student's learning needs), then the student can be considered for the ILS program.
- If the student is on track to graduate with a diploma representing typical high school rigor, and the student and IEP team agree (before the student graduates) that it is critical for the student to also receive additional training in skills for independent living, the IEP team can choose to amend the student's graduation plan to include a requirement to attend the ILS program.
- The ISDB ILS program has limitations in staffing and space. Students who have attended high school in their home district are considered on a space available basis. Student numbers for the ILS program can vary greatly from year to year—some years there will be space for additional students and some years that may not be the case. The ISDB staff is able to make fairly accurate predictions for ISDB campus student numbers for the ILS program looking forward a few years. Thus, teachers and parents at the home LEAs who want to consider their student for participation in this program should discuss

the possibility with the IESDB Education Specialist for their district, and he/she will answer questions and help you get connected with ISDB campus staff to discuss it further.