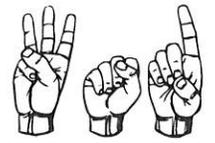




Between Us...



... a monthly communication newsletter with and for our parents.

April 24, 2015 Vol. 33, No. 05

Dates Of Special Interest

<u>May</u>	
1	Parent Teacher Conferences Student departure day
Sat. 2	Prom
3	Students return PM
8	Student departure day
10	Students return PM
15	Student departure day
17	Students return PM
22	Student departure day
Mon. 25	Students return PM
29	Student departure day
31	Students return PM



<u>June</u>	
5	4 th quarter ends Student departure day
7	Students return PM
Wed. 10	9 AM Elem awards/graduation 1 PM HS awards
Thurs. 11	9 AM MS awards/graduation 1 PM Class of 2015 graduation Student departure day (watch for times)



Message from the Director



Alex H. Slappey

Retirement
Time to Go

Recently I reached the decision that it was time for me to step down as WESP-DHH Director. This was not an easy decision as I love the program, the students, and the staff who work for WESP-DHH.

I'm blessed to have spent 36 years at WSD & WESP-DHH. I've had a wonderful experience and have been very fortunate to work with the excellent staff at WSD, WESP-DHH, and DPI.

“When you stop lying about your age and start lying around the house...
You know you're retired!”

Unknown

I've also had the pleasure of working with a great many wonderful parents and staff from the local education agencies in Wisconsin. I wouldn't trade these experiences for anything as they have made me a richer and wiser person.

Although I'm a born and bred Georgia Cracker I love Wisconsin and have no plans to move. The quality of life and the wonderful Wisconsin people have made me plant deep roots in this state.

Directors Message cont.

“The down side of retirement...
Is having to drink coffee on your own time.”

Unknown

I have included information below on the process which will be used to find a new Director of WESP-DHH. Let me stress that it has been a pleasure to serve you and the State of Wisconsin for 36 years.

WESP-DHH DIRECTOR SELECTION PROCESS

WESP-DHH, which includes WSD and the Statewide Outreach Program, is in the process of selecting a new Director as Alex Slappey, the current Director, will retire on June 12, 2015.

To ensure a qualified and capable replacement, the Department of Public Instruction (DPI) will conduct a nation-wide search for a new Director. Announcements will be sent with descriptions of the knowledge, skills, and abilities.

After a period of time a DPI ratings panel will screen all applicants to determine those candidates who meet the required qualifications. Qualified applicants will then be certified for the interview process.

The selection process will involve three groups. A DPI interview panel consisting of DPI administrators will interview the candidates initially. A second interview will then be conducted by the WESP-DHH administrative team followed by an opportunity for a team made up of representatives of WSD alumni, WESP-DHH staff, WSD parents, and the Wisconsin Deaf Community to meet with the candidates. DPI may conduct follow-up interviews if deemed necessary.

DPI expects to be able to fill the Directors' position prior to the beginning of the 2015 fall term. DPI is committed to hiring the highest qualified candidate possible.

Recruitment Q & A

What role will this person play?

This position is for the WESP-DHH Director, who oversees both the Wisconsin School for the Deaf and the Statewide Outreach Program.

Will the new person support the bilingual-bicultural philosophy of WSD?

DPI is committed to hiring an individual that supports WSD as a school that provides English and ASL as an educational and learning tool, as well as a way for our students and staff to communicate in the classroom and with each other. This person will also continue to support the Statewide Outreach Program in all of their endeavors, the same way it always has been supported.

What about the Long Range Plan?

The Long Range Plan is a working document that will be ever-changing. It has been developed and will be managed by the entire WESP-DHH Administrative team. The WESP-DHH Director is a member of that team, and WESP-DHH is committed to continuing to improve our services using this Long Range Plan as a guide for our future.

How can the Deaf community show their presence?

DPI welcomes organized, constructive, and positive ways in which to voice your opinions. The Wisconsin School for the Deaf Parent-Staff Association is an outlet for parents to voice their concerns about the process. The Wisconsin School for the Deaf Alumni Association provides Alumni with the same support, and the Wisconsin School for the Deaf Foundation provides support for community members. Consulting with these and other organizations for the Deaf is the best option for channeling your feedback, as they have direct communication with WESP and DPI administration.

How will DPI keep us informed?

In compliance with the law, and to keep the confidentiality of the applicants, DPI will not disclose the names of the individuals who have applied or are certified for the first round of the interview phase of the recruitment process. These candidates will also be shared with WESP-DHH administration and with the Deaf community/Alumni/Parent group. The candidate chosen by those three rounds of the process will be shared with the public.

The PROGRESS of the selection process WILL be shared with the public, via video that will be posted on our WESP-DHH Website (<http://www.wesp-dhh.wi.gov/>), Outreach Facebook page

Directors Message cont.

(www.facebook.com/WisDPI.WESPDHH), and WSD Facebook page

(www.facebook.com/WisDPI.WSD). Be sure to check these websites for updates.

When do you expect interviews to be?

We hope to be able to start the selection process by mid May. However, the exact dates depend on several factors, including the availability of our interview teams and of the applicants.

Who will be choosing the 3rd round participants?

The participants for the selection process have not been finalized as of yet. Individuals have been selected by DPI and WSD administration, and represent a variety of WESP-DHH stakeholder groups, including parents, Deaf community members, alumni, and leaders in the field of Deaf and Hard of Hearing.

What if they hire someone that is hearing?

The top priority of DPI and WESP-DHH in this process is to choose a leader that is knowledgeable about all aspects of the deaf and hard of hearing field, someone who is able to work with diverse groups, and above all, who will support WSD and the Statewide Outreach Program in every way. We assure you that although there IS a possibility of that person being hearing, you can be certain that the individual chosen will be the most qualified option for our program.

What if, after hiring the new Director, they are found unsatisfactory?

The person selected as the WESP-DHH Director will have a 2 year probationary period, where they will be evaluated on their performance. If their performance is found unsatisfactory, there are measures in place to offer mentorship, feedback, or to impose corrective action if necessary.

Who can I contact if I have questions/concerns?

We encourage you to contact organizations for the deaf outlined above for any concerns you may have. For other reasons of contact, please email maria.rivera@dpi.wi.gov

WSD Birthdays

May

12 Tyler Burckhardt

June

3 Emily Koehn

7 Molly Bracken

Mia Eldred

10 Malia Christenson

27 Thomas Robertson



SEE



LATER

2014-2015 WINTER SPORTS AWARDS

March 23, 2015

Welcome - Matthew Eby, Athletic Director

Middle School Girls' Basketball Awards –
Shannon Simon & Christopher Rawlings &
Michelle Johnson

Middle School Boys' Basketball Awards –
Darrick DuBois & Steven Healy

Academic Bowl Awards - Susan Dupor
Special Olympic Awards –

Rene Ambrose & Ron Corrigan
Varsity Girls' Basketball Awards –

Matthew Eby & De Drymalski
Varsity Boys' Basketball Awards –

Michael Eldred & Troy Truelove

SPECIAL RECOGNITIONS:

ACADEMIC BOWL

Firebirds Plaques

Sportsmanship Award: Teresa Baumgartner

Most Valuable Plyer: Lyssa Matsche

Most Attendance Award: Katelyn Miller &
Malia Christenson

SPECIAL OLYMPICS SNOWSHOE

Darion Henderson 5th place

Naomi Cinefro 4th place

Jenny Hogan 1st place

SPECIAL OLYMPICS BASKETBALL

Firebirds Plaques:

Senior Awards: Brandaun Carter &
Charly Fleege

Coachable Award: Darion Henderson

VARSITY BOY'S BASKETBALL

Season Record (8-11)

ITC Conference Record 3-7)

Firebirds Plaques:

Coaches' Appreciation Award: Damon Hopp

Most Outstanding Player: Jerome Payne

Most Improved Player: Perles Payne

Damon Hopp:

GPSD All-Tournament, ITC All Conference 1st
Team, National Deaf Intercollegiate Athletic
Association (NDIAA) Honorable Mention, Selected
USADB HS All-Star

Jerome Payne:

GPSD All-Tournament, ITC All-Conference 1st
Team National Deaf Intercollegiate Athletic
Association (NDIAA) First Team All-American

VARSITY GIRLS' BASKETBALL

Season Record (3-14)

ITC Conference Record (0-8)

Firebirds Plaques:

Coaches' Appreciation: Madison Conine

All Around Athlete: Katelyn Miller

Most Valuable Player: Alaqua Cox

Alaqua Cox:

GPSD All-Tournament, ITC All-Conference 1st
Team, National Deaf Intercollegiate Athletic
Association (NDIAA) Honorable Mention

WISCONSIN SCHOOL FOR THE DEAF

Firebirds

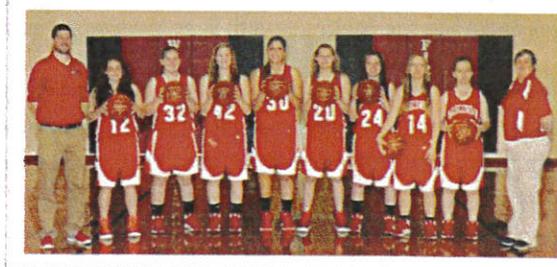


This past winter, the WSD Firebirds winter sports have produced another successful season. Firebirds student-athletes were honored and recognized for their athletic accomplishments during the Winter Athletic Awards on March 23, 2015. (Attached to this is the recognition list)



Last February, the WSD Boys and Girls basketball teams traveled to Iowa School for the Deaf for their annual Great Plains Schools for the Deaf Basketball Tournament. The Firebirds boys' team finished second place (team picture on the left). The boy's team ended the season strong with 8-11 record.

The WSD girls' had their rebuilding year, the girls shown much improvement from the beginning to the end of the season. They won the last game of the season to improve to a 3-14 record. Coach Eby was proud of team's consistence being positive on and off court.



Alaqua Cox, Jerome Payne and Damon Hopp was selected GPSD All-Star. (See picture on the left) Three athletes also was named National Deaf Interscholastic Athletic Association (NDIAA) All-Americans. The WSD teams are looking forward to next year.



Congratulations to Damon Hopp on being selected to compete in the United States of America Deaf Basketball (USADB) High School All-Star basketball game this past weekend in Oakland, CA. What an amazing opportunity! (pictured with A.D. Matthew Eby on the left)

Three WSD the State Winter last weekend of Henderson and before the

They were patient walking, running and falling in On Saturday January 31st, each athlete was put into clock for time trials. The weather was great and the there was a nice dinner and a dance for all the divisions were determined and the actual races and there were a few snow flurries. The athletes patiently waited for their divisions to be called. They each sprinted to the finish line and represented WSD well. Jenny placed 1st and won the gold in her division for the 100m dash. Naomi placed 4th in her division for the 50m dash and Darion placed 5th in her division for the 50m dash. (Pictures on the right) The WSD snowshoe team had a great season and we look forward to next year.



Special Olympic athletes attended Games in Wausau, Wisconsin the January. Naomi Cinefro, Darion Jenny Hogan practiced for a month competition two times a week. the snow on very, very cold days. a division and raced against the day went quickly. In the evening, athletes. On Sunday morning, new began. Sunday was much colder



The WSD Special Olympic team basketball season has come and gone and it was a growing year for the Firebirds. Several key players had graduated and even though there was a core group of returnees, some holes needed to be filled. Middle schoolers Chloe Goetsch, Anthony Bole, and Jon Post stepped up along with Christopher Fitzgerald from 5th grade. High schoolers: Naomi Cinefro, Andy Coppola, and Jenny Hogan brought some experience to the team. The STAR program's Brandaun Carter and Darion Henderson were the senior leaders of the team and showed good sportsmanship and leadership throughout the season. The Firebirds started with a tough loss but got hot with wins over Shepards Purple and Shepards Orange, Lakeland Lightning, and Janesville Swishers. Come tournament time, the

WISCONSIN SCHOOL FOR THE DEAF Firebirds



Firebirds ran into some much taller and stronger teams and lost the last game by one point to Lakeland Lightning. The season ended with a 4-3 won/loss record and each of the players gained some valuable experience for next season. Way to go Firebirds and keep dribbling and shooting during the summer.

The WSD Special Olympic skills basketball team worked hard on dribbling, passing and shooting for the area competition at Badger High School in Lake Geneva on February 21st. Practicing throughout the month of January and February, Charly Fleege, Roberto Gonzalez and Julian Ortiz honed their skills. Charly was the lone representative for WSD at the area competition and she placed 3rd in her division earning her a trip to the State Indoor Games at the University of Wisconsin Oshkosh. Unfortunately, Charly was unable to attend the state games. Charly has represented WSD well for several years as a Special Olympic athlete and we wish her well and hope she continues with Special Olympics as she leaves WSD in June

The 2014-15 Middle School Lady Firebirds B Team was a tremendous group of young ladies who met each challenge and expectation brought on to them with motivation every day. They were faced with new routines and schemes a new coach threw at them. But in the end, they were always out there working hard because it became obvious they trusted us as their coaches in making them better basketball players. There was limited time to get enough repetitions in to fully understand how to work the new schemes that were needed to challenge their opponents and give them the needed skills necessary to be successful at the game, as they get older. The B team showed improvement in all areas of their game. They were able to develop a transition game and recognize opponent's strengths and weakness, and respond to them appropriately. It became understood that winning was not the only goal for this team. The first step was making right decisions and working hard. There just wasn't enough repetitions or time to fully get there, but these athletes took every opportunity they had to get better. Every student-athlete came a long way from the very first day of practice. I, as a coach can't be more proud of each and every one of these young stars.



Middle School Boys' team had their rebuilding season with several key players that entered to high school from last year. The eighth graders led the Firebirds in team' points and all other categories. They will be ready for high school next year. The boys also finished 4th at the WSD's tip-off basketball tournament last November. The coaches' statement about the team was that the coaches are very proud of the middle school boys' basketball team because they were working hard and trying their best! Winning or losing were not important to them. They wanted to improve and developed their basketball skills.

Spring is here which means Track & Field. WSD' varsity teams will be attending to Berg & Seeger Track & Field Classic in Kentucky and Great Plains School for the Deaf Track & Field Championships in Arkansas. Both Track & Field competitions will be filled with energetic and dedicated athletes and will get a great benefits from interacting with other deaf students-athletes.

Please be sure to continue FOLLOW US on Twitter and Instagram for the latest scores, news and information at [#WSDeafAthletics](#). Also LIKE on our Wisconsin School for the Deaf Facebook page! If you already did, thank you for your support!

Best regards,

Matthew Eby, Athletic Director



FIREBIRDS 5K RUN/WALK



WISCONSIN SCHOOL FOR THE DEAF
Inaugural Walk/Run to benefit Special Olympics & Wellness
309 WEST WALWORTH AVE.
DELAVAN, WI 53115

The Wisconsin School for the Deaf's wellness committee will be hosting their first 5k walk/run on Saturday May 30, 2015. Funds raised from this event will benefit the Wisconsin School for the Deaf's Special Olympics teams, as well as future community and campus wellness initiatives. The purpose of this event is to introduce the Delavan and the surrounding neighborhoods to WSD's amazing students, staff, and community, while making a difference in the lives of our Special Olympic athletes. We hope this event will foster future collaborations, encourage healthy habits, and create lasting memories.

Wisconsin School for the Deaf is a residential school for students who are deaf or hard of hearing from throughout the state of Wisconsin. WSD operates under the direction of the Wisconsin Department of Public Instruction and provides educational services for deaf and hard of hearing students ages 3 to 21.

FIREBIRDS 5K RUN/WALK



WISCONSIN SCHOOL FOR THE DEAF
Inaugural Walk/Run to benefit Special Olympics & Wellness
309 WEST WALWORTH AVE.

DELAVAN, WI 53115

CONTACT PERSON:

DIANE NELSON WELLNESS COMMITTEE CHAIR

diane.nelson@wsd.k12.wi.us

Saturday May 30 2015

8:00 am Registration

8:30 am Warm-up

8:45 am Start time

Offered at \$25 pre-reg. /\$35 after May 16, 2015- mail in or drop off payment.
Cash or check only made out to WSD please.

REGISTRATION FORM

Name: _____

Address: _____

Phone: _____

Male: ___ Female: ___

Participants: Adults _____

Children 6-12 yrs _____

(no shirts)

Children under 5 yrs. _____

(no shirts)

Adult shirt size: XS S M L XL
XXL XXXL

- 1st, 2nd and 3rd place awards for male/female.
- Kids under 5 yrs. are free with paid adult.
- Kids 6-12 yrs. are \$5 with paid adult.
- No pets please.
- T-shirts are not available for kids.
- Fee includes t-shirt for adults and goodie bag if pre-registered.

24 Ideas for Instilling Manners in Children

By Leah Davies, M.Ed.

Many adults agree that a lack of manners in children is a growing problem in our society. Parents are partly to blame if they ignore their children's rude behaviors. Some parents demonstrate poor sportsmanship, display inconsiderate attitudes and blame educators for their child's problems. Disrespectful conduct portrayed in the media is also at fault.

Educators can play an important role in children's development by demonstrating basic civility. Modeling a respectful attitude and requiring students to be considerate of the rights and feelings of others help create a cooperative learning environment. When people treat others with respect, they feel better about themselves and develop self-confidence. When educators model courtesy, children can learn to be considerate of others.

What else can educators do to instill manners in children?

1. When possible, greet each child as they enter the classroom. Also, send best wishes with them at the end of the day.
2. Take pleasure in being their teacher, so that the children feel valued.
3. Have children name examples of good manners and list them on the board. Then have them identify examples of rude behavior. Divide the children into groups to make posters illustrating desirable and undesirable behaviors. These can be hung on the wall to remind children of appropriate conduct.
4. Discuss socially acceptable behaviors. Read the *Kelly Bear Behavior* book or other books that discuss appropriate conduct.

5. Teach, model, and post a respectful vocabulary such as "Please," "Thank You," "You're Welcome," "I'm sorry," "Excuse me," "I like the way you ..." "May I?" Have students add to the list.

6. Call attention to the harm that thoughtless, unkind words and actions can cause.

7. Teach students to stand up for themselves and others if they are called derogatory names.

8. Assert that any form of bullying including gossiping, excluding, and aggression is unacceptable.

9. Stress the importance of treating others the way you would like to be treated. Help them learn to empathize with others by reading books such as ***Kelly Bear Feelings***.

10. Use role plays and/or puppets to reinforce positive behaviors.

11. Have the children practice a manner each week or month; for example, raise their hands to receive permission to speak. Role-play it, reinforce it, and review the last manner before adding a new one.

12. Acknowledge students when you see them acting in a kind or helpful manner by describing the specific behavior you observed

13. Have a bulletin board that promotes manners. When you observe a child being especially courteous, write down the action on a colorful card with the student's name at the top and post it. Have students observe good manners in others, write down what they saw on a card, and add it to the board.

14. Take pictures of children using good manners, have the students add text, and make a PowerPoint presentation for children in lower grades or parents to view.

15. Have the children write, illustrate, and publish a book on manners. Students might work in groups to brainstorm situations. They could create questions for each page with several answer choices.

For example, a child grabbed another child's pencil. Possible choices:

- a. Grab it back.
- b. Scream, "Stop!"
- c. Say, "That is my pencil and I need it back. Please give it to me."

16. Have the children create a song, poem or play about manners.

17. Help establish a school-wide "Good Manners Program" to include all subject areas. A music teacher could teach songs about manners. An art teacher could have the children make posters depicting manners. A physical education teacher could play games where children introduce themselves to each other, and a classroom teacher could have the students write thank you notes to adult classroom helpers, cafeteria workers, bus drivers, custodians, etc.

18. Advise children of behavioral expectations. Classroom rules you may want to use:

- Be respectful.
- Be responsible.
- Be kind.
- Be safe.
- Listen and follow directions.
- Do your best.

19. Depending on the age of the children, decide on the rules together with your students. Discuss what needs to happen in the

classroom for everyone to be able to learn. Write the student's suggestions on large chart and hang it in the room. The students could also help you define consequences for inappropriate behaviors.

20. During work time, establish a classroom non-verbal signal to warn an individual student of inappropriate behavior. Stare at the child, and if necessary call out his or her name and then use your signal. For example, hold your hand up in the stop position, lower your hand, or put your thumb down. Or, touch a student gently on the shoulder as a reminder of appropriate behavior. If the child does not stop, administer a consequence.

Students **interrupting** a teacher are a problem in many classrooms. The following are some ideas concerning this behavior:

21. Tell the children that you want them to get the most out of school so you will not allow them to be rude and to interrupt you when you are speaking. Say, "I am here to help you learn; therefore, you need to listen and follow instructions. I am worried that you will be missing important information if you talk while I am giving instructions. When I am speaking, it is teacher time."

22. Let them know that they will have "student time" to talk to each other when they are working in pairs or groups or at other designated times.

23. Tell them exactly what you expect of them and follow it up with consequences. If children are talking when they are supposed to be silent, stop talking, stare, and do not start again until the room is quiet. If you start to talk, and someone interrupts, then stop again. You may want to say something like, "I am waiting," or move the disruptive child to another seat. An additional idea is to make a mark on the board to indicate that the

class will lose one minute of recess. When it is quiet, begin again. Be consistent in whatever classroom management plan you use.

24. Teach the students that when they hear a bell, chime or see your hand up, they are to stop talking, not move, and listen

Other manners that may be taught and practiced:

How to give and receive a compliment

- Child says: "I like to play with you. It's fun!" Response: "Thank you. I like playing with you, too."
- Child says: "You play fair!" Response: "Thanks, I try to follow the rules."

How to greet an adult

- Look them in the eye.
- Shake their hand.
- Child says, "It's nice to meet you."

How to engage in polite conversation

- Child asks, "How are you?"
- Show interest in what the other person is saying.
- Do not interrupt.
- Do not talk about embarrassing topics.

How to behave during a meal

- Sit up straight in a chair.
- Put the napkin in your lap.
- Keep your elbows off the table.
- Wait until everyone is served before eating.
- Take small bites.
- Do not talk with your mouth full.
- Chew your food with your mouth closed.

- Do not interrupt a speaker.
- Talk in a normal tone of voice.
- Make eye contact when speaking.
- Do not play with food.
- Say “Please pass the _____,” rather than reach for an item.
- Say, “Thank you” when appropriate.
- Say, “The _____ was very good,” or give some other compliment to the host or hostess.
- Say, “May I be excused, please?” and wait for consent before getting up from the table.

School cafeterias are not conducive to using good table manners; however, school staff need to encourage basic standards of behavior while eating.

Helping children learn basic manners early will be an asset for them as they mature. The effort works best if appropriate behavior is emphasized throughout the school in conjunction with character education lessons.



Wisconsin School for the Deaf
309 West Walworth Avenue
Delavan, WI 53115