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# *The* California News

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## Interlocking the Strengths of Our School

**SPECIAL EDITION**



# A Message from the Superintendent

CSD Community,

The California School for the Deaf (CSD) has six Divisions that handle different aspects of the school operation. Important for the impact that the school has on our children is the fact that the Divisions interlock by working closely together to make sure that the students receive a top quality education. CSD has a rich history of providing excellent educational programs that support the growth and development of our students. In this edition of the *California News*, you will read about what is currently happening in various divisions on campus to enhance all aspects of student development--from academic, vocational, personal, and student life. To have the maximum impact on the student and to provide a complete education, it is necessary for the various divisions to join hands and work together in support of what our students need to be well rounded and successful.



Our community can be proud of all of the outstanding effort that our staff put forward on behalf of our students. As you peruse the pages that follow, I am sure that you will agree that, as the Divisions jointly work together, the program we offer is strengthened and our students reap the benefits of a complete education. A school, to be successful, must focus on the total child, and CSD is able to do this with the various divisions of the school working together to produce a productive, happy, well-adjusted Deaf child.

Sincerely,  
Henry Klopping, Ed. D.  
Superintendent



## Instruction

Deirdre Kennedy, Director of Instruction

On behalf of our instructional staff at the California School for the Deaf, I welcome you to this special edition of the *California News*. The instructional section offers some highlights of a very busy year for our faculty, staff, and students. We are extremely proud of our school and the vision we uphold for our Deaf students.

Our vision is that our Deaf students will be proficient in both American Sign Language (ASL) and English and be equipped with the tools to live as contributing citizens in our increasingly challenging society. As this newsletter will attest, our staff is working hard to ensure that we continue to provide a learning environment where all our students can reach their full potential. Our involvement in the ASL English Bilingual Professional Development (AEBPD) training on research-based and data-driven classroom practices will guide us in the next several years.

I am pleased to say that at the time of this writing, we have completed our self-study in the WASC/CEASD accreditation process, and are awaiting a visit from the accreditation team. Indeed, the goals set for the school by our school community are high, and our vision is clear.

I would like to thank all faculty and staff at CSD for their hard work and dedication. They have established CSD as being second to none in commitment, teamwork, and innovation. Enjoy this special issue.



# Early Childhood Education

Michele Tompkins, Parent/Infant and ECE Lead Teacher



**READY OR NOT,  
HERE THEY COME!**

**ECE adopts  
Early Learning  
Standards  
&  
California Desired  
Results  
Child and Family  
Outcomes**

accurately reflect the child's best skills. Children are observed in their classrooms, on the playground, in large and small groups, as well as one-on-one with their teacher, and in their home environment. Teachers, or "assessors," keep anecdotal records via note taking, classroom observations, videos, pictures, and work samples, as well as parent interviews. Using a partnership approach with families and other service providers helps to give a true picture of each child, and strengthens the family-school relationship.

## **4 Desired Results & 10 Indicators:**

### **Desired Result 1:**

**Children are personally and socially competent**

- Self-concept
- Social and Interpersonal Skills
- Self-Regulation
- Language

### **Desired Result 2:**

**Children are effective learners**

- Learning
- Cognitive Competence
- Math
- Literacy

### **Desired Result 3:**

**Children show physical and motor competencies**

- Motor Skills

### **Desired Result 4:**

**Children are safe and healthy**

- Safety and Health

All parents want to know how their children are doing in school and now the state and federal governments want to know, too!

This year, the Early Childhood Education department at the California School for the Deaf, along with the rest of California, will implement the **Desired Results for Children and Families Program** by administering the **Desired Results Developmental Profile (DRDP)**. The DRDP is a developmental assessment tool to be completed by the child's teacher twice a year—in November and May. The results will be discussed in each child's IEP meeting. In addition, the results must be reported to both State and Federal agencies. The goal is to measure progress and growth for each child and to demonstrate the effectiveness of our programs. In other words, are we doing a good job at meeting each child's learning needs? Scores are not given by age range, but look at each child's individual growth across time. These scores will not impact the child in any way, but will be used for program accountability. Of course, the information we gain will help us in planning programs and understanding each child better. The DRDP is to be used with all 3, 4, and 5-year-olds who are in

federally funded programs, state preschools, or who have IEP's.

### **At CSD this means:**

- 3-year-old toddlers will be assessed and reported
- All preschool students will be assessed and reported
- All prekindergarten students will be assessed, but only some will be reported

### **Does this mean TESTING?**

Assessing very young children is not what we typically think of as "assessment." How do you assess an active 3-year-old? It's obvious that pencil and paper tasks won't meet the challenge! The DRDP is an **observational tool** based on observations of a child's skills within typical routines and activities over time. The goal is to gain a clear and accurate picture of each child's strengths and competencies. Young children demonstrate their best skills when they are in familiar and comfortable places, working from a secure base, with familiar people they trust. One observation may not give a true picture of a child's developmental levels. If a child is tired, under stress, or not feeling well during one observation, the results may not



All of the CSD Early Childhood Education teachers have been trained to use this new assessment tool and we are pleased that the tool reflects our philosophy of children as active learners, and includes parents in the assessment partnership as the "expert" on their child.

# Elementary School

Adele Ann Eberwein, Elementary Principal



The Elementary department is in its second year with the **ASL/English Bilingual Professional Development (AEBPD)** training. AEBPD is a two-year professional development program that assists teachers of the Deaf in developing students' academic proficiency in both ASL and English. Teachers become familiar and update themselves with current research in Deaf bilingualism, provided by the Center for ASL/English Bilingual Education & Research (CAEBER). The goal is to increase students' proficiency in both languages.

Deaf children are bilingual because they use American Sign Language and English. Both languages are valued and used as resources at all times. Specifically, conversational and academic ASL and English are incorporated into daily teaching. Both languages are strengthened and complement each other. The quality of instruction is dramatically increased, especially when students are able to analyze content linguistically in both languages.

During the first year of the AEBPD training, teachers studied the English as a Second Language (ESL) approach and discussed using interactive settings to facilitate language acquisition, teaching based on bilingual assessment and methodology, varying language modes (signing, viewing, reading, and writing), and identifying differences and similarities between hearing and Deaf bilinguals. Teachers understood that learning in a bilingual environment offers Deaf bilinguals cognitive advantages and greater opportunities for ASL and English proficiency.

As a result of last year's training, **ASL Maintenance** courses and **ASL Immersion** courses have been added to the Elementary program. All Elementary



students take ASL Maintenance courses that follow the Elementary ASL Framework covering these strands: ABC and handshape stories; classifiers and handshapes; discourse; grammatical features; literature analysis; poetry; presentation; and storytelling.

Students who have emerging ASL skills participate in ASL Immersion everyday for one hour. ASL Immersion courses focus on developing social and academic ASL to support their overall bilingual (ASL and English) acquisition.

This year's training focuses on teachers applying the Signacy (used to refer to fluency in a signed language) framework in their instruction and revisiting and developing assessment tools. As a result, teachers are developing an **Elementary ASL curriculum** and **assessment** with support from the **Bilingual/Deaf Studies** Teacher Specialist and resources from current research. Topics include:

- Deaf bilinguals learn from adults and competent peers, through a meaning-centered language and literacy framework; teaching writing through the use of bilingual strategies; teaching various genres of ASL through ASL literature;

teaching subject area content and language through the use of instructional strategies for second language learners

- Deaf bilinguals gain meaning from print through the application of appropriate reading strategies
- Deaf bilinguals develop academic ASL through a comprehensive Signacy framework
- Deaf bilinguals learn through the use of bridges between ASL and English by the use of bilingual methodology
- Deaf bilinguals benefit from appropriate assessment practices and student-centered portfolios; and Deaf bilinguals benefit from effective parent and school partnerships.

Teachers are looking forward to fully implementing effective practices of bilingual instruction that will enhance the achievement of Deaf students in all academic areas. Our Elementary teachers are excited about this research-based approach and methodology that help them design the Elementary ASL curriculum and assessment.



# Middle School

Clark Brooke, Middle School Principal



**“Deaf people can do anything with their gifts.”**  
*Middle School Theme, 2006-2007*

The above inspirational theme, penned by former Middle School student Zachary Kohler, was introduced to the student body at the beginning of the school year to inspire our students to achieve. It is very important that students acknowledge their special gifts, and recognize that they can do anything as proud Deaf people!

Middle School has established a **Character Education** partnership with the CSD Counseling department to implement a character education program called **Character Counts**. This program has been used successfully in many schools throughout the United States. The goal of the program is to provide a positive and safe environment with the **Six Pillars of Character** themes of Caring, Respect, Responsibility, Fairness, Trustworthiness, and Citizenship. These themes are integrated into daily activities and lessons. On the first Monday of each month, the Counseling department facilitates a theme-related activity to

introduce the month’s character trait. Teachers then apply and reinforce the month’s trait through their instructional activities, both in and out of the classrooms.

To promote leadership and demonstrate effective expression among our student body, a **Principal Advisory Council (PAC)** was established through a student election. Two or three student leaders from each grade were elected to serve on the PAC as grade level representatives, and these students, in turn, chose 13 class representatives. The PAC meets on a monthly basis, and members participate in a variety of activities designed to promote leadership development. Activities range from moderating panels and monthly video announcements, to assembly introductions and leadership lunch retreats.

Students continued to participate in the **D.A.R.E. (Drug Abuse Resistance Education) program** to encourage safety and avoid involvement in drugs and violence. The Alameda

County Sheriff has recently sent a resource officer to educate our sixth graders and seventh graders.

In addition to the exciting activities above, the Middle School program provides every child full access to both American Sign Language and English. Every student follows a rigorous course of study and follows the California State Standards in all areas: writing, reading, literature, mathematics, social studies, science, career awareness, and physical education. Classroom projects, special activities, and field trips are provided to connect and expand topics learned in the classes to the real world.

To recognize our students’ good deeds, we hold monthly **Student Recognition Assemblies** where students, who have demonstrated positive academic traits and character related efforts, are acknowledged and applauded.

Next year, the Middle School department will be sending two teachers to undertake extensive training in the **American Sign Language and English Bilingual Professional Development (AEBPD)** mentor program. The mentors will receive 96 hours of training in the theory and methodology of bilingual education. It is very important that we continue to enrich our students’ first language to ensure a successful transition into their second language. We believe 2007-2008 will be an exciting, challenging, and stimulating year for the Middle School department. More information on the AEBPD process and implementation will be forthcoming.





# Special Needs

Ann MacIntyre, Special Needs Principal

The Special Needs department at the California School for the Deaf is comprised of three different levels housed within the Elementary, Middle School, and Career Technical Education departments.

**An alternate curriculum is followed using state teaching standards.** Classes are kept small with hands-on activities to reinforce learning. Instructional activities parallel what is taught in the various departments on campus with more vocational training given to Middle and High School Special Needs students.

**Elementary Special Needs students** participated in the Annual Fishing Derby at Quarry Lakes Regional Park in October. The students each caught a trout and watched while the Park Rangers cleaned them. At CSD, the students prepared and ate the trout. Teachers used digital cameras to capture the activity for use as a language experience story. Several Elementary SN students participated in the **“ASL Festival”** in December. An elementary science teacher has been teaching the students basic science concepts such as gravity, liquids, gases, solids, and things that float and clouds. It has been fun for the students to be involved in “hands – on” experiments.

**Middle School Special Needs** visited a San Francisco artist, Guy Wonder, and did some research on his website. Students were involved in selling his poster *ABC’s in wire sculpture* as a fund raiser for community trips and activities.

While the HS SN students were off campus for two days on field trips to the San Jose Technology Museum and visiting various work sites for Job Shadow Day, the MS SN students took over the **Eagle Café**. The MS SN students had a chance to prepare their favorite recipes,



such as apple muffins, cranberry orange scones, and buttermilk donuts.

**The High School Special Needs department** has 13 students placed in the community working at a variety of job sites. At a recent Open House, those students were interviewed as a group by parents, teachers, and peers. Questions asked were: “Do you like your job?” “What are your job duties?” “How do you get to work?” “How does the boss communicate with you?” The students were able to relate their job experiences to the audience and did an impressive job. The case manager works with HS SN students in “Job Club” that meets every two weeks. Discussions about *what to do if absent*, to *how to communicate with your coworkers* are part of the class.

HS SN students now have the opportunity to take two new classes:

- A technology class that teaches how to use email, AIM, Sidekicks, videophones, and pagers
- ASL for students new to this country or ASL

In MS SN, the classes collect paper, plastic bottles, and aluminum cans on campus for recycling.

Shopping for the Eagle Café is another community-based instructional activity. Applying academic skills in a functional way is emphasized in Middle and High School classes.

**The idea that functional skills can be used in transitioning from an educational environment to adult life in the community is emphasized throughout the school with the Expected Schoolwide Learning Results.** It is emphasized in Special Needs with the Community Based Instruction Certificate and ITP activities.

Special Needs is an exciting department to work in as there is tremendous opportunity to be innovative in meeting students’ needs. Working with parents, Department of Rehabilitation, and other agencies is a need that has been recognized by the department. CSD prides itself in being a leader in dealing with the issues related to meeting the needs of Deaf students who have mild to moderate developmental disabilities both in the classroom and in planning for transition.

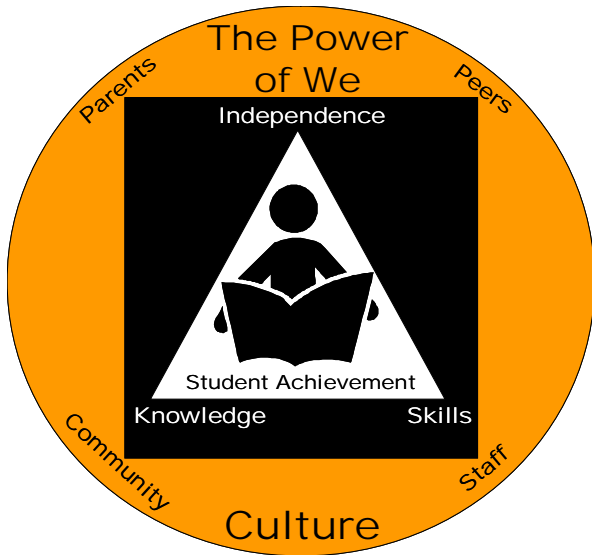


# High School

Laura Peterson, High School Instructional Principal  
Ethan Bernstein, High School Administrative Principal



## The Power of We



The teachers, principals, teaching assistants, and office staff in the High School are committed to working together with students and parents to create a vital, dynamic learning community. In cooperation with the Career Technical Education and Career Center departments, we provide a comprehensive program that prepares students for life after graduation.

### Facts and Figures:

- We are a diverse learning community. Students of color make up 61% of our student body.
- One of our seniors won second place in the 2007 Gallaudet National Essay Contest!
- Our freshmen, sophomores, seniors, and service learning students have all participated in volunteering and community service work this year. One of our seniors even made a presentation about global warming at DCARA.
- Even though the California Exit Examination is not required for graduation this year, 39% of our seniors have passed this test. Another 20% have passed one of the two sections.
- Our Academic Bowl team has qualified to compete in the National Championships at Gallaudet University!

### Achievements:

- The high school staff is divided into grade-level teaching teams. These teams work hard to:
  - Teach the state standards
  - Relate lessons to real-life situations
  - Include experiences in the community
  - Strengthen ASL and English skills
  - Support positive student behavior
- Our priority is to help students become responsible and independent. Students now plan our Eagle Pride assemblies to recognize and honor strong character development and values.
- We offer too many projects and activities to list! The newly-established Science Club is off to a roaring start! The International Studies students will be traveling to Thailand, Vietnam, and Cambodia during spring break.
- We are proud of the projects that our students produce. We are increasing the number of parent nights, so that your children can show off their work! We enjoy spending time with you as families and hope to see you as often as you can visit.

### Accreditation:

This year our programs are being reviewed by the Western Association of States and Colleges and the Conference of Educational Administrators of Schools and Programs for the Deaf. The staff has spent over a year preparing a report that lists our strengths, areas for improvement, and goals. We are looking forward to the arrival of the visiting team from these organizations. We are confident that we have set goals that will benefit students far into the future. To be sure, growth in academics, ASL and English competencies, responsibility, and partnerships with parents and community are at the top of our list!

The staff in the High School department welcomes your participation in the education of your children. To contact us, call (510) 794-3740 or e-mail Susan Roberts at [sroberts@cddf-cde.ca.gov](mailto:sroberts@cddf-cde.ca.gov)





# Career Technical Education

Charles Farr, CTE Principal



The Career Technical Education (CTE) department is off to an energetic start. Our department has been infused with new spirit and energy in part due to recent additions and changes in the department.

Additions and changes in the CTE department include a new principal and two new teachers as well as the reassignment of the School to Career Resource Teacher from the Career Center department to the Career Technical Education department. The changes have brought new focus to our department.



Our students had a whole new world opening up to them when the school hired a registered nurse to teach a new Health Careers class. The teacher has been teaching students how to “listen” to the beat of a heart by using new technology that visually shows the beating heart and its vital signs. On a recent job shadow trip to a hospital, one of our students witnessed a Cesarean section; another student helped to decipher the difference between a bacteria and a fungus in a blood sample; yet another mixed drugs, counted pills, and delivered them to patients. Because the hospital staff was very impressed with our students, they have expressed a desire to continue this program!



the website to learn the latest about CSD.

The CTE department continues to offer challenging and career savvy programs. Our **FEAST program** has long been a showcase for our department and continues to be this year. The **Woodworking Technology** teacher and students worked with the director of the school play to construct the beautiful set for “Annie.” Our **Auto Body** program recently formed an innovative partnership with the Association of Parents, Teachers, and Counselors (APTC). Seed money from APTC is being used to create a self-sustaining program where repaired cars are sold and the money earned is used to fix the next car.

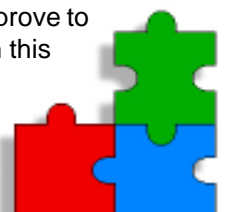
The **Construction Technology students** have already completed many projects this year, including several off-campus community service projects with Habitat for Humanity in San Jose. In the **Horticulture and the Environment classes**, student workers have turned their outside work areas into park-like settings. The students work hard to maintain the beautiful landscape as they apply new skills acquired during classroom instruction. **Graphics Technology Yearbook class** is working to create another outstanding yearbook for 2007. The freshman **Career Awareness class** is focusing on self-assessment and career interests to hone our ninth graders’ career paths.



We also hired a new Business Office Technology teacher to fill the teaching position vacated by the current CTE principal. The teacher is bringing a fresh look to our school’s **student-produced website**. The website offers high quality live action video as a staple on the site. The videos are produced by the ITV classes and then the web team converts and incorporates them onto the website. Their enthusiasm and creativity will have interested people coming back to

CTE is fortunate to have a great support staff who can always be relied on to be there for the students. Teachers know they can find assistance and support by seeing one of these exceptional people.

In CTE, we believe the students’ potential is unlimited and that our ability to change and improve to meet students’ needs in this ever changing world is unlimited, too!



# Career Center

Steve Orman, Career Center Supervisor



## TRANSITION PARTNERSHIP PROGRAM

### WHAT IS TPP?

The State Department of Rehabilitation (DR) and the Department of Education have a collaborative program called the Transition Partnership Program (TPP). This program is run through the Career Center at the California School for the Deaf (CSD) jointly with DR. This program makes it possible for CSD to best prepare their high school juniors and seniors for successful transition from school to work once they leave CSD.

### WHAT IS DR?

The Department of Rehabilitation is a government agency, which assists disabled people all over the state to succeed in competitive employment. DR assists Deaf students attending CSD to achieve goals of obtaining steady and competitive employment in a chosen field related to their skills and interests. Occasionally DR is referred to as "VR."

### WHAT IS INVOLVED?

While students receive training through CSD until graduation, DR will continue to work with them until they successfully achieve the desired outcomes as indicated in a vocational plan jointly developed by each student and the DR counselor working with them at CSD. However, DR services can be stopped at any time if a student fails to follow through with the vocational plan as agreed, or other circumstances cause a change in their student/working status.



Services may include:

- Interest & aptitude assessment
- Career counseling
- Job seeking skills training
- Job placement assistance
- Interpreting and job coaching services
- Tools, supplies, and assistive devices
- Sponsorship for post high school plans including vocational skill training and college

### WHAT HAPPENS AFTER GRADUATION?

All students selected to participate in the TPP program and deemed eligible for DR services at CSD have a Rehabilitation Counselor for the Deaf (RCD) from Fremont assigned to them. This RCD works with students until they leave CSD. Once they leave the school, the RCD will assign them to a new RCD at one of the local DR district offices throughout the state. Usually that would be the DR office in the town where a student plans to reside after leaving CSD. This counselor will then continue with the Individual Plan for

Employment previously developed by the original RCD and the student while at CSD. If a student is being sponsored by DR to attend a four-year college program (National Technical Institute for the Deaf or Gallaudet University), his/her case will be handled by the NTID/Gallaudet coordinating RCD. Additionally, CSD's Transition Specialist provides transition services and job placement services for the graduates who reside in either the Greater East Bay Area or Santa Clara County Area. Graduates from outside this area may come to the Career Center and receive assistance from our staff at our offices.

The Career Center and Transition Services Department provides various services related to career preparation and academic guidance. Services may include:

- Career and academic counseling
- Interest & aptitude assessment
- College seeking skills
- College financial assistance information
- Job seeking skills training
- Job placement assistance
- Interpreting & job coaching services
- Sponsorship for post high school plans including vocational skill training and college
- Applying for Department of Rehabilitation Services

*"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime."  
~Chinese Proverb~*





# Physical Education

Ken Pedersen, PE/Athletic Supervisor

The Physical Education department follows the California State Frameworks (K-12) and is based upon a sequential, developmental, age-appropriate approach to physical education. Designed to provide students with the knowledge and ability to maintain an active, healthy lifestyle, our curriculum focuses on creating “an effective physical education program that balances and contributes to children’s academic learning” (*Preface: Physical Education Framework*, CDE). The primary strands in the Physical Education curriculum are: Movement Skills and Movement Knowledge, Self-Image and Personal Development, and Social Development.

## ELEMENTARY:

Students at this stage can be guided to move in their environment for the sheer enjoyment of exploring space and controlling their bodies.

### Emphasis:

#### Kindergarten:

How students move in their environment

#### Grade 1

Moving through space and time

#### Grade 2

My Partner and I – How we move in space

#### Grade 3

Continuity and change in movement

#### Grade 4

Manipulating objects in and through space

#### Grade 5

Manipulating objects with accuracy and speed

## MIDDLE SCHOOL:

Students at this stage are able to combine various skills in cooperative activities

and give appropriate feedback to others. They are also more likely to seek out new challenges in individual and group activities.

### Emphasis:

#### Grade 6

Working cooperatively to achieve a common goal

#### Grade 7

Meeting challenges and making decisions

#### Grade 8

Working as a team to solve problems

## HIGH SCHOOL

### Grades 9 & 10

This is the stage at which students synthesize much of what they have learned in the earlier grades, including knowledge of human growth, development, and physiology. The ninth grade PE program encourages students to gain an appreciation of others’ achievements, to expand their ability to adapt to the needs of the group, and to demonstrate fairness toward all.

### Emphasis:

- Developing a personalized fitness program for a healthy lifestyle
- Analyzing skills for effective movement
- Selecting activities for the pursuit of individual excellence

The physical education teachers administer the *California Physical Fitness Report* to students in grades 5, 7, and 9 annually. The report assesses aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility. The results are posted on the CSD website, in the *School Accountability Report Card*.

## Adapted Physical Education

Students with additional long-term physical disabilities who need an adapted physical education program participate in the Adapted Physical Education program (APE). These students are referred for assessment through the Individual Education Plan (IEP) process. The Adapted Physical Education (APE) teacher performs an assessment to determine if the student is appropriate for regular physical education classes, specially designed classes (for students who need minimal or limited adaptations, accommodations, or modifications), or the adapted physical education classes. The APE program meets the needs of each student through modifications and accommodations.

### Health

#### Kindergarten - Grade 8

The physical education teachers are integrating the state standards for health education, the Health Framework for California Public Schools, into the Physical Education program. They are very busy developing and revising lessons.

The teachers mailed information about healthy eating to students’ homes in order to educate students about healthy food choices and solicit family support.

The following topics will be covered during the school year: nutrition; food choices; the importance of physical activity to support a healthy lifestyle; disease prevention; handling potentially dangerous situations; child abuse, including sexual exploitation; alcohol, tobacco, and other drugs; friendship and peer relationships, growth and development; the life cycle; and, emotional and sexual development (5<sup>th</sup> – 8<sup>th</sup> grade only).



# Communication

Andrea Neblett, Spoken English-Communication Teacher Specialist



In accordance with CSD's Expected Schoolwide Learning Results, the Communication Department provides American Sign Language support and communication skills services geared toward helping students become effective communicators. The department evaluates and serves students from the infant/toddler program through high school age through consultation, small pullout groups, and classroom instruction. The activities provided by both the ASL and spoken English/communication teachers are relevant to real world experiences.

The ASL teacher provides ASL support to students to improve their ability to access the language level used in the academic environment. The ASL teacher works on the development of ASL language competencies such as:

- Communicative Intent
- ASL Comprehension
- ASL Production
- ASL Grammatical Markers

The ASL teacher has assisted in the development of ASL rubrics for testing students and has helped evaluate teacher skills in ASL. The ASL teacher has had the opportunity to work with and collaborate with other ASL teachers in various departments on campus with the focus of improving service delivery to all students.

The spoken English/communication teachers provide support in order to foster the development of various language and spoken English skills, such as:

- Communication strategies
- Articulation
- Auditory learning
- Speechreading

Communication strategies focus on teaching students their options for communicating with others and practice developing and deciding which are most efficient for them. This often includes field trips to use these skills functionally in the community.

The spoken English/communication teachers have continued to use the newly developed exit and entrance criteria as a guideline for determining the appropriateness of services based on a number of areas, such as language level (in the student's primary language) to support speech acquisition, amplification use, articulation, speech reading, motivation, progress on goals, etc. Staff has continued professional development by attending workshops related to serving students with cochlear implants (CI) in a signing environment, current trends in CI technology and service provision, and visual phonics.

The Communication Department has also participated in staff development to review materials for the ASL and English Bilingual Professional Development (AEBPD) program and consider ways to incorporate these methods through meaningful activities during service delivery.



# Curriculum and Media Services

Robin Zane, CAMS Supervisor



What does a parent whose young child is involved with the **Shared Reading Project** have in common with a first grade student watching a local Deaf community member read stories for **Young Author's Day**? Both are receiving services from CAMS.

**CAMS is the Curriculum and Media Services department at CSD.** It provides vital support services to the instructional division and other departments on campus. This support takes on a multitude of forms, from team teaching, to implementing effective program design, to teacher consultations on individual learning strategies.

**Teacher specialists, media staff, and a librarian make up the CAMS department.** Our teacher specialists collaborate with CSD teachers as they integrate the state standards and promote best practices for effective classroom instruction. The CAMS media staff provides CSD with state-of-the-art media technology and support services by offering various special services, as well as training on equipment. In addition to their regular duties, the CAMS staff also works with teachers to create and implement a variety of special projects that enrich content and student literacy activities, and strengthen CSD's instructional program.

**Below is a short list of the many services that the CAMS department offers:**

- ASL storytelling sessions augmented with PowerPoint presentations in the school library
- Sponsors the Latino Family Retreat Weekend in October 2006
- Organizes International Language Week



- Hosts Scholastic Book Fairs
- The new teacher mentoring and support program
- Curriculum Days to support professional development in ASL, English, math, social studies, and science
- Creates the Multicultural Calendar
- National Young Reader's Day
- Reading Recovery Early Intervention
- Elementary Take-Home Reading Program
- Support for AEBPD, ASL/English Bilingual Professional Development project
- Training and support on schoolwide assessment tools such as the Advantage Learning Systems Star Math (ALS), on the GATES and the QRI (Qualitative Reading Inventory)
- Supports a new art gallery in the school library of DeafView/Image Art (De'Via) with art work by CSD high school students
- Participation in a Guinness World Record Breaking event by elementary students for the *Most People Reading Aloud Simultaneously in Multiple Locations* (students read aloud from the book, [Charlotte's Web](#))

- Coordination for special staff development activities, such as the lecture from MJ Bienvenu on Language Planning and the recent visit from four Gallaudet student leaders
- Numerous video projects on a variety of subjects, some of which are shown on CSD's closed circuit TV system for high school and middle school
- Expansion of the Accelerated Reading project (AR) for middle school students
- Support for data collection of ASL assessment in the ECE and Elementary departments
- Enhancement of the CSD website with more video technology
- Ongoing teacher consultations on Learning Strategies Plans to support students' learning needs
- Team teaching
- Training for writing teachers on Writer's Workshop
- The K- 8 Math Festival (coming in May)
- Coordinates committees such as the Bi/Bi Committee and the English Resource Committee
- Continued innovation and support for teaching techniques, such as the video essay projects

**The CAMS department strives to support CSD staff and students in every way possible, as we work together to raise student achievement and enhance our instructional program.**

Please be aware that beginning April 1, 2007, the Captioned Media Project, (CMP) repository is moving to the Oklahoma School for the Deaf and will no longer be housed on the CSD campus. However, captioned films can still be booked using the Internet. Please see Mary Matthews Bonner in the Media Center for more information.



# Education Technology

Jack Lamberton, Education Technology Resource Specialist



CSD has been making a huge commitment to technology over the past several years. The **CSD Technology Mission** is for students to use technology as a communication and information tool that supports thinking, problem-solving, academic achievement, and their transition to college and career by providing electronic connectivity among students, teachers, parents, and the larger community, and by providing electronic access to information sources in the school, the community, and the world. The focus is on both technology skills and learning.

## Integrated Use of Technology in the Curriculum

"We believe that technology is a tool for communication, for thinking, for problem solving, and for academic achievement. Not an end in itself, technology will be used by students to access information in the school, the



community, and the world. Technology tools will be used to learn grade level and course content based on California standards, to analyze raw data and information, and to acquire knowledge. As in the real world, students will use technology to work on challenging, authentic topics, to present their conclusions to important questions, and to defend and clarify their thinking," from CSD's 2006 - 2008 Technology Plan.

As you can see, the main thrust behind the technology plan is our commitment to arming our students with the knowledge and skills needed for a successful and productive journey in life – no matter where they go or what they do.

One important component of the AEBPD training that the elementary teachers are currently going through is the use of technology to help students improve their mastery of ASL and English language. The middle school teachers will start their AEBPD training next year ... so technology is becoming more and more important.

The CSD Technology Division, headed by David West, has just been restructured and is better positioned to provide more support to the entire school. In addition to computers, the technological tools which are becoming an integral part of instruction are: document readers, interactive whiteboards with projectors, digital cameras, digital video camcorders, large screen flat panel displays, electronic message boards, and videophones. CSD has also started replacing old computers with new ones this year, the majority of the new computers going to cottages, student computer labs, and classrooms.

Although many of our students and teachers are proficient in the use of technology, we still need to and will provide more and better technology training for them, as well as for Student Life staff members. Training helps optimize the use of technology in instruction and helps faculty and staff members prepare our students to compete in an increasingly technological world.





# Athletics

Len Gonzales, Athletic Director

Greetings from the Athletics department with another exciting year! We, the Athletics department, find ourselves very enthusiastic about all of the sports programs. We are planning many changes in our program and improvements to our facilities. One big change is the restructuring and expansion of our long-time High School-only program. We are also working on creating a spiraling, kindergarten through 12<sup>th</sup> grade sports curriculum for each sport. We have established an ADHOC committee, consisting of several Athletics staff and Student Life staff, to work on the project. Our goals are to develop a solid program and raise expectations. We anticipate it will take a few years to solidify the whole process.

The Athletics department prides itself on having an extensive competitive athletic program. Our sports programs are designed to encourage as many students as possible to participate in all the sports available to them. Through participation, lessons of sportsmanship, dedication, and teamwork are learned and serve as valuable life-learning experiences.

This year, we established an **“Athlete of the Week”** award. The purpose of the award is to encourage our athletes to excel in all areas at CSD. The award recipient is announced during our **Mini Pep Rally** on Thursdays. A backpack with our beloved eagle logo and **“Athlete of the Week – Home of the Eagles”** is embroidered on the front and given to each recipient.

For students who are not athletically inclined, the Athletics department provides opportunities to be a part of athletics at CSD through



July 9th - 12th: boys and girls basketball  
July 16th - 18th: wrestling  
July 23rd - 26th: volleyball



participation on the **“Orange Crew.”** The **“Orange Crew”** works after school hours with the coaches, the equipment manager, and the athletic trainer, assisting with set-up for practice, games, and clean up. They are an important part of the sports teams, treated fairly and as respected as athletes.

The Athletics department consists of: the equipment manager, the athletic trainer, and a new position, the elementary and middle school athletic coordinator. The equipment manager coordinates equipment, gear, uniforms and other items that head coaches need for their practice or games; the athletic trainer monitors our athletes’ well being and assists with any sports-related injuries. The elementary and middle school athletic coordinator will monitor and steer youth programs to get our young eagles ready for our high school teams. Ultimately, each role is designed to give our students and coaches the high quality support and service they deserve.

**The Foothills Athletic Association (FAA) and CSD Athletic Booster Club (CSDABC)** are also an integral part of CSD athletics. Our staff board and student officers govern the FAA. They have monthly meetings,

finance MVP plaques, School Spirit flag and banners, and give their utmost to support our Athletics’ goals and events. The CSDBAC is governed primarily by parents. They show their support for all our athletic teams, from elementary through high school, by helping with ticket sales and many other ways during games, BBQ gatherings and other events. The CSDBA has donated over \$1,500 towards outdoor football lights and Athlete of the Week backpacks. CSD Athletics is truly fortunate to have such tremendous support from both organizations.

CSD is a proud participant in many tournaments, locally, statewide, and nationwide. We are committed to bringing our students to these tournaments, so they can experience and be exposed to outstanding sportsmanship, citizenship, and competitiveness on all levels.

The future is bright at CSD. Endless possibilities here at CSD enable us to have great visions for the future, both academically and athletically. Let’s all have great expectations filled with inspiration and create great memories for our students!

More information on the Summer Sports Camp, sports schedules, and other pieces of news can be found in new CSD Athletics website at: [www.csdf.k12.ca.us](http://www.csdf.k12.ca.us)

## Go Eagles!



# Student Life

Celia May Baldwin, Dean of Student Life



## A Piece of the Puzzle

Student Life is like several pieces of a jig saw puzzle that make up the CSD family picture. Those pieces that make up our Student Life puzzle are: Elementary, Middle School, High School, Independent Living Skills (ILS), Special Needs, and Transportation. We serve a diverse group of students from various cultures and ethnicities. Students continue to find it challenging to live in a structured environment with many peers of the same age, in contrast to a smaller size family at home. It is like trying to live with 20 to 24 brothers or sisters under one roof.

We had several change of faces in our supervising areas. Russell West returned to CSD from the Texas School for the Deaf, in April, and is one of our Supervisors of Residence Programs. He oversees the High School department (9<sup>th</sup> - 11<sup>th</sup> grades). Noah Kessler, our veteran counselor, was just promoted to supervising counselor, replacing Carlene Pedersen who retired in December after 25 years of service in Student Life.

One highlight of Student Life this past year was the installation of videophones in each cottage for staff and students to use! We have options of relay services to choose from and we even have Spanish speaking relay operators so our students can communicate "directly" with their parents.

Extreme Makeover is happening in the residential area. After 26 years, the roofs and siding of our cottages are under renovation. Inside of each cottage, we installed new wardrobes and some restrooms and kitchens are being remodeled. We are thrilled to get two new shelters, one for our students in the transportation area and one in the open near the high school activity center.

Our departments have come up with quite a few neat student development programs and activities so read on and fit the puzzle pieces together...

## Puzzle Piece #1 Little Drama Club in Elementary

The Student Life Elementary Department Drama Club is up and running monthly for all cottage students. The club serves two groups, kindergarten - 2<sup>nd</sup> grade and 3<sup>rd</sup> - 5<sup>th</sup> grade. The Drama Club's purpose is to expand each individual's creativeness, self-expression, communication, acting, and talent.

During the first few meetings, each child spelled their name and thought of an animal or objects that began with the letter of their first name and then acted like that animal or object. The younger group learned new vocabulary and then tried to act while the others tried to guess what the words were. Some of the words were Ghost, Black Cats, Santa Claus, and Snowman. It was like Charades. The older group was given more challenges. They were divided into groups. When a word was given to them, they had a group discussion, made decisions, and planned out the act. They were remarkable on how many details they knew and in how they acted out those stories.

The younger group performed two songs at the Klopping's home during their annual Holiday Open House. They sang in sign language, "Santa Claus is Coming to Town." It was funny to watch when they "pouted" and "cried" and when they were "joyful" when they knew Santa was coming to town. "We Wish You a Merry Christmas" was the second song. They put smiles on all who were there, especially Dr. and Mrs. Klopping.

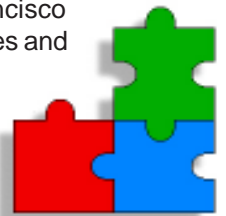
The Student Life Department will

have an end of the year banquet. The 5<sup>th</sup> graders will present a surprise performance before they move to middle school next fall. It will be in May. They said it is going to be the BEST show of the year!



## Puzzle Piece #2 Elementary Fun Trip

One of the Elementary field trips was to San Francisco Fire Department Station #7. In January of 2007, the Cub Scout and Junior Girl Scout troops were excited to visit the San Francisco Fire Department. They rode on BART from Fremont to San Francisco. Riding on BART was a new experience for most of the students. On the way, one of the cottage staff explained that the community of San Francisco had very diverse cultures and





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people. They noticed that the surroundings were quite different from what they were used to in Fremont or at home. They arrived at the Fire Station and were surprised to see that the fire department was such a big space. The fire fighters were there to greet the scouts. The kids learned more as the fire fighters showed them around the building. The scouts were shown the “Jaws of Life” which can cut open thick metals such as a car. If a person is trapped in their car from a serious accident, these “Jaws of Life” would be able to get them out. They also showed the scouts a fire truck with a long ladder that reached about 100 feet into the sky. The students loved playing with the fire hose. As they walked into the fire station, there was some excitement! Someone called the fire fighters for an emergency. The fire fighters moved fast, and quickly they left the station. The only people left in the station were the administrative staff. Finally the fire fighters came back. They told the students that it was not a serious situation. A woman had called 911 and reported a fire in the bathroom. It was a small fire. It was out before the fire fighters arrived. The students really enjoyed this experience and learned a lot about San Francisco and the city’s fire fighters.

### Puzzle Piece #3

#### Pee-Wee Pen Pals Make Us WRITE

This year our elementary students were invited to be pen pals with a neighboring Fremont school, Blacow Elementary. We received a large packet of letters from Blacow’s students, all with questions, such as “What is your favorite color?” and “What is your favorite sport?” Our students responded and asked questions of their own. Some



added drawings and photographs of themselves.

The pen pals boarded vans in January and took the short trip over to Blacow to meet their pen pals in person. After some initial shyness, the boys and girls warmed up to each other and played some team building games. There were a few high school sign language students and an Ohlone interpreting student there to help with communication. Blacow’s students had taken some sign language lessons, but the universal language of children communicating with children was evident.

Students then broke into small groups and made team drawings on big sheets of paper. What they drew affirmed the concept that we all have many of the same experiences at school. It helped our students to see that we aren’t really that different after all.

After some cookies and punch, it was time to leave. Big smiles all around was evidence that the pen pal program was a success. Blacow has already sent a second packet of letters, and our boys and girls look

forward to responding.

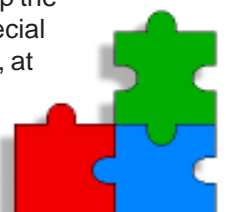
### Puzzle #4

#### “On the Go” with Special Needs

One thing you can say is students are always busy with something special and exciting in the Special Needs cottages of Student Life. We started in the fall with our Special Olympic Aquatic Program. The competition was held at Oakland High School and consisted of four teams competing from Alameda County. The reward trip for our athletes was a trip to San Francisco and the Metreon to view the “Titanic Exhibit.”

As the holidays drew near, our Independent Living Skills students prepared a grand Thanksgiving dinner for their peers. After Thanksgiving, each cottage group, elementary through high school boys and girls, secretly worked on creating sweet delectable confections for the 17<sup>th</sup> Annual Dessert Competition.

In January, our Special Needs Elementary and Middle school students were burning up the bowling lanes at the Special Olympics bowling event, at



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Mel's Bowl in Alameda. Cottage 2 boys hosted the Annual Special Needs Valentine's Dinner and Dance. The boys also made all the Valentine's decorations.

Our Special Needs High School students have been preparing for their Special Olympic competition as well. In March we will be traveling down south to CSD Riverside to compete against the Cubs for Olympic gold! Yes, the Special Needs students are always on the go!

## **Puzzle Piece #5 Transportation Tidbits**

Transportation has started the year in excellent condition. We have 14 vans and one car for staff use in the transportation of our students. We also have four buses, including one brand new bus #1. Buses and vans are scheduled out daily for student field trips, sports, honor trips, merit trips, special trips, reading rewards trips, and other miscellaneous trips.

All of our charter routes are being driven by one of the following companies: Michael's Transportation and Laidlaw

Transportation. Our charter routes are contracted out annually and may change at the beginning of each new school year.

## **Puzzle Piece #6 A Special Program to Empower Leadership and Responsibilities**

We have a work experience program with a budget, during the school year, for students who want to participate. Day Shift Counselors offer work training opportunities to residential and day students. Our students have similar experiences as anyone who seeks employment. The program has been very successful and the demand to accommodate everyone has been a challenge.

Students are provided an application to fill out. They are screened for interviews, hired, and then taught how to fill out work vouchers and document their time. Encouragement sessions are given to help resolve issues and complicated tasks. During the sessions, students get to share their "issues," discuss attitudes, and review skills. This helps them become active listeners and learn

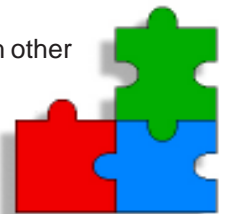
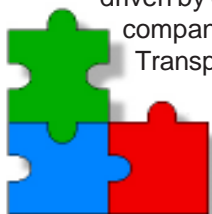
how to identify ways of improving their skills. Day Counselors supervise students as they work in the mornings and at lunch. Afternoon counselors help with supervision in the evenings.

Some of the job opportunities for students are line monitors, newspaper delivery, elementary aide, escort to the Student Health Unit, linen worker, cafeteria worker, and kindergarten aide. Staff emphasizes dependability and responsibility. They also instruct students on their approach to others, following directions, being prompt, communicating with staff, what to do if they will be absent from work, etc. Students work approximately 7 weeks at a time, and then new workers are hired. Vouchers are submitted monthly and pay arrives two weeks later. This program helps to empower leadership and responsibility among our students.

## **Puzzle Piece #7 Middle School Syndrome**

Our Middle School Jr. Eagles Leadership took place during the weekend on September 29, 30 and October 1, 2006, and was centered on the theme of "Unity for Peace." The group was divided into three teams. The three teams creatively selected the names of "The Abolitionists," "Chains of Hands," and "Freedove." The students had various team-building activities, crisis strategies, and physical activities throughout the workshop.

One of the team-building activities was that each team had to cook and serve the whole group meals. The sponsors were treated royally. One of the strategies, in keeping with the theme, was to come up with creative solutions on how to present and prepare a peaceful protest against wars. Each team also competed against each other





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in an obstacle course. It was a diversion and physically challenging. The students had fun being competitive while showing great sportsmanship.

As a reward for their hard work, our leaders of tomorrow were treated to a trip to the Santa Cruz Boardwalk at the end of the weekend. It rained, but it didn't dampen their spirits. Celia May Baldwin surprised the participants with gorgeous, bold, orange T-shirts with the inscription of "Jr. Eagles Team Building." Be assured that our leaders of tomorrow will give a lot back to our school community.

We went to St. Joseph's on Halloween night to tour a haunted house, and had a party with food, treats, and games. Some students wore costumes to show their Halloween spirit. Students socialized with old friends while also meeting new friends.

We have Honor Trips for those who demonstrate good behavior and meet the number of points required to go. They take place every month with each cottage taking turns hosting. There is also a Merit Trip every two weeks to places such as Cold Stone Ice Cream, pizza, or other small activity off campus.

We went roller-skating in Milpitas for Winter Fun. The students enjoyed it very much. Some were learning how to

roller skate while others were very skilled. There was lots of laughing and fun. Our goal is to go to the ice skating rink next year.

Last December, the staff voted for Winter King, Queen, Princes, and Princesses. We selected students who had good standing in academics and the cottage. Cottage 12 hosted a Christmas party. The students were dressed nicely, they played dance games, had a best-dressed contest, and then announced the King and Queen: Alex Palamides and Elizabeth Hernandez; Prince and Princess: Jonathan Ford and Donna Melena. After these announcements, they went back to dance once again and had refreshments.

We went to Laser Quest, a 7,000 square foot space in Mountain View, to battle between groups with vests and laser guns with beams. There are a lot of walls and you could get lost easily. Once you enter the area, it is difficult to find your way back; it's a true maze with dark walls all over. The students loved it and are looking forward to going there again.

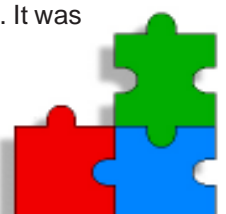
Our Valentine's Day Party was on February 14. We had a nice Valentine's dinner at the cafeteria with simple decorations. The counselors helped serve the students at their tables. The meal consisted of lemon chicken, potatoes, vegetable, rolls,

and one of the most delicious desserts we had ever had, a choice of raspberry cheesecake or raspberry cake with cream. After dinner, we went to the Jr. Eagle Activity Center for a Valentine party. It was decorated with a beam of light flashing like a disco; maybe far better than Saturday Night Fever.

The students are looking forward to a new year of sports, trips, and activities. We received excellent ideas and suggestions from the students for next year. By participating in meaningful activities, students learn responsibility, as well as gaining valuable experiences which will serve them through life.

## **Puzzle Piece #8 High School, Boring, NOT!**

The puzzle of CSD Student Life wouldn't be complete without the High School department. In the High School department, we have an organization called the Student Body Government. Students earn points for participating in activities and doing community service during the year. Towards the end of the year, the SBG hosts a leadership retreat for students who exceed 500 points. Those students are taken somewhere for a weekend of learning and fun! Last year in May, a group of seven students had a retreat in Lake Tahoe. It was



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like a dream. The air was fresh, the forest brought peace and calm. They were in a completely different environment, but one they could thrive in. All weekend, they explored their leadership abilities. All of them are leaders in some areas at our school and that weekend was the perfect opportunity for them to develop their skills as a group. Throughout the weekend, they played many different team-building activities. They went to a ropes course. They managed to overcome obstacles after several attempts. At the course, some were fearless. Most were terrified and struggled to face their fear. They learned to support their peers and they succeeded.

Several games taught them to work together under pressure. One game was a challenge; students were given a long list of things to get such as maps, pictures of animals, and pinecones. After an hour of running and collecting things, they learned new things during the process.

“Always communicate with your teammates; use your resources wisely; and to read carefully!” That was what the leadership retreat weekend was about:

the value of teamwork and to have fun. Through a series of fun, priceless games, a surprise trip to Squaw Valley, and spending the afternoon at High Camp ice skating, they grew to not only be leaders, but a family of leaders who could learn from one another. In conclusion, the High School puzzle has the biggest piece of all: the leadership piece. Without this piece, students wouldn't be able to have leadership retreats or make improvements to the school and this school would have no future.

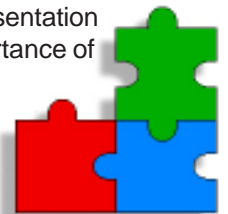
## **Puzzle Piece #9 After School Program**

This year Student Life is proud to offer an After School Program (ASP) to the High School students. It has been a resounding success. We have three seasons of ASP paralleling the sports seasons: fall, winter, and spring. ASP occurs on Mondays and Tuesdays from 3:30 p.m. until 5:30 p.m. ASP is successful and is very motivating for the students, offering them a variety of choices of clubs to participate in. During each season, there are usually two or three new clubs, but the main clubs remain the same throughout the year. They are:

**Homeroom Club**, which provides a place for students to do their assignments; **Off-campus Club**, a popular one where students receive an opportunity to go off campus and explore different historical sites, tours of factories, and businesses; and, **Volunteer Club**, a club which gives students the opportunity to contribute to the community and earn points towards a high school reward trip, eligibility to apply for Youth Leadership Camp, and a chance to earn a scholarship for the camp. In addition, students can participate in **Community Services**, which includes helping out with the elementary students and attending Fremont Oaks Garden (FOG) to socialize with Deaf senior citizens. The students in this club have learned a lot and have experienced positive personal growth. Finally, we have had different clubs, such as the **Dance Club**, **Arts and Crafts Club**, and **Fitness Club**. All of these clubs offer an amazing opportunity and fun for our students.

## **Puzzle Piece #10 What is Sober Graduation??**

In April of 2006, The Senior class was presented with the “Sober Graduation” program. This program always occurs before the Prom and the Senior Trip and is required for all seniors. The program was presented by our CHP liaison officer along with other local law enforcement officers. The presentation was given in the Little Theatre and each officer took turns in showing slides and discussing “drinking and driving.” Many of the slides were very vivid and graphic and showed the true consequences of drinking and driving. The entire presentation emphasized the importance of





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making good decisions. There were also several demonstrations and a question and answer session where students were given T-shirts and other prizes for the correct responses. There was much discussion and reflection among our students after the presentation. The "Sober Graduation" program definitely sent a powerful and important message to our seniors, and one we hope they will carry for a lifetime.



## **Puzzle Piece #11 AT&T Golf Tournament**

It was a fun-filled day for seniors and staff who went to Pebble Beach for the annual AT&T golf tournament in February 2007. This was the 40<sup>th</sup> year that seniors have been attending the event. We left CSD at 6:30 a.m. and arrived at Pebble Beach around 8:30 a.m. Although the weather was a little cold, cloudy, and windy, the seniors were excited to see many celebrities and professional golfers. Some of the celebrities they saw were Tom Brady, Emmitt Smith, Kevin Costner, Kevin James, Bill Murray, and Ray Milano. The seniors spent the day walking and "star" gazing around three different courses: Pebble Beach, Poppy Hills, and Spyglass Hill. Each course had beautiful views of the beach and the Pacific Ocean. On our way back to CSD, we stopped for dinner, and then arrived at CSD around 7:30 p.m. The seniors were tired from a long day as we all walked for what seemed like many miles. It was a rich experience for all and will be a great memory for the seniors!

## **Puzzle Piece #12 Independent Living Skills (ILS): \$ + \$ - \$ = ?**

"Have you paid the rent?" "Did you pay the light bill?" These are a few of the questions the seniors are asking each other during the month of March. Each senior living in ILS is learning how to budget and pay their bills on time. Each student starts the month with the same amount of money in their "account." Each student is then given mock checks and the counselors serve as the "bank" and their "landlords." Students are required to pay for their rent, food, PG&E, cable, water, garbage, and phone on their various due dates. Students earn "deposit" money by doing community service, by being Student of the Month and being on the Honor Roll. Money is "withdrawn" when bills are not paid on time, duties are not completed, and lights are left on. At the end of the month, the students who have the most "money" left in their accounts are awarded with "real" cash. It is a valuable and fun learning experience for all.

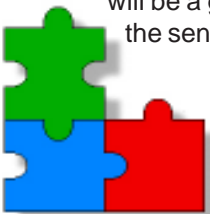
## **Puzzle Piece #14 "24/7"**

You would think as the lights dim and the students settle down for the night the campus would be void of activity. That's not how it is in Student Life. Our Night Attendants are in each cottage making sure all is well in the wee hours of the night. It's nice to know someone is available if a student wakes up during the night. They are there when the afternoon counselors go home and when the day shift counselors arrive in the mornings. It's nice to have the 24-hour coverage.

**Now put together these pieces and you will have a snapshot picture of Student Life!**

### **Contributing writers/editors:**

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# Pupil Personnel Services

Dr. Debra Guthmann, Director of Pupil Personnel Services



The past year has been an exciting one for the Pupil Personnel Services Division (PPS). During the summer of 2005, the construction of a new building began, and the PPS staff were able to move in during the Fall/Winter of 2006.

The new building has been very positive for all the staff since it means that most of the division is housed under one roof, with the exception of the Student Health Unit who are in a separate facility. The new building consists of the student records, the admissions department, IEP coordinator, social worker, counselors and assessment services (i.e., the Northern California Assessment Center, psychologists, diagnostic teachers, a behavioral specialist, and audiologist).

The new building has a number of positive features including individual testing rooms with observational capability; rooms for play therapy, sand tray therapy, motor assessment and videotaping, and family therapy, all with observation capability; a number of conference and meeting rooms; and an audiology suite. The facility helps staff provide CSD students with a wonderful array of services all in one location!



## Student Health Unit

The Student Health Unit (SHU) serves approximately 600 students from both the California School for the Deaf (CSD) and California School for the Blind (CSB). While the schools share the campus, the children are completely separate from each other. The



only time they intermingle is when they come to the SHU.

We have nurses who work full time, some who are part time, as well as intermittent staff, all of whom are Registered Nurses. We perform triage, dispense medications, document and follow doctors' orders, and monitor immunizations. We also take orders from private doctors for about 300 students and we have standing orders from our own Pediatrician who is on call and comes to the SHU once a week.

**Tura Franzen is a Registered Nurse and the Supervisor of the SHU.** Tura often gives in-services to staff as well as students, and all the nurses incorporate education while they are treating students and or giving medications as an ongoing practice. Recently Tura was invited to give an in-service to the 6<sup>th</sup> grade students on first aide and home preparedness, which was very well received. At the beginning of the school year, one of our nurses (Cherie Boulton) assisted in providing information about Emergency Preparedness with our elementary department.

The nurses in the SHU function as liaisons between students, parents, teachers, cottage staff, as well as private doctors and various hospitals.

We have a very diverse staff working with a very diverse population of students. Our nurses come from Vietnam, Russia, Sweden, and Mexico, as well as the United States, and one of our nurses is Deaf.

Communication between Deaf children and hearing nurses can be difficult at times, which is why the children find it comforting to talk with Tom Coughlin, RN, who is Deaf.

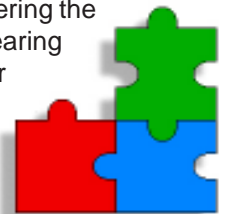
"Working with Deaf children as a Deaf RN does have its advantages because I am able to communicate with Deaf children without any ambiguity or miscommunication," Coughlin said. "Since sign language is my native language, I am able to understand practically everything a Deaf patient wants to communicate. There are times when no spoken or written words could adequately describe any underlying condition."

**The SHU has a video phone that was recently installed and the communication with staff and parents has been very positively impacted.** SHU staff can communicate directly to parents and discuss with ease medical situations and other kinds of scenarios that may arise. The video phone also gives us the faces of our staff and parents and they have ours so it really adds the personal touch!

## Assessment Services

This has been an exciting time for the assessment team at CSD. We have a **new interim supervisor, Nancy Welt.** Ann Moxley, who had supervised the department for more than 25 years, retired in December.

In November, we all moved into the new PPS building. We now have three testing rooms with observation capabilities so that parents and staff members can observe the actual assessments. The building offers a motor room (so we don't have to go outside to assess motor skills) and ample conference space for meetings. We also have a new state-of-the-art audiology test suite offering the latest in hearing and hearing aid tests, equipment for making sure hearing aid users have a proper hearing aid fit,





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as well as equipment for checking to see if a hearing aid meets manufacturer's specifications.

**An important part of the assessment services CSD offers is the Northern California Assessment Center.** The Assessment Center has been located at the California School for the Deaf since 1979 and offers free in-depth assessments of Deaf and hard-of-hearing students from all over Northern California. Depending on the student's needs, the Northern California Assessment Center can provide testing with a Psychologist, Diagnostic Teacher, Audiologist, Consulting Speech and Language Pathologist, or a Consulting ASL Specialist. For a full week, our multi-disciplinary team works with the student, assessing areas of need, ultimately resulting in a comprehensive picture of the student as a learner. At the end of the week, the assessment center staff meets with the local district and the family to share results and make appropriate recommendations.

Recently, a family came from quite a distance to bring their 8-year-old boy for an evaluation. They admitted to feeling somewhat nervous about being on a signing campus, and so far away from home. During the week, they had an opportunity to join some after-school activities in the student cottage, as well as take a tour of the school provided by the Outreach Department. The parent of the student told the assessment staff how very impressed he was with the academic, social, and vocational programs available. He was also pleased with the cottage staff; remarking how nurturing the cottage environment was and how welcoming the students and staff were to his boy. The family realized how right CSD was for their boy. Although they would miss him, they wanted him to have all the opportunities



offered. They believed that CSD would provide their boy with a language-rich environment, where he would have direct access to school and social events. The family applied, and that boy is currently happily adjusting to his new school environment.

## Counseling Department

### What we do:

Our job is to help CSD students reach their potential in all aspects of their well-rounded lives. We provide:

- Individual counseling with goals written into the IEP for students whose social or emotional problems interfere with their ability to learn.
- "Personal growth" counseling—short-term, student-requested counseling to help with normal developmental concerns of children and teenagers.
- Group counseling for students who share a common interest or problem.
- Consultation to teachers and cottage counselors when requested.
- Support for families to make positive changes in students' home lives.
- Trainings and workshops to students throughout the year.
- Crisis counseling as needed.

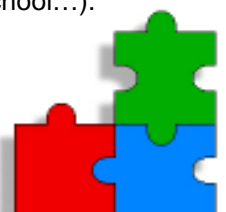
### Why we LOVE what we do!!

#### We love:

- The connections we can make with students.
- Working with our amazing families—helping to bridge gaps in communication and emotions.
- Using a team approach with our incredible CSD staff to support our students.
- Seeing the students become adults, helping them grow and reach their potential.
- Helping students through rough times, seeing them leave happier than when they came in.
- The positive energy at CSD, the diverse population of students of all ages, and the opportunities to do school-wide prevention work that benefits all students.
- Getting to see the world through our clients' eyes—learning from their perspectives.

### What's been happening around the Counseling Department

- "Character Counts" with Middle School on monthly basis covering such traits as RESPECT, CARING, RESPONSIBILITY, and FAIRNESS.
- Character Education with Elementary/Special Needs.
- Collaboration with GLAD to provide pregnancy prevention.
- Abuse Prevention discussion with Elementary/Middle School students.
- Partnership with Deaf Hope to talk about Domestic Violence/Abuse topics with High School.
- Peer Advisor program for High School students.
- Substance Abuse Prevention meetings.
- Senior "Seminar" to discuss "Life After Graduation."
- "Mix-up Lunch" (To be taking place this Spring for High School...).



# Outreach

Bridgetta Bourne-Firl, Coordinator of Outreach Services



Providing a link to Deaf education between school, family, and the community

## Family Education

- Family ASL Classes  
contact Ginny Malzkuhn at [gmalzkuhn@c sdf-cde.ca.gov](mailto:gmalzkuhn@c sdf-cde.ca.gov)
- Presentations to parents in outlying areas
- Parent workshops & presentations
- Barnes & Noble ASL Story Time (first Wednesday of every month)



## Community Education

- Deaf Awareness Events
- Deaf Culture Lecture Series Events
- Exhibitions at Community Events
- Participation in Fremont's 50<sup>th</sup> Anniversary festivities and Deaf Nation Expo

## Campus Events

- New Family Orientation weekend
- Feast for the Eyes Storytelling
- Open House – 2000 in attendance in 2006. Held annually in November.
- Deaf Faire – 35 booths at Open House
- Community Service on CSD campus conducted by US Navy Sailors
- Annie (Spring Drama Production) – Two days of performances and special lunch event for mainstream program students. Also provided support for ticket sales.



- Ongoing support for CSD departments and programs
- Consultation to Peer Advisor Program
- Host High School Graduation
- Deaf Films:  
“Forget Me Not”  
coming May 11,  
CSD Little Theatre;  
“Wrong Game”  
coming September 2007

## School Publications

- *The California News* is an 8-page newsletter highlighting CSD student accomplishments and school events. It is a weekly publication with distribution of 1000 to CSD families, deaf community and schools across the nation. *Cal News* is also available on the school website [www.c sdf.k12.ca.us](http://www.c sdf.k12.ca.us)
- CSD Brochure: available as a pamphlet and on the school website
- Brochures for CSD departments currently in progress
- Outreach Website visit: [www.c sdf.k12.ca.us](http://www.c sdf.k12.ca.us)

## Volunteer Program

- Contact Volunteer Coordinator at:  
(510) 794-3709 TTY/voice
- Over 100 active or in-process volunteers

- Provides ongoing volunteer positions in 29 campus locations
- Recent volunteer opportunities: ECE Trike-A-Thon, Friendship Day, Parent Workshops, Barnes & Noble ASL Story Time, Annie performances, Lunch event for Mainstream attendees of Annie

## Family Tours

- Contact Outreach at (510) 794-3707
- Scheduled on regular basis as requested by prospective families

## General Tours

- Contact Outreach at (510) 794-3707
- Monthly tours
  - Special tours as requested
  - Coordinate visits by Student Teachers and Researchers

## School Facilities

- Coordination of school facility use by CSD and community members
- Publicity announcements for CSD and community events

## Future Plans

- Youth Leadership Camp for Deaf & Hard of Hearing High School students – coming Spring 2008



**The California News**  
California School for the Deaf  
39350 Gallaudet Drive  
Fremont, CA 94538



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