



...Learning, Thriving, Leading

# ANNUAL REPORT

2018-2019

## A message from Superintendent Nancy E. Benham



*Nancy E. Benham, Ph.D.  
Superintendent*

Greetings!

The purpose of the 2018-2019 annual report is to inform stakeholders of our accomplishments during that year. The Colorado School for the Deaf and the Blind offered a variety of programs, both on campus and across our state, within the mission: “CSDB provides children and families statewide with comprehensive, specialized educational services in safe, nurturing environments. We empower learners to become self-determined, independent contributing citizens within their communities.” Education occurs not only in the classroom but through afterschool activities, athletics, residential life and off-campus opportunities.

CSDB staff members are fortunate because there is a strong Deaf community and Blind community, committed school professionals throughout the State of Colorado, great students and their families, the Board of Trustees, civic leaders, political leaders and the business community all working together to provide opportunities, for student success. We look forward to developing even more collaborative partnerships as we continue to provide quality services to children and their families, across the state.

Thank you for all you do for our students. Their futures are bright and our programs are stronger because of our partnerships with you. We are excited about the opportunities that lie before us.

Sincerely,

A handwritten signature in blue ink that reads "Nancy E. Benham". The signature is fluid and cursive.

Nancy E. Benham, Ph.D.

## CSDB is comprised of the following departments

- School for the Blind
- School for the Deaf
- Employability Center
- Student Services
- Student Life
- Athletics
- Outreach
  - ~ Early Education
  - ~ CIMC
- Facilities
- Finance and Personnel



*Graduating students of the Class of 2019*

# CSDB serves a diverse



## Our student body

- \* Average length of stay 4.2 years
- \* Eligible for free/reduced lunch 67%
- \* Student contact days 184 days

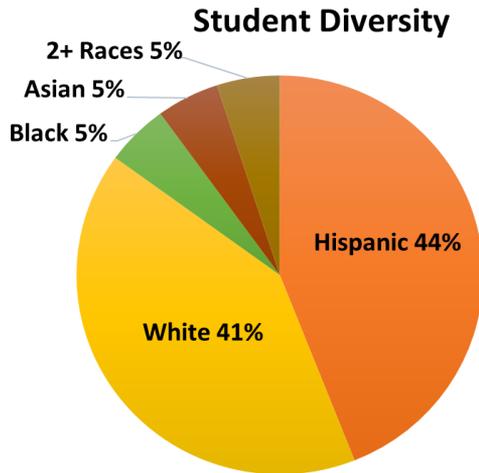
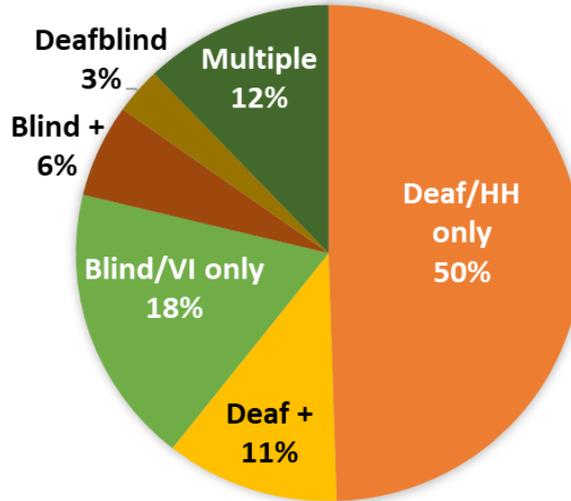


*Students, in the School for the Deaf, work together in a classroom.*

# population of students



## STUDENT (ON-CAMPUS) PRIMARY DISABILITY



Students, served by school districts in Colorado, who require a specialized, unique, learning environment in the area of hearing and/or vision loss, as outlined in their current Individual Education Program (IEP), may be eligible to enroll as a student, if the needs can be met in the environment, at CSDB.

# School Performance Frameworks

| Plan Type                           |              |                 |               |
|-------------------------------------|--------------|-----------------|---------------|
| AEC: Improvement                    |              | 55.47 / 100.00  |               |
| Indicator Rating Totals             |              |                 |               |
| Indicator                           | % Pts Earned | Eligible Rating | Pts Earned/   |
| Academic Achievement                | 25.0%        | 3.75 / 15.00    | Does Not Meet |
| Academic Growth                     | 44.9%        | 15.72 / 35.00   | Approaching   |
| Student Engagement                  | 75.0%        | 15.00 / 20.00   | Meets         |
| Postsecondary & Workforce Readiness | 70.0%        | 21.00 / 30.00   | Meets         |

CSDB has a specialized mission and is designated as an Alternative Education Campus (AEC). CSDB qualifies as an AEC because more than 90% of the students are on an Individualized Education Program.

The AEC School Performance Framework (SPF) is composed of required state measures but may also include additional optional measures. CSDB submits optional measures that are approved by CDE for inclusion in the AEC framework. The optional measures include NWEA MAP, BASC-Bess SURVEY and, Post-Completion Success Rate. CSDB received a rating of AEC: Improvement on the 2019 AEC School Performance Framework.

### Cut-Points for Each Performance Indicator

|  |                                 |               |
|--|---------------------------------|---------------|
| Academic Achievement; Academic Growth; Student Engagement; | at or above 87.5%               | Exceeds       |
| Postsecondary Workforce Readiness                          | at or above 62.5% - below 87.5% | Meets         |
|  | at or above 37.5% - below 62.5% | Approaching   |
|  | below 37.5%                     | Does Not Meet |



*Older student, in the School for the Blind, helps a younger student read while using a magnifier.*

# School for the Blind

## SERVICES EXPANDED FOR PARENTS OF STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED



*Parents dining in the dark*



*Learning braille*

CSDB has implemented a project-based learning (PBL) approach to instruction.

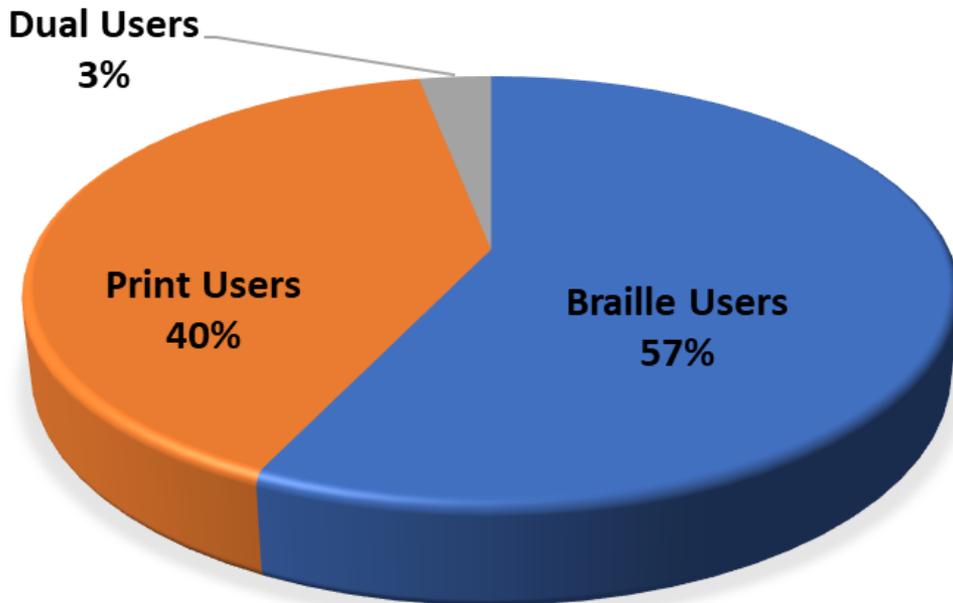
Students in the secondary program designed an accessible playground as one of their PBL experiences. Through the PBL process, the students interviewed community members, visited other accessible playgrounds, created a presentation booklet, and presented the idea to the CSDB Board of Trustees. In addition, the students applied for funding and were awarded a \$6,000 grant.

Students in the elementary program completed a PBL project connected to the popular children's book, What if Monster, by Jonathan James. The students discussed their own fears, and fears of classmates and created their own "What if" monster.



*Students creating "What if" monster*

## STUDENTS (ON-CAMPUS) LITERACY MODALITY SCHOOL FOR THE BLIND



Students have an identified primary modality(ies) in which they access literacy that is either Braille, Print, or Dual (Braille and Print offered simultaneously).

## School for the Deaf

### SERVICES EXPANDED FOR PARENTS OF TODDLERS WHO ARE DEAF/HARD OF HEARING

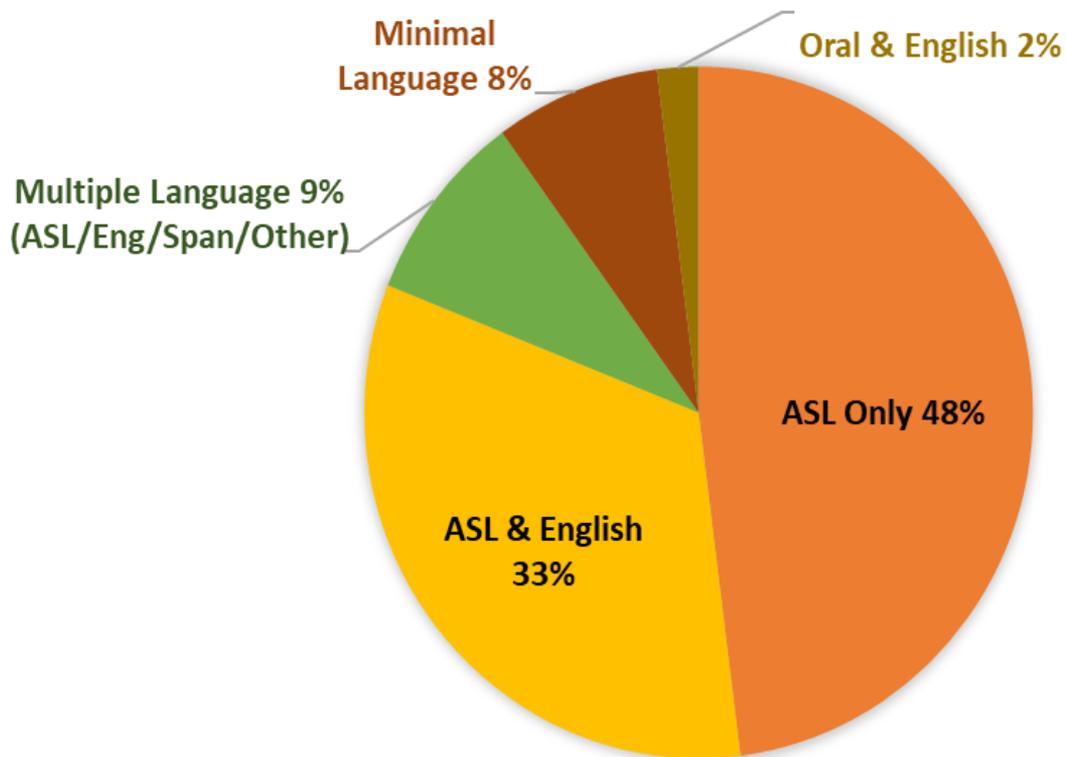


CSDB piloted a Little Language Learners program, on campus, for toddlers who are Deaf/Hard of Hearing, ages 18 months to 3 years, and their families. The families and toddlers engaged in play-based learning activities as well as parent education.

A Literacy Specialist/Coach position was established to provide additional interventions for students, as well as instructional coaching for staff. Identified students, in K-12 grades, participated in interventions focused on vocabulary development and strategies for determining word meaning.

A Math Specialist/Coach was piloted to provide additional interventions for students, as well as instructional coaching for staff. The coach and teachers worked collaboratively to analyze student assessment data to identify areas of focus and provided additional interventions in these areas. Student assessment data demonstrated a significant increase in student growth in the area of math.

## COMMUNICATION PREFERENCE OF ON-CAMPUS STUDENTS WHO ARE DEAF/HARD OF HEARING



## Employability Center

The Employability Center, serving students who are Deaf/Hard of Hearing, Blind/Visually Impaired and Deaf-Blind, has been focused on measuring the effectiveness and quality of the work study experiences for students in the Bridges to Life and the On-the-Job Training programs. The programs developed and implemented an evaluation exit survey to the employers to get feedback on the effectiveness of the work study program. The survey results were positive and are being used to improve future work study experiences.



*Student working at a bakery*

The Employability Center supported seven students in taking college-level courses at Pikes Peak Community College (PPCC). Two high school students in the On-the-Job Training class participated in the Career Start program at PPCC for Diesel Mechanics and Radio-Television program. Five Bridges to Life students enrolled in a variety of courses at PPCC, such as interior design, mathematics, and study skills.



*Student on-the-job at a local ranch*

## Student Services

The Student Services team is ready to meet related service needs for CSDB students. Supportive services help students access instruction in the classroom and around campus. Related services at CSDB include Speech Language Pathology, Audiology, Psychological and Counseling Services, Occupational Therapy, Physical Therapy, Orientation and Mobility, and School Health Services.

The FM Loan Bank provides hearing assistive technology systems (such as Phonak Roger and Oticon Amigo) to districts that do not have the funds to purchase these devices. These systems are for students, who are Hard of Hearing, to help them hear spoken classroom lessons more clearly. For the school year 2018-2019, the FM Loan Bank served 39 Colorado school districts.



*Student participating in Orientation and Mobility lesson*

Each discipline uses a systematic and integrated approach to deliver schoolwide and individual strategies with the overall goal of assisting students to achieve academic, health, career, personal, and interpersonal competencies. Service delivery models include pushing into the classroom to partner with the classroom teacher while working with the student, or individual time outside of the classroom to provide one-on-one therapy.



*Students gathered around the School Counselor participating in a Social Emotional Learning activity.*

# Student Life

## Student Resident Assistant Program

Student Resident Assistants (SRAs) had the opportunity to learn a variety of peer advising topics such as the referral system (seeking help), study skills, decision-making skills, peer pressure and many more, on a monthly basis, throughout the school year. They also enjoyed volunteer work around the campus, helping with school functions, and helping new students learn the culture and norms of



*Students learn CPR*



*Students landscape CSDB*

CSDB. In addition, the SRAs provided feedback regarding changes in student life programming.

## Outdoor Education Program

Students participated in the outdoor education program. After listening to the Department of Wildlife present about natural environments and outdoor safety, the students learned to do a variety of outdoor activities such as kayaking, hiking, rappelling, climbing, fishing, building campfires and more. For some, these were their first outdoor adventures. The students gained



*Students go camping*



*Students try hiking*

## Athletics



*Girl serves a goalball*

Student athletes competed with other 1A schools in football, volleyball, basketball, wrestling and track, under the Colorado High School Activities Association (CHSAA) guidelines, throughout the school year. CSDB also supports a team for goalball, a sport for students who are blind/visually impaired.

Student athletes also competed against students from other deaf or blind state schools. Playing sports not only taught the student athletes about teamwork and commitment, but also about long lasting friendships with students from around the country.



*Girls basketball players on the court*



*Five football players huddle before play*

## Outreach

168 education professionals, parents and community members participated in the **American Sign Language (ASL) Community classes**. 87 professionals participated in ASL Immersion classes.

A day of **ASL Instruction** for students, parents and school staff was provided in collaboration with the Roaring Fork Elementary School in New Castle. CSDB also supported the instruction of ASL for a community group in this area.

The Outreach Distance Learning team created and disseminated video content related to ASL instruction, deaf culture and deaf role models to **five educational television stations in Colorado**, including in the Thompson Valley and Avon/Vail areas. Videos addressing needs of students who are Blind/Visually Impaired were also available to stations in five areas of the state and through CSDB's YouTube Channel. Adult role models were filmed discussing their experiences growing up and the impact of their hearing or vision losses on their educational experiences and home environments.

In recognition of CSDB's 145 birthday, the Distance Learning Team and multiple members of the CSDB staff, as well as alumni, created two videos **memorializing the history of the school**. A third video depicting CSDB's history is in production.

A collaboration with the **Colorado Digital Learning Solutions (CDLS)** supported 42 high school students, throughout Colorado, receiving instruction in American Sign Language (ASL) through online classes.

**Activities for students**, who are Deaf/Hard of Hearing, were supported by CSDB through mini grants to the following administrative units: Aurora, Adams 12, Northeast BOCES, Delta, Uncompahgre BOCES, and the San Luis Valley BOCES.

## Early Education

**Colorado Regional Hearing Coordinators (CO-Hears)**, employed by CSDB, provided services to a monthly average of 336 children, birth to three years of age, who are Deaf/Hard of Hearing, and their families.

In-home Language and Literacy support was provided to 151 families, through the **Colorado Shared Reading Project (CSRP)**.

A monthly average of 18 infants/toddlers, who are visually impaired between the ages of newborn to three, and their families were supported in their homes through **CSDB's collaboration with The Resource Exchange (TRE) and Blue Sky Community Centered Board (CCB)** in Pueblo.

A total of 27 **early literacy events** were offered in various areas of the state with 25 families attending events in the Pikes Peak region, 22 families attending Denver Metro events, and an average of 8 families attending each event in Northern Colorado.

A collaborative meeting was held in Grand Junction for members of the **Deaf/Hard of Hearing community which included families and professionals**.



*Two small girls look at a big book*

# Statewide Participation Summary—CSDB Outreach Programs



| Regions       | Deaf/HH              | Blind/VI             |
|---------------|----------------------|----------------------|
| Pikes Peak    | 238                  | 90                   |
| Northeast     | 27                   | No service requested |
| Southeast     | 17                   | 2                    |
| Metro Denver  | 178                  | 16                   |
| North Central | 58                   | 8                    |
| Southwest     | 27                   | No service requested |
| West Central  | No service requested | No service requested |
| Northwest     | 15                   | 6                    |

## Total Participants/Region

Numbers represent \*people served through Outreach Services, including family members, students and professionals participating in activities such as the Colorado Shared Reading Project, Early Literacy activities, professional development, ASL family and community classes, school-age itinerant services, ASL Immersion activities, and the Low Vision Evaluation Clinic.

\* Individuals are counted once regardless of how many activities they attended.

## Colorado Department of Education (CDE)/CSDB

### Colorado Instructional Materials Center for the Visually Impaired (CIMC)

The CIMC, funded by CDE, is housed on the campus of CSDB. CIMC provides braille and large print textbooks and novels, as well as instructional products, to teachers of students with visual impairments licensed by CDE, for use by students who have been identified as having “Visual Impairment Including Blindness (VIIB)” in Colorado schools at less than college level. The CIMC purchased books through funds provided by CDE, Colorado administrative units, and the APH Federal Quota Program.

#### **School Year 2018-2019**

Students, age 0-21, identified with a qualifying educational disability of VIIB – 1,236

Students, age 0-21, on the January Federal Quota count of eligible students who meet the definition of blindness – 502 (January 2018 count)

Textbook and novel requests fulfilled in braille and large print format – 468



*Student stands before rows of braille books*

## BUILDING A THRIVING, LEARNING COMMUNITY

Palmer Hall's residential areas were designed to closely approximate apartment living and allow for increased independence. The main level is comprised of suite-style apartments with roommate style living situations and a central group gathering space. The upper-level apartments offer the most individual space to those with increased independence.

- LEED Gold certified
- Award of Excellence for the Civic Restoration of a Historic Building from the Historic Preservation Alliance of Colorado Springs
- Improved accessibility through a new at-grade accessible entrance and new elevator
- Specialized lighting



*Palmer  
multi-purpose  
living area*



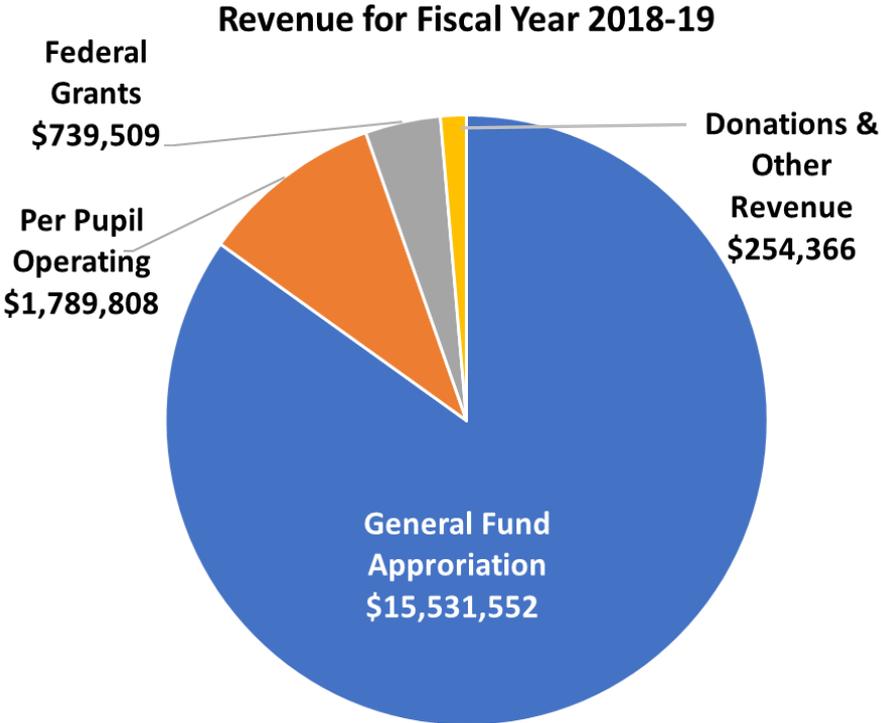
Jones Hall houses the Colorado Instructional Materials Center (CIMC), which serves students at CSDB and 96 school districts, throughout Colorado. Jones also houses the shipping and receiving area for campus, and two guest suites for visiting families of students.

- LEED Gold certified
- Award of Excellence for the Civic Restoration of a Historic Building from the Historic Preservation Alliance of Colorado Springs
- Returned the grand entry to its original function
- Reinforced floors to support the weight of the high density storage/ large collections
- Installation of elevator for accessibility
- Specialized lighting

*Jones Hall exterior*

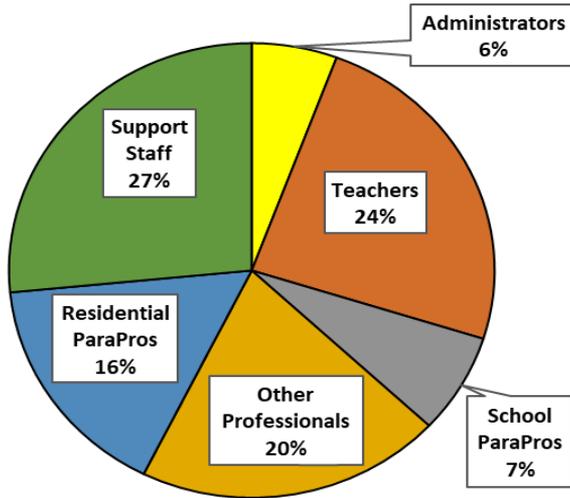


# Finance and

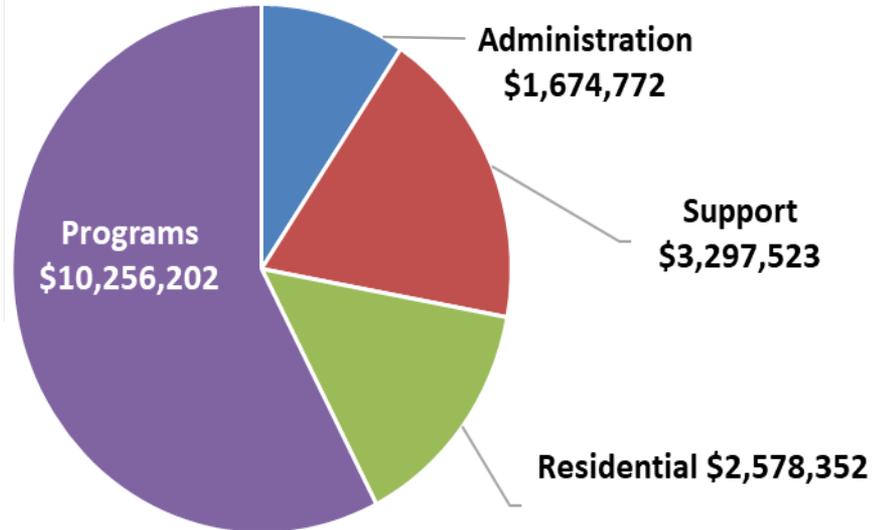


# Personnel

## Staff Allocation



## Expenditures for Fiscal Year 2018-19



## **Mission**

The Colorado School for the Deaf and the Blind (CSDB) provides children and families statewide with comprehensive, specialized educational services in safe, nurturing environments. We empower learners to become self-determined, independent contributing citizens within their communities.

## **Vision**

CSDB...*Learning, Thriving, Leading*

## **Core Values**

- Collaboration
- Open, Honest Communication
- Respect
- Responsibility



## **Board of Trustees**

***Brent Batron, Chair***

***Nancy I. Brown, Vice-Chair***

***Michelle Butler***

***Paul Foster, CDE Ex-Officio Member***

***Andy McElhaney***

***Teresa Raiford***

***Walter VonFeldt***

***Allan Ward***

***33 North Institute Street ~ Colorado Springs, CO ~ 80903***  
***719-578-2100 ~ 719-358-2600 (VP) ~ [www.csdb.org](http://www.csdb.org)***

The Colorado School for the Deaf and the Blind and its Board are committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. CSDB does not discriminate on the basis of disability, race, color, sex, sexual orientation, national origin, religion, age, or veteran status. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or unwelcome behavior under any CSDB program or activity on the basis of disability, race, color, sex, sexual orientation, national origin, religion, age, or veteran status. Nondiscrimination in relation to genetic information is applicable to employment only.