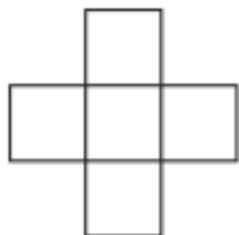
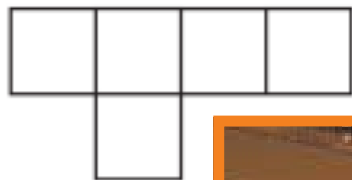


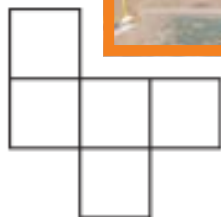
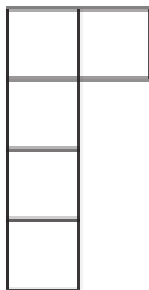
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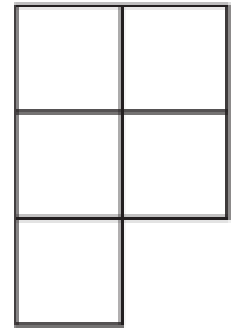
The California News

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**Geometry
festival shapes
up to be a real
blockbuster!**





Michael Foust and Paul Giganti formulate solutions to tangram puzzles through interpreter Emily Furr, as Emma Ortega-West concentrates.



Mom Amy Rowley and preschooler Reza Mosher cook up triangles with pattern block recipes.



Joshua Mora duels it out in a game of "Hex."



Counselor Kristen Malm gets into tracing networks with Johnny Morales and Taylor Nix.



Dakota Daniels and Connor Baer construct a pattern using hexagons, triangles, and trapezoids.

What does math look like when it takes over your whole school?

By Kathleen K. Mockus, Content Area Curriculum Teacher Specialist

That's what the California Math Council asked, and CSD responded by holding a rousing Mathematics Festival, and Family & Cottage Math Night, for grades 1-8. On Tuesday, November 13, all day and into the night, CSD students, families, staff, teachers, counselors, administrators, and community volunteers got together in the small gym to celebrate math. That's right, celebrate!

Through this exciting, *almost* school-wide event, all the participating members of our community were exposed to positive, exploratory hands-on math related to geometry and math literature. Did you know that even 1st graders can do geometry? Using tangram blocks, mirrors, building materials, and markers, students worked with their partners to solve problems and complete reasoning tasks. Twenty-four tables were set up to contain 12 different interactive math stations; each focused on one or more key math concepts from the CA math standards. Each of these provided 12-18 levels of problem-solving math tasks so that no matter if you were 6 or 60 years old, you would be able to find something engaging and challenging for you. By the end of the day, there were a few problems that no one could solve! A few of our assertive students even challenged our Math Council expert, Paul Giganti, to games of strategy.

The activities were not only fun for the students; the adults who

were there had a great time while also being exposed to critical math topics that fit into our CA math standards. A few staff members even crept back every chance they got to get into the action of the day. Curious minds were everywhere. It was inspiring to see the cottage counselors who accompanied our elementary students getting into deep discussions regarding formulas and finding the area of certain 3-dimensional shapes.

Students were empowered to choose which math activities they wanted to do with their session. Some focused on one or two kinds of problems, such as building polyhedra or doing proportional drawings, while others got a taste of a number of different stations. But 35 minutes is not very long – just long enough to leave them wanting more! So, of course, we gave 'em more.

Thanks to the generous sponsorship of the APTC and many community volunteers, students came back with their families and cottage counselors for more math fun that very same evening. After welcomes from Outreach's Ginny Malzkuhn, and CAMS' Kathleen Mockus, the crowd was set loose to enjoy math together, side-by-side. Parents and guardians had the opportunity to experience what their children were learning in school, and all got a chance to share in the power of a whole community learning math together. There were refreshments provided for the visiting families and cottage counselors, and ASL/English and Spanish interpreters

were there to provide communication access for as many as possible.

Families: In this CAL-News edition you will find a booklet called "Math at Home." These were distributed to families who were able to attend the festival. It is our hope that you will use this tool to help your children learn and enjoy math with you at home. Even simply supporting your children by having high expectations makes a difference in their learning. Supporting their math learning will give your children a tremendous advantage, not only academically but in life skills, and eventually in the workplace. Please take the time to read through this helpful booklet paid for by the APTC.

Those teachers who wish to replicate the festival activities in their classrooms are welcome to come by the curriculum resource center. A complete set of curriculum materials, including station instructions and task cards, is available. A complete set has already been given to the outreach division for parents to use with their children at home, and one for the student life division for use in the cottages.

Many thanks, again, to all the wonderful families, volunteers, counselors, and teachers for making this year's festival a resounding success. Most of all, thanks to the **mathletes** in grades 1-8! Let's do it again next year!

For more glimpses of this year's Math Festival, make sure to check out our school website: www.csd.k12.ca.us/



Sukhpreet Kaur is a kitchen aide with Country Drive Care Center.



Arthur Morales is a dishwasher with Country Drive Care Center.

Special needs students get on-the-job training from businesses in Fremont



Mirja Schabram is a Vet Tech Assistant with Veterinary Orthopedic and Surgery Service.



John Lavrentjev is a car washer and vacuumer with Super Station Car Wash.



Brenda Estrada is a food server with the Senior Center Lunch Program.

Special needs students join the work force

By Joy Smith-Kyne, Case Manager, High School Special Needs Department

"If she can do it, so can I!" Emerald Brown signed excitedly as she watched our eight special needs alumni explain where they are working, where they are living, and what they are doing after graduation. There is life after CSD, and our former graduates provided information, options, and examples of what is possible to a packed audience.

This fall, our high school and middle school special needs department hosted the first *Back to School Night*. The goal was to promote community spirit, cohesiveness, and hope. Families, students, teachers, and agency representatives packed the middle school pod to learn about our department's curriculum goals and employment options for special needs graduates.

The evening began with our 14 student employees explaining where they work—highlighted by photos of them in action on their jobs. Parents were awestruck seeing their kids commuting on city buses, engaged in job duties, and succeeding in the workforce; a picture is worth a thousand words! Students beamed as their images filled the screen, and some young kids squealed while pointing out their big sister or brother on the job.

Scott Swanson, our high school department's tech guru, then wowed the crowd with student-made vignettes (including the "Bloopers") demonstrating the correct and incorrect use of the videophone.

High school students Ross Nahinu, Bertha Plancarte, Danny Boissiere, and Chris Tintoc acted out common problems that occur

with the videophone. Families laughed together and nodded in agreement as Scott Duge described the latest special needs communication issue: videophone etiquette. We distributed illustrated videophone rules, encouraging families to set limits and teach courtesy when using the family phone and the videophone.

Mary Bye-Weire followed with a brainstorming session focusing on ways to promote independence. As parents volunteered the living skills they want their children to learn, high school special needs teachers shared ideas and ways we use to foster independence at school. We encouraged parents to raise their expectations and allow their teens to take risks and work through mistakes at home and at school to promote growth and maturity.

Jill Stewart, mother of a CSD middle school student and case manager for the Regional Center of the East Bay, gave families an overview of regional center services. She shared materials for parents to use when working with the regional centers. A list of agency terms was distributed so families could understand how to request specific services.

From the Oakland office of ToolWorks, Karen Li explained her agency and then described the concept of supported employment. Several of our special needs high school grads currently attend ToolWorks. Each location offers a variety of employment services and job readiness/social skills training for deaf developmentally disabled adults.

Our workshop concluded with Sue Saline inviting the alumni to introduce themselves and share

with the audience. Christy Eddy-2006, Melissa Brandon-2005, Alfredo Gonzalez-2006, Steven Silberburg-2006, Phillip Rhodes-2005, Reyna Sanchez-2005, Mary Wiggins-2007, and Alfonso Bravo-2007, each explained their job, where they are living, and what they are currently doing. With the help of two Spanish translators and two ASL interpreters, the information inspired students and parents. Although we were crowded, the spirit was high and hopeful.

We ended our *Back to School Night* by stuffing ourselves on savory chicken and vegetarian enchiladas complete with home-made mango salsa (made by special needs principal/chef Ann MacIntyre). In a relaxed, crowded atmosphere, 68 of our special needs family members, teachers, and students spent a comfortable evening learning more about each other. A collective spirit was developed as we acknowledged our common dreams, goals, and efforts.

Clearly, we are all working together to capture the potential of each one of our very special students.

ASSOCIATION OF PARENTS, TEACHERS AND COUNSELORS (APTC) & COMMUNITY ADVISORY COUNCIL (CAC)

Winter Holiday Party

All parents and staff are invited to attend.
Please bring a side dish to share.

Tuesday, December 18

6:30 - 8:30 PM

At the home of Hank & Bunny Klopping

Wide variety of clubs available to students



DRAMA CLUB

Leaders:
Sheila Korolev & Heidi Burns

When we first started our meetings, we played several games that introduced facial expressions & body language.

Then, eight girls and boys decided to script, direct, and act in a Halloween skit. One afternoon, we went to the Little Theatre to experience being on stage and in the make-up room.

Being on stage, we learned how to sign bigger and clearer to the audience.

In the make-up room, each student tried to put on make-up. One looked like an old man. One looked like the actress from the film "Legally Blonde."

We are looking forward to being involved with the high school school play soon.

STUDENT COMMENTS

Mariah Ransom: I enjoy this club, but I wish that more students would become involved. I really appreciate Heidi's efforts in the club every Monday.

Sarah Madrid: I like the club very much. I never experienced being on the stage, Wow! The highlight of this club was the make-up session! I learned a lot about make-up from Sheila and Heidi. I will stay in drama for a long time.



EDUCATIONAL TOUR CLUB

Leaders:
Barbara Hyde & Klesha Chapman

The purpose of the Educational Tour Club is to expose students to new learning experiences in the community. Our trips have been filled with lessons in history, art, science, and culture.

STUDENT COMMENTS

Rosario Hernandez Diaz:

Learning about the candy company Pez was shocking because I did not realize that an opened Pez candy would lose its value; that it increases in its value over time when not opened. (*visit to the Pez Museum*)

I enjoyed the Color Me Mine painting activity: painting brown and black on a dog. (*visit to Color Me Mine Paintshop*)

Alejandra Espinoza: The best part of this club was going to the pet adoption shelter and learning about the police work from a counselor there. My favorite part was the animals because I am an animal lover. I love all kinds of animals. (*visit to the Fremont Animal Shelter*)

I learned that chocolate is made out of cacao beans; I had never heard of that before. (*visit to the Scharffenberger Factory*)

Alexandra Bejar-Rosas: (*Spanish translation*) Si me gusta mucho, porque es muy padrisimo

de todos, divertir, alegre, conocer, etc.

Me gusta mucho a conocer como hace, también las cosas.

Me gustaría ir diario diferente, porque quiero conocer más.

(*English translation*) Yes, I like it a lot because it is all so cool, fun, happy learning, etc.

I like it a lot also because I learn how things are made.

I would like to go daily to different places because I want to learn more.

Susan Guerra: We had the best time with our counselors at Color Me Mine. We painted our own design and made some fascinating drawings. I suggest you join the Educational Tour Club because you will have a great time. (*visit to Color Me Mine Paintshop*)

I was fascinated about how chocolate is made. Now I know how it is made. (*visit to Scharffenberger Factory*)

Jose Alvarado: The S.F. Museum pictures and lights were nice. (*visit to Yerba Buena Center for the Arts*)



GARDENING CLUB

Leader:
Oskar Schugg

Looking at the green grass hill by the parking lot (*between the softball and baseball fields and behind cottages 5, 6, 7, and 8*) gave us a great vision to have student life's first gardening club.

We started off thinking BIG, such as planting a variety of dwarf fruit and nut trees behind a picket fence, with rows of raised beds to plant seasonal vegetables the organic way. We pictured a greenhouse, in the middle of the hill, where we could prepare the young plants earlier in the season. Then, eventually transplant them to beds. Tropical plants would prosper within the confines of the warm greenhouse.

The cost to turn this big vision into reality? Almost nothing! How you may ask? Thanks to several websites like *craigslist* where we were able to search for freebies. It was amazing that we were able to find junk and turn it into treasure, at the same time we were teaching our students how to “recycle, reuse, and reduce waste.”

However, despite having a big vision, we had to start off thinking small by having our gardening club take baby steps at the school’s environmental farm. Our thanks go to Johnny Coleman for allowing us to use the property and the raised beds. We planted wide rows of carrots, radishes, spinach, and various lettuces. We also planted broccoli, cauliflower, sugar snap peas, chives, garlic, and a variety of potatoes.

How did we plant potatoes? We went to an organic farm stand and bought red, russet, and rose potatoes. We had them in a brown bag and stored them in a cool dark place where they grew “eyes.” Then, we cut them off and planted them in the ground. It’s going to be fun to dig them up when it is time to do so—just like digging for gold.

We hope to see this club grow bigger to meet our vision.

Hopefully, we will be able to use the grassy hill behind the cottages where there will be better access for our after-school program.

STUDENT COMMENTS
Marcos Quinones-Machuca:

I like to see vegetables grow. When we are ready to harvest, I will eat them all.

Noel Oseguera: We have a good instructor who teaches us which vegetables we can grow in the winter organically.

Owen Meyers: What I like about the Gardening Club is learning more about the nature.

Angel Harrington: I like to grow vegetables. I enjoyed making posters for the club.

Jillian Domsic: I like gardening because it’s fun.



VOLUNTEER CLUB
Leader:
Ellen Swartzmeyer

The Volunteer Club provides a great opportunity for students to participate in serving their time with several organizations both on campus and in the community.

We went to Glide Memorial Methodist Church in San Francisco. It was a rich experience for the students who served meals to the homeless. The students were able to witness the poverty of the homeless, and it taught them to be more appreciative of their life and their family.

STUDENT COMMENTS

Sarah Lui: In the homeless shelter, I enjoyed helping people who needed it. It also gave me a general view of the world.

Alexis Pizano: I really enjoyed going to Deaf Hope and helping the poor. I would not mind going there again because it feels good to learn about these things.

Renu Whetstone: Deaf Hope was a good benefit for us because we learned that there is help for the deaf people. Deaf Hope is a comfortable place. I hope to go there again someday.



VISUAL ARTS CLUB
Leaders:
By Mike Estrada & Kathy McHugh

With the Visual Arts Club, we have visions of our high school activity center blossoming into a visual arts environment created by our students. Among these visions is to have the tables painted with *school* and *student life*-related themes; to have the posts in the center of the activity center painted with the school’s six pillars of character; and to feature a photography exhibit in the activity center.

STUDENT COMMENTS

Anna Krutikova: Being in the Visual Arts Club is really fun. Every day, I get to know myself more and more. I learn skills that will prepare me for when I go out into the world. I will be able to tell people what I can do. Basically, I just love it. I feel I can draw well and that I have made a connection with the club.

Sal Garcia: When I joined this club, I fell in love with sanding, painting, drawing, and making shapes. I have learned how to draw and paint there. It’s good.

The California News
California School for the Deaf
39350 Gallaudet Drive
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Carlos Sotelo and
Ka Youa Xiong
investigate lines of
symmetry.