



ANNUAL REPORT

2010-2011

Dr. Corbett Leads OSD into 21st Century

After 21 years at the helm of the Ohio School for the Deaf, Dr. Edward E. Corbett, Jr. retired as Superintendent in January, 2011, leaving behind a long list of contributions in deaf education, and inspiring generations of students who are deaf or hard of hearing.



Receiving a Commendation from the State Board of Education in 2010

Dr. Edward E. Corbett, Jr. was the first deaf Superintendent at the Ohio School for the Deaf (1990-2011). He was born in Shreveport, Louisiana to deaf parents and attended the Louisiana School for the Deaf. He received his BA degree in psychology from Gallaudet University in 1963 and his MA degree in Education, Administration and Supervision from California State University in Northridge in 1971. He received his Ph.D. from Gallaudet University in Special Education in 1979.

While pursuing his doctorate, he interned two years with the Committee on Education and Labor at the United States House of Representatives.

Dr. Corbett started his professional career as a Graphic Arts teacher at the Louisiana School for the Deaf. After earning his MA degree, he developed the communications/community education program for the state of Delaware. He served as the Assistant Superintendent for the Maryland School for the Deaf from 1974 to 1976. In the 80's, he worked for Gallaudet University as Conference Manager, Executive Director of the University Enrollment, and Director of the National Academy. Dr. Corbett has served as a board member of the Conference of Educational Administrators of Schools and Programs for the Deaf, the Ohio Center for Deaf-Blind Education, and the School Study Council of Central Ohio.

As Superintendent of the Ohio School for the Deaf, Dr. Corbett was responsible for bringing technology to the school, including the VREAL project funded by Congress, Interactive Video Distance Learning for ASL instruction for hearing students, and computers and other technology into the school building and dormitories.



"Dr. Corbett" Continued on Page 15

Giving Back to Our Community

In an effort to learn the importance of giving back to the community, OSD students and staff in all of the school departments volunteered at several placements and contributed to a variety of causes.

The volunteer class collected used

greeting cards and sent them to St. Jude's Children's Ranch for use in the Recycled

Card Program. For the 4th year, OSD continued the Evergiving Tree holiday tradition.

Counselors confidentially identified 8 financially struggling OSD families and obtained wish lists. Gift ideas were displayed on tags on the Evergiving Tree and students, parents and staff chose wish list tags. Toys, money, gift cards and clothing were provided to 32 recipients.

The Elementary department did volunteer work for the Capital Area Humane Society (CAHS). Students and staff made fleece blankets and dog biscuits and in February, they went to CAHS to drop off these donated items and toured the facility. Staff hoped the students learned the importance of helping animals in need, caring for animals, and fighting animal cruelty.

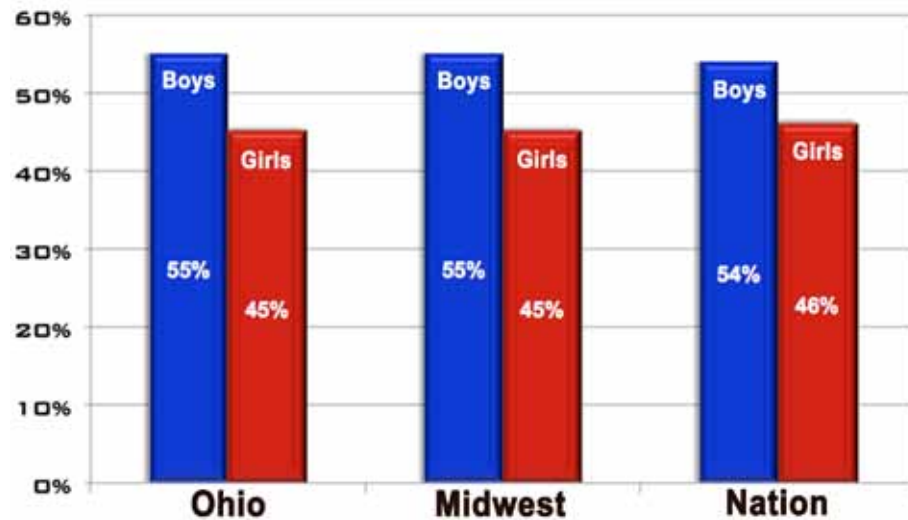


"Giving Back" Continued on Page 15

An Ohio School for the Deaf Student Profile . . .

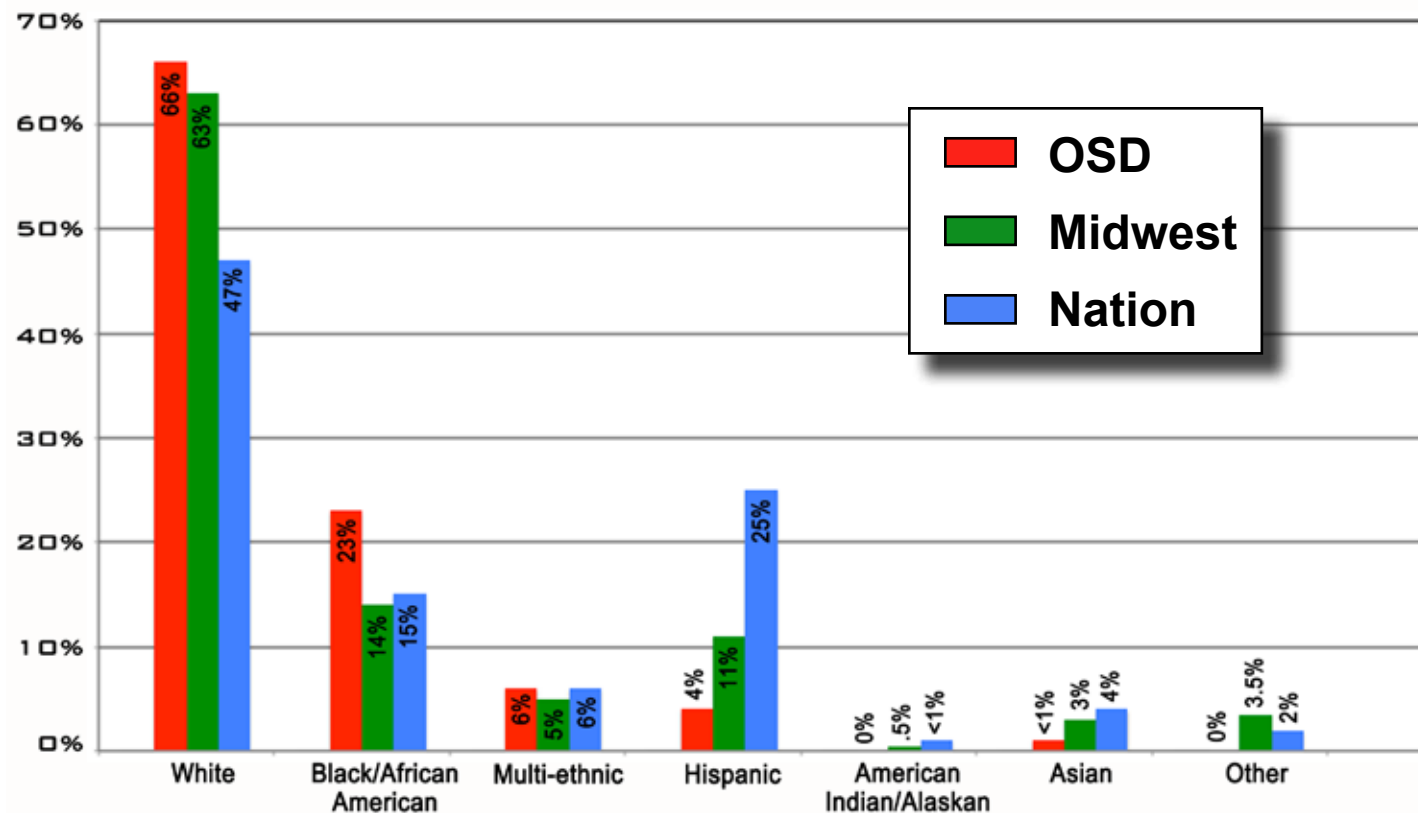
The information below portrays the demographic profile of students at OSD with comparison information for deaf and hard of hearing students in the Midwest region and the nation, as found in the 2009-2010 Regional and National Summary Report of Data from the 2009-10 Annual Survey of Deaf and Hard of Hearing Children and Youth, Washington, DC: GRI, Gallaudet University.

Gender



Based on 2010-2011 student population

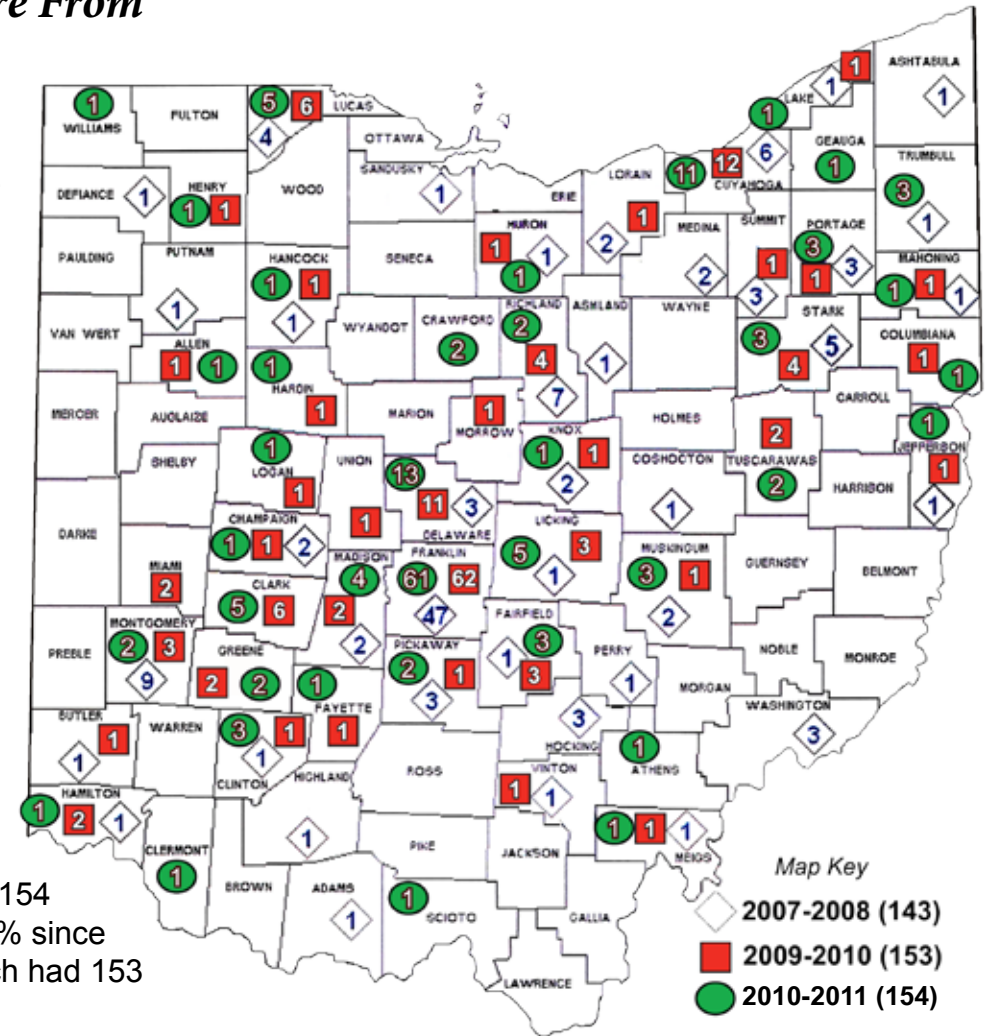
Race/Ethnic Background



Where Our Students Are From

During the 2010-2011 school year, the 123 OSD kindergarten through 4PLUS students came from thirty-nine of Ohio's eighty-eight counties. Franklin County accounted for almost 38% of this elementary through 4PLUS student body.

Adding the students enrolled in the Alice Cogswell Center, the roster count was 154 students. About 40% of the total student body came from Franklin County. Delaware was next with 8%, followed by Cuyahoga County with 7%. Seventy-eight different school districts in Ohio send students to OSD.



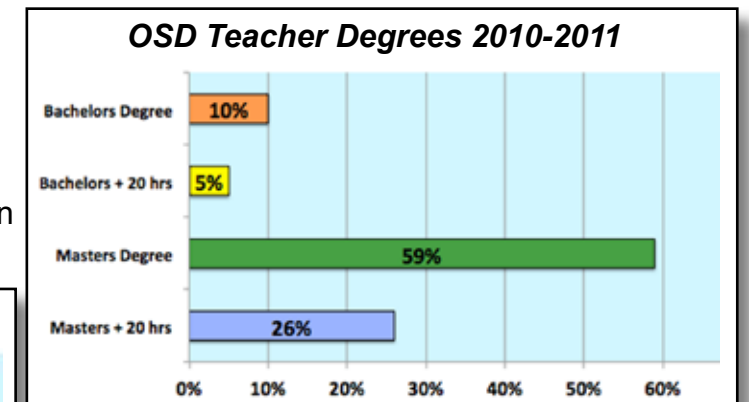
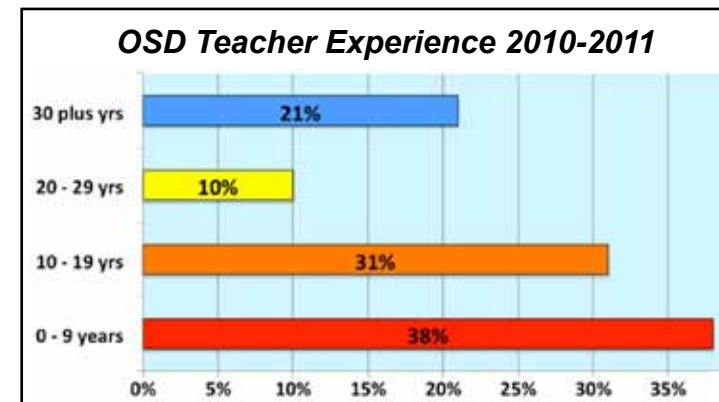
The OSD Student Population

The OSD student population of 154 students has increased about 1% since the 2009-2010 school year which had 153 students.

OSD Teacher Information 2010-2011

OSD is proud of its well-educated and experienced staff. 85% of our teachers hold a Masters Degree or higher. 31% of our teaching staff has 20 or more years of experience in deaf education. Combined, our 39 teachers have over 595 years of experience.

All of OSD's academic teachers are classified as Highly Qualified under the standards set forth in the No Child Left Behind Act. OSD teachers are certified as specialists in the field of deaf education and have a concentration of college coursework



in the subject matter they are assigned to teach. All related services specialists such as counselors, speech language pathologists, audiologists, etc. hold educational and professional licenses in their fields.

Academic Assessment at OSD

The Ohio School for the Deaf stresses the importance of literacy and mathematics in the education of deaf students. National statistics show that deaf and hard of hearing children often graduate from high school reading at the fourth grade level and 50% of them function at the 5th-6th grade level in math. (Traxler, C.B., 2000, Gallaudet Research Institute) Some approaches that encourage literacy skills include a school wide adoption of a standardized approach to teaching English writing skills and using the Accelerated Reader program with elementary through high school students. Assessment tools that help us track individual student progress and which assist teachers in focusing instruction are the Bader Reading Inventory, the Developmental Reading Assessment (DRA), StarMath, and the Annual Writing Assessment (AWA).

Results from the StarMath and Bader Reading Inventory help determine class placements for students in elementary through high school reading and math classes. This approach allows students to learn with peers on similar levels and most students make gains annually in reading and math when compared with the previous year's scores.

The Bader Reading Inventory

OSD uses the Bader Reading Inventory to assess individual student reading growth. Students are tested individually on an annual basis and results are compared with the previous year's results for growth measurement. Reading comprehension results show that most students are showing annual growth in levels used for placement in reading and language instruction. For students who maintain reading instructional levels, most have secondary or tertiary disabilities that impact the learning process. Teachers use the test results to maximize every learning opportunity for the OSD students.

2010-2011 Bader Reading Inventory Increase Levels by Grade

Grade	Increase of .5 or more	Less than .5 increase	Maintained
Elementary	81%	-	19%
Grades 6-8	74%	4%	22%
Freshmen	83%	-	17%
Sophomores	67%	-	33%
Juniors	13%	-	87%
Seniors	67%	-	33%

StarMath Assessment

The Ohio School for the Deaf has been using the StarMath assessment for several years to measure individual student growth annually. Students complete a computerized test with the Math specialist in a 1:1 setting. Deaf and hard of hearing students may face difficulties in learning math due to limited experiences and language and vocabulary deficits. Use of traditional approaches to teaching math often doesn't work for deaf and hard of hearing students. Interactive learning techniques within small groups that promote analyzing and synthesizing information, problem solving using authentic examples, visual and tactile representations, and technology are part of the progressive math curriculum at OSD. This chart shows the average increase in test results over one year.

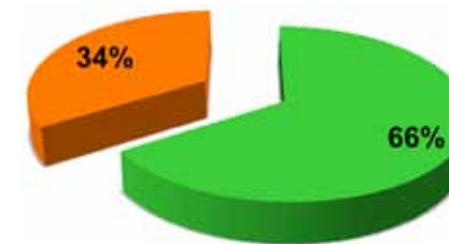
2010-2011 Star Math Assessment Increase Levels by Grade

Grade	Increase of .5 or more	Less than .5 increase	Maintained
Elementary	62%	29%	9%
Middle School	48%	28%	24%
Freshmen	40%	40%	20%
Sophomores	39%	23%	38%
Juniors	25%	50%	25%
Seniors	37%	-	63%

The Annual Writing Analysis (AWA)

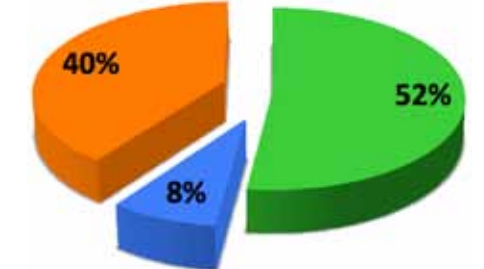
The Annual Writing Analysis is the OSD district assessment for writing skills for students in kindergarten through 8th grade. The AWA determines each student's writing level using the Developer's Writing Assessment (DWA) and The Writing Seven Program which were developed by OSD. The results of students who have been at OSD 12 months or longer are used in the analysis below.

2010-2011 Elementary AWA Progress



- Increased Writing Score 66%
- Maintained Writing Score 0%
- Decreased Writing Score 34%

2010-2011 Middle School AWA Progress

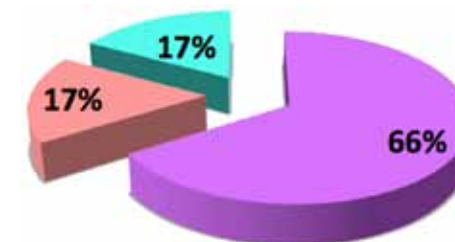


- Increased Writing Score 52%
- Maintained Writing Score 8%
- Decreased Writing Score 40%

Developmental Reading Assessment (DRA2) Grades K-8

OSD administers the Developing Reading Assessment (DRA2) during the first five weeks of each semester for students in kindergarten through 8th grade. DRA2 focuses on word reading fluency, predicting, retelling, and real-life application. The results of students who have been at OSD 12 months or longer are used in the assessments below.

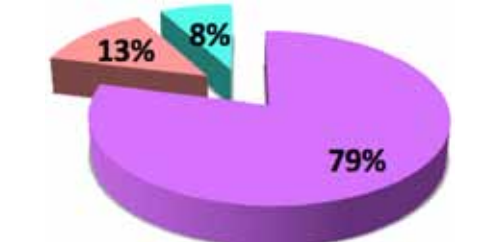
2010-2011 Elementary DRA2 Progress



- Increased Reading Score 66%
- Maintained Reading Score 17%
- Decreased Reading Score 17%

Total number of students assessed: 18

2010-2011 Middle School DRA2 Progress



- Increased Reading Score 79%
- Maintained Reading Score 13%
- Decreased Reading Score 8%

Total number of students assessed: 24

The Alice Cogswell Center

The Alice Cogswell Center (ACC) had 27 children enrolled this school year which included 4 infants, 9 toddlers, and 14 children in the preschool. ACC is licensed under the Ohio Department of Education and is going through the accreditation process with the National Association of the Education of Young Children (NAEYC).

The academic programming for ACC underwent some exciting changes this year with the introduction of Auditory Access. Auditory Access provides speaking and listening opportunities for those children who benefit substantially from amplification. The program allows children to move along a continuum of



services based on their functioning levels in both auditory and visual modes. Parents and staff at ACC look forward to seeing how these changes will promote early learning and literacy for the youngest students. A special learning opportunity at ACC this year was a trip to the Columbus Museum of Art which has a special area geared towards young children with many hands-on activities related to art. ACC students started a Community Garden on the grounds with the help of parents who provided the labor, dug trenches and laid the beds. The children take care of watering, weeding and harvesting and will be eating



some vegetables they planted. There are plans for the children to make handprint ceramic or mosaic tiles to add to the garden.



IVDL Program

The 2010-2011 school year marked the tenth year that OSD has provided American Sign Language (ASL) foreign language instruction to Ohio students using Interactive Video Distance Learning (IVDL). This year, 112 students from 16 school districts learned ASL through IVDL. 13 of the students were deaf or hard of hearing. This is a significant increase from last year's number of 76 students. In April,



the IVDL students came to OSD for a day-long immersion into sign language and Deaf culture. Additional IVDL and video-conferencing opportunities offered to both OSD students and students throughout Ohio included: a cow farm in Texas and a "Mega Deafconference" hosted by the Kentucky School for the Deaf in which both OSD ASL students and IVDL classes participated. 11 schools were involved and four gave presentations on topics related to deafness.

Auditory Access

As the demographics of deafness continue to change, OSD is meeting the needs of the students with auditory access enrolling in our school. Throughout the 2009-10 school year, OSD's Auditory Access Task Force consulted with The Learning Center and Mary Koch to assist in planning for the needs of students who use technology to access spoken language. In the fall of 2010, OSD's Auditory Access program was initiated. Teachers in the preschool and in early elementary grades model spoken English during many parts of the day. Children are engaged in singing and rhyming, alliteration (both visual and auditory) and building foundational skills for phonological development, which helps lead to literacy. Students with varying access are able to move along a continuum of visual and auditory access based on their own individual needs.

Multiple Disability Needs Classrooms

OSD provided services for multiple disability and special needs deaf and hard-of-hearing students during this school year. Classes were set up at Pre-K through high school grade levels to meet the needs of those children. To increase their knowledge of how to best work with special needs students, two teachers attended training in Picture Exchange Communication System (PECS). PEC is designed as an aid for communication with students who have severe cognitive challenges and/or limited expressive language. The system has been used with a variety of ages including preschoolers and school age children who have a wide array of communicative, cognitive and physical difficulties.

OSD Library Provides Reading Support

The OSD library serves students from 6 weeks to age 22. It provides on-going support to student reading instruction including:

- The one-on-one reading program which pairs signing adults with students using the Accelerated Reading Program. This is a collaborative effort among the librarians, teachers and volunteers
- Weekly story time and book related activities for preschool, elementary and some middle school students
- "Read Across America" celebration. This year, Ohio State University football coach, Jim Tressel read to the students on Dr. Seuss's birthday on March 2nd
- After school library hours to provide students with additional literacy time
- Access to Ohiolink through the State Library of Ohio for staff and some students
- An annual Poetry Night in April
- A high school literary lunch
- Elementary and middle school weekly evening book chats
- A summer reading program
- Special activities and story time for OSD's camping program during the summer

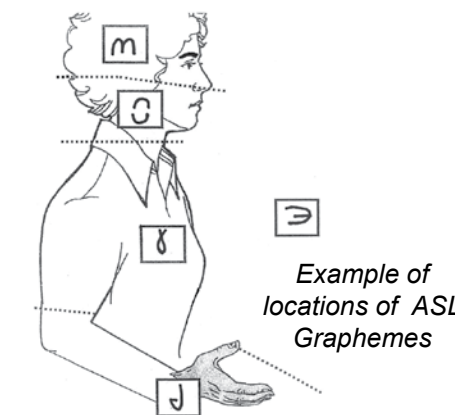
The library is open year-round

to also serve students' families and the general public. The collection of ten thousand books, videos and CDs is available for loan to any citizen of Ohio.



ASL Graphemes

This school year at OSD, some pre-k through middle school students are using ASL Graphemes in the writing process. ASL Graphemes are based on locations, handshapes, and movements of sign language. There are symbols for each location, handshape and movement. Students are encouraged to use ASL Graphemes if they cannot spell either phonetically or with fingerspelling. After the first draft, revision and editing, students are asked to convert their ASL Graphemes into English before final publication of their writing. Data that will compare writing both with and without the use of graphemes is now being collected.



Transition Services

The transition services department at OSD works with students age 14 and older in preparation for life after high school (post secondary training, employment, independent living, and community participation). The transition process begins with the IEP when a student turns 14 and is discussed at the annual IEP meeting.



In collaboration with the student life department, transition trainings are offered after school as well. The evening transition program covers many different topics including budgeting, money skills, nutrition skills, reading recipes, living in the real world skills, time management skills and transition planning.

During the 2010-2011 school year, transition activities included: BVR summer referrals, case management in regards to SSI, assisting students with road driving hours, lessons and testing. Rights and responsibilities training is offered to 18 year old and older high school students. This training focused on the process of requesting an interpreter, how to work with police, signing paperwork and notification of disability.

For students interested in post-secondary education, the Transition Department helped students register for the ACT test, and hosted visits by recruiters from Gallaudet University and National Technical Institute for the Deaf (NTID), assisted students with college applications, and supported students with taking the COMPASS placement test at Columbus State Community College (CSCC) and also with enrolling in the college. COMPASS is a computerized assessment in reading, writing, and math that is part of CSCC's admissions and registration process.

Alumni Follow-up

One method of evaluating the success of OSD's educational programming is to look at the status of one year, three year and five year alumni. These graduates are surveyed to determine the number and percent maintaining gainful employment, training or enrollment in postsecondary education. Results of the follow-up data from the one year, three year and five year alumni are shown in the charts below:

Year	Years After Graduation	Students	College	Training	Work	Job Search	*STFO	Unknown
2009	1	22	9	2	9	0	2	0
			41%	9%	41%		9%	
2007	3	8	1	0	4	2	0	1
			12.50%		50%	25%		12.50%
2005	5	14	3	0	5	2	0	4
			21%		36%	14%		29%

*STFO = still figuring it out

DACC

OSD continues its partnership with the Delaware Area Career Center (DACC) in Delaware, Ohio. For students within Central Ohio, OSD follows what their local school district recommends for career center placement. OSD students enrolled in DACC attend OSD a half day for academics and spend a half day at DACC for career training, supported by ASL interpreters. OSD has a staff liaison to assist students and to ensure a smooth transition. Students earn vocational certification in their area of expertise after the successful completion of each program.

For the 2010-2011 school year, 15 OSD students attended DACC in a variety of areas. This number is an increase of 50% from last school year. Students attended career programs in Equine Science, Teacher Academy, Information Technology, Electronics, Construction Technology, Food Service, Early Childhood Education, Facility Maintenance, Welding and Sheet Metal Fabrication and Automotive Essentials. Four students received completion certificates from the DACC program in May, 2011.



DACC Teacher Academy Graduate

Work Experience Program

The High School students in OSD's Work Experience Program, **S.T.E.P.**, have a variety of work experiences and are also making connections with the local community. Each student in the program is placed into one of four levels after an assessment based on skills, maturity, behavior and abilities. Students can advance into higher levels to experience off campus work in which they can get a better understanding of the world of work, working with co-workers, communicating with the boss, following work rules and being comfortable travelling to and from the work. The **S.T.E.P.** levels are:

Level (S): This is on-campus work that is supervised and modeled by the teachers. Students typically start at this level, depending



on the assessment process, until they become more familiar with the program and the expectations. This also allows the teacher time to get to know the students and their individual interests, skills and abilities. "S" work experiences include: picking up recycling, cleaning the Spartan Fitness Center, gathering and

delivering supplies from the Copy Center, and doing laundry for Student Health Services.

Level (T): This level includes both on and off campus work with teacher supervision. Students who have shown that they have mastered the entry level skills and expectations are in this level.

The work experiences at this level are still in a group setting with the classroom teacher present. "T" level students work mostly on campus, but also have a few off campus work opportunities in which to gain experience while exploring a variety of jobs. Examples of their work experience are recycling, cleaning the Spartan Fitness Center, working at The Center of Science and Industry (COSI), greenhouse work at OSD and helping with the OSD annual plant sale.



Level (E): This is an off campus work experience with the teacher on site. These students have shown that they are able to work independently with limited support from their teacher. The teacher



acts more like a job coach who is present to assist in acquiring new skills on the jobs, but allows the students to show their independence when performing repetitive tasks. Students receive COTA (Columbus bus transit) bus training and then will walk, ride the bus or be driven by their teacher to the

job sites. These students have three or more off campus work sites that include Columbus Colony Elderly Care (CCEC), Volunteers of America, food pantries, and Wesley Glen Retirement Center as well as on campus jobs such as doing copying machine work for teachers.

Level (P): The goal of this level is to lead to an off campus work experience. At this level, students



have shown that they have the interest and ability to work and travel off campus

independently. A teacher job coach trains the students and follows up with the employer and the students to ensure the experience continues to be successful. Many students reach this level prior to graduation and secure employment that they can successfully continue after



graduation independently or through the 4PLUS program. The job experiences this year included work at various OSD departments, Ohio Health Riverside Hospital, and the Karl Road Library.

OSD's 4PLUS Transition Program Gives Students Independence

4PLUS, a program at OSD for high school students who want support transitioning into independence, is open to Ohio deaf or hard of hearing high school students who have completed high school credit requirements, but desire to postpone graduation. These students want extra time and support to achieve their goals for independence and can stay in 4PLUS until they reach age 22. A program is designed to meet each student's own unique needs and continues for one or more years depending on goals and age. In the 2010-2011 school-year, 12 students enrolled in 4PLUS, 4 new students and 8 returning OSD students. 4PLUS uses a team approach that involves the students, their families, 4PLUS teachers, counselors, support agencies, BVR and local school districts. A transition team at OSD supports 4PLUS students with options including: beginning college classes, pursuing technical training at a career center, internships, apprenticeships or a full-time job.

4PLUS support services include assistance/ education with filling out forms for applications, scholarships, resumes, financial aid, opening/



maintaining/ accessing bank accounts, homework and problem-solving. The 4PLUS program has also established apartments on the school's campus to house the 4PLUS students, allowing them to develop independent living skills such as

banking, shopping, budgeting, menu planning and cooking.

4PLUS students live in real independent situations such as self-monitoring bedtime, waking up in time for work, working and cooperating with other people/roommates and planning activities for social time and community development. The opportunity to live and

work responsibly can be challenging for some students and the 4PLUS team assists with those everyday challenges. Empowerment through training, participation and decision-making is essential in the 4PLUS student's success. The 4PLUS program has developed a cohesive foundation of partnerships in the community. Through these partnerships, the 4PLUS students are able to experience work, internships, enhance communication skills and develop a better understanding of work relationships and expectations. Examples of community partners with the 4PLUS include:

- Wesley Glen Retirement Community
- The Ohio School for the Deaf Alumni Assoc.
- Columbus Colony Elderly Care
- Ohio Valley Cable System
- Jack's Aquarium & Pets
- The Ohio School for the Deaf and The Ohio School for the Blind: Maintenance, Business Office, Cafeteria and Childcare Center
- Ohio Health Riverside Hospital
- North Broadway Children's Center
- Center of Science and Industry
- Pets Without Parents
- Otterbein University
- Midwest Photo Exchange
- The Ohio State University
- Cat Welfare
- Knapp Veterinary Hospital
- Karl Road Library

Professional Development

Teachers from each school department at OSD gathered for professional development in several morning sessions during this school year. Topics of the professional development and the months in which they were given are:

- September:* Bullying in Schools
- November:* Focus on Problems and Solutions in Deaf Student's Writing
- February:* Level Writing Projects
- March:* ASL Graphemes
- April:* Videotexting
- May:* The Writing Process and Picture Exchange Communication System (PECS)

Student Life Program

The residential program at OSD, called Student Life, had 62 students who lived in the dorm from Sunday to Friday during the 2010-2011 school year. 14 other students stayed after school and/or slept overnight in the dormitory once a week for socialization and language development purposes. Additionally, 4 students who graduated last year were participating in the 4Plus Program and lived in campus housing units.



Student Life provides students with the opportunity to be exposed to and participate in many activities and events that can help them develop into well-adjusted adults. Divided into elementary, middle school and high school groupings, the residential students learn basic daily living skills and live in home-like dorms. Youth leaders provide educational support and strive to create a positive environment for the students.

Fluent in ASL, the youth leaders nurture language development and communication through natural interaction.

Student Life has several after-school activities that help students develop in many areas, including social, physical, intellectual, communication, emotional and spiritual skills. They have opportunities to participate in both intramural and interscholastic sports.

In football, volleyball, cheerleading and basketball, OSD students compete against both deaf and hearing teams from other schools. Student Life Residential students had the opportunity to participate in a variety of other activities including: recreation center classes, supervised study time, clubs, holiday parties, prom, library visits, field trips, community service projects, Homecoming and Signfest.



Strategic Plan *Continued from Page 16*

Goal two: Deaf and hard of hearing students throughout the state of Ohio will individually demonstrate successful transition from the school environment to postsecondary options, employment and adult life.

Since its beginning in 2007 and including the 2010-2011 school year, the 4PLUS Program has enrolled a total of 31 students. Cumulative data results show that upon completion of the 4PLUS Program, 26 % of those students found employment; 10% were offered employment but declined; 10% entered college; 25% had opportunities with adult agencies and 29% went on to further career training.

The transition department documents the status of one year, three year and five year OSD alumni. The follow-up chart of the classes of 2009, 2007 and 2005 includes these categories: college, training, work, job search, Stfo(still figuring it out) and unknown. The Alumni Follow-Up chart is on page 8 of this report.

Goal Three: OSD will support a wide variety of educational programs and philosophies to meet the needs of deaf and hard of hearing student throughout Ohio.

2011 was the tenth year that OSD has provided American Sign Language (ASL) foreign language instruction to Ohio students using Interactive Video Distance Learning (IVDL). OSD IVDL program had students 112 enrolled from 16 school districts. 13 deaf students were in the IVDL program. OSD staff continued its focus on auditory access for those students who can benefit with this approach in the classroom. Plans were implemented for better accommodating those students with spoken language/ listening needs. During the week, OSD provides 3 skill levels of sign language classes for parents and families at the school.

OSD Athletic Programs

Sports are an important part of the life of students at OSD. OSD student athletes participated in competitions with other residential schools for the deaf as well as local public schools and recreation centers. The OSD Spartans had an active sports season in 2010-2011 with students participating in football, volleyball, girls basketball, high school and middle school boys basketball, boys softball, girls softball, cheerleading and elementary soccer.



Football

The football team played against all deaf school teams from Georgia, Wisconsin, Michigan, Tennessee, Arkansas, Missouri and North Carolina. The team did not play local teams because there were no other eight-man football school teams in Ohio. 14 boys including 3 middle school students played Varsity football. The 2010 football record was four wins and three losses. Walter Watts was the football team head coach and his two assistant coaches were Calvin Colagar and Tom Williamson.



Volleyball



The volleyball team had 13 girls including 2 Middle School students. In regular season, the team had 15 wins and 11 losses. The girls played against hearing teams during the regular season and also traveled with the football team on some weekends to play against deaf school teams. Dawn Johnson was the head coach of the volleyball team and she was assisted by Abbie DeMattei.

In tournament play, the volleyball team earned honors. At CSSD, which was held in Columbus in September, the Spartans were crowned the 2010 Volleyball Champions and two players were named in the CSSD All-Tournament Team. The volleyball team traveled to Riverside, California for the Spikeout Tournament in October. Deaf teams came from all over the United States to play in this national competition.

Girls Basketball

The girls basketball team had 9 girls including 1 Middle School student. The girls played against both deaf and hearing school teams in the regular season. At CSSD, which was held at Michigan, the OSD girls team came in third place. Two of the team members were chosen as All-Stars. The team head coach was Roberta Joseph and her assistant coach was Kristy Penny. The team ended the season with 9 wins and 7 losses.



Boys Basketball

The boys basketball team had 11 players. The team played against both deaf and hearing school teams in the regular season. OSD placed third in the CSSD tournament held at Michigan and had one All-Star. At the Kentucky Classic, OSD placed 2nd. The basketball team's season ended with 8 wins and 11 losses. Kim Sutton was the head coach and he was assisted by Sammy Taylor.

Girls Softball

The girls softball team played 5 games. The team won both games in a double header with Western Pennsylvania School for the Deaf and the overall record was 3 wins and 2 losses. Kristy Penny was the girls softball coach for the 2011 season and she was assisted by Tom Parker.

Boys Softball

The boys softball team played 4 games. The team lost the first game of the double header to Western Pennsylvania School for the Deaf (WPSD), but won the second game 20 to 5. The boys swept a doubleheader against WPSD in Pittsburgh, winning 4 to 2 in the first game and then 12 to 10 in the second game. The team's overall record stood at 3 wins and 1 loss. Head coach for the team was Edwin Miller and Tom Parker was the assistant coach.

Cheerleading

The cheerleading squad had three high school girls and five middle school girls. The team cheered at 4 home games. During the season, the girls learned 13 sideline cheers and two floor cheers and worked on cheerleading jumps, arm positions and cheers on the sidelines. Bobbi Colatruglio coached the cheerleading squad.



Middle School Basketball

Our Middle School Basketball team played some other school teams as well as participated in the recreation basketball league. The basketball team was coached by Dawn Johnson. The Middle School record for the basketball season was 2 wins and 10 losses.



Elementary Soccer

The co-ed soccer team with 8 to 9 year-old elementary students played six games in the fall and six games in the spring. The team, which participated in the soccer league at Woodward Park, was coached by Edwin Miller.

Academic Bowl National Appearance

The 15th Annual Gallaudet University National Academic Bowl for Deaf and Hard of Hearing High School Students was held on March 4-8, 2011 in Washington, D.C. The tournament is conducted



entirely in American Sign Language with questions and answers presented using visual presentation technologies. Teams compete by reading questions and submitting written answers using a lockout system with flashing lights.

Of the three Ohio teams playing in the tournament, OSD was the only team to advance from the preliminary competition to the national tournament held at Gallaudet. This year's competition format consolidated the five regional tournaments into the national one. 79 teams from all over the United States including Alaska and Hawaii were divided into 8 pools of 9-10 teams. The top four finishers in each pool went on to compete in the National competition of 32 teams. The OSD Spartans were proud to make it into the top 32 but were eliminated from further competition during the Nationals.

Summer Programs

OSD offered three summer learning opportunities during the summer: The Alice Cogswell Center (ACC) hosted an annual Summer Sign Camp for children who are deaf, hard of hearing and hearing, ages 6 weeks to 10 years. The camp offers swimming and field trips for the preschool and school age children, wading pool fun for the younger campers, weekly theme activities and library time, arts and crafts, and ASL story tellers. Summer Sign Camp is in an immersion environment using American Sign Language. Teacher aides from the year-round ACC educational program run all the camp activities.



In partnership with Advantage Driver Training in Columbus, OSD offered deaf and hard of hearing students 15 ½ years or older the opportunity to participate in Driver Education School for two weeks in June. Students are taught by a certified driving instructor and have 24 hours of class time. Those with their temporary permits will have 8 hours of "in car" driving time with the instructor. OSD interpreters are utilized and afternoon tutoring is provided to reinforce and clarify concepts taught in class. Students can stay in

Give Me Five Program Proven Successful

The Give Me 5 program, which began at OSD in 2007, fosters a school climate that helps students feel supported and appreciated. The Give Me 5 principles for students and staff members are:

Be . . .

- Ready
- Respectful
- Responsible
- Safe
- Aware



OSD has collected feedback from staff, parents and agencies in order to track the effectiveness of Give Me 5. Data from 2007 to 2009 shows a decrease in student high risk behaviors since the program began and also a drop in the number of students who require a little extra support to manage their behavior. There is a significant increase in the number of students whose behavioral needs are met with Give Me 5 with no additional intervention.



DWAVE, Deaf Women Against Violence Everywhere, educates deaf students about personal safety issues. In 2010, OSD signed a Memorandum of Understanding with DWAVE to allow the organization's Sexual Violence Prevention and Education Coordinator to come to OSD and facilitate workshops with OSD students around topics related to preventing sexual and relationship violence (teen dating violence).

The DWAVE representative is responsible for helping OSD keep its policies and practices up to date related to House Bill 19. This law requires schools to address teen dating violence and also supports OSD's bullying prevention efforts. The Give Me Five program is used in the DWAVE approach when working with OSD students to build consistency across connections.

Guidance & Support

OSD had two mental health counselors on staff providing counseling and crisis intervention support to students during the 2010-2011 school year. The counselors focused on individual student counseling and were involved in several consultations, IEP meetings, group counseling sessions and crisis intervention. Family counseling was also available to students and their families. Below is a list services provided and the approximate percentage of time given to each during the 2010-2011 school year.

Individual Sessions	35%
Family Contacts	26%
Case Management	22%
Crisis Intervention	10%
Team and IEP meetings	6%
New Student check-ins	1%

In the past year, the counselors provided 6 group sessions to 5 different classes. The topics of the sessions included appropriate social skills, teamwork and conflict management, and boundaries and body safety.



"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself." Bullying can take many forms, such as hitting, verbal harassment, spreading false rumors, not letting someone be a part of the group, and sending nasty messages on a cell phone or over the internet. Effects of bullying include: lower self-esteem, depression and anxiety, absenteeism and lowered school achievement, thoughts of suicide and illness. During this school year, OSD implemented the Olweus Bullying Prevention Program (OBPP). The goals of OBPP are to reduce existing bullying problems among students; to prevent the development of new bullying problems and to achieve better peer relations at school. OSD actively involves students, staff and parents in the bullying prevention program which deals with bullying. Several Bullying and Healthy Relationship sessions were held during the school year in small group settings in POD homerooms, and in all school meetings and assemblies. The harm of bullying was the theme in a March high school Drama Club play. Students completed an Olweus survey in the spring. Results will compare students' opinions about bullying to the survey they completed before OBPP was implemented at OSD.

Giving Back Continued from Page 1

During the week of May 16, Elementary students and staff hosted the 3rd Annual Alex's Lemonade Stand and sold lemonade every afternoon in front of Panera Bread.



Alex's Lemonade Stand is a foundation which evolved from a young cancer patient's front yard lemonade stand to become a nationwide fundraising movement to find a cure for childhood cancer. OSD has earned over \$2811 for the organization since 2009. In the Alex's Lemonade Stand



annual report, OSD was mentioned as an inspiring example of volunteering as a school.

The Middle School department volunteered at the Columbus Colony Elderly Care (CCEC) facility twice during the school year. Students prepared materials for games and crafts and brought them to interact with the CCEC residents at the Holiday Fun Day in December. In April, Middle School students and staff facilitated Spring Fun Day at CCEC with more activities for the residents to enjoy.

The High School department participated in two volunteer experiences. In December, 50 students and 17 staff members joined the Salvation Army Christmas Cheer program. They unloaded and sorted clothing and toys in preparation for the distribution of Christmas Cheer bundles to families that came to the Ohio State Fairgrounds to pick them up.

In May, students and staff volunteered at Mid Ohio Food Bank (MOFB). Students prepared food boxes for the elderly. While working on an assembly line project, they made care packages for senior citizens.



Summer Programs Continued from Page 13

the OSD dormitories and eat in the cafeteria. Evening activities such as going to baseball games, restaurants, recreation centers and the mall are provided.



OSD held a Family Learning Enrichment at the Columbus Zoo on Saturday, June 11 from 10:00 am to 4:00 pm. The event is for parents of deaf and hard of hearing children and those attending can participate in two workshops: "Top 10 Ways to Raise a Psychologically Healthy Deaf Child" presented by Lisa A, Marshall, Ph.D. and "Communication Plan - How to assist the

IEP Team with addressing your child's communication needs" presented by Sara Kennedy of National Hands and Voices. While the parents attend the workshops, children were cared for by qualified childcare workers and had zoo related activities.

Dr. Corbett Continued from Page 1

and other technology into the school building and dormitories. Under his supervision, OSD began the model preschool program (Alice Cogswell Child Development Center) focused on using American Sign Language to provide instruction, developed the Outreach Center to support deaf and hard of hearing students in Ohio public schools, and a Bilingual Bicultural approach to education. Dr. Corbett has been the driving force behind construction of new dormitories and a K-12 school building, which are slated to open in 2012 and 2014, respectively.



Throughout his years as Superintendent, he has promoted hiring of Deaf role models for students, Deaf awareness activities, the annual Holiday Signfest performance, and school improvement based on strategic planning and accreditation processes.



New School Update

The new dormitories at OSD should be completed by Spring, 2012. Although the outside buildings are all up, the interiors of the dormitories still need to be finished before the students can move into them. After the disappointing bids for the school building construction during the 2010-2011 school year, adjustments had to be made to the academic buildings plans in order to come within the state's budget allotment. After assuring that the changes impact the students as little as possible, those who made the revised school plan put it out to bid. The new plan was approved by the state and work is expected to start on the new school in Spring, 2012. It should take approximately eighteen months for construction on the new school to be completed and hopefully it will be ready by the beginning of the 2013-2014 school year.



2008-2012 Strategic Plan Results

The 2008-2012 Strategic Plan outcomes, student, staff, parent and community survey results and the NCA / AdvancED accreditation team findings will form the basis for the goals of the 2012-2016 Strategic Plan. During the 2010-2011 school years, OSD continued its progress toward achieving the goals set forth by the 2008-2012 strategic planning committee.

Goal one: Students will demonstrate one year's growth in reading, writing and mathematics levels as measured on an annual basis.

Yearly evaluations in reading, writing and mathematics for all OSD students are an important component of each student's IEP meeting goals. A review of 2008 to 2011 annual test scores shows some students are averaging one year's growth in reading, mathematics and/or writing and that most students have some growth on their annual assessments. OSD provides intervention tools for students who have not made adequate yearly progress.

"Strategic Plan" Continued on Page 11

OSD Accreditation

OSD has proudly earned continuous accreditation for educational quality and continuous improvement by the North Central Association Commission on Accreditation and School Improvement (NCA) since the year 2000. NCA, which is part of the worldwide accreditation organization and parent company, AdvancEd, is dedicated to advancing excellence in education.



The accreditation process, based on a five-year term accreditation, is an ongoing process of meeting NCA quality standards, engaging in continuous improvement and demonstrating quality assurance. OSD will have a Quality Assurance Review (QAR) in May, 2012. During the 2011-2012 school year, OSD will be gathering evidence and documentation and assessing the educational and school improvement process and OSD's alignment with the NCA standards of quality. During the QAR visit, an NCA external review team will recognize strength areas in the OSD program and will suggest opportunities for improvement.

