



MONTANA SCHOOL FOR THE DEAF & THE BLIND Express

lifting students beyond expectations

Volume XXVI, Issue 1, Fall 2019



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Dear Families, Students, Staff and Community Stakeholders,

Transitions are a natural part of life. We all go through transitions throughout our lives. There are rites of passage that celebrate certain transitions – Kindergarten graduation, transition to middle school or high school, high school graduation, or possibly college graduation. There are life-changing transitions most people go through – first jobs, getting your driver's license, first apartments or homes, engagements, or maybe weddings. Other transitions are more subtle, and yet, no less life-changing – the first time you move something further away from your face to be able to read it, your first gray hair, or your first 'oof' when you sit down.

Our world transitions through seasons; the order of those seasons might depend on where you live. For example, here in Montana it feels like we had spring, two days of summer, two days of fall, then a week of winter, back to fall, and back to winter again. Our country transitions through political pendulum swings. Education transitions through philosophies, fads, and bandwagons.

This year, the Montana School for the Deaf and the Blind (MSDB) will go through transitions as we do every year. We will have staff members who might retire or move away. We have seniors who will graduate.

Many families experience transitions as their children start new schools. Maybe your child started attending MSDB as a day student in preschool. Maybe your child started attending MSDB as a residential student and your family is learning to experience a "new normal." Maybe your child was recently identified as deaf, hard of hearing, blind, visually impaired, or deafblind and your family is searching for supports. MSDB might be one of those supports.

Through all these transitions, there are some things that remain constant – things you can rely on no matter what. One constant is MSDB – we are here to provide educational opportunities on campus through our day program and on-campus events where Outreach students join us in learning and in fun. We have a residential program to provide a safe, happy, and healthy home away from home for those students who need direct educational services and do not have access to those services in their area. We provide consultative Outreach services to school districts and families upon request. We provide Family Learning Weekends for families to come together and support each other and learn from each other.

While our budget for most necessities comes from the State of Montana, our MSDB Foundation believes our students and staff deserve so much more than the basic necessities. The MSDB Foundation believes in *Lifting Students Beyond Expectations*. To show their belief, the MSDB Foundation funds equipment and so many of the "extras" our students are fortunate to experience. Many of the after-school clubs have funding available through the MSDB Foundation. Our staff have access to professional development opportunities that are not funded by the State. The Foundation provides limited funds for students in need, both on campus and in Outreach. Along with our staff, the MSDB Foundation goes above and beyond in supporting our students. If you want to be part of something that positively impacts the lives of our students, their families, and our staff, please consider donating to the Foundation! Keep reading this issue to find out more about the incredible work MSDB staff members and our students accomplish daily! ■■

Peace Always,

Donna E Sorensen
MSDB Superintendent

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Bringing Abstract to Reality

By Missie Hill - Science Teacher



Merge Cube

Every so often a teacher finds something exciting that will not only benefit the students, but will be exciting and fun at the same time. I have found that exciting thing.

I recently discovered the Merge Cube. This cube is a foam square with what looks like ancient hieroglyphics on it. The amazing thing about this cube is that it brings concepts to life in a 3-D projection. One simply downloads the program, points their phone or iPad at the square and objects seem to jump off of it.

Now, to many this may not seem like a big deal. But imagine studying an animal cell. You can touch the cell on your iPad and it will show all the organelle in the cell. Touch an organelle, and it makes it pop out enlarged. You can pick up the cube and turn it around, showing all sides of that organelle. This brings it to life, making it easier to get the concept across.

This cube comes with many apps, most of which are free. I have found there are apps with activities for Earth Science and Biology. New ones are being created for physics and chemistry. There are math apps that help with multiple concepts. There are games that assist in strengthening problem solving skills and fine motor skills.

I gave it a trial run in both Earth Science and Biology. Earth Science was studying our galaxy, stars, and planets. I was able to show the students different constellations, what the Big Bang would have looked like as it happened, and planets rotating around our sun. There were many comments coming from the students. One student ran up to the smart board, where I had it projected from my iPad, and was touching what he wanted to see closer. He stood there in awe for a few minutes.

Biology discussed differences between animal and plant cells. They were able to see each organelle and what it fully looks like as we discussed their jobs.

My goal is to acquire more cubes so each student has one to use in class as well as sharing them with other teachers. They are not expensive at all and well worth the cost. The apps, for the most part, are free. Only a few cost a small amount.

What better way to bring abstract ideas and objects into reality for the students? To me, it is a win-win situation. There is nothing better than seeing the excitement on their faces. ■■



Dakota looking at the Mars Rover.



Maci looking at a brain brought to 3D with the Merge Cube.

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Collaboration in the Classroom

By Diane Moog - Classroom Teacher & Laurie McRae - Physical Therapist



Two preschool students watch Ms. Moog count.

Preschool has been busy with all the learning! Mrs. Moog is back in the classroom again after a short time as a teacher mentor. She worked in Preschool many, many years ago and when the opportunity came up for her to return to the classroom, she jumped at it!

Working with the youngest learners allows her the opportunity to focus on developing language and other developmental skills that will relate to readiness for learning. Currently she has students at a Pre K and Preschool levels. They are eager to learn, and she is eager to help them realize their potential. She has a great support staff as well.

Moog is a true believer of collaboration. The preschool classroom is a hub of activity and is a perfect environment for the specialists to be involved. MSDB employs specialists in the areas of speech and language, occupational and physical therapy on a full-time basis. They have experience working with students with a variety of hearing and vision needs and provide support for instruction in and access to the general curriculum. We meet on a regular basis to discuss students, their needs and how we can best meet them. It is through this that we can support each other and have a team approach to implementing the students' goals. Their help is invaluable as they support language development through interactions with the students. They are

instrumental during the selected activities. During this time, tables are set up with a variety of readiness skills. These are selected based on student need and developmental sequences. The support staff may also have an activity to present to the students during this time. It provides another opportunity for learning and generalizing skills.



Elijah sits at a table with colored cups ready to learn.

Our physical therapist, Laurie McRae, provides support throughout the day. We collaborated over the summer going through various programs that I use with the students to identify motor breaks at various times during the day. Laurie's collaboration in the classroom supports student participation in classroom procedures and routines including transitioning from floor to seated activities, sitting for table top activities, using eyes and hands together in selected activity centers and moving safely within the classroom and school environment. All elementary students at MSDB participate in a motor lab based on the Ready Bodies, Learning Minds curriculum (www.readybodies.com). In the afternoon she provides the beginning instructions on how to participate in motor lab which is another program the school uses.

Mrs. Moog is fortunate to work with several of our support specialists who also value the collaboration model. It is exciting to be working with them at this time to determine how they will provide support within the classroom. ■■



Myra pretends to be Superman on the colored carpet.



Mya balances on the balance beam.



Myra holds a multicolored doll while Mya watches Ms. Moog.

Congratulations to the Teacher of the Year

By Emily LaSalle - Outreach Consultant



Linda Rost teaches Biology, Anatomy and Physiology, AP Biology, Chemistry, and Science Research for grades 10-12 at Baker High School located in Baker, MT. She facilitated a successful Science Research program at Carter County High School in Ekalaka from 2007-2014 and started the program in Baker in 2014.

In her 12-year career, 22 of her students have competed at national or international science competitions. One student placed 1st at the National Junior Science and Humanities Symposium in 2012 and another placed 3rd in 2019. Additionally, one placed 3rd at the Intel International Science and Engineering Fair, and four have placed 4th.

Rost obtained a Bachelor of Science in Range Science from New Mexico State University, a Masters of Education in Curriculum and Instruction and a Masters of Science in Science Education from Montana State University - Bozeman. She is currently pursuing a PhD in Curriculum and Instruction - STEM from Texas Tech University. Rost is the chair of the Baker Public Schools Professional Development Committee, which she started in 2018 to focus on Science, Technology, Engineering and Mathematics (STEM) and Indian Education for All (IEFA) K-12 collaborations and grant projects. She also serves as a Teacher Trainer for the Montana Partnerships with Regions for Excellence in STEM (MPRES) and the Northwest Earth and Space Sciences Pipeline (NESSP) grants. She is a three-time winner of the Junior Science and Humanities Symposium Teacher Award, a two-time Continental Cares grant recipient and the 2016 National Vernier Engineering Contest winner. ■■

Everyone Can Enjoy the Pleasure of Reading

By Tabatha Soliz - Classroom Teacher

As fall moves into winter, there's nothing better than curling up in your favorite chair with a cup of hot chocolate and a good book. With the abundance of library books, e-readers, e-texts, and other such technology, it might seem that everyone has easy access to books. What if you are blind or visually impaired? If braille is your primary reading medium, how easy is it to get books in braille for leisure reading? Thanks to a wonderful company, Seedlings Braille Books for Children, obtaining leisure books is rather easy.

Each year, children ages birth through age 21 can receive three (3) free books from Seedlings as part of the Angel Book Program. Parents or teachers can visit <http://www.seedlings.org/> and register their child. The child then selects four books that are of interest, and Seedlings will send three of them. This program occurs each year. Students need to re-register each year to continue getting books.

This is a wonderful program. It is a way for students who are blind and visually impaired to receive braille books. Everyone can have the opportunity to enjoy the pleasure of reading in the medium that is best for them. ■■



Horsin' Around

By Erin Barr - Classroom Teacher

On a blustery Friday morning in September, eight students and seven staff members from MSDB visited Ms. Barb Hantsman's three horses: Marker, Buck, and Whiskey in Ulm, Montana. Students and staff joined Barb in a pen where the eager trio of horses soaked up affections through pats, hugs, brushing, and the feeding of treats. During this time, Barb taught students about the structure and parts of the equine leg. It was difficult to determine whether the humans or equines most enjoyed this experience.

After getting acquainted, Barb and Marker led the MSDB group to the round pen to showcase a training session. Marker was let loose in the pen and Barb sent Marker through his paces using a flag on a pole to direct him. This allowed Marker to show off and kick up his heels as he bucked, trotted, and galloped



Maci and Lynda enjoying time with a horse.

around the pen. During each pass, and as staff provided verbal descriptions of the action, he would look directly at his adoring fans. Unfortunately at this point, we had to cut the field trip short because of the rain. Barb is hoping to host students and staff from MSDB again soon!

Sophomores from Ms. Barr's English class were eager to share their thoughts about their time in Ulm. Trenton mentioned, "Marker is my theme horse. Barb was nice enough to let us on her property." "I had a really great time there," said Maci. Dakota remarked, "[This is the] most fun we have had so far this year!" ❖

Special thank you to Barb Hantsman and her cousin Lynda Loney for facilitating a fabulous and therapeutic outing for all involved!



Angelina pets the horse's body while David nuzzles the horse's nose.



Trenton pets the horse's mane.

Expanding the Walls of MSDB

By Paul Furthmyre - Principal

With technology changing the educational landscape, MSDB has a couple of pilot programs for off-campus students this year. As it is a pilot program, the school is starting small with the hopes of expanding to more students in the future. MSDB has conducted online classes in the past and current staff are committed to making it available again. Currently, two specialty classes are being offered via Internet conferencing. We have students learning American Sign Language (ASL) every day of the week with our ASL Instructor. We have a student learning Assistive Technology with our AT Instructor a couple of days a week.

MSDB understands that more students around the state need access to our specialists on a regular schedule. In January, we will be asking what classes we should offer at MSDB for the 2020-2021 school year. We hope to continue with ASL classes and Assistive Technology

classes. We also hope to expand our course offerings as well using the technology available to us. Of course, some of our specialty classes are not suitable for this type of learning environment. If you would like MSDB to look at a class for online learning, please fill out the following form for each suggestion: <https://forms.gle/goQoKSqZq7CtncZM6>.

Not only does the online environment give access to off-campus students, it provides our on-campus students an opportunity to engage in learning with more students. We see this pilot program as a way to improve student learning for all students. It is our hope that next year, we have one online class happening every period of the day. That would provide for eight periods of instruction for off-campus students to be integrated into our programming at MSDB. ■■





Montana School *for the* LIFTING STUDENTS

Charitable Contributions from IRAs

By MSDB Foundation

Contributed by: Laura Walker, MSDB Foundation Board Member

The Pension Protection Act of 2006 first allowed taxpayers age 70½ and older to make tax-free charitable donations directly from their IRAs. By making a qualified charitable distribution (QCD) from an IRA directly to a qualified charitable organization, older IRA owners were allowed to exclude up to \$100,000 annually from gross income. These gifts, also known as “charitable IRA rollovers,” would otherwise be taxable IRA distributions. The law was originally scheduled to expire in 2007, but was extended periodically through 2014 by subsequent legislation and finally made permanent by the Protecting Americans from Tax Hikes (PATH) Act of 2015.

How QCDs work

You must be 70½ or older in order to be eligible to make QCDs. You simply instruct your IRA trustee to make a distribution directly from your IRA (other than SEP and SIMPLE IRAs) to a qualified charity. The distribution must be one that would otherwise be taxable to you. You can exclude up to \$100,000 of QCDs from your gross income each year. And if you file a joint return, your spouse (if 70½ or older) can exclude an additional \$100,000 of QCDs. Note: You don’t get to deduct QCDs as a charitable contribution on your federal income tax return — that would be double-dipping.

QCDs count toward satisfying any required minimum distributions (RMDs) that you would otherwise have to receive from your IRA, just as if you had received an actual distribution from the plan. However, distributions that you actually receive from your IRA (including RMDs) and subsequently transfer to a charity cannot qualify as QCDs.

Example: Assume that your RMD for 2018, which you’re required to take no later than December 31, 2018, is \$25,000. You receive a \$5,000 cash distribution from your IRA in February 2018, which you then contribute to Charity A. In June 2018, you also make a \$15,000 QCD to Charity A. You must include the \$5,000 cash distribution in your 2018 gross income (but you may be entitled to a charitable deduction if you itemize your deductions, a strategy that may be less beneficial now due to passage of the Tax Cuts and Jobs Act). You exclude the \$15,000

of QCDs from your 2018 gross income. Your \$5,000 cash distribution plus your \$15,000 QCD satisfy \$20,000 of your \$25,000 RMD for 2018. You’ll need to withdraw another \$5,000 no later than December 31, 2018, to avoid a penalty.

Example: Assume you turned 70½ in 2017. You must take your first RMD (for 2017) no later than April 1, 2018. You must take your second RMD (for 2018) no later than December 31, 2018. Assume each RMD is \$25,000. You don’t take any cash distributions from your IRA in 2017 or 2018. On March 31, 2018, you make a \$25,000 QCD to Charity B. Because the QCD is made prior to April 1, it satisfies your \$25,000 RMD for 2017. On December 31, 2018, you make a \$75,000 QCD to Charity C. Because the QCD is made by December 31, it satisfies your \$25,000 RMD for 2018. You can exclude the \$100,000 of QCDs from your 2018 gross income.

As indicated earlier, a QCD must be an otherwise taxable distribution from your IRA. If you’ve made nondeductible contributions, then normally each distribution carries with it a pro-rata amount of taxable and nontaxable dollars. However, a special rule applies to QCDs — the pro-rata rule is ignored and your taxable dollars are treated as distributed first. Example: Assume you have a single traditional IRA with a current value of \$100,000, which includes \$10,000 of nondeductible contributions. Therefore, you have a taxable balance of \$90,000 and a nontaxable balance of \$10,000. If you were to make a \$5,000 withdrawal from your IRA, nine-tenths (\$10,000/100,000) of your distribution, or \$4,500, would be taxable and one-tenth (\$10,000/100,000), or \$500, would be nontaxable. However, if you make a \$5,000 QCD, the entire \$5,000 amount will be considered to come from your \$90,000 taxable balance.

The Pension Protection Act of 2006 first allowed taxpayers age 70½ and older to make tax-free charitable donations directly from their IRAs. The law was originally scheduled to expire in 2007, but was extended periodically through 2014 by subsequent legislation and finally made permanent by the Protecting Americans from Tax Hikes (PATH) Act of 2015. ■■

How You Can Help

With your help, the MSDB Foundation has been able to provide funds for services and equipment for the students at MSDB for over 30 years. The Foundation is committed to funding academic and extracurricular activities that help prepare students for independent lives. Please join us in that commitment by making a tax-deductible donation to www.msdb.mt.gov/foundation.html or mailing it to:

MSDB Foundation • P.O. Box 6576 • Great Falls, Mt 59406

For more information, please call 406-771-6040

he Deaf & Blind Foundation

S BEYOND EXPECTATIONS

What a Difference a Laminator Makes!

By MSDB Foundation

As the MSDB Foundation winds down its first large scale fundraising campaign for the Statewide Technology Lending Library, it is important to focus on classrooms on campus as well. Over the summer, an anonymous foundation funded \$2,500 for a vital piece of equipment for education: a new industrial laminator.

Deaf and hard of hearing students rely so much more on visual images for furthering their education. It is also important to provide teachers with a way to preserve educational materials so they may be reused.

1. Laminated material can be highly effective in the classroom: From whiteboards to motivational posters, classroom materials are expensive and many times teachers are expected to provide these materials. With even the cheapest laminator, these materials can be quickly created. For example, making whiteboards by laminating white printer paper makes for a highly effective check for understanding in the classroom. Imagine having every student write an answer or show work on the laminated material with a dry erase marker and then holding up the work for the teacher to scan. That is a quick and powerful check for understanding that students will also love. Another cool thing to do at the beginning of the year is to have each student write about his or her culture in one sentence. The teacher can hang these posters around the classroom to build culture. The next year, the teacher can take them down and erase them to start anew.

2. Keep materials for multiple years: Laminated materials can stand the test of time. Even with the rowdiest of classes, laminated materials can be cleaned and dusted. As well, laminated materials can be re-laminated by running through the laminator again.

3. Saves both teachers and the school money: While the curriculum and materials that a teacher uses each year are tweaked, motivational posters do not really need to be tweaked every year and can cost hundreds of dollars each year. Teachers can pick images that work for their classroom, print them off, and laminate them for long-lasting posters. As well, bathroom passes can be laminated to be repeatedly used.

4. Kill germs: Laminated materials can easily be cleaned with soap and water. Especially those bathroom passes. The bathroom passes can be quickly cleaned with an antimicrobial wipe.

TOP 10 WAYS TO USE A LAMINATOR

1. Math flash cards
2. Sight words and related images
3. Memory games
4. Handwriting exercises with dry erase markers
5. Preserving photos, artwork, and keepsakes
6. Bulletin board visual aids, signs and labels
7. Recipes and kitchen measurement conversion chart (so it doesn't get wet!)
8. Mazes and other games played with dry erase markers
9. Placemats (so children know where to place utensils)
10. Punch cards for incentives (after completing task 10 times, students gets to choose something from the treasure box)

Superintendent Sorensen remarked, "I am super excited about having a laminator to preserve the amazing hand-crafted things we have around MSDB!! (And I am hoping there is little glare for our students and staff who have visual impairments – although clear braille labels can be adhered on top of the lamination!)." ■■



Students laminated a thank you for the Foundation and the generous anonymous funder.

“Individually, we are one drop. Together we are an ocean.” – Ryunosuke Satoro

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Indian Education Week at MSDB!

By Missie Hill - Indian Education Coordinator



Bridger and David making our bracelets.



Staff and students doing final project.

Indian Education Week was held at the Montana School for the Deaf and the Blind September 23-27 this year. Eighteen new lessons and activities were presented this year and the students were excited and engaged. Some of the lessons included art, math, science, history, reading, and writing. Stories about culture were a big hit. One class had a lively discussion about the Clovis Indians and their rights to a sacred burial site. Students had no idea about some of the battles that have taken place both on the battlefields and in the courtrooms for Indian tribes in Montana.

Students learned that there are more than four directions in Indian culture. They have north, south, east, and west, like we do, but they also consider up, down, and here as sacred directions.



Anthony and Kelly working on beaded bracelets.



Logan making his bracelet.

Native American food was prepared and enjoyed by many of the classes. We prepared Indian Tacos, an all-time favorite, as well as Wojapi and Fry bread for dipping. Wojapi is a berry sauce that is enjoyed by different tribes. The students really enjoyed it.

The culminating activity was a Gifting activity. Students made beaded bracelets with a specific person in mind for whom they were thankful (preposition). These contained the sacred numbers of tribes (4 and 7) and were given to the recipients with an explanation of why we are thankful for them. The students were really excited about it, as were the staff.

Indian Education week is always a big hit at MSDB. Not only do the students learn about the culture, but they have a great time doing it. I don't know who loves it more, them or me. ❖

MSDB VI Outreach Consultants Become Certified INSITE and VIISA Trainers!!

By Amy Tangen - Outreach Consultant

This summer INSITE and VIISA Certified Trainers Amy Tangen, Kerri Norick, and Sharon Woods attended two full days of training via a virtual classroom with Elizabeth Dennison in order to be recertified.

Then for the week of August 26-30, Elizabeth came to MSDB campus to teach and certify Susan Davis, Michelle Cross, and Barbara Peterson, along with Paula Landry, a Teacher of Students with Visual Impairments (TVI) who is associated with Anchor Preschool in Denver. This event was held in Rising Sun cottage on MSDB campus and consisted of five intense training days.

Elizabeth Dennison, M.S., is a TVI with over 45 years of experience working with young children with visual impairments. Elizabeth (Bess) has been working with both the SKI-HI Institute at Utah State University and the Utah Schools for the Deaf and Blind for 36 years. During this time, she has maintained an active caseload of young children in early intervention as well as preschool programs through the Utah School for the Blind Parent Infant Program and Outreach. She has also assisted in planning parent workshops, training staff, mentoring new teachers and collecting child data for the program. At the SKI-HI Institute, she coordinates the outreach training efforts for the INSITE and VIISA early intervention models (<https://www.cpd.usu.edu/staff/?id=1005>).

VIISA and INSITE trainings are from the blind/visually

impaired division at the SKI-HI Institute. Project INSITE began in 1981 to meet the needs of young children with vision impairments and multiple disabilities (including hearing loss) and their families. A service delivery model, curriculum manual, and training model were developed to address the needs of this population of children. Project VIISA began in 1990 to meet the needs of young children with blindness or vision impairment without other disabilities and their families. A curriculum manual and training model were developed to address the needs of this population of children. VIISA has a course that focuses on working with infants and toddlers in early intervention home-based programs and a course on preschoolers in center-based settings.

Both the VIISA and INSITE projects continue to keep a strong network of trainers updated in their skills, curriculum, and materials. This training provided certifications for all seven Outreach Consultants for the Visually Impaired who are now considered "Trainers."

The staff gained valuable new information, materials, and curriculum. VI Outreach Consultant Barbara Peterson said, "The VIISA/INSITE training was an exceptional training. I learned so much and will use my new found knowledge and skills to better support our early childhood learners in Montana." ❖

Revamp and Revised ILSP for 2019-2020 Year

By Louis Collins - Student Life Behavior Counselor

Cottage life has begun, and there are some new initiatives in the cottage. It was important to the staff that the students learn and apply practical life skills on a consistent basis this year. We decided as a cottage staff to revamp and relaunch the Independent Living Skills Program also known as ILSP. It was important that the students start learning independent skills at a much younger age than waiting until they became Juniors and Seniors.

Though to actually be in the program and live in one's own apartment quarters within the cottage the students have to be a Junior or Senior. The staff have instituted weekly workshops for all cottage students to attend. These workshops consist of money management, nutrition and health, social skills, and emotional wellness. There is usually a lesson with the intended focus and then

application which is normally in the form of a game of some sort. The first quarter of the year, the students are participating in "The Game of Life" workshop. This is designed to teach students how to pay bills, manage money, and gain financial literacy.

It is the goal of the Student Life Program that by the time some of the younger students have reached their Junior year, they will have the basic surface level knowledge in all the areas that we work on (another preposition). This will take the pressure off of them having to learn a lot of the basic skill sets as they enter the ILSP program. We continue to look for more opportunities to improve our Student Life Program and instruction in independent life skills for the students. We welcome any knowledge and suggestions as we continue to pour into our students the tools they need to be independent and successful. ❖

Back to School

By Emily LaSalle - Outreach Consultant

Back to school means back on the road for the MSDB Outreach Team! As relaxing and reenergizing as summer vacation is to staff returning to work is such an exciting time.

Students that ended the school year as 7th graders are now 8th graders and magically grew a few inches over the summer. Children that left as kindergartners are now in the first grade and are fighting back yawns after lunch as that rest time they had in kindergarten is no more. High school sophomores are now juniors playing golf and football at the Varsity level.



Emma enjoying time with her family.



Congratulations Finley on your first place finish at the swim meet.



We as Outreach Consultants thank you for letting us be a part of your child's life. We appreciate the opportunity to grow and learn with your students and families.

The Outreach Team would like to thank the MSDB Foundation for supporting our efforts serving students throughout Montana. You specifically fund hearing aid molds, support events bringing socialization opportunities

to rural Montana areas as well as helping our outreach students collaborate with campus students during enrichment activities on the MSDB campus. Investing in our students as well as helping to provide support for our staff to attend trainings helps us to grow and serve at our best. Without the support of the MSDB Foundation these opportunities would not happen. Thank you! ❖❖



Families from Eastern Montana gather for a back to school potluck sponsored by Montana Hands and Voices and The Best Western Golden Prairie Inn Suites in Sidney.



Payton starts Head Start preschool!!

High School Activity

By Trudy Hill - Counselor

Maci strumming the harp.



On October 24th the students in 9th and 10th grade attended the “Pathways to Your L.I.F.E.” Event at the Montana Expo Park. This is an event for students to:

- Learn about their options
- Interact with careers
- Formulate a preliminary plan
- Educate themselves on what steps to take next

At this event MSDB students were exposed to a variety of career options each having some sort of interactive or hands on component. They had the opportunity to engage with an activity, sample or equipment highlighting that career field.



JD-dental



Blair, Trudy and Yvette



JD



Johnny

Our students participated in several different career types including video game design where they could experience virtual reality in a shark cage; veterinary medicine where the student inserted a needle into a fake animal to draw fluid (blood draw); cosmetology braiding hair on a manikin head; automotive and diesel technology (MSU Northern) had a running engine; climb on and go inside a tank with the Army National Guard; make an impression of their teeth at the dental hygiene table (GFC MSU); strum the strings of a beautiful harp! These are just a sample of over 40 different businesses and programs the students chose to explore.



Maci and Trenton holding dental impressions.



Blair being fingerprinted.

The students not only learned about the career opportunities they visited, they had a great time doing so!



UM Football Game

By Dorothy Nutter - Lead Cottage Life Attendant for Shoshone Cottage

October 5 was our annual Griz Kidz day at the UM homecoming game. This year they played against Idaho State.

Our day started out early with the kids waking up at 5am to get ready to load the bus and leave at 6:30am. We were all tired but excited for the game. We stopped in Lincoln for a quick break at the Hi Country Beef Jerky store, then back on the bus to continue our way to Missoula.

Once in Missoula, we met up with Jim Kelly at his Griz van for the tailgate party lunch. There were sandwiches from Subway, chips, and cookies. We were able to go to the bookstore for souvenirs after we ate. Then, it was time to meet, get a group picture, and say "Thank You" to the Griz Kids Sponsors. They gave us T-shirts and either a beanie hat or cap.

We headed to the stadium for the game. We found our seats and got ready to watch the game. It was not the best weather with rain throughout the day but that didn't stop us from having fun and enjoying the game. The Griz won 59 – 20 which means the kids got to go to the playing field for autographs from the players.

Time to go to the bus and head back to Great Falls, but not before stopping at the truck stop in Bonner to buy snacks. Everyone was tired from our fun-filled day and ready to relax in the cottage when we arrived at MSDB. ☐☐



A Griz football player autographs a T-shirt for a student.



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Letter from the Editor

By Missie Hill - Editor for the Express



I have been the editor of the Express for a year and a half now and enjoyed every minute of it. I continue to be blessed to work with such creative, hard working staff who are willing to share their experiences for you, the supporters and families, to read.

I have also been blessed by your continued interest and support of MSDB and what we do.

My goal is to make the Express better and more accessible to all who need it.

Therefore, I am asking you, the readers, to send me suggestions of things you want to see or things you want improved. I want your input!!!

So please, take a moment to send me an email at mhill@msdb.mt.gov and give me your opinions, both good and bad. Let's take the Express to the next level!

Thank you! ❖

Where in the 406?



Where in the 406 would you find this structure? Our Outreach Consultants travel all over Montana working with students who are deaf, hard of hearing, blind, visually impaired, and deafblind. Consultants also support schools and families and making an impact.

Their travels often turn up unusual structures.



Our last edition showed a penguin statue that can be found in Havre, Montana.

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