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The California News

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Western States Basketball Classic Girls Competition



Western States Basketball Classic Boys Competition

Western States Cheerleading Classic



Congratulations 2007 Winners

BOYS BASKETBALL CHAMPIONS:
CSD Fremont

BOYS ALL STAR 1ST TEAM:
Aaron Foust, CSD Fremont
Michael Lizarraga, CSD Fremont

GIRLS ALL STAR 1ST TEAM:
Monica Hernandez, CSD Fremont

CHEERLEADING JUMP OFF WINNER:
Kevin Way, CSD Fremont

CHEERLEADING 1ST TEAM
Kevin Way, CSD Fremont

WSBC photos courtesy of the Yearbook staff

They're off! Or are they? In the wagon are: Leila McClary, Landen Gonzales, Dylan Resch, Saanvi Singh, and Sabrina Dolezal-Mosquera. Riding the trikes are Angeni Sloan, Lauren MacIntosh (*visitor*), and Sabrina Firl. The teachers are Linda Cox-Kuntze and Holly Benedict.



ECE annual Trike-a-Thon a success! Contributions will help ECE special events

On January 25, the early childhood education department held its third annual Trike-a-Thon at the very feet of the Bear Hunt statue. Students gathered beforehand for a pep rally during which teams were chosen. Each team had a student from each class (ages 2-5) and were assigned a color. Once the procedures were demonstrated, pompoms distributed, and excitement built to a froth, the competitors, teachers, visitors, and parents headed out to the race course.

Once on the course, Ken Pedersen, of the PE department, called the first relay to the starting line. Using a fake but loud starting pistol, Mr. Pedersen lined up the trikes, counted down, and THEY WERE OFF!

Wave upon wave of youngsters pedaled, pushed, wove, wandered, and careened around the course in front of the Bear Hunt statue. First graders came to cheer. Teachers, parents, and visitors joined in. Snacks and bottles of water were distributed freely.

It was a joyous occasion. Many thanks to all who helped us out -- the maintenance department, the volunteer office, parents and staff who contributed \$3.

First Graders cheer for the trike-a-thon-ers. With the Bear Hunt statue are: Chwa Kin MacCutcheon, Bernice DePrince, Brandon Sanchez, Luke Bella, Hannah Wetzel, and Kaliska Sloan.



Are you curious to know what ParentCONNECTxp is?

In a collaborative effort, the Technology Division and the Instructional Division at CSD are very excited to implement a new educational software program, **ParentCONNECTxp**. This new software program is a convenient home-to-school collaboration tool that will allow parents and guardians of elementary, middle, and high school students to keep track of their children's academic progress online via an easy-to-use website.

What kinds of features are entailed in **ParentCONNECTxp**? Parents and guardians may visit the password-protected site to view school program announcements, as well as their child's schedules, grades, assignments, period attendance, and course history. Parents and guardians cannot view anything on this site related to information about other students.

Parents and guardians can also easily communicate with teachers via e-mail or receive automatic e-mail notification of unexcused absences, missing assignments, or failing grades. They can view their child's student information through the **ParentCONNECTxp** website after they have registered and received a *User ID* and *password*. To maintain the integrity of student data, the **ParentCONNECTxp** application is a "read-only" system.

All parents and guardians who have legal rights can view their children's school records. Students are NOT allowed to register themselves to access this site. **ParentCONNECTxp** is very "user-friendly" and is extremely easy to use.

If you do not have a computer in your home, you can use a computer from anywhere that has internet access to view the **ParentCONNECTxp** website. For example: the public library, your local senior center (if you are a senior citizen), Internet cafes, or any other computer that has internet access. Presently, **ParentCONNECTxp** is not online because our teachers, cottage counselors, and administrators need training to become familiar with the software program before it is released for parents and guardians.

You will be receiving a brochure in the mail with additional information about **ParentCONNECTxp**. We believe this will be very helpful to you and keep you abreast of how your child is performing in school.

--Ron Bye and David West



WSBC Final Update

Hello Eagle fans! We are home from Riverside... and we brought a stellar first place trophy for our boys basketball team with us! Here's what happened:

The tournament was set up differently this year. Two divisions were set up - Oregon, Washington, Marlton and Riverside JV (to compensate for Idaho's absence) were in the Gray Division; while Fremont, Riverside, Phoenix Day, and Arizona were in the Red Division. This meant that we knew who we were playing all throughout the tournament, rather than the usual tournament bracket style.

For the boys team: our first game was against Phoenix, which we soundly defeated, 61-16. Next, we played Arizona, which again we won, 64-25. Finally, we played Riverside, and boy, was the gym packed for the Battle of California game! We kept Riverside scoreless the entire 2nd quarter and almost all of the 3rd quarter, thanks to the skilled plays of our boys. With this, of course, we beat them, 44-15, to win the division championship! :)

For the girls team, we played Phoenix, and we were faced with

an outstanding team who eventually went on to become the division champions. They beat us 34-17. Next we played a very good game with Arizona, and at one point we were down as much as 9 or 10 points... but it was within the very final seconds of the game that we won, 29-28! During the last game, against Riverside, the girls played with all their hearts and spirits but lost 29-19.

As many of you know, we did not outfit a cheerleading team this year for the WSCC due to a variety of reasons. However, we were able to bring one cheerleader with us, Kevin Way, who went on to win the Jump Off competition with a fantastic toe touch jump, followed by a triple combination jump! Riverside came away with the cheerleading championship. Kevin also made all-star cheerleading, 1st team. Michael Lizarraga and Aaron Foust made on the boys' all-star basketball, 1st team. Monica Hernandez was selected to be on the girls' all-star basketball, 1st team. Next year, WSBC will return to the usual tournament bracket style format, and Oregon will be the 2008 host.

Many, many fans came down from Fremont to give their mighty Eagle support, which all the players were very appreciative of! Thanks to all of you who made the 7-hour trip! Photos, scores, and more information are up on this website: <http://csdr-cde.ca.gov/wsbc/> Please do go check it out! Photos are available for purchase.

Basketball season is winding down to a close. CSD athletics continues to be grateful for all of your wonderful support and loyalty for our teams... A BIG HAND WAVE TO ALL OF YOU! :)

*--Melinda Harrison
High School Language Arts Teacher
Head Cheerleading Coach*





Making A Difference in the World, One Minute at a Time

By Vanessa Paje Cristobal, High School English Teacher

“There is no better tool than a book. It can pry open the locks of poverty and hopelessness and make way for dreams that take hold.”

*Marian Wright Edelman,
Founder & President,
The Children’s Defense Fund*

This year’s freshmen kicked off their first annual read-a-thon in efforts to raise money to assist people living with HIV/AIDS in Africa. The purpose of our “AIDS in Africa: Reading to Make a Difference Read-A-Thon,” was to promote both a love of independent reading, as well as desire to use one’s knowledge to help others. Before diving into the project, all freshmen students learned about the grim situation in Africa. Students were flabbergasted by the shocking statistics: 6,300 Africans die everyday from AIDS. Some student comments:

“I was shocked at how many young children in Africa have HIV/AIDS. That’s just awful! I wish I could help them learn about the dangers of HIV and AIDS.” – *Susan Guerra-Garcia*

“I learned about HIV/AIDS in Africa. I never knew how bad it was over there. It’s a really sad situation.” – *Rosario Hernandez-Diaz*

“HIV is a very serious problem in Africa and has lead to a large number of deaths in Africa compared with the rest of the world.” – *Micah Norris*

“I didn’t realize how serious the HIV/AIDS pandemic is in Africa. Those people are in great need of more doctors, shots, and education about HIV prevention to help stop the spread of the disease.” – *Steven Pershe*

“Learning about the plight of Africans living with HIV/AIDS was really an eye-opener for me. What hurts me most is knowing how many children are infected with the virus everyday. I would love to see a cure for the disease, one day, so that families in Africa could live healthy lives.” – *Brittney Garrison*

Students also read novels, non-fiction, short stories, and poetry from Africa, some of which discuss how the AIDS epidemic affects Africans. One class read, *Chanda’s Secrets*, by Allan Stratton. (The novel received the Michael L. Printz Award for Excellence in Young Adult Literature). The novel is set in a fictional African town, Bonang, where HIV/AIDS run rampant. The heroine of the novel is Chanda, who does all that she can to rescue the people that she loves most. Here are some reviews by students who have read it:

“*Chanda’s Secrets* is a book I definitely recommend to other teens. Even though the story is set in a fictional African town with fictional characters, the problem of HIV/AIDS is very real. This was an inspirational book for me. I think anyone else who reads this book will definitely be touched, especially by the heroine of the story – Chanda.” – *Nicky Lim*

“One thing that really stood out for me about this book was the deep friendship between Chanda and her best friend, Esther. Esther has HIV but Chanda doesn’t care. Chanda continues to give her best friend love, care, and respect despite her sickness. Their friendship reminds me of my own best friend. We are there for each other no matter how tough things get.” – *Myra Rubio*

“When Chanda found out what Esther was doing to get money for her family, I thought for sure Chanda wouldn’t be her friend. But she didn’t. Chanda still loved her no matter what. Throughout the book, Chanda showed how much she cared about Esther and her family by sticking by them.” – *Amanda Campos*

“I just LOVE this book! I even cried during some parts of the book. You SHOULD really read *Chanda’s Secrets*. Trust me. It’s one of the best books I’ve ever read.” – *Rachelle Richardson*

Our freshmen English team received support from our fellow freshmen team. Each freshmen teacher had the AIDS ribbon outside their door to remind students about the project. From December 22, 2006 to January 22, 2007 students read and collected pledges from sponsors. For each minute students spent reading outside of school, they documented their minutes in the reading log. Students were required to read a minimum of 100 minutes per week, but some students aspired to do more! Here are some student comments about doing the read-a-thon project:

“We need to try our best to help people in the world with HIV/AIDS – especially in Africa. Reading for the Freshmen Read-a-Thon was my way of helping the African people suffering from HIV/AIDS. While I was reading, I remembered what they are going through. The money I collected will help them give them what they need to live longer.” – Nigel Walker

“While I thought the read-a-thon was fun, I couldn’t help but think about the poor orphans in Africa who lost their parents because of HIV/AIDS. I feel fortunate to live in America where I am safe with my family.” – *Austin Weaver*

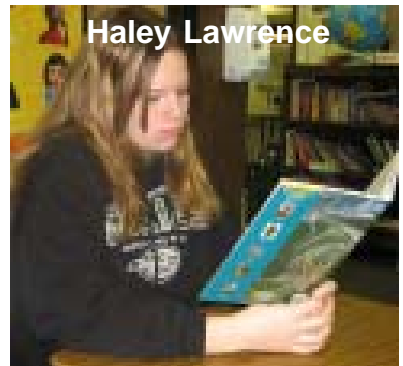
“Reading for the read-a-thon was a great way to motivate me to read because I knew that I was doing something that would be helping others.” – *Nicky Lim*

“For the read-a-thon, I read a total of 1,495 minutes! I don’t think I’ve read that many minutes in four weeks before!” – *Haley Lawrence*

“Doing the read-a-thon made me remember my own family’s situation in Thailand. Our family was very poor and there were some Americans that helped us out by donating money so we could buy food for the family. I will never forget that. So, raising money for African people living with HIV/AIDS in Africa was something I was really happy to do. It was like I could help out a group of people, just as a group of people helped us.” – *Panuphong Mogaew*

At the end of the read-a-thon, freshmen racked in a total of 14,476 minutes in four weeks! That’s over 240 hours of reading! The student with the highest number of minutes read was Zachary Kohler with 1,870 minutes! When asked what his secret was to read so many minutes, Zachary smiled and responded, “The secret is to get a book that you’re really into, a book that is hard for you to put down. This way, you don’t feel like reading is such a chore.” Other students who read over 1,000 minutes during the read-a-thon were Odunayo Akintomide, Muriel Ortiz, Haley Lawrence, and Nigel Walker. We are still in the process of collecting students’ pledges. At the moment, students have collected \$439.03. Maria Nixon really took initiative with the project and generated \$246.00 in pledges! “Having been born in Africa, Ethiopia to be exact, I felt a personal connection with this project. I feel inspired and touched that my fellow students did this project to help people in Africa,” Maria reflected.

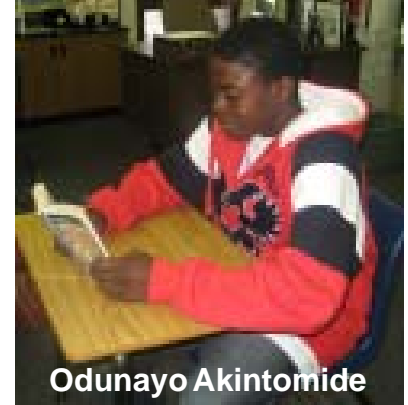
Proceeds will be donated to Africare. “Over the course of its history, Africare has become a leader among private, charitable U.S. organizations assisting Africa. It is the oldest and largest African-American organization in the field.” For more information, please visit: www.africare.org



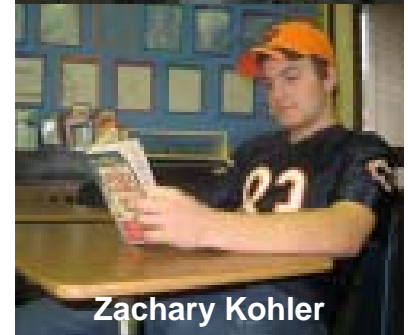
Haley Lawrence



Marisa Mejorado



Odunayo Akintomide



Zachary Kohler

Activities Calendar

Book Fair

Feb. 9 (Friday): 12 – 3 PM

Feb. 12 (Monday): 8 – 4 PM

Feb. 13 (Tuesday): 8 – 4 PM

Feb. 14 (Wednesday): 8 – 4 PM

Spring Play “Annie”

Feb. 13-14: Mainstreamed Students

Feb. 15-17: Open to Public

Feb. 12 (Monday)

School IN Session

Lincoln’s Birthday

Feb. 19 (Monday):

School NOT in Session

Presidents’ Day Holiday

Students Return at 7 PM

Brianna McCarthy



Typical situation concerning a newly identified deaf baby

Parents of newborns now are given hearing screening tests in the hospital. After a baby does not respond to the test, nurses frequently tell parents they are sorry their baby failed the hearing test, and a referral will be made for further testing. Naturally, this frightens the parents. As soon as the new mother hears this, she starts to worry and cry that her baby would be dependent on her forever, never go to a school, never have friends, or never get married. Parents are then strongly encouraged to get a cochlear implant so their infant will be “normal.” Given these unfounded fears, the parents may put their baby on the cochlear implant list hoping this device would “save” their child. Will a cochlear implant, hearing aid, or any other device alone save the child? As with all children, the needs of the whole child must be met. What about developing the child’s ability to think, master language, and grow into an independent and self-sufficient adult?

The California School for the Deaf: A school that teaches children to think

By Bridgetta Bourne-Firl, M.S.,
Coordinator of Outreach Programs

There are over 11,000 children in California who are deaf or hard of hearing. Approximately 800 deaf/hard of hearing children are born each year. The vast majority of these children are born to hearing parents. When first confronted with concerns over how to raise their newborn, parents may be given limited guidance as to what options are available. Parents need a complete spectrum of information regarding how they might provide their child full access to language and thereby develop both cognitively and emotionally into a mature and contributing adult.

Development of critical thinking skills is dependent upon early language acquisition. Language acquisition in turn requires constant exposure to language stimuli in a mode naturally and readily accessible to the infant. For a deaf child, this is the visual mode.

A family’s options should not to be limited to speech therapy, cochlear implanting, mainstream schooling, or other options that block exposure to communication that uses an efficient, easily accessible mode for a highly visually attuned individual. Successful acquisition of language at an early age is predicated on a developing the brain’s reception of stimuli at times critical to its formation of language skills.

Critical Importance of Early Language Development

American Sign Language (ASL) is a natural language. Studies demonstrate that both hearing and deaf babies exposed to sign language begin to express themselves using sign prior to their ability to use speech. This allows communication between parents

and their baby to blossom at a time critical to the child’s language and thought processing development. ASL is a powerful tool in the teaching of English to deaf children. Its acquisition as a first language does not preclude teaching of speech reading or voicing skills to a deaf child.

A Physician’s Role as Medical Provider and Resource Advisor

Physicians play a pivotal role beginning the second the infant’s hearing loss is identified. They can assure parents that there are many deaf adults who are attorneys, teachers, rabbis, farmers, actors, artists, and psychologists. Parents should be made aware of local deaf adults who can serve as positive role models and language models to the families and the deaf/hard of hearing child.

Parents need to know where to go for further information. California’s Department of Education program at the California School for the Deaf in Fremont is an excellent place of referral.

California School for the Deaf

CSD offers a complete educational experience, from didactic to social and athletic. This is done through the use of English and American Sign Language. The California School for the Deaf has been educating deaf children for nearly 150 years, and over those years has tried various educational methods including oralism, simultaneous communication, and signing in exact English word order.



Decision to Use English and ASL as the Languages of Instruction

In the mid 1980s, after years of trial and error, professionals at the school determined that using American Sign Language best allows students to become fluent in a language that allows them to learn how to think abstractly and concretely, be able to master at least one language, to understand English, and to learn academic curricula. The decision was based on academic research and empirical observation.

Research on deaf learners indicates that children who learn ASL at home and at school during their formative years (age 0-5) achieve on or near grade level mastery of skills and become proficient at English. Through a solid foundation in American Sign Language, students are able to attain the knowledge and skills necessary to function effectively in a changing and diversified world.

Promotion of Communication Skills

Students are offered American Sign Language instructional support if they have not developed mastery in ASL. Fluency in ASL allows students to learn English and other languages from a solid base of having fluency in a primary language. They also learn academic concepts just as children do in public schools; develop abstract thinking skills about various subjects; acquire social and emotional

competencies; and develop English proficiency. Classes are taught by credentialed teachers, most of whom possess master's degrees, and who are fluent in both ASL and English.

Communication services that include spoken English articulation, auditory training, speech reading, and communication are offered in every grade. A full time pediatric audiologist is on campus to provide hearing amplification support and hearing tests.

International Reputation

CSD has an international reputation for its high quality educational program. CSD is a fully accredited, state-funded school for students who are deaf and hard of hearing living in Northern California. Those who are interested can contact the school at (510) 794-3707 for further information, or visit the student-produced website: www.csdf.k12.ca.us.

School Programs

School programs include a state model parent-infant program and preschool in the department of early childhood education, an accredited K-12 educational system in a language-rich environment, cutting edge literacy program and best practices, current technology, credentialed teachers who are fluent in American Sign Language and English, and career preparation programs.

Athletics and leadership opportunities are provided through varsity sports teams that compete against schools of the same size, intramural sports, student organizations, and other after-school activities that promote leadership and organizational skills.

Boarding Program

For students who live too far from the school, CSD has a boarding program that includes

overnight supervision. There is no cost incurred by families. Student cottages are located on a beautiful, spacious campus. Friendly and caring staff provides a nurturing environment that allows children to be "home away from home" during the week. All children go home on weekends during the school year.

Related Programs

Related services offered by CSD include American Sign Language classes for parents, counseling for students, audiology, a health care center; and deaf role models.

Graduates

Many graduates of CSD matriculate to colleges and universities. Others make post graduate choices through support from our career center and career/technical education programs.

Conclusion

The California School for the Deaf offers a complete academic experience from pre-school to grade 12. Instruction and social communication is through American Sign Language, a natural language that is easily, effectively, and efficiently accessed by visually oriented children, i.e., deaf and hard of hearing children. Instructors are motivated, bilingual professionals, most of whom possess post-graduate degrees.

CSD welcomes visitors to its campus. Please contact the Outreach Department at either 510-794-3707, or vfoletta@csdf-cde.ca.gov

(Special thanks go to contributors including Beth O'Toole, retired Physician and her husband, Physician; Pat Moore, retired Director of Instruction; Andrea Neblett, Speech-Language Pathologist; Michele Tompkins, Early Start Teacher; David Eberwein, Deaf Studies Teacher Specialist; and Dr. Hank Klopping, CSD Superintendent)

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