

MESSAGE FROM THE SUPERINTENDENT: dr. robert maile

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DeBacker

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This has been an interesting year! While looking back over the year, an observation made by Pauline Kezer came to mind. "Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights." We are stretching and growing, but amidst the changes the most important things endure. Kids are learning and growing and thriving.

During 2009 a Governor's task force charged with seeking out means of reducing operational costs concluded that the Kansas School for the Deaf and the Kansas School for the Blind should continue to operate in their current separate locations. However, it was recommended that the two schools realize some savings by sharing some leadership responsibilities. For the 2010-2011 school year three positions will share responsibilities on two campuses, Superintendent Madeleine Burkindine, Director of Operations John Martello, and Director of Food Services Cathy Grote. In addition, Luanne Barron has been designated Assistant Superintendent at KSD, which will assure continuity of quality educational programming for students.

The good news? Just look through this Annual Report and you'll see a sampling of the many ways students continue to grow and excel. This is where the rubber meets the road, and is the true source of the satisfaction and excitement that accompanies working with young people. They continue to stretch and grow, and compel us to do likewise. Our roots are deep and strong, our branches are growing, budding, and blossoming in beautiful and unique ways, continuity and change are combining to move us in a positive direction. The news is good indeed!

~ Dr. Robert Maile

KANSAS SCHOOL FOR THE DEAF state legislature

In 2009, the Governor established a Facilities Closure and Realignment Commission to study and evaluate the closure and/or realignment of some state facilities, including the schools for the deaf and blind. A 17 member commission was formed to prepare a report and recommendations.

After the Commission received an orientation to the school and issues in deaf education, and received testimony from alumni, the Olathe community, the Deaf community, and KSD students and families, they reconvened to receive testimony related to the School for the Blind.

In August, the Commission made it clear that closure for KSD and KSSB would not be a recommendation. There was a consensus that the two schools should be located on the same campus (in Olathe) and the Commission Chairperson expressed a need for more details related to the mechanics of co-locating and related costs before a recommendation could be developed.

In September, the Commission received reports on the cost for necessary renovations and construction in a range between 26 and 32 million dollars. They subsequently agreed to recommend that both schools remain in their present locations, while implementing cost savings by combining administration and some support services.

CURRICULUM

Curriculum work has focused on preparations and adaptations needed to prepare for state assessments. Based on the results of the 2009 state assessments, KSD did achieve Adequate Yearly Progress (AYP) goals.

KSD instructors continued to participate on teams of Professional Learning Communities (PLC). KSD goals focused on improvement of our educational program, assuring that we are correctly aligned with state standards and that our students continue to demonstrate success in the high stakes testing that is required.

The Certificate of Accreditation was awarded to the Emery Elementary Department of Kansas School for the Deaf for successfully completing the requirements for the status of Accredited in the Kansas Quality Performance Accreditation system, as granted by the Kansas State Board of Education on October 13, 2009.



BILINGUAL SERVICES

KSD is a maintenance bilingual school where American Sign Language (ASL) and English are used equally in the classroom as the languages of instruction. KSD follows three frameworks: signacy, literacy, and oracy. These are the guiding force in the methodologies of bilingual education for the deaf.

During the 2009-2010 school year, services were provided to students, staff, families, and community members. These services and resources included:

- ASL assessments
- ASL immersion classes
- ASL enrichment classes
- ASL tutoring
- Bilingual Multi-Media Room
- Family Sign Language Classes
- Deaf Mentor Program
- Shared Reading Project
- ASL English Professional Bilingual Development
- Professional Inservices
- KSD Lending Library

Through these programs and resources over 170 participants **benefitted from the opportunity to develop and refine their ASL and English abilities.**



EARLY CHILDHOOD

The Early Childhood Center (ECC) follows the High Scope curriculum, a research-based program for young children ages 2½ through 6. This curriculum is built around experiences which all young children engage in to develop the skills and concepts needed for success in kindergarten and **first grade.** **Children are active learners** and activities are child centered.

The ECC program incorporates hearing peer models into the classroom. Children who are deaf or hard-of-hearing are exposed to spoken language while children who are hearing are exposed to American Sign Language. This allows bilingual hearing siblings of deaf children to contribute to a more "communication" accessible home environment.

As active learners this past year, **ECC students were involved in field trips** and lessons that encouraged hands-on educational experiences. These included: Wonderscope, **Monarch butterflies, Deanna Rose Farmstead, Olathe Fire Station** and many more.



PARENT-FAMILY SERVICES

A teacher of the deaf, holding **certification in early childhood education**, provides services designed to assist early intervention networks and/or other service professionals in providing for the needs of children who are deaf or hard of hearing, birth to three years old.

During the past year, this program provided instruction through in-home visits to families in the Kansas City, as well as provided information and resources to a variety of early intervention networks throughout the state. The coordination with the Hartley Family Center allowed the provision of services to families in Johnson and Wyandotte counties as well.

A Parent Play Group was held twice a month for families with children who are deaf or hard of hearing **birth to five years old** during the school year. The children participate in a playgroup with developmentally appropriate activities while the parents discuss a variety of child-related topics. **12 families benefitted from** this program in 2009-2010.



STUDENT PERFORMANCE

The Kansas School for the Deaf (KSD) assesses our students annually on their written English using the six-trait writing rubric. The six traits assessed are: Ideas, Organization, Voice, Word Choice, Fluency, and Conventions. Students produce a writing sample which is scored by a committee of teachers using a rubric. The committee assigns each student a rating from 1-5 for each of the six traits.

The samples consist of several prompts that the student can select. The students in grades 1-3 write a descriptive sample, students in grades 4-5 write a narrative sample, students in grades 6-8 an expository sample, and students in grades 9-12 a persuasive sample.

Students at KSD use American Sign Language to acquire information through visual listening. For deaf children listening means receiving linguistic information visually (through the eyes) much as hearing children listen by receiving linguistic information through the ears. According to Geers et al., 2009, “Most children with hearing loss who receive appropriate services from trained staff are able to progress at age-appropriate rates.”

The average score on the writing rubric for each of the six writing traits on the 2010 Writing Assessment are disaggregated by the student’s Access to Language:

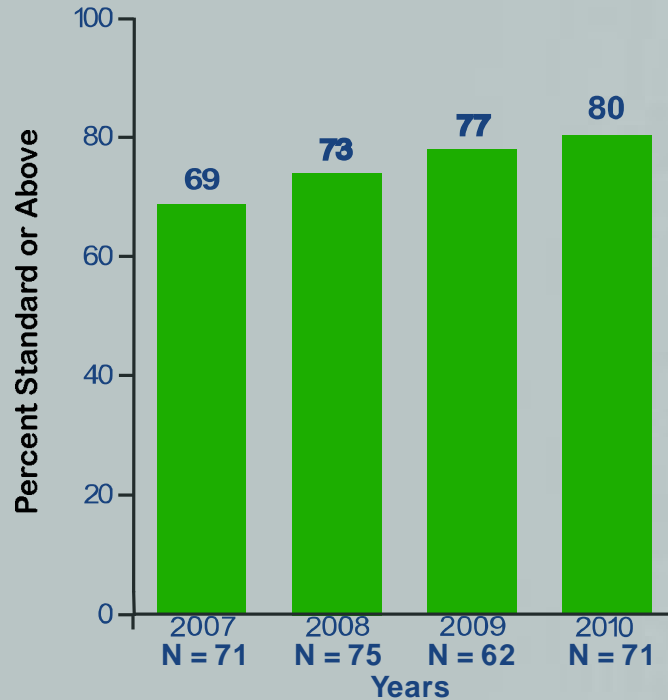
	Early Access to Language N = 21	Late Access to Language N = 80
Ideas	3.0	2.8
Organization	3.0	2.7
Voice	2.8	2.7
Word Choice	2.8	2.8
Fluency	2.8	2.4
Conventions	2.8	2.8

The average score on the writing rubric for each of the six writing traits on the 2010 Writing Assessment are displayed:

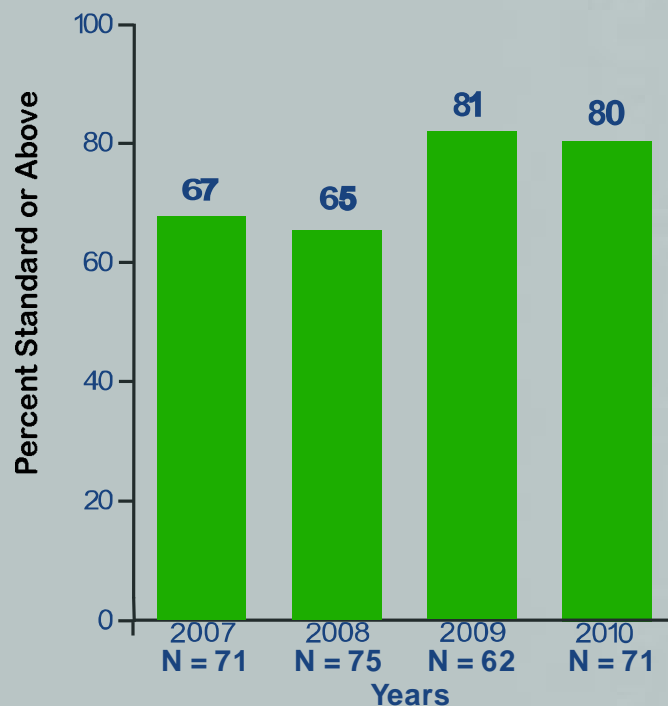
	2008 N = 78	2009 N = 70	2010 N = 101
Ideas	2.4	2.6	2.9
Organization	2.5	2.6	3.0
Voice	2.3	2.5	2.7
Word Choice	2.5	2.6	2.8
Fluency	2.1	2.4	2.5
Conventions	2.7	2.7	2.8

STUDENT PERFORMANCE

The following graph shows the percentage of students who were classified as Standard or above on the 2007-2010 State Reading assessments. The data includes students who were classified as Standard, Exceeds Standard, and Exemplary:



The following graph shows the percentage of students who were classified as Standard or above on the 2007-2010 State Math assessments. The data includes students who were classified as Standard, Exceeds Standard, and Exemplary:



ELEMENTARY

The KSD 6th Grade was honored with two **certificates from the Kansas Department of Education** for achieving the Standard of Excellence on the Kansas State Assessments in both reading and math.

Technology continued to change the way we teach and how kids learn. Our literacy students applied bilingual strategies within the writing process **utilizing laptops, flip cameras, and smart boards.**

Students expressed their creativity in Emery Hall's Art Show and Talent Fair. Art students learned how to use technical aspects of perspective, composition, shapes and colors to create unique art pieces.

Elementary students had the opportunity to meet one of their state senators, Karin Brownlee. She spoke to classes studying state and federal government about how a bill becomes law.

Kansas' 149th birthday was celebrated with Kaleidoscope's Kansas Day craft activities, and with author, Carina White, who shared her experience as an award-winning author and illustrator of ***The Legend of How Kansas Got Chipped.***

Students joined Jumpstart's Read for the Record project and researched selected author, Eric Carle. They read his book "***The Very Hungry Caterpillar,***" in order to help reach the goal of 1,000,000 people across the world reading the same book together on the same day.

Academics and character building lessons were reinforced with experiential learning opportunities such as:

Deaflympics	PRIDE Assembly
Olathe Play Hospital	Science Fair
Deanna Rose Farm	100 Days of School
Ararat Shrine Circus	Main Street USA
Mahaffie Stagecoach Stop	Stories In My Pocket
Wonderscope	KC Pumpkin Patch
Apple Orchard	American Royal Kids



SECONDARY

Sophomore English classes, along with other secondary students, hosted a “mock trial” at the Johnson County Courthouse to tie in with the novel *To Kill a Mockingbird*. The topic of this case focused on communication and educational options for a family with a deaf child.



The Blue River Watershed Association instructed secondary students to test, collect, and analyze nearby creek water. Students learned about water quality, pollutants, and the effects on our environment.

Secondary students applied their classroom learning while visiting sites such as The State Capital Building, Kansas Cosmosphere and Space Center, Nelson Atkins Art Museum, Johnson County Courthouse, and the Federal Reserve.

Presentations were made on the topic of “bullying”. Students learned how to identify bullying and about the effects to both the victim and perpetrator.

The Prince and the Pauper Project allowed students to experience what they were reading **first hand! Students dressed in costume, ate porridge and gruel, watched ASL summaries, viewed pictures of England, and took tea while watching the accompanying movie.**



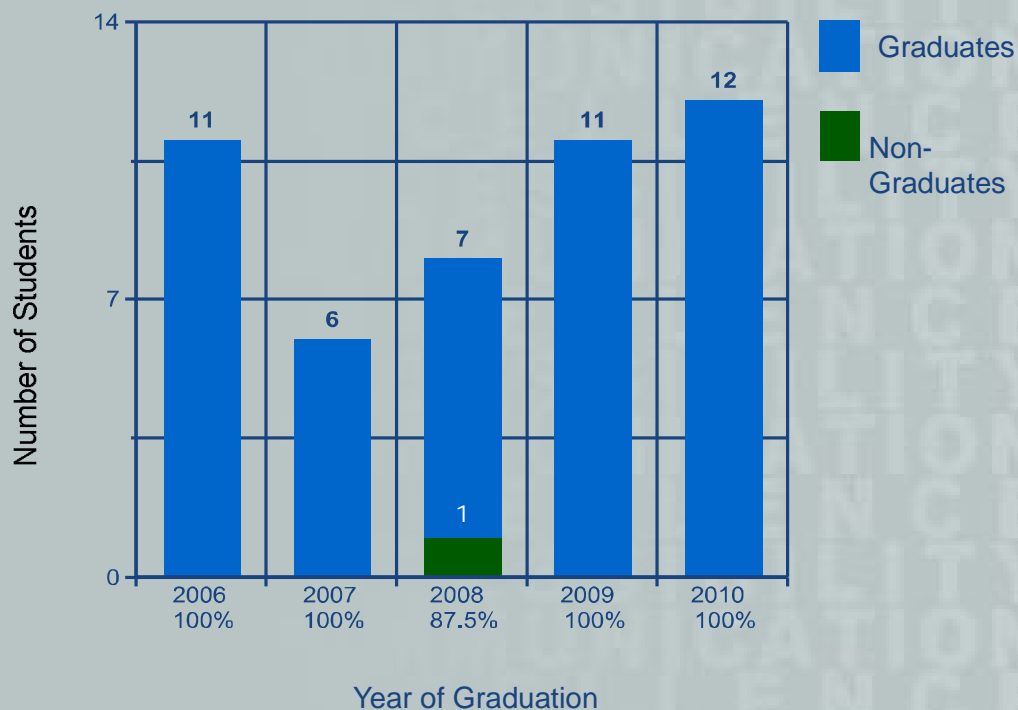
Fourteen KSD students participated again in the annual Job Olympics contest to demonstrate transition and employment skills competing against 400 other area students.

Students learned about volunteerism and responsibility during activities such as:

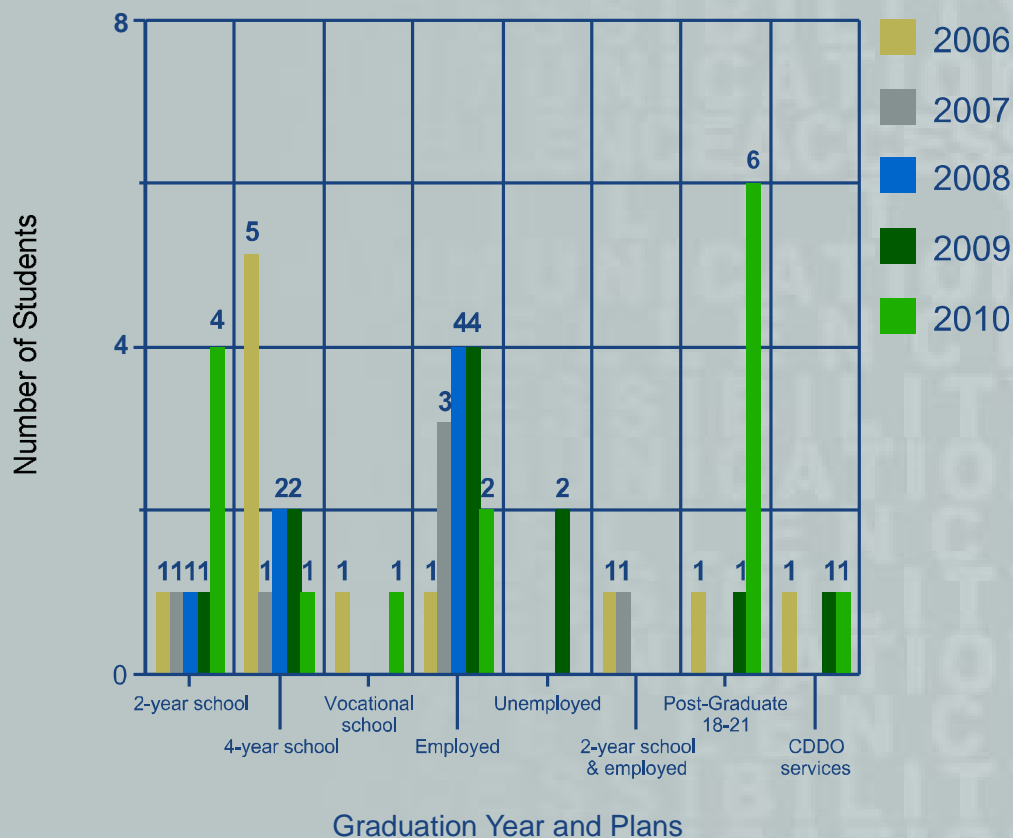
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|--------------------------------|--------------------------|
| Sept. 11th Ceremonies | Fall Food Drive |
| KSD Recycling Programs | Red Ribbon Week |
| Hats for Haiti | Fireflies Concert |
| Flower Bed Projects | Clean Streams |
| Brown vs. Board of Education | Veteran's Day |
| American Red Cross Blood Drive | |

SCHOOL STATISTICS

Student Graduation Rates



Graduate Post-Secondary Plans



*CDDO -Community Developmental Disability Organizations are responsible for providing information so families are aware of service options offered in their county and provide services designed to keep a person with developmental disabilities in their home and community.

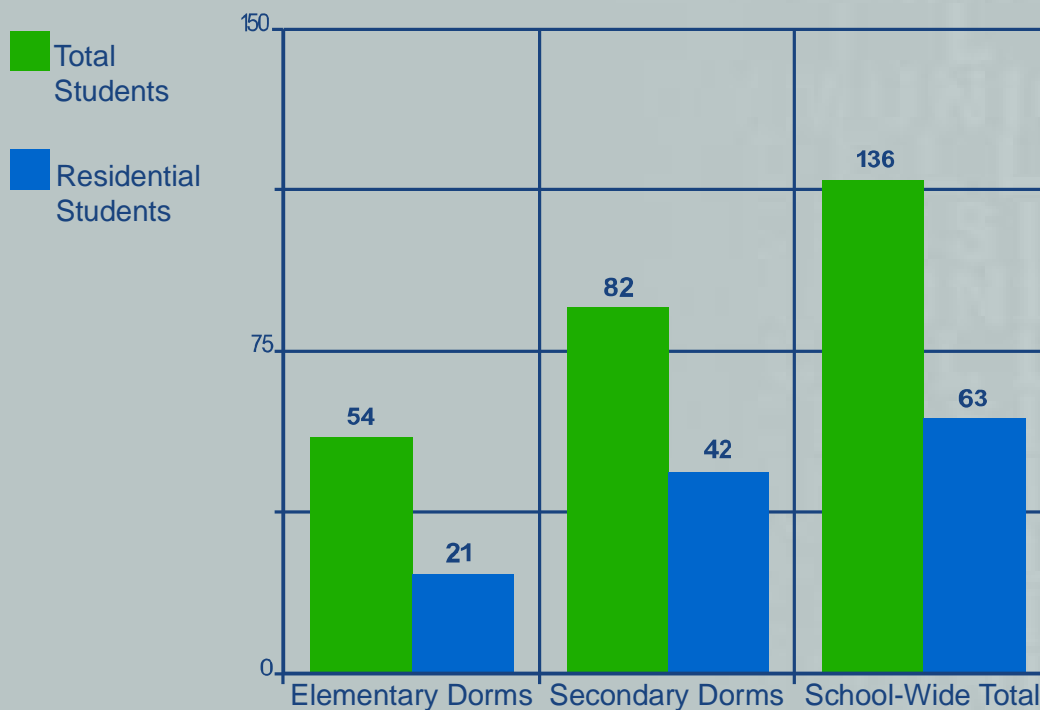
SCHOOL STATISTICS

For the 2009-2010 school year, this table represents the number of IEP goals targeted, completed, and the average rate of completion.

IEP Goals Targeted	804
IEP Goals Met	651
Completion Rate of IEP goals	82%

This table represents the attendance of Local Education Agencies and Parents to the annual IEP meetings

	Number of IEP Meetings	% of LEA attended meetings	% of Parent attended meetings
1st Quarter	41	97.6%	97.6%
2nd Quarter	39	87.2%	94.9%
3rd Quarter	43	100%	100%
4th Quarter	55	95%	94.5%
Total	178	94%	96.6%



RESIDENTIAL SERVICES

The Residential Services Program, a program under Student Life, is provided primarily for those students who cannot live at home and attend classes at KSD due to distance. This option is open to all students who wish to develop their interaction, social and independent living skills.

Emery Hall and Roth students participated in numerous workshops throughout the year on topics such as money management, proper hygiene, time management, occupational aptitudes, reading skills, ASL storytelling, bullying, cooking, safety, state geography, Mexican culture, and social etiquette.

Each student is strongly encouraged to attend The Learning Center (TLC) every day while the school was in session. It provides students with **sufficient numbers of computers for their school** work (i.e. project, research and writing reports), videos related to their school work, magazines and newspapers, and educational games.

The Creative Corners area was added to our elementary dormitory this year, offering student-centered learning areas for younger children. A tea room, play station room, and art/ game room were added to promote creativity, hands-on activities, puppet show, and language development.

Renovations to the Student Center were completed this year, improving the cabinets and shelves in our concession and kitchen areas.



Special events, activities, and parties include:

Back to School Night
Thanksgiving Party
Winter Holiday Party
Valentines Day Party
Gym Activities

Snowflake Festival

Halloween Party
Public Library Visit
Swimming Pool
Arts and Crafts
Optimist Rib Sale

Beach Party in Winter

ATHLETICS



The athletics program at KSD provides the student participants an opportunity to compete with their **Deaf and hearing peers on the field and on the court**. Participating in various sports helps students to develop physical and teamwork skills that carry over into their school work.

At Minnesota State Academy for the Deaf, KSD girls won the Great Plains Schools for the Deaf (GPSD) Track and Field Championship for the 3rd year in a row. Nine Deaf schools competed.

The middle school girls basketball team went to Manhattan, KS to watch the KSU Women's basketball team. This was the third year that the team was involved in the pre-game activities in the locker-room with the coaches and players.



The KSD high school girls volleyball team took 2nd place at the GPSD tournament in Oklahoma.

KSD Senior, Daniel Gott, was selected for the West High School All-Star basketball team. His team will play against the East All-Star team at the United States of America Deaf Basketball (USADB) tournament in Louisville, Kentucky.

The National Deaf Interscholastic Athletes Association announced the 2009 8-Man Football and Volleyball All-American. Cody Johnston was selected to the First Team All-American in football. Brooke Harper and Johanna Laughrey were selected to the First Team All-American in volleyball.



2009-2010 Athletics Season:

- H.S. Football: 3 - 6
- H.S. Boys Basketball: 5 - 14
- H.S. Girls Basketball: 4 - 11
- H.S. Girls Volleyball: 14 - 13 - 2
- M.S. Boys Basketball: 2 - 8
- M.S. Girls Basketball: 0 - 10
- M.S. Girls Volleyball: 0 - 11

SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY

Dr. Barbara Hodson, a Professor in the Department of Communicative Disorders and Sciences at Wichita State University, and Ashley Braeuer, a graduate student in that department, came to the Kansas State School for the Deaf to conduct research on the phonological systems of children with hearing losses. Ten students from Kansas State School for the Deaf participated in the study. It is expected that the results of this study will provide information about the speech patterns of children with hearing losses that can be used to design more effective treatment programs for improving speech intelligibility.

The Auditory Training Unit (ATU) program provided 216 student receivers to 33 different LEAs and Special Education Cooperatives in Kansas. The Kansas Infant Hearing Aid Loaner Bank increased to 18 the number of new infants and toddlers utilizing 30 hearing aids, bringing the total of children utilizing the Loaner Bank to 27 children with 47 hearing aids.



SOUND START

A \$50,000 ARRA grant was received to provide training to birth-to-three service providers from around the state. Sound START Train-the-Trainer funds were used to purchase curriculums and assessments for the participants, provide a stipend for the participants, and pay site fees including meals and lodging, speaker fees, and interpreter expenses.

In June of 2010, the six days of Sound START Train-the-Trainer workshops were completed. Information was provided by professionals and family members who have both training and experience with families who have infants/toddlers with hearing loss.

The impact of the training is evident in the evaluation results and comments regarding the speakers and the learning experience from the participants. The impact is far reaching in that not only did **these fifteen participants gain** knowledge and skills, they will share the information with other **service providers, thus benefitting** more families who have infants/toddlers with hearing loss.





KSD LENDING LIBRARY

A new \$3000 grant was given by the Sertoma Club of Kansas City to replace missing materials, purchase duplicates of popular items, and to purchase the DVD versions of popular items. Materials were continually added to the current catalog, which is available in print and online formats to distribute to potential Lending Library patrons: KSD staff, KSD parents, parents and professionals from Kansas public schools and Kansas City Metro area public schools, and community members interested in sign language and/or deafness.

ASL Readers, Inc. contacted **KSD to help them find families to** participate in their National Survey to evaluate the pilot Mister Rogers' Neighborhood with American Sign Language DVD. The Related Services department served as the liaison between ASL Readers, Inc. and participating KSD families. Seven families received the DVD and accompanying paper work, completed the surveys and consent forms, which were then returned to ASL Readers, Inc.

POSITIVE BEHAVIOR SUPPORTS

The universal level of Positive Behavior Support (PBS) implementation begins with consistently taught, modeled and practiced behavior expectations. When the instructional and dormitory staff consistently teach, model and practice these expectations, student learning and comfort increases.

Expectations are organized into **five categories across multiple** settings (such as campus, cafeteria, and hallway) and have been posted as a visual reference for staff and students.

Students who follow these expectations receive various forms of recognition for their behavior.

P- Preparation

R- Respect

I- Independence

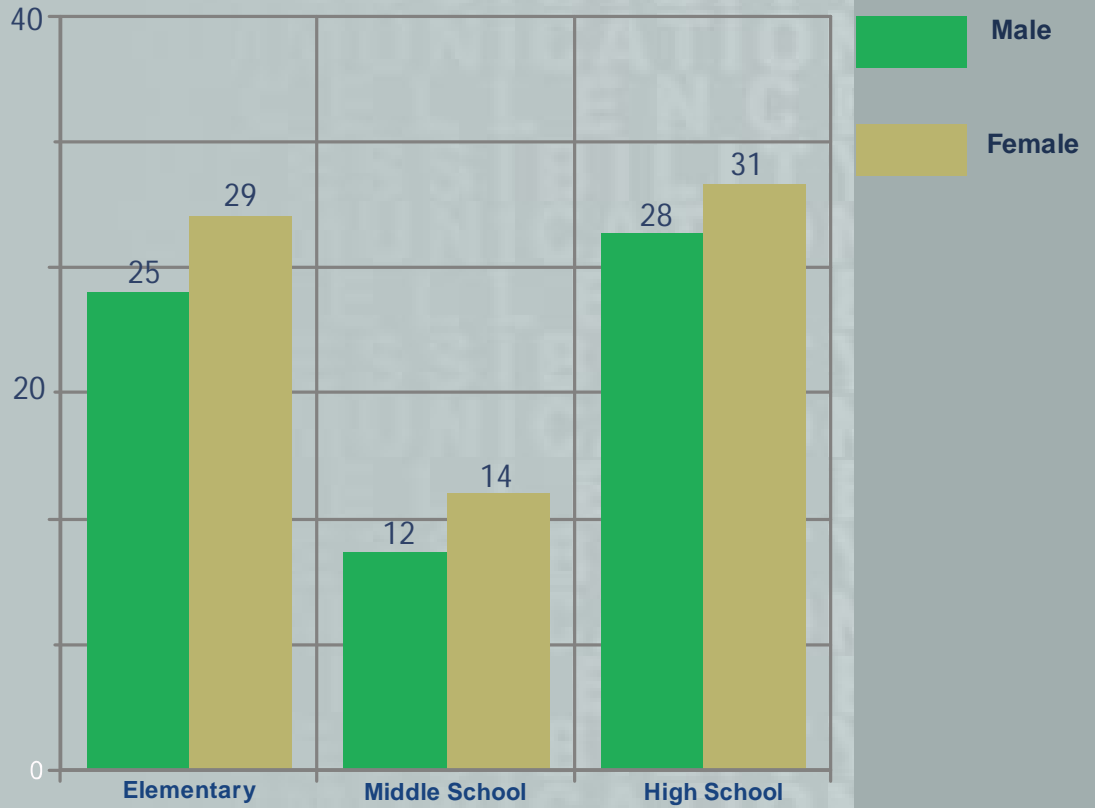
D- Diversity

E- Effort

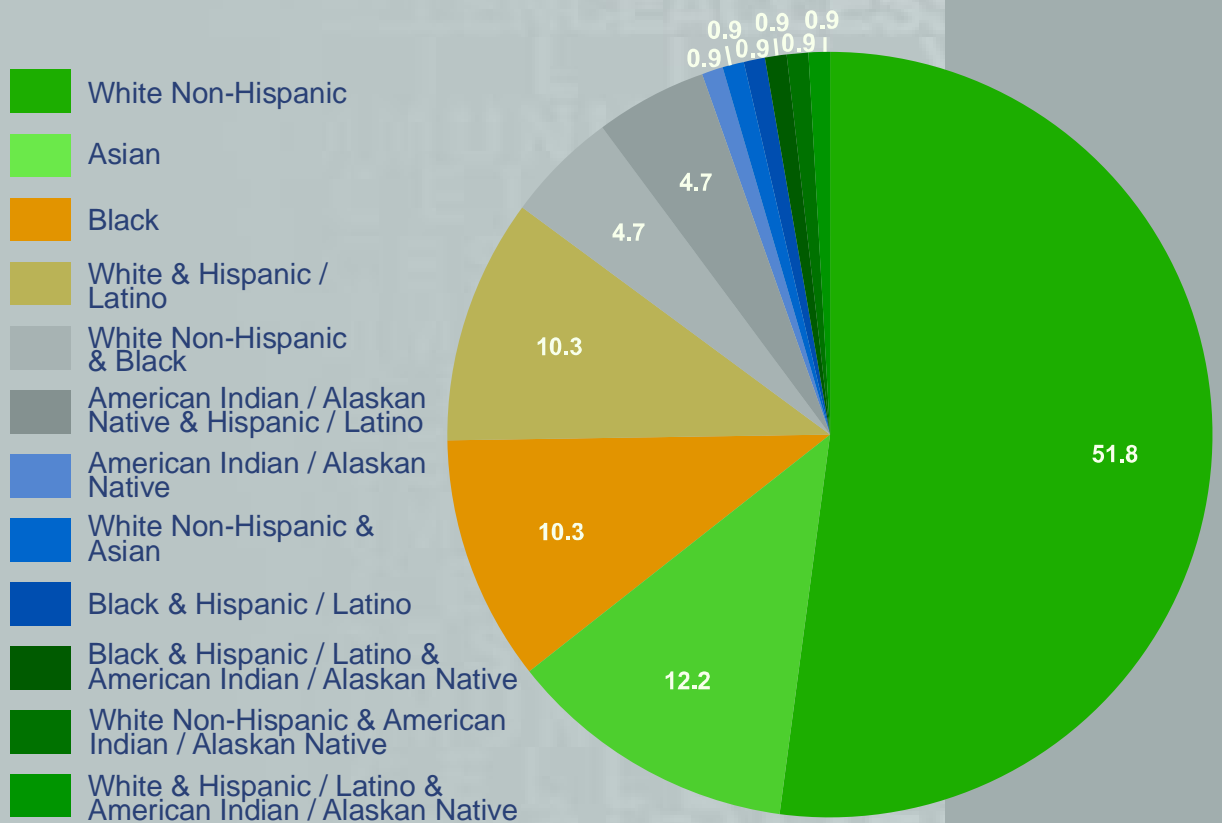


STUDENT DEMOGRAPHICS

Number of Male and Female Students



Student Body Diversity

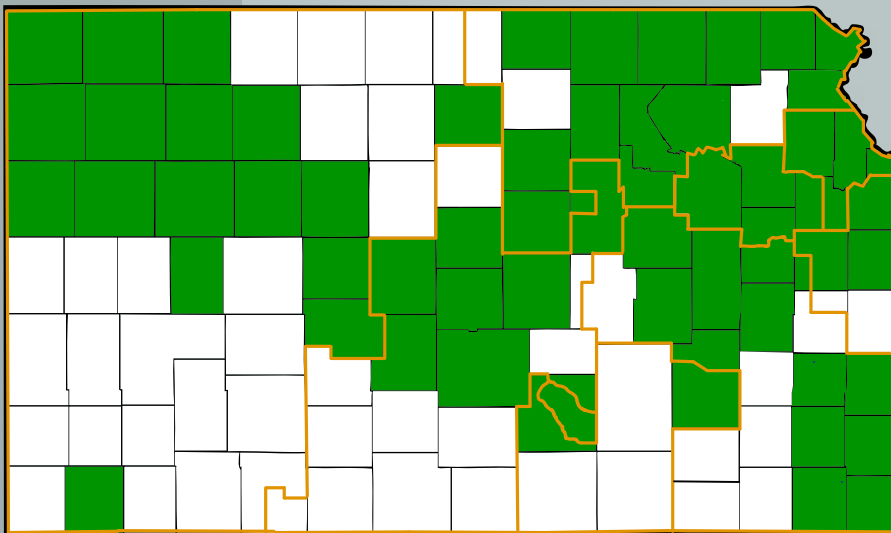


OUTREACH RESOURCE TEAM

Kansas School for the Deaf Outreach provides a variety of services across the state which include: Comprehensive Evaluations, On-Site Observations, Inservices, Sign Language Classes, and Parent Playgroups. Data contained below is for the 2009-2010 academic year.

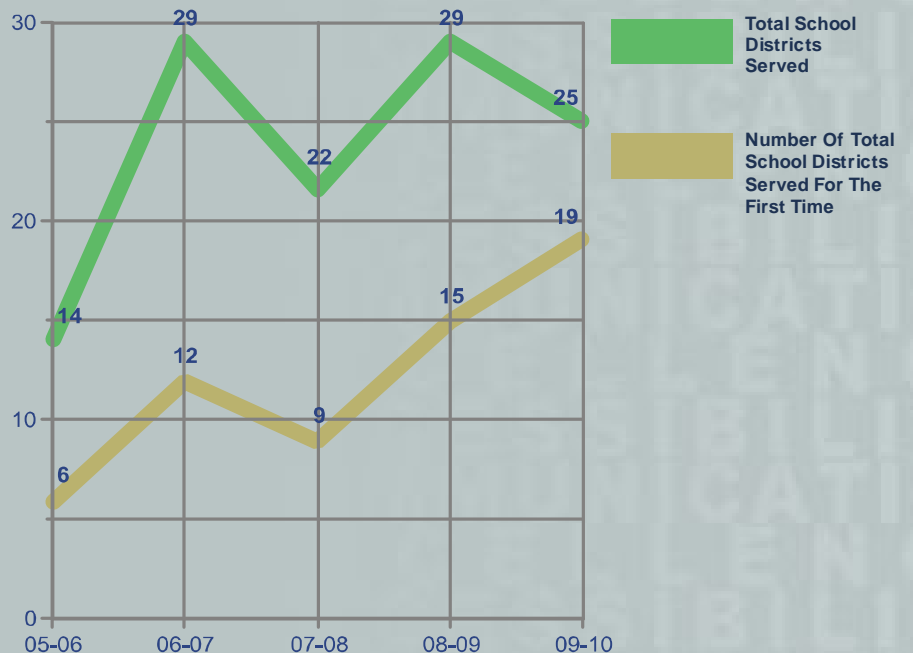
	Students Served	School Districts & Co-ops Served	Counties Served
Outreach Resource Team	21	29	8
Parent Family Services	23	11	8
Auditory Training Unit Program	216	33	NR
KS Infant Hearing Aid Loaner Bank	27	NR	13
SoundSTART	*indirectly served	NR	32

NR= Not Reported. Reporting methods vary between programs.



Outreach Counties Served During 2005-2010

Number of School Districts Served During 2005-2010



OUTREACH

The mission of the Outreach Evaluation Team is to identify the needs of students who are deaf/hard of hearing throughout the state and to provide support to families and professionals within the framework of the student's current program. During the past school year, the team conducted the following:

- Eight three-day comprehensive evaluations, which include testing, consultation with school staff and parents.
- Nine on-site [full day/half day] observations, which included observing the student with a follow-up meeting with school staff and parents.
- Four on-site [half day] consultations with school staff, addressing student and staff needs and questions.
- Two post evaluation with school staff, discussing students and staff needs.
- One in-service was presented this year providing information to 10 high school staff.
- 21 different students throughout the state were served.
- 29 school districts and cooperatives throughout the state were served.
- 97 Local Education Agencies (LEA) throughout the state were served.

KSD's outreach educational consultant provided resources to the public by maintaining a "list serv" for parents, teachers, interpreters, and others working with or interested in, students who are deaf or hard-of-hearing. The list-serv is used to share regional, state, and nation-wide events related to deafness, teaching techniques, and websites pertinent to deafness.



COMMUNITY ACTIVITIES & AWARDS

R.A.C.E (Raising Awareness for Children's Education) is a fundraising event that incorporates education and entertainment for staff, families, and the community. Deaf sprint car racer, Greg Gunderson, displayed his sprint car and shared his experiences. Music, dancing, a car show, **raffles, and children's activities were also part of the festivities.**



KSD was selected by the Kansas City Royals, with assistance from the Kansas City Sertoma Club, to be a charity for their 50/50 nights. Staff, families, and community members volunteered their time **to sell raffle tickets earning the school \$2400.00.**

Fifty KSD students competed in the Optimist Communication Contest for the Deaf and Hard of Hearing Oratorical Contest on the topic "Cyber Communication: Progress or Problem." Middle School students Jesse Brodie and Renate Rose won the \$2500.00 scholarships.

Exchange student Fallon Simchowicz won the grand prize for Kansas' 3rd district in the Congressional Arts Competition "An Artistic Discovery".

Student Matt Campbell won the Judges' Award for his essay in the Laurent Clerc Essay Contest.



The Annual Book Fair, held in the library, yielded **\$1500.00 profits with the help of our KSD community.**

The President of Gallaudet University, Dr. T. Alan Hurwitz, was the Keynote Speaker at Deaf and Hard of Hearing Day at the Capitol. He discussed present issues surrounding the topic "Our Job: Promote, Protect, and Preserve" with students at KSD and attendees at the state capitol.

KANSAS SCHOOL FOR THE DEAF

we believe in:

“A barrier-free communication environment which fosters early, fluent communication and on-going fluent communication as a means of broadening horizons and maximizing possibilities.”

we believe that:

- each student can and will learn, and has the right to an academically rigorous and culturally rich environment.
- each student has the right to a safe and secure educational and residential environment.
- both American Sign Language and English are equally valued and Deaf culture and heritage are an integral part of the total school program.

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