



PAWSitive Reflections

FALL-WINTER 2014

News and Information for Families, Staff, & Friends

CSDR



Gone with
the Old...

...in with
the New

PROUD HOME OF THE CUBS

New Facilities for Early Childhood through High School

Contributed by Curtis Miracle, Chief of Plants Operations and Mike Anderson, Student Development Coordinator

To ensure a safe and orderly environment and support academic achievement, CSDR has been undergoing a series of campus construction projects. New state-of-the-art facilities are being erected for the departments of Early Childhood Education and Career Technology Education, and annex buildings are being added in the elementary and high schools that will provide space for student learning and collaborative academic interaction. Other facilities have been renovated or retrofitted for health, safety and the incorporation of instructional technology in the classrooms. In addition, we are replacing the high school gym and pool (which dated from 1958) with a new sports facility to meet the needs of our student-athletes.

Front Brill Circle is still fenced off for new signage, which will replace the old wooden fenced-front sign. The old sign will be preserved for the museum. Lettering on the new sign is

already scheduled to begin in mid-December. The contractor has requested and been granted permission to work every Saturday in an effort to speed up the process. During most of this project, sidewalk access to the Administration entrance will be available. Handicap parking has recently reopened in the Administration parking lot.

The **Cafeteria** two-year construction renovation will begin after a temporary kitchen is installed and in operation. During its construction, students will eat at the social hall. Renovations to the social hall, to make it an appropriate dining area during the construction, have already begun. The estimated delivery of the temporary kitchen is December, and the temporary dining facilities are expected to become operational by February 2015.

Social Hall, the nexus for staff and community gatherings, is temporarily closed for public use for the next two years. It now has completely renovated and spacious *See NEW, p. 12*

Mission: The California School for the Deaf offers comprehensive educational and extra-curricular programs that prepare students to achieve their full academic, social, and career potential.

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Statements from the Superintendent

Good day CSDR!

Recently, I was inquired in a public forum, "What is your vision at CSDR?" Some people asked, "Why is it so important for a superintendent to have a clear vision?" Simple. Because leadership is about going somewhere. If you don't know where you are going, your leadership doesn't matter.

Alice learned this lesson in *Alice in Wonderland* when she was searching for a way out of Wonderland and came to a fork in the road. "Would you tell me, please, which way I ought to go from here?" she asked the Cheshire Cat. "That depends a good deal on where you want to go," the cat responded. Alice replied that she really did not much care. The smiling cat told her in no uncertain terms: "Then it doesn't matter which way you go."

A vision builds trust, collaboration, interdependence, motivation, and mutual responsibility for success. Vision helps people make smart choices, because their decisions are being made with the end result in mind. Vision allows us to act from a proactive stance, moving forward what we want rather than reactively away from what we don't want. Vision empowers and excites us to reach for what we truly desire.

Scott's Vision for CSDR:

- A school with a nurturing environment that embraces **student achievement** through a culture of **high expectations**.
- A school with staff that are professional, who work and plan cooperatively, and always seek what is **best for students**.
- A school that is **physically and emotionally safe**.
- A school where the work the students do is **rigorous** and **relevant**.
- A school where **data is valued, and utilized** to ensure ongoing, consistent improvement both for the individual student and the school as a whole.
- A school where teachers are provided the resources, training, and support that is needed to enable them to **grow professionally** and to implement the best practices for our students.
- A school where staff and parents work together, respect one another, and put the **good of the student first**.
- A school where **students learn** to communicate effectively, think critically, solve problems, be responsible, and respect one another.
- A school where **parents are a vital part** of the students learning and feel welcome to participate in school activities.
- A school that develops students' abilities to set goals, refine them through teacher feedback, and **achieve their dreams**.

Serve with Cub Spirit and a Big Heart,

Scott Kerby

CSDR Interim Superintendent & Director of State Special Schools Division



New Staff Faces, Transfers, and New Leadership

Written by Scott Kerby, Director of State Special Schools and Interim CSDR Superintendent

We have some new faces serving our school with the same heart. The new staff are working in various roles in the divisions of Business Services, Student Services, Residential Life, and Instruction. We have a few new teachers, as well as staff transfers and new leadership. Under the new leadership, we will continue to focus on a safe and orderly environment in our

school; providing language, intervention and enrichment activities for our students, and engaging them in robust and relevant after-school activities. Below are the photos of the new principals, teachers, teacher assistants, secretaries, and residential counselors, all of whom will be working in collaboration with parents and the community.



Scott Kerby
Interim Supt.



Ethan Bernstein '79
Interim Asst. Supt.



Tammy Mitchell
Director- Instruction



Scarlett Valencia '97
HS Principal



Gloria Daniels
MS Principal



Tyler Bayarsky '03
TA, Early Childhood



Alexis Goldstein
Teacher, SN



Mia Sanchez
Teacher, SN



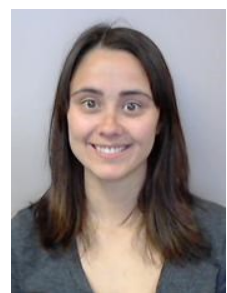
Scott Vollmar
Teacher, HS



Kaveh Angoorani
Teacher, CTE



April Getten '02
RL Counselor, HS



Kara Andrade
Interm. Attendant



Barbara Berdy
Interm. Attendant



DeAndra Garcia
RL Counselor, HS



Evan Romance
Interm. Attendant



Rebecca Eyroind
RL Counselor, SN



Everett Glenn
RL Counselor, HS



Jonathan Valencia '02
RL Counselor, MS



Martha Cochran
Secretary
Counseling / Speech

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Staff Tidbits:

"Rode a bike to CSDR since 2nd grade; once biked across America in 52 days." - Ethan B.

"Been to all 50 states, and reads at least once chapter every night." - Scarlett V.

"Once went skydiving—Phenomenal!" - Martha

"To relax, I must go shopping." - Rozanna E.

"I sleep on the floor out of habit!" - Deandra G.

"A Riverside native who never cared for melons." - Scott V., CSDR alumnus

"Drove over 3,000 miles and 13 states to work at the best school on earth!" - Gloria D.

A warm welcome to other new CSDR staff: Luz Juarez, Custodian; Juan Najar, Custodian; Kevin Phillips '87, Custodian for Nutrition Services; Guadalupe Rubio, Custodian; Albert Saucedo, Building Maintenance; Howard Brown, Stationary Engineer; and Rozanna Espinosa, Accountant

Addressing the New Common Core State Standards

Written by Erika Thompson, Community Resource Specialist; Printed in the California Speech and Hearing Association (CSHA) Magazine,


California School for the Deaf is now transitioning to the Common Core State Standards. "The biggest shift from California Standards to CCSS is more emphasis on developing reading skills across all course work. Students are required to read more informational text and support their opinions/ideas by citing examples," explains Stacey Hausman, Student Outcomes Specialist.

"The Common Core State Standards is all about engagement!" says Nanci Shrager, Special Projects Supervisor. Our instructors spend time collaborating and exploring the CCSS to identify essential questions that will guide student inquiry. Engagement occurs during hands-on activities and dialogues in a language and/or visual mode that everyone can access. Teachers support the students utilizing Bloom's Levels of thinking and Webb's Depth of Knowledge to address the complexities of thinking skills that each task requires.

ONE DAY SNAPSHOT- MIDDLE SCHOOL SCIENCE:

Textbook
Pg. 50-51

Rocks Handout



Minerals and Rocks

- Question: How are the three main kinds of rocks formed?
- Task: Read pages 50-51. Use a Tree map to classify and group the three kinds of rock. Using sticky notes, write evidence from the text to explain how the rocks are formed. Second, use the handout provided by the teacher to find more evidence. Write it on a second sticky note.
- F.O.R.: Find a rock from outside. What kind of rock do you think it is and why?

RST.6-8.1 Textual Evidence

RST 6-8.7 Integration of Knowledge

WHST 6-8.4 Coherent Writing

WHST 6-8.9 Drawing Evidence

Ms. Elizabeth Durham addresses her class for the daily question on the board. The day before in their science lab, the students had studied three kinds of rocks. Today the class was going to find out where those rocks came from, or how they were made. Out of her six classes, this period consisted of struggling readers, but still, Ms. Durham was able to address these emphasized common core standards:

RST.6-8.1 Textual Evidence **WHST 6-8.4 Coherent Writing**
RST 6-8.7 Integration of Knowledge **WHST 6-8.9 Drawing Evidence**

In their science logs, the students added "Rocks" to their table of contents. On the next page, they jotted down the page number into the table of contents, before copying the title "Minerals and Rocks," and the daily question, "How are the three main kinds of rock formed?" using their textbook and a handout as resources. The students quickly labeled the three main rocks in their journal.

Ms. Durham assigned within the group a designated reader, who was stronger in English. That student led the group by reading the task to analyze the information and integrate it into the "Classifying and Grouping" map, which served as their visual model

that conveyed the complicated textbook and organizing it to be comprehensible (RST 6-8.7).

The teacher visibly enlarged the Earth Science textbook through the overhead projector. She emphasized the text's features by pointing out the blue subheadings, labeled "Forming Igneous Rocks" and signed the paragraph in American Sign Language to the class. The class then gave their suggestions on the main and most important concepts. "Inside the earth" signed Brissa. "Soft... what's it called... M... that word 'molten material' becomes cool and hard," stated Jason. Ms. Durham underlined these words, and told that class that is exactly right, "Igneous rocks are hot molten materials inside of the earth that rise to the surface and become cool, hard rocks." The teacher demonstrated where to write that information on a sticky note, and reminded the class to record the page number on the back, because it is important to cite the evidence before sticking it to the correct branch of their tree diagram (RST 6-8.1).

The class divided into two groups, and read from their textbook to each other through ASL. The teacher visited each cluster of desks, observed the students working together, and provided support as needed. Looking at his textbook, Jason expressed to his neighboring classmates: "Yes, this rock may fall and hit the earth, cracking in two. Then with weather and wind there's a breakdown of the surface material. That's why it's sedimentary." Tiamanie nodded, "Oh, ok that makes sense," as she looked at her own open-faced textbook.

Smiling, Durham tells those who finished, "Now here's your challenge!" She recited from Jason's notebook, and then

See CCSS, page 5



Noemi, Jason, and Tiamanie actively interact with their textbook

CCSS Continued



Photo: Terri Vincent

Brissa, Jason, Bless, and Vanessa share their thinking maps

removed his collection of mini-post-it notes. "These are now scrambled. Can you return these post-its to its appropriate places in your journal?" She continued, "When you are done, pass on a scrambled version to the student to your right, and check with each other for confirmation." Each individual practiced matching the vocabulary to the scientific descriptions at least three times. Jason reviewed, "Ok, this is Igneous, this is Metamorphic, and this is Sedimentary. Does that sound right?" Noemi begged: "Let me see!" Jason reassured her, "You can go ahead and unscramble it yourself, I can help you."

After a few minutes, Ms. Durham checked the students' progress, "Class, who has not yet finished this assignment?" Two female students raised their hands, and the teacher directed them, "Ok, you two can sit together at this table end to help each other. The rest of you please pay attention to your number." She counts off the students, "1. 2. 1. 2 (before instructing all the number ones to stand up and switch seats with another number one). Now share your thinking map and mixed post-its with your new table partners." At the end of the post-activity, a student excitedly raised his hand to announce that he was all done. The mentor replied, "Wonderful! And how was it?" The student beamed, "It was easy!"

However, later when reviewing her homework assignment, new student Bless said "This is a lot of reading! I'm not used to this." Ms. Durham kindly gave her a pass for intervention period,

to come back during the last period of the day to get additional assistance, in which the most important information would be highlighted, coupled with a few quick drawings to make it a little less overwhelming for the newcomer.

These reading activities, in which they documented evidence from the text will lead directly into the next day's writing activity, where they finally answered the daily question, "How are the three main kinds of rock formed?" While they wrote their responses, they used quotes from their sticky notes and cited the page number (WHST 6-8.9). The structuring and organization of their answers followed their thinking map to produce clear and coherent writing (WHST 6-8.4).

With any group of students who range from high to delayed readers, Ms. Durham led the class with high-level, text-based discussions. The students' process of learning in her classroom as accountable members is as vital as the earth science learning content. When asked about her teaching of the standards, Durham replied:

"I really enjoy the implementation of common core in my class, especially in the sciences! It's my belief that common core empowers the students to become responsible and active in their own learning. Prior to common core, I was the primary one interacting with the textbook, developing PowerPoint's to teach the students. Instead, with the integration of common core, the students are the ones actively using the textbook to learn, and I just support and guide them along the way. I have noticed that as the students become responsible for their learning, they become more invested in what they are learning. Once they are invested, the students take their education beyond the classroom and thus learn far more than I ever could I have taught them in that one period. While it has been a change for the students and me, I have already seen fantastic results and I am eager to see further changes in our students as they become more confident and empowered critical thinkers."

ONE DAY SNAPSHOT- HIGH SCHOOL AP LANGUAGE AND COMPOSITION:

Ms. Shanna Grossinger creates multi-literacy assignments for real audiences and with real purpose. All her students have passed the California High School Exit Exam, and need to be challenged. Her class discussed the George Orwell novel, *1984*, before they wrote their comparisons on the overall comment or criticism about society that the "1984" Macintosh commercial made, to the novel, *1984*. A student in class spontaneously wrote, "In 1984, citizens march simultaneously to their seats as they listen to Big Brother's speech. On the contrary, MacIntosh's commercial criticizes the concept of 'sameness'."

The teacher expected her students to give a presentation to the class the next day about their perspectives that will be followed with written articles for the school newsletter and to be shared with the entire student body. The students learned to



Photo: Terri Vincent

AP Composition student Dylan consults with Ms. Grossinger while students work on their literary analysis.

Common Core, Continued from Page X

Right: AP Language student CJ works on his literary comparison analysis of George Orwell's novel *1984* and the Macintosh commercial

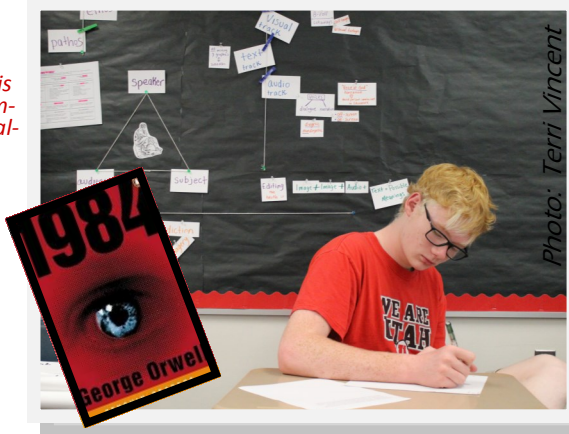


Photo: Terri Vincent

argue their views, yet respect each other's differences. They effectively communicated their opinions, ideas, and information through ASL and English, having already grown up with an early language foundation, usually sign language.

"My AP English class is great. I get stimulated by discussions with others with shared interests, and yet have different views," said senior Karina who has taken an AP English Literature course the previous year at CSDR, and passed the AP test for college credit. This senior, who is also a national all-star player on CSDR's Deaf Academic Bowl team, aims high. "I want to master the test again this year. My goal is to study hard, practice on my AP test preparation book, learn as much as I can day by day." Classmate and friend Aurora quipped in, "Definitely... I'm learning a lot in this class!"



Photo: Terri Vincent

Ms. Grossinger with students Karina ("I want to master the AP test again this year") and Aurora ("I'm learning a lot in this class!")

On a school-wide basis, CSDR is also focusing on increasing students' academic vocabulary. Specialist Hausman highlighted, "We have recently implemented a "Word of the Week" program to expose our students, regardless of grade or skill level, to academic language that is frequently used on state tests. The word is posted across campus and is accessible through our intranet where all staff can see a short video clip of the ASL sign that is used to represent the word. Our High School students are helping to "spread the word" by demonstrating the vocabulary on the daily school TV program, "ASL News."

CSDR Speech Language Therapists Leah Adlesberger, Wendy Keedy, Joan Jackson, and Wendy Green integrate the Word of the Week into therapy sessions. For instance, students work on multiple meanings addressing "word of the week". Another activity ties curriculum vocabulary with the goal of increasing intelligibility of multisyllabic words.



11th grader Zeniko signs "Clarify" on TV "ASL Today"

CSDR serves deaf and hard-of-hearing students from eleven counties in Southern California. In addition to teaching courses directly to deaf students who attend the school, CSDR offers "DeafTEC" training to other programs to help deaf and hard-of-hearing students meet the state standards. Some of our students begin enrollment at CSDR during their middle or high school years, without sufficient language skills and prior academic readiness to learn. It is vital to support their language and academic needs elsewhere, and for the common shared goal of improving the education of all deaf and hard-of-hearing children in California.

CSDR DeafTEC coordinator Denise Hamilton explains: "One of the big challenges with the Common Core, and Deaf and hard-of-hearing students in a general educational program, is the Listening and Speaking strand when considering the shared use of an interpreter or moving amplification equipment to accommodate communication needs. In mainstream programs, DHH students face a greater obstacle in meeting these rubric criteria due to limited access. Discussions, group dialogue, and turn taking are often a source of anxiety or cause for withdrawal. DeafTEC is a professional development opportunity for general education teachers on how to successfully integrate DHH students in the classroom; empower hearing and deaf students to utilize a variety of resources to communicate effectively; and simultaneously, through collaboration with peers, meet multiple strands of CCS standards."

California Deaf Education Resource Center Announcement

Written by Scott Kerby, Director of State Special Schools and Interim CSDR Superintendent

In the fall of 2013 the California Deaf Education Resource Center – South (CDERC-South) was established under the California Department of Education. Housed at the School for the Deaf in Riverside, the goal of the CDERC-South is to act as a clearinghouse of resources for Southern California for those serving Deaf and Hard of Hearing children and adolescents. The center, as defined in EC 59002.5, functions to “disseminate special curriculum, media teaching methods, instructional materials adapted for deaf individuals, achievement tests and other assessment methods useful to the instruction of deaf individuals.” This is an exciting collaboration to best meet the needs of all 9,000 Deaf/Hard-of-Hearing students in southern California.

CDERC-South has already established programs and gathered resources to promote our vision for Deaf Education. Towards this goal, CDERC-South has the following programming and trainings in place:

- **DeafTEC:** DeafTEC is a grant from the National Science Foundation with the primary purpose of employing more DHH individuals into technology/STEM careers. In addition, there are training materials and workshops targeted for DHH

teachers on universal design and writing in the disciplines

- **Early Start Workshop Series:** Focus on techniques for parents and professionals that work with the Deaf/Hard of Hearing and strategies to develop language skills. Instruction will include presentation, demonstration, videos, guest speakers, and hands-on opportunities. Spanish and ASL interpreters will be provided.

- **CDERC-Assessment Services:** A Deaf or Hard of Hearing student may be referred, as appropriate, for psychological assessment and recommendations.

- **Request a Workshop / Consultation:** CDERC has a network of professionals – Psychologists, Teachers, Audiologists, Occupational Therapists – who can provide workshops or consultation.

This is an exciting era in deaf education. I invite you to witness the culture of academic excellence and join me in celebrating the **California Deaf Education Resource Center**! For more information, check out our website at CDERCSouth.org or contact Denise Hamilton at dehamilton@cldr-cde.ca.gov.

CDERC Updates

Written by Denise Hamilton, Family Education Coordinator

The website is near completion and will be released by January 2015 – www.cdercsouth.org.

Our YouTube channel is active – “Deaf Education”

Registration is still available for the monthly workshop series on Early Start topics for DHH students. This is open to the public and parents are strongly encouraged to attend. <https://www.eventbrite.com/e/dhh-early-intervention-workshop-series-tickets-13685767499cts>

Workshops are available for school districts, LEAs, and SELPAs, at no charge, on providing access to instruction for DHH students. These workshops focus on techniques for parents and professionals who work with the Deaf/hard of hearing and strategies to develop language skills. Instruction will include presentations, demonstrations, videos, guest speakers, and hands-on opportunities. These workshops can be tailored to fit the needs of your student population, teaching staff members, and schedule availability. Spanish and ASL interpreters will be provided. For more information, please email dehamilton@cldr-cde.ca.gov.

To send RSVP, email instructor Jenni Kysella, PIP Coordinator, jkysella@cldr-cde.ca.gov or Phone/VP: 951-824-8011.



Early Intervention MONTHLY WORKSHOPS



Topics include:

- ⇒ Eye Gaze and Joint Attention
- ⇒ The Advantages of Early Visual Language
- ⇒ Family Involvement in ASL Acquisition
- ⇒ The Implications of Bimodal and Bilingual Approaches for Children with Cochlear Implants
- ⇒ Reading and Deaf Children
- ⇒ The Importance of Fingerspelling for Reading
- ⇒ The Benefits of Bilingualism and Impact on Language and Cognitive Development
- ⇒ ASL/English Bilingual Education: Models, Methodologies, and Strategies
- ⇒ Visual Attention and the Deaf Experience
- ⇒ Different Ways of Thinking: The Importance of Gesture in Child Development

Feast Academy

Written by Rodney Ewan, Ian Goldstein, Teresa Maxwell, and Ben McCrory, High School and FEAST Teachers



FEAST students work in two teams (pink vs. orange) to prepare appetizer, entrée, and dessert in the Iron Chef competition

Julia Child once said, “In France, cooking is a serious art form and a national sport.” So it is at CSDR! For years, CSDR Food Education and Service Training (FEAST) classes held annual Deaf Iron Chef competitions, in which six students from each class period competed for the Iron Chef title, by preparing and cooking their own appetizer, entrée, and dessert to present to the judges. In the December 2014 competition, the 5th period class won. The champions expressed how shocked, proud, and inspired they felt when learning that they won the competition. “My team worked hard, and remained positive and united. I am inspired!” says 5th period winner Johanna Diaz. Now, students want to improve their professional culinary arts and to prepare their food following these standards: food safety and sanitation, workforce and organizational management, food fitness and wellness, and nutritional requirements and processes. With that being said, CSDR proudly announces the offer of a new program this year called FEAST Academy. This three-year program consists of advanced cuisine course levels and cutting edge skills in food preparation, as well as English, ASL, Math, Science, History, in addition to the FEAST class taught by Deaf teacher and former Ritz Carlton Chef Mr. Ian Goldstein. Language Arts teacher Ms. Teresa Maxwell teaches ASL, Language, and English courses with



FEAST team players, in the height of competition stress, give cooking instructions to each other in the Iron Chef competition

FEAST thematic-based studies. “I teach my students to FOCUS, COMMUNICATE, and do TEAMWORK. It is my goal that when the students graduate, they will be better chefs than even I,” said Goldstein. In the first year, Math teacher Mr. Rodney Ewan covers Culinary Math and Science teacher Mr. Ben McCrory covers Food Science and Safety, World Cuisine, and World Culinary Studies. The courses are in compliance with Common Core Standards and Food Service and Hospitality Matrix Standards. The goals of the program are to help students connect the classroom to real life experiences through different activities such as field trips to restaurant kitchens, and interdisciplinary projects, as well as promoting academic success, helping to define their career interests and college goals, and most importantly, providing internships that will enhance students’ career skills.

MATH: Students shared their thoughts about FEAST Math classes: Juan liked learning how to convert from one unit into other (i.e. convert 4 tablespoons into $\frac{1}{4}$ cup) and how to figure out the amount of servings. Olivia enjoyed reading the recipes and figuring how to increase the amount of ingredients according to how many people will be eating. Katherine appreciated the monthly visits to the grocery store, and deciphering the portions of servings from the packages in order to serve the right amount.

SCIENCE: In FEAST Science classes, students learned about the microbiology of food processing such as food intoxication, food infection, animal parasites, and other cases of foodborne illnesses. They developed better understanding of how to prevent most common food intoxication and infection by

See FEAST, p. 9



Left: FEAST students shop at authentic ethnic food stores, and apply mathematic skills in their estimates for portion servings

FEAST, Continued from Page 8

Top and right: FEAST Science students, with Mr. Ben McCrory, during a field trip, learn about the experiences of restaurants concerning food safety and sanitation

handling and cooking food appropriately. For example, students would make sure that the temperature of a chicken breast has risen to 165 degrees Fahrenheit before serving it. The lessons of the microbiology of food processing have prepared students for their recent field trip to two restaurants; to learn about the experiences of each concerning food safety and sanitation as part of food inspection project.

LANGUAGE ARTS: FEAST Academy Language Arts courses in the first year of the program emphasize World Food Literature including customs, culture, literature, and folktales. For instance, students learn about Korean Folklore and the Chuseok festival where food is a central focus, based on a centuries-old legend about a rabbit guarding the moon. Also, students learn that the potato originated in South America during the Inca Empire, and that the Peruvian cuisine considers cuy (which resembles guinea pigs) to be one of the most cultured foods based on trickster tales from the Andean Mountains. For their Project Based Learning in connection to academic studies, students cook a cultured cuisine once a month. Students also participate in the community, such as a recent field trip to serve lunch at the California Home for the Adult Deaf. Another project had students create their own food handler manual in relation to safety and sanitation, as



Rabbit in the Moon Legend

part of their Food Inspection Project. Food Literature involves students writing, covering subjects such as comparing cultures or food customs. The Academy experience provides many advantages for students who enjoy sharing their passion and



Top: Student-prepared Thai cuisine as part of the monthly Project Based Learning in connection to World Food Literature

immersing themselves in the world of food.

In FEAST Academy, students learn through motivating, meaningful, and learner-centered thematic instruction, as they pursue a vocational career in industrial culinary arts. "With the collaboration of all my colleagues, I can say we are being successful with the launch of the program this year. I have seen tremendous change in the students' skills that continue to blossom," says FEAST teacher Goldstein.



Images at top of page: of food dishes prepared by FEAST students in the Iron Chef competitions



Top: Student visited the brand-new Mozzarella restaurant touring food truck "trolley" that was created for San Francisco Deaf restaurant owners Russ and Melody Stein

Right: Students served lunch at the California Home for the Adult Deaf



Alumni Profile: Where They Went from Here—

Written by Erika Thompson, Community Resource Specialist

Photo: CSDR Yearbook '92



aj granda, CSDR Senior '92

aj granda '92 (who uses lowercase letters for her name) leaves unique, lasting impressions on anybody who meets this uncanny, and explosively remarkable individual. aj is a DeafBlind actor, poet, textiles artist, budding anthropologist, and a mom. Her business, BlindBlueWorld makes one of a kind, made-to-order “monster”

shoulder bags and cloth wallets. granda is also a leader in the DeafBlind world.

granda, who grew up in Carlsbad, San Diego, has hearing parents and is the oldest of five children, including brother Andy who is also DeafBlind. Both aj and Andy grew up Deaf and became DeafBlind later.

The mother, after the birth of her two Deaf children, became an ASL interpreter for a local mainstreaming program. aj later transferred to the California School for the Deaf for her high school years, graduating in 1992. At CSDR, aj participated in activities including TV “Newsign”, Computer Club, Class Office, ‘Miss CSDR’ Pageant, and was voted as Mrs. Einstein of 2000 for the yearbook. She attended

college at Gallaudet University and the Rochester Institute of Technology. At RIT, aj studied Russian Sign Language for one year and served as an intern for a long-term trip in Russia interpreting between ASL and RSL. After RIT, she studied holistic medicine in New Mexico, and uses her knowledge to mentor others in healthy living. granda has served in various capacities, including professional ASL master at the Deaf West Theatre in Los Angeles, working with Deaf theatrical legends. She now works at The Lighthouse for the Blind, Inc. in Seattle, as a DeafBlind educator and retreat coordinator of the internationally acclaimed annual DeafBlind camp, and as a mentor to DeafBlind youth and a trainer for interpreters and community members who work with DeafBlind people.

With her DeafBlind colleague, Jelica Nuccio, granda has developed a national curriculum to educate the public about DeafBlind people. granda is also the co-founder of the Pro-Tactile “PT” movement. PT is a method and socio-cultural philosophy in which everyone is encouraged to



Courtesy of aj granda

*Top: Granda siblings as children
Bottom: aj granda and Jelica Nuccio
demonstrate tactile communication*



www.protactile.org

adopt tactile sign language, non-verbal cues, and cultural sensitivity. PT promotes equality and respect toward DeafBlind people. An example of a pro-tactile gesture is to slightly tap on the communicator’s arm (or lap when sitting next to each other) as the accessible equivalent to the nodding of the head to say “Yes!”, “I agree”, “I remember!”, or even “HA HA!”. Pro-tactile has surfaced only recently after some DeafBlind people freed themselves from oppression by the mainstream who presume to know what is best for others. People like aj granda are leaders in the DeafBlind community, trailblazing the new philosophy. To view granda’s educational videos on Pro-tactile and how to interact with DeafBlind people, follow videos at www.protactile.org.

granda has traveled widely to share her work at conferences for interpreters, support providers, or educators who work with DeafBlind children and adults. She and her colleague recently presented at Gallaudet University, and also were featured in the Spring 2014 issue of *Gallaudet Today*. Her topics covered Advocacy, Community Development, Reaching Out to DeafBlind Individuals, and Building Bridges Between the DeafBlind and Deaf communities.

aj granda continues to teach people how to remove barriers that block interaction between communities, and is an inspirational role-model.

*Right: aj granda '92
with her son Sawyer*

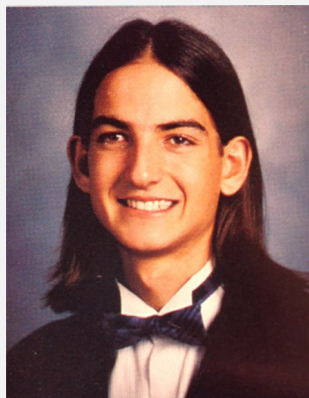


Courtesy of aj granda

aj granda and Andy Granda, DeafBlind Siblings

Written by Erika Thompson, Community Resource Specialist

Photo: CSDR Yearbook '93



Andy Granda, CSDR Senior '93

a blind person.

When Andy came to the California School for the Deaf for high school, he experienced personal growth. "For the first time, I realize I didn't really know everything. Peers and staff challenged me, and I realize how much I had yet to learn." The friends he made here became lifelong friends. Andy participated in JV Basketball, Cross Country, Associated Student Body, Close Up, and Computer Club. He also served as a Class Officer, Dorm Officer, Mid-Winter Ball Prince, Newsign Editor, and Yearbook Editor-in-Chief. Andy, in his Salutatorian speech, said "I was lucky my whole family signs. I was never deprived of communication at home, but I needed to learn more about people my own age (at CSDR) and to learn about myself. Thanks to my friends for backing me up during hard times and who provided comic relief. Thanks to my teachers who have helped me grow academically and have challenged and enabled me to grow and to become all I wanted to be."

As an adult, Andy Granda is known among the triathlon community as the first DeafBlind man to finish an IRONMAN competition. "Yeah I was really shocked I was able to get through the whole thing honestly, it was a struggle," said Granda. He has also recently participated for the second time in a fundraising event hosted by Challenged Athletes Foundation (CAF) that will create more opportunities for physically challenged athletes. The 'Million Dollar Challenge' in which Granda participated two years ago along with his group of around 100 cyclists raised more than 1.2 million dollars. "It was a life changing experience for me", says Granda. MDC is a seven-day 620 mile event where 100 cyclists rounded up in San

Andy Granda '93, a CSDR alumnus proudly calls himself "DeafBlind Stoker". Andy graduated as Salutatorian from the California School for the Deaf – Riverside in 1993. Like his older sister, Andy is DeafBlind. He enjoys recreational and competitive cycling, and is involved with the San Diego Center for the Blind where he learned Braille and ways of life as



Courtesy of Andy Granda

Left: Granda '93, a DeafBlind tandem stoker
Top: Andy Granda cycling with girlfriend Sabine

Francisco and rode down the coast to San Diego to represent CAF. This year, Granda rode with Sabine, his girlfriend. Sabine had been active with the Blind Stokers club (www.blindstokersclub.org) as one of the sighted cyclists, and eventually became fluent in ASL after meeting Andy.

Granda will continue training for future athletic fundraiser events. When he's not training for a triathlon, Granda is busy raising money for physically challenged children. You can donate to his mission here: <http://www.challengedathletes.org/mdc2014/andygranda>

"I really want to race. It's a lot of fun and I didn't realize it was going to end up inspiring people, so I really feel honored by that and it motivates me to inspire more people in the future," Granda said.



Courtesy of Andy Granda



Courtesy of Andy Granda

Left: Granda '93 (man at right) is the first DeafBlind man to participate in and complete the IRONMAN competition

Above:

Granda trains for athletic meets at his local beach in San Diego

NEW, Continued from Page 1

bathrooms to meet ADA compliance.

Counseling/Speech/Audiology building- this is one of the only two old dorm buildings that is preserved and has been renovated to serve as offices for students' therapy sessions. Many two-way mirrors have been installed in this building for access to parents, supervisors, and for other purposes. The estimated completion and move-in date is December 2014/ January 2015.

ECE buildings- a prettier replica of the old building, with cabinets and counter space in each room, has been erected and is near completion this month, soon to be opened to CSDR's young students. It now comes with a new, bigger parking lot and a circular parking zone for safer student access to/from vehicles.

High School – An ADA compliant sidewalk was upgraded in front of classrooms 401 to 409 and P building, with removal of the old steps to the classrooms. Additional modifications include raising a retaining wall and railing to the tunnel entrance between classrooms 401 and 402 towards CTE. New HS academic two-room annexes have been built in front of and behind the 400 wing. The new estimated completion



Career Technology Education Complex – a new building has been erected in the place of the old superintendent's house that was completely demolished. The new CTE building is much bigger but replicates the layout of the old building. It includes an Automotive Technology classroom, equipped with garage doors, car lifts, a painting room and a welding room, to name a few. The Construction Technology classroom now



dates
vary
after
Decem-
ber
2014/
January
2015.

provides larger
spaces for
learning about
construction,
electricity and
plumbing in
the home.
Space is also

pre-designed for instruction in Agriculture Technology, to be established in the near future. Graphic Technology will be in a separate one-room new building, for barrier safety when involving chemicals used in the preparation of print materials. Photography and TV/Drama Studio will be temporarily housed elsewhere until the new permanent facility is ready. The TV studio and offices on the west end of P building have been emptied for the installation of new air conditioning. The TV/ Film program is currently in the Performing Arts room at the old CTE building, and eventually will be placed in the new CTEC building.



The old 1958 gym, fondly named "The Cave", will be completely replaced

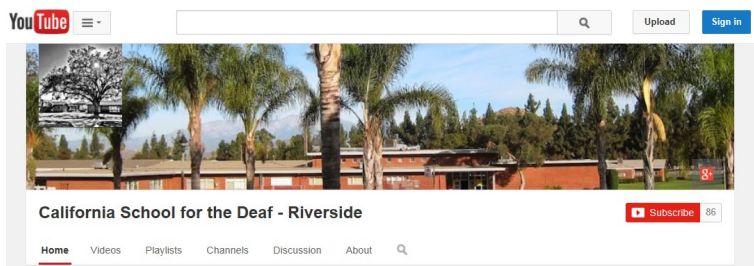
The **Gym** has begun demolition for a brand-new gym, projected as a two-year project. Instead of the old gym, little gym, and outdoor pool, the new bigger building will house a main gym as well as a wrestling room, a weightlifting room, and a smaller gym room with offices and locker rooms. Two new outdoor pools will be built – one shallow for younger students or those with special needs, and the other in 25 meters for competitive swimming.

Other projects that were recently completed this month include new hot water heaters installed in the Infirmary Building, Social Hall, 300 wing classrooms and FEAST; Elementary exterior lead abatement and painting; new swing installation in Elementary; carpet replacement in ECE and Elementary classrooms and Principal's office; and Middle School exterior painting.

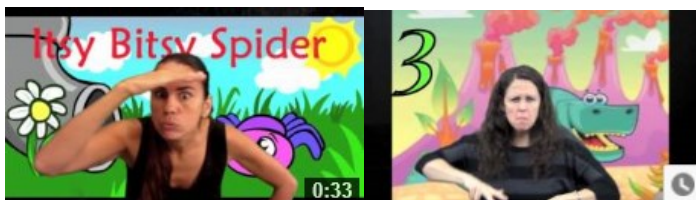
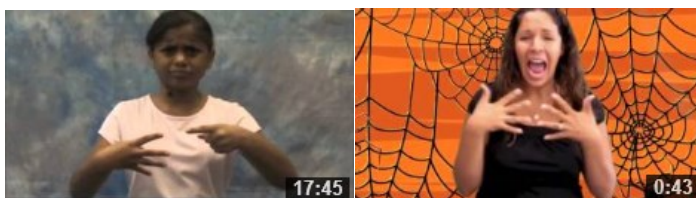
Other Remaining Projects:

- Abatement and replacement of the Library north facing Windows, and Social Hall broken windows (scheduled for during Christmas break)
- Main Circuit Breaker and Transformers service, which will require a complete campus electrical shutdown (scheduled for December 13, 2014)
- Exterior walkway lighting upgrade (scheduled for summer 2015)

CSDR YouTube Channel



CSDR has established a new YouTube Channel. Students and families may view a multitude of school-produced videos, with information on school programs, campus construction, Superintendent messages to the community, and field trips. The CSDR YouTube channel also offers some ASL poems for children to enjoy during the holiday break. More videos that were already produced in large quantities this past year will be added on a regular basis. YouTube helps provide “ASL Literature” for the students to read and enjoy in their first language. Don’t miss out!



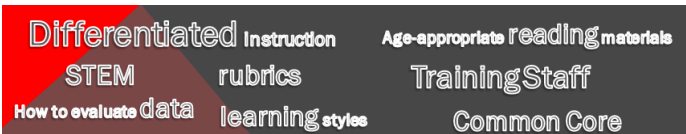
Where to Find CSDR YouTube Videos?

- ⇒ Enter the YouTube site
- ⇒ Search “California School for the Deaf—Riverside”
- ⇒ Find videos posted “by California School for the Deaf—Riverside”
- ⇒ Click on CHANNEL under the school name
- ⇒ You will be directed to the CSDR channel, and see a list of videos uploaded since last year.
- ⇒ Sign up to subscribe and receive the latest updates

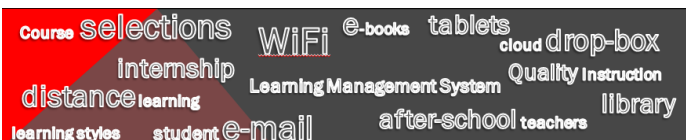
School Achievement Plan

CSDR is nearing the end of its routine cycle for the Self-Study process to receive formal accreditation from the Western Association of Schools and Colleges (WASC) and the Conference of Educational Administrators of Schools/Programs for the Deaf (CEASD). Staff and school community discussed school strengths, and areas of need, as well as the best ways our students learn, and have provided recommendations for school improvement. Outlined is a draft of the four general goal areas, with some examples of what the goals will cover. This is shared with the schoolwide CSDR community on December 17, to solicit feedback from stakeholders during the month of December 2014. A final report will be submitted in January 2015.

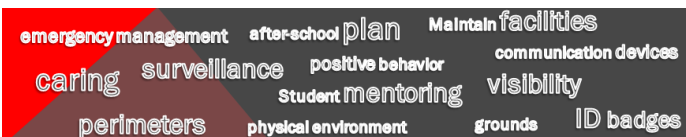
GOAL #1: Use student outcomes and data to strengthen and guide professional learning and collaboration.



GOAL #2: Modify curriculum and instruction to be rigorous and relevant through effective data-driven methodologies, expanded course selections, and extended services outside the classroom to support student learning.



GOAL #3: Maintain progress toward a safer campus and a positive student learning environment.



GOAL #4: Promote communication and cultural sensitivity with students, families, and the community.



Next dates:

Visitation committee at CSDR March 22-25, 2015

Parent/Community meeting on Sunday March 22

If interested in participating, e-mail info@cldr-cde.ca.gov.

PAWSitive Reflections

News and Information for Families, Staff, & Friends



BUY A BRICK!



The donated bricks will mount on the outside wall of Social Hall, around the wall letters "CSDR." Your brick will be a permanent reminder that you or someone you loved was here. Each brick will have a personalized message and no two will be the same. The brick is 4x8 and costs only \$100.00. All donations will support programs for our students.

YOU CAN MAKE YOUR CHECK PAYABLE TO: California School for the Deaf, Riverside

3044 Horace St, Riverside CA 92506

CSDR CAN/ Attn. Laurie Waggoner

If you have any questions, please call Laurie Waggoner
951-248-7700 ex. 4361 or VP 951-824-8055.

STUDENTS TEST DATES AND TIPS:

Prepare well! Study. Eat carbs the day before the exam. Get enough sleep. Eat a light, protein-rich breakfast or drink a smoothie. Stay away from white flour or sugar on test day. Drink water. Have healthy snacks (no chocolate or sweets). Think positive! You CAN do it!

ACT Test (11th grade and/or 12th grade): December 16
Interim Math Assessments (K-5): February 12, March 26
HS Smarter Balanced (11th grade): April 10 – May 15
Science testing for grades 5, 8, 10: April 7 – May 8
HS Smarter Balanced (11th grade): April 10 – May 15
California High School Exit Exam: See schedule below

CAHSEE		
Who?	English-Language Arts	Mathematics
Juniors	Tuesday, October 7, 2014	Wednesday, October 8, 2014
Seniors	Tuesday, November 4, 2014	Wednesday, November 5, 2014
Seniors	Tuesday, February 3, 2015	Wednesday, February 4, 2015
Sophomores/Juniors	Tuesday, March 17, 2015	Wednesday, March 18, 2015
Seniors	Tuesday, May 12, 2015	Wednesday, May 13, 2015
MAP		
Who?	English-Language Arts	Mathematics
(All High School)	Monday Sept. 2 - Friday Sept. 12	Monday Sept. 15 - Friday Sept. 26
	Monday March 2 - Friday March 13	Monday March 16 - Friday March 27

Mark Your Calendar!

View latest school event details at www.Facebook.com/CSDRiverside and sports information on **CSDR Athletics Facebook** page

12/22-1/1/15	Winter Recess / Holiday
1/5/15	Classes resume
1/9/15	Early Intervention Monthly Workshop
1/12/15	Community Advisory Committee Meeting
1/13/15	Family ASL Class
1/13/15	PSWT Meeting
1/19/15	No School - Martin Luther King
1/20/15	Family ASL Class
1/23/15	Early Intervention Monthly Workshop
1/27/15	Family ASL Class
1/30/15	100th Day of School
2/1/15	Family ASL Class
2/2/15	Community Advisory Committee Meeting
2/10/15	PSWT Fundraiser at Calif. Pizza Kitchen
2/13/15	No School

2/16/15	No School – Presidents' Day
2/17/15	Family ASL Class
2/24/15	Family ASL Class
2/27/15	PSWT Family Movie Night
3/2/15	Community Advisory Committee Meeting
3/3/15	Family ASL Class (+ Tuesdays thru 5/7)
3/11/15	ASBG Blood Drive
3/13/15	Early Intervention Monthly Workshop
3/17/15	PSWT Meeting
3/20/15	PSWT Family Dance
3/30/15-4/6/15	No School – Spring Recess
4/10/15	Early Intervention Monthly Workshop
4/13/15	Community Advisory Committee Meeting
4/14/15	PSWT Meeting