

# CALIFORNIA SCHOOL FOR THE DEAF

## Vision, Mission and Beliefs

### Vision

Graduates of the California School for the Deaf will demonstrate the knowledge, skills, competency and self-esteem to achieve fulfilling personal lives and careers. Empowered with a positive Deaf identity, they will possess the confidence, discipline, leadership and productivity that will enable them to become contributing citizens in a democratic society.

### Mission

The mission of the California School for the Deaf is to provide comprehensive educational programs which create a strong foundation for future learning among graduates in an accessible learning environment that recognizes Deaf students and adults as culturally and linguistically distinct. The school will ensure that students receive a quality education with emphasis on full communication access through fluency in both American Sign Language and English. This will enable students to reach their maximum potential while preparing them to function effectively in a diverse technologically-evolving world.

### Statement of Beliefs

The California School for the Deaf, Fremont has made a commitment to be a Deaf-centered environment in which the design of learning and the language of instruction are consistent with a Bilingual-Bicultural approach to educating Deaf children. The school values itself as a multi-cultural community of varied ethnic backgrounds through which people are able to learn and work together to promote the academic, linguistic, vocational, cultural, social, emotional and physical development of Deaf children. The involvement of parents, students, staff, the Deaf community, the business community and the community at large is regarded as essential to the mission of the school.

CALIFORNIA SCHOOL FOR THE DEAF  
PARENT BROCHURE



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# Elementary Department

What you can do to help  
your child achieve...



SUPERINTENDENT:  
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DIRECTOR OF  
INSTRUCTION:  
**Laura Peterson**

PRINCIPAL:  
**Adele Ann Eberwein**

CALIFORNIA SCHOOL FOR THE DEAF  
PARENT BROCHURE

## CALIFORNIA SCHOOL FOR THE DEAF

Dear Parents and Families,

Welcome to the Elementary Department! The Elementary Department is looking forward to working with you on building the foundation for your child's learning. As noted in the CSD Statement of Mission and Values, "*parents, teachers and the community are partners in the education of our children.*" The teachers and I would like to share this responsibility with you to bring your child to a higher level of critical thinking skills and creativity, to more fluency in signing and reading, to development of better writing skills, and to exposure to and exchange of more world knowledge.



Our goal is to continue supporting students in becoming balanced bilinguals in American Sign Language (ASL) and English. Your child is fortunate to own two languages and to have experience in both Deaf and hearing worlds. Following the California State Standards for all content areas, your child will be given plenty of opportunities for language experience in signing, viewing, reading and writing in both languages. For your child to become fully bilingual, your child needs full access to both languages at all times here at school and home. Character Education concepts are equally important to your child's development, and we will continue incorporating them into our curriculum.

Without a doubt, your involvement is related to your child's level of success! The Elementary teachers and I look forward to teaching and learning with you and your children this year!

Adele Ann Eberwein  
Elementary Principal  
aeberwein@cddf-cde.ca.gov



## PARENT BROCHURE

### Wellness

CSD is committed to provide school environments that promote and protect students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the CSD that during school hours, students are not allowed to:

- Bring soft drinks, beverages containing caffeine, sports drinks and fruit-based drinks that contain less than 50% real juice
- Bring sugary candies, junk foods and sugary snacks
- Bring fast food meals to school during school hours including lunch time
- Be served junk food on campus such as reward for good behavior or academic achievement or in any kind of meeting

When a student brings junk food and/or drinks to school, s/he will be asked to give the item to teachers and it will not be returned to the student, including after school. If there is a recurring problem, the principal will handle it with the teacher and other staff as deemed appropriate.

Suggestions for snacks or special events:

- Fruit salad/fruits
- Nuts
- Fruit bars
- Breadsticks
- Pretzels
- Goldfish crackers
- Peanut butter
- Cut fresh veggies
- Yogurt
- Health bars



# CALIFORNIA SCHOOL FOR THE DEAF

# PARENT BROCHURE

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### Dress Code

The Elementary school's educational goal is to create a safe and secure environment that also will allow positive learning experiences for all students. Clothing worn by students shall be neat, clean and in good repair for the general purpose of health and safety of the student. Clothing of any type that distracts from the learning process shall not be worn. Any clothing, including footwear, deemed to be unsafe may not be worn. Please refer to CSD Student/Parent Handbook for examples of the items we DO NOT ALLOW students to wear or display on campus.

### Lost and Found

Lost articles are displayed in several boxes in the hallway. Please label all items (clothing, lunch boxes, etc.) for easy identification.

### Promotion and Retention Policy

All students will be assessed in all academic areas in the first 60 days after the first day of school and 30 days prior to the IEP date. Parent meetings will be scheduled to share the assessment results. If student is at risk, a monthly parent contract will be developed to support the child's academic needs at home and school. Parents are expected to meet with the teachers before the child's IEP meeting for promotion or retention. A copy of this policy will be available throughout the year.

### Toys, Games and Pagers

Do not allow your child to bring any kind of toys, games and pagers to school during school hours. Chapsticks with glitter or lipsticks are not allowed.

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## CALIFORNIA SCHOOL FOR THE DEAF

### Bilingual Education

Bilingualism is knowing and using two languages in everyday situations by an individual. Deaf people are bilingual because they use both American Sign Language (ASL) and English on a daily basis. A person does not have to be *equally* proficient in both languages to be considered bilingual.

In our ASL/English bilingual program, students become bilingual by receiving content instruction in both ASL and English. The use of both social and academic ASL and English promotes higher levels of language and literacy development, helping students become fluent readers, writers, and users of ASL and English. Our emphasis is to keep academic work at grade level in both languages at all times. Positive cross-cultural attitudes develop, which will result in higher levels of social and academic achievement

Our teachers are competent ASL and English users, and they have received two years of department-wide training in ASL/English Bilingual Professional Development (AEBPD). All Elementary students take ASL Maintenance courses that follow the Elementary ASL Curriculum. Students who have emerging ASL skills participate in ASL Immersion every day for one hour. ASL Immersion courses focus on developing social and academic ASL to support overall bilingual (ASL and English) acquisition. Two full-time ASL Language Arts teachers support individual and classroom needs for both students and teachers.

### Frequently Asked Questions (FAQs)

**Q: Can my deaf child become equally fluent in ASL and in English?**

**A:** Yes, your deaf child can become equally fluent in both ASL and English. There are several factors that contribute to language development and fluency. First, it depends on how much opportunity your child has to interact with adults and peers who are fluent in ASL. Acquisition of English depends on how much quality time your child spends reading and writing. Here at CSD, teachers provide quality teaching time in both ASL and English so that your child can become a functional bilingual.

## PARENT BROCHURE

### Elementary Department Policies

#### Attendance and Transportation

Students are expected to be at school from 8:15 AM to 2:30 PM Mondays through Thursdays and 8:15 AM to 1:45 PM on Fridays.

Parents/Guardians must write or email a note to the secretary if their child will be absent due to any reasons (sickness, dental or doctor appointments, etc.) Parents/Guardians must notify the secretary when the child's transportation plans change.

#### Classroom Observation

You are more than welcome to observe your child in the classroom. Please contact our secretary to schedule all class visits.

#### Discipline

California School for the Deaf expects the cooperation and commitment of all students, parents, and staff members to assist students in achieving educational success and to teach students appropriate standards of conduct. Students must learn to accept responsibility for their actions.

Education Code Section 49800 specifies behaviors that are not tolerated and authorizes suspension for one to five days, depending on the severity of the infraction. See CSD Student/Parent Handbook for specifics.

Support the school's Discipline Policy by reading it and telling your child how much you value good behavior. Support the disciplinary action the teacher or school takes. Don't "double punish" your child; the consequences he/she receives at school should be enough. It is important you do not defend your child's inappropriate behavior.



## Character Education

Character Education has become a critical part of the Elementary program, providing students with a foundation in the values that good citizens should have, improving student behavior and creating a more positive and caring school environment.

The teachers strive to develop and reinforce a core of eight character traits in our students to help them be kind, caring, and responsible citizens. The essential components of the program include monthly assemblies, recognition of students "caught being good"; development of behavior goals; literature, role-playing and writing activities; and art activities (making signs and posters, etc.).

During each month of the 2009-2010 school year, the department will focus on one character trait and its related themes as follows:

<b>August/September:</b>	Respect
<b>October:</b>	Responsibility
<b>November:</b>	Appreciation
<b>December:</b>	Caring
<b>January:</b>	Fairness
<b>February:</b>	Trustworthiness
<b>March:</b>	Excellence
<b>April:</b>	Citizenship
<b>May:</b>	Closing/Review

Students and teachers alike recognize the success of the program and are eager to build on it. Modeling and teaching positive character traits are now included in the daily program.



**Q: Is it better for my deaf child to develop ASL and English together or one language first, and the other language later?**

**A:** Both ways are possible because there are different paths to bilingualism. Bilingualism can occur successively (one language after another) or simultaneously (at the same time). Teachers are aware that deaf children fall into different ranges of bilingual abilities. In general, Deaf children of Deaf parents and Deaf children from hearing families that use ASL are naturally stronger in their ASL abilities and often are stronger in their English skills. Depending on students' language needs, teachers are trained on how to regulate the amount of ASL and English in the classroom.

**Q: Will learning ASL interfere with my deaf child's developing English?**

**A:** No. It is incorrect to blame ASL for Deaf children's weak English skills. In fact, providing a strong conceptual base in ASL can very well improve the child's developing English. Deaf children need consistent exposure to excellent models of ASL and English. Children need opportunities to use each language in natural, social interactions. They need many opportunities to use English during reading and writing activities. Our competent bilingual teachers explain the rules of each language through a series of bilingual classroom strategies. With the proper instruction and guidance by teachers, your child can become a fluent user of both ASL and English.

**Q: How can I expect my Deaf child to learn both ASL and English at home?**

**A:** We strongly recommend that parents who are learning ASL enroll in ASL classes. We also recommend that parents borrow from the public library or purchase ASL videotapes of stories and frequently watch these stories with their deaf child. There are numerous companies that produce ASL stories that parents can use. For English exposure, we recommend that parents turn on the closed-captioning while the child is watching TV, encourage the child to use email to write and send letters, and fill the home with newspapers, magazines and books of interest to their deaf child.

(Nover, S. & Andrews, J. (May 2000). Questions Parents Ask About the Bilingual-Bicultural Approach: Language Issues).

## CALIFORNIA SCHOOL FOR THE DEAF

### ASL and English Language Arts

Our program uses all components of the Balanced Literacy and Signacy Framework in our daily schedule.

#### Signacy Framework

- Viewing ASL
- Shared Viewing
- Guided Viewing
- Independent Viewing
- Shared Signing
- Interactive Signing
- Guided Signing/Signing Process
- Independent Signing
- Sign Choice and Use

#### Balanced Literacy

- Storysigning
- Shared Reading
- Guided Reading
- Independent Signing
- Shared Writing
- Guided Writing/Writer's Workshop
- Independent Writing
- Word Work

### Team Teaching

At each grade level, Elementary teachers are paired for team teaching so that two or more teachers plan toward a common goal for each individual child. Team teachers use different techniques as they teach students within the same classroom. One teacher may present a lesson to the class while another reinforces individual student needs and/or monitors student understanding and behavior. Typically, team teachers design an instructional unit together and model lessons to the students. They plan small-group work and encourage student discussion. The class is often divided into groups according to learning goals and each teacher is responsible for teaching the same core content to the smaller group. While one teacher challenges learners who grasp the concepts more quickly, another can review or re-teach those students who require further instruction.



## PARENT BROCHURE

DO	DON'T
Provide a quiet, well-lit place where homework can be done without distractions.	Don't let homework be a haphazard endeavor.
Establish a regular time for homework. If a time conflict occurs, have a Plan B.	Don't accept excuses for not having time.
Know the teacher's homework policy and schedule.	Don't wait until the child is missing work.
Have resources available – paper, pencils, erasers, dictionary, etc.	Don't enable "excuses" for incomplete homework.
Provide support by clarifying directions and giving examples not found in the assignment.	Don't leave your child "stranded" if he/she does not understand the work.
Allow your child to work independently.	Don't do the work for him/her.
Review and check homework for completion.	Don't miss the opportunity to see how your child is doing.
Find out if your teacher wants you to correct your child's errors.	Don't assume you should correct errors. The teacher may need to see errors to help plan the next learning step.
Inquire about plans for make-up homework when your child is absent.	Don't let the work pile up. It can get overwhelming.



## CALIFORNIA SCHOOL FOR THE DEAF

### How You as a Parent Can Help

- Sign to your child all the time.
- Make it a habit of sitting at least 20 minutes per day for family reading. Let your child observe that you enjoy reading.
- Make books and ASL videos available around your home. Use your city and school library services.
- Make sure that your child reads books that are not too difficult for him/her. A rule of thumb is if your child misses five words on the first page of a book; the material is too difficult.
- Sign stories to your child.
- Attend as your child reads stories, discussing them with him/her and bringing out the setting, main idea, details and sequence of events.
- Ask your child to tell you the events of his/her school day. Sit down, attend and maintain eye contact.
- Discuss current events on national, local and family level.
- Attend Back to School Night. Be sure to read parent newsletters for important dates and information.

### Homework

Homework is important because it builds responsibility, reinforces learning and develops independent work habits. In all grades, each child will have homework each day, at least Monday through Thursday.

- **Grades 1, 2 and 3:** approximately 30 minutes per day or 2 1/2 hours per week.
- **Grades 4 and 5:** approximately 60 minutes per day or 5 hours per week.

These minutes are based on the time estimated for an average child working at an average pace. Your child may spend more or less time. If your child spends substantially more or less than this amount of time on a regular basis, please contact the teachers.

## PARENT BROCHURE

### Curriculum Mapping

Elementary teachers work as a team to develop curriculum maps for all subjects at each grade level. A grade-level curriculum map is a tool which helps teachers identify essential questions; incorporate California State Standards and ASL benchmarks for viewing, signing, reading and writing; develop appropriate assessments, activities and instructional materials; and make use of technology. Curriculum mapping helps teachers design units of study that are meaningful, relevant and interesting to students.

### Content Standards

State of California content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. For more information, check: [www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/).

#### Language Arts

- Word Analysis, Fluency, and Systematic Vocabulary Development
- Reading Comprehension
- Literary Response and Analysis
- Writing Strategies
- Writing Applications
- Language Conventions in ASL and English
- Receptive and Expressive ASL Presentation Strategies
- Presentation Applications

#### Content Areas

- **Mathematics:** Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability and Mathematical Reasoning
- **Science:** (Material covered varies by grade level.)
- **Social Studies:** (Material covered varies by grade level.)
- **Deaf Studies**
- **Visual and Performing Arts**
- **Computer Technology**
- **Physical Education**

## Support Services for Students

Students in first through fifth grade education classroom receive additional support from the following:

- Adjustment Teacher
- ASL Language Arts Teachers
- Behavior Teacher Specialist
- Bilingual/Deaf Studies Teacher Specialist
- Diversity Teacher Specialist
- Guidance Counselors
- Learning Strategies Teacher Specialist
- Library Media Teacher
- Literacy Coach

### Accelerated Reading (AR)

Accelerated Reading is a computer-based reading management program with the goal of improving independent reading through practice and exposure to a wide range of literature. Students select and read independently from over 120,000 titles ([www.arbookfind.com](http://www.arbookfind.com)) for which AR reading practice comprehension quizzes are available. They take multiple-choice AR quizzes through the Renaissance Place website at school or at home. Students and parents are able to monitor progress through the Home Connect website using their assigned name and user password.

### Accelerated Math (AM)

Also created by Renaissance Learning and similar to Accelerated Reading, Accelerated Math is a computer-based math management program which creates math assignments tailored to each student's current level. It automatically scores all math practice, including assignments and tests, and provides ongoing feedback on students' daily practice. Accelerated Math helps the teacher differentiate math instruction, addressing each student's individual needs.



### Barnes and Noble Bookstore

On the first Wednesday of each month, ASL storytellers bring books to life at the Fremont Barnes and Noble bookstore. Members from the community volunteer to sign stories in ASL for pre-school and elementary age children. This is an event for the whole family with nearby coffee shops and ice cream parlors. Parents and siblings can benefit from observing the storytellers and learning how to use storytelling techniques.

### Youth Athletic Programs

The CSD Department of Athletics has expanded to create opportunities and options for elementary students with a variety of extra-curricular sports to choose from, participate in and gain experience playing during the school year. The purpose of a spiral sports program from Elementary through High School is to encourage students to learn how to be leaders, to show commitment to teams, to take on responsibilities, to build confidence in playing during practice and games, to acquire and hone skills, and to explore individual talents in a variety of youth sports. Good health and fitness are stressed.

## Support Services for Parents

Parents and Guardians play an important role in their child's life and education. We strongly encourage parents and guardians to take an active role in their child's schooling. Research shows that full participation:

- enhances children's self-esteem
- improves children's academic achievement
- improves parent-child relationships
- helps parents develop positive attitudes towards school
- results in a better understanding of the schooling process

### ASL Classes for Parents/Guardians/Siblings

Free ASL classes are offered by the Outreach Department. Information can be obtained from your child's teachers, principal and the staff at the Outreach Department.

### Association for Parents, Teachers and Counselors (APTC)

Meetings are held on the first Tuesday of every month in the library.