

Belief Statements

At MSD, we believe:

The acquisition of both American Sign Language and English language literacy is of paramount importance and should begin as early as possible at home, school and dorm to ensure fluency.

Exposure to and education about ASL/Deaf Culture enriches the lives of students, their families, and staff.

Diversity in school and community is embraced by nurturing respect, acceptance and appreciation for differences among human beings.

Competency in current technology is critical for information, communication and career opportunities.

A shared accountability among all stakeholders ensures student outcomes and is the key to a successful academic and residential program.



Michigan School for the Deaf

Dr. Scott M. Koenigsnecht
Deputy Superintendent

Teri L. Rink, Ed.S, Director
Office of Special Education

Janis Weckstein, M.A., M.ED.,
Deputy Director
Office of Special Education

Rex Vernon, M.A., Principal

1235 W. Court Street
Flint, MI. 48503-5096
810-257-1400
810-515-8243 VP
810-257-1490 Fax
www.michiganschoolforthe deaf.org

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MICHIGAN SCHOOL FOR THE DEAF



MICHIGAN
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Vision Statement

MSD graduates students empowered with a positive Deaf identity and who demonstrate the knowledge, confidence and leadership to become contributing citizens in a diverse, technological and democratic society.

Mission Statement

To provide academic and social excellence – rich in American Sign Language (ASL) and English literacy for all students from infancy to graduation, to be the leader in educating children who are Deaf and Hard of Hearing in Michigan, and to provide services to their families and the community.

Placement at MSD is through the IEP process. Students are referred by their local school districts. All students are transported to MSD by their local school districts. Day students travel to school and back to their homes daily. Residential students travel to their homes on Friday afternoon and return to campus on Sunday evenings. If you are interested in more information about MSD, contact:

**Michigan School for the Deaf at
(810) 257-1400**

<https://www.michiganschoolforthe deaf.org/>



ASL/English Bilingual Education at MSD

An ASL/English bilingual approach is one that supports the acquisition, development, and use of ASL and English. ASL is a visual language and English is a written and spoken language. The development of both ASL and English includes Signacy (attending, viewing, signing), Literacy (reading and writing) and, for some students, Oracy (speaking, lipreading and listening). Research supports the ability to learn two languages without detriment to either language. Visual language provides children with full access to language as early as possible. Children need to acquire language before they can learn to read and write English.

Building language foundations in ASL is critical to literacy development. In the classroom, this approach includes strategies to bridge ASL and English. At MSD, both languages are used for academic learning, but separately and with equal respect for each. For example, ASL may be used to teach the concepts of English while the English-in-print is visible on a Smart Board. The goal of an ASL/English Bilingual approach to education is for students to develop linguistic proficiency in both ASL and written English.