

Annual Report 2006

Sharing Our Stories

Tucker-Maxon's 2006 Annual Report - our first in recent memory - could be thought of as a snapshot of our school, a picture of who we are at this moment. So, along with facts and figures on our demographics and finances, we included three profiles. We wanted to tell the story of Clementine, a young student with hearing loss who is making advances that may not have been possible just a short time ago. We also wanted to tell you about the Taylors, a family with four typically-hearing boys for whom Tucker-Maxon provides a unique educational opportunity. And we wanted to shed light on a veteran Tucker-Maxon teacher, Patty Smith, one of many whose expertise and caring set Tucker-Maxon apart. In sharing these stories, we invite you to see our school through the eyes of the teachers and families who have chosen Tucker-Maxon.

What's Inside

Profile: Clementine McTaggart.....	1
Demographics.....	3
The Financial Picture.....	4
Profile: Patty Smith.....	6
Instructional Technology Report....	7
Index of Programs & Services.....	7
Profile: The Taylors.....	8



Clementine: Future Farmer, Singer, or Ballerina Duck?

If you ask Clementine McTaggart, age four, what she wants to be when she grows up, she might say a "farmer who grows celery." She has also expressed desires to pursue a career as a "singer on the stage." During the preschool family night last year, she spoke loudly and clearly: "I am a ballerina duck." Obviously, she still has many opportunities to

change her mind again.

"Clementine is a vivacious, independent self-advocate with a strong personality. She has never heard, 'You can't do that.' She's confident. It would never occur to her that she couldn't do something," said her mother, Ingrid McTaggart.

However, a generation ago, Clementine's options for the future might have been more limited.

Born profoundly deaf, Clementine was not able to benefit from hearing aids when she was a baby. At ten months old, she became the youngest person in the state of Oregon to receive a cochlear implant, before the surgery became recommended for children under one year old. On Clementine's first birthday, her processor was turned on.

"Before the implant, Clementine was incredibly intense and observant. I never saw her smile. She was not unhappy, just serious," said Ingrid.

"She would stare intensely at my lips when I spoke. Three to four months after the im-

plant, she had an amazing personality shift. She became more light-hearted, less serious. She seemed happy because she did not have to work so hard."

For the first two years of her life, Clementine and her family received weekly early intervention services from Infant Hearing Resources. When Clementine was six months old, Ingrid's mother, Barbara Costner, moved from Arizona to Portland to support Clementine's development. A retired schoolteacher, Barbara helped provide a language-rich home environment for her granddaughter while Ingrid worked.

After researching the benefits of an auditory-oral communication curriculum for children with hearing loss, Ingrid chose to enroll Clementine at Tucker-Maxon. "Tucker-Maxon is the only full oral-immersion program in this area. Other programs blend oral/signing or just don't offer enough hours of auditory-oral communication services. I believe Tucker-Maxon is the only program that will prepare Clementine for mainstreaming into public schools when she is older. Clementine loves it here and I'm thrilled with her progress." *(continued, next page)*

Board of Directors

Ruth D. Morton, Ph.D., President of the Board
Anesthesiologists Associated, Inc.

Pamela Fogg, C.P.A., Vice President of the Board
Dowsett Fogg & Doler, P.C.

Walt Krumbholz, Secretary of the Board
Bank of the Cascades

John H. Warwick, C.P.A., Treasurer of the Board
Talbot, Korvola & Warwick, LLP

Mark J. Fahey, Past President of the Board
Halton Company

Robert E. Boley
The Great Frame Up

Delmer L. Eisert
Building Contractor

Sharon M. Higgins, M.D.
Kaiser Permanente

Roderick (Rick) M. Kell
Investment Broker, Retired

Barbara Nay
Stoel Rives

Craig R. Payne
JBL&K Risk Services

Mark Richardson, M.D.
Dept. of Otolaryngology, OHSU

S. Richard (Rick) Rolf
Rolf Communications

Peter Steyger, Ph.D.
Oregon Hearing Research Center, OHSU

Bonnie Tucker
Lawyer and Law Professor, Retired

Emeritus Members

Charles Emerick, M.D.

Doug Foley
Jack H. Goetze
William H. Moe
Peter Williams
H. Dieter Zimmer

“I believe Tucker-Maxon is the only program that will prepare Clementine for mainstreaming into public schools when she is older.”

--Ingrid McTaggart, mother of a Tucker-Maxon student with hearing loss

(continued from page 1)

Clementine has thrived. At 20 months, she had caught up with hearing peers in terms of language development; by 24 months, she had reached milestones considered above average for hearing children her age. Now at age four she is testing at or above age level for every Tucker-Maxon gives her. For a child of Clementine's age with hearing impairment, testing typically includes a battery of speech and language evaluations in addition to tests of general development.

Ingrid credits Clementine's success to the implant itself, the hard work of her grandmother, Barbara, and the Tucker-Maxon faculty and staff, especially Kim Davenport, Chris Soland, Stacey Jenkinson, Patty Smith, Kelsey McEnroe, and former Tucker-Maxon teacher Kerry Gilley. The teamwork and communication between members of Clementine's Tucker-Maxon team has been wonderful.”

“I wish more people knew about the benefits of an implant. Without it, Clementine's life would be totally different. At the time it seemed like a hard decision. In hindsight it was exactly the right thing to do. I want Clementine to have a second implant.”

Despite research indicating the benefits for deaf children with cochlear implants in both ears, Clementine's health insurance has refused to pay for a second implant, denying a pre-authorization request and three levels of appeal since December 2005. Ingrid notes that they have “lost a whole year in a critical time of language development that we'll never get back.”

Because this operation generally costs about \$50,000, Ingrid is pursuing an ERISA lawsuit to have her insurance cover the procedure.

Kiernen, Clementine's younger brother, has typical hearing and now attends Tucker-Maxon, too. Ingrid praises the school for its small classes and ability to foster strong social skills. “The hearing kids get the benefit of teachers that are well trained to teach communication skills and also get a great lesson in diversity and acceptance of others.”

She says she values the fact that both of her children, one deaf, one hearing, belong at the school: “Clementine's deafness and all the hardware that goes with it isn't even an issue. She's just one more smiling chatterbox in a group of exceptional kids.”

--Laura Sanders

Our Demographics

Preschool - 49 Students*

Students with Typical Hearing	41 (84%)
Students with Hearing Impairment	8 (16%)

Elementary - 51 Students⁺

Students with Typical Hearing	33 (65%)
Students with Hearing Impairment	18 (35%)

* including 3 students in Early Intervention

+ not including 5 middle and high school students in the Mainstream program

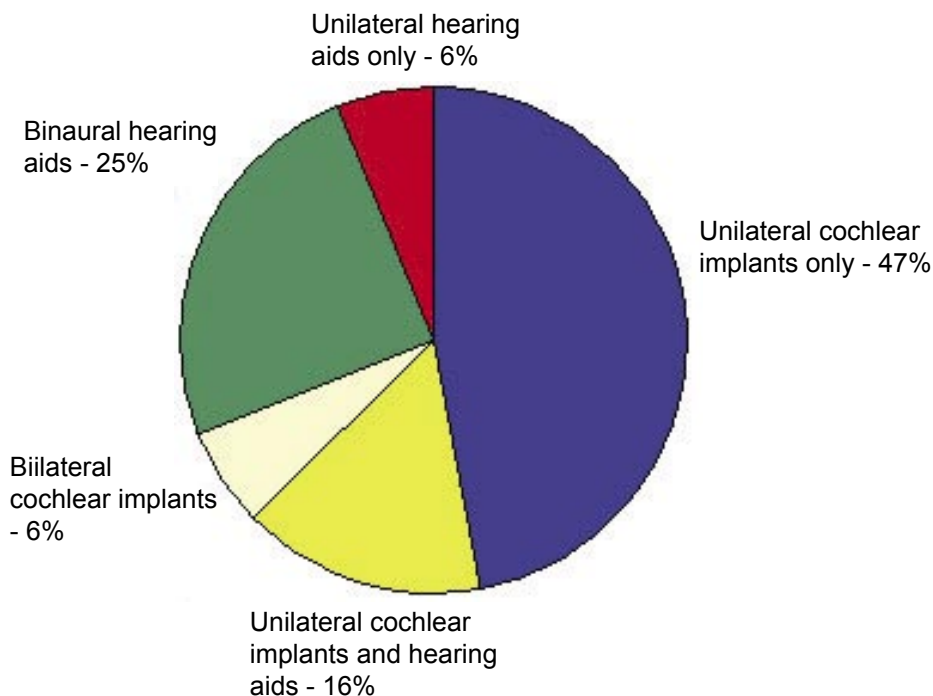
Administrative Staff

Louise Burt
George Fortier
Jessica Johnson
Marie Jones
Steven W. Noyce
Laura Sanders
Jan Stortro

Instructional Staff

Missy Abrahamson
Rebecca Archer
Amber Brosius
Kristin Brown
Shelby Cummings
Kim Davenport
Pamela Fortier
Elizabeth Gale
Linda Goodwin
Rachel Gustafson
Stacey Jenkinson
J. Warden Minor
Kelsey McEnroe
Michelle Proctor
Jerry Roach
Lynda Shaffer
Patty Smith
Anne Smyth
Chris Soland
Margie Torres
Kerri Trainor
Diane Woods

Listening Devices Used by Tucker-Maxon Students with Hearing Impairment



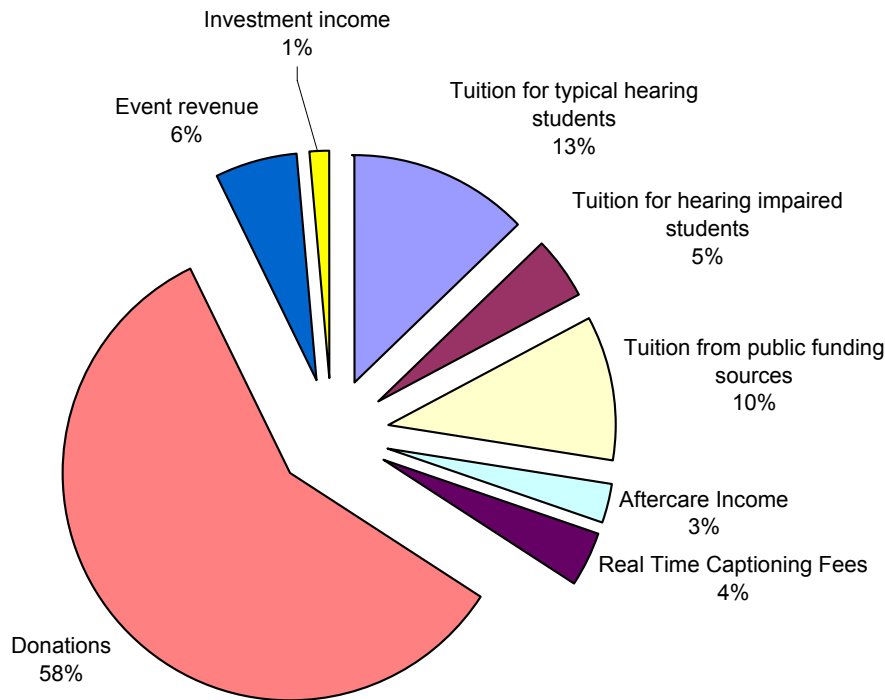
Visit us online at
www.tmos.org



Kameron Parr and Kelsie Moore, at recess.

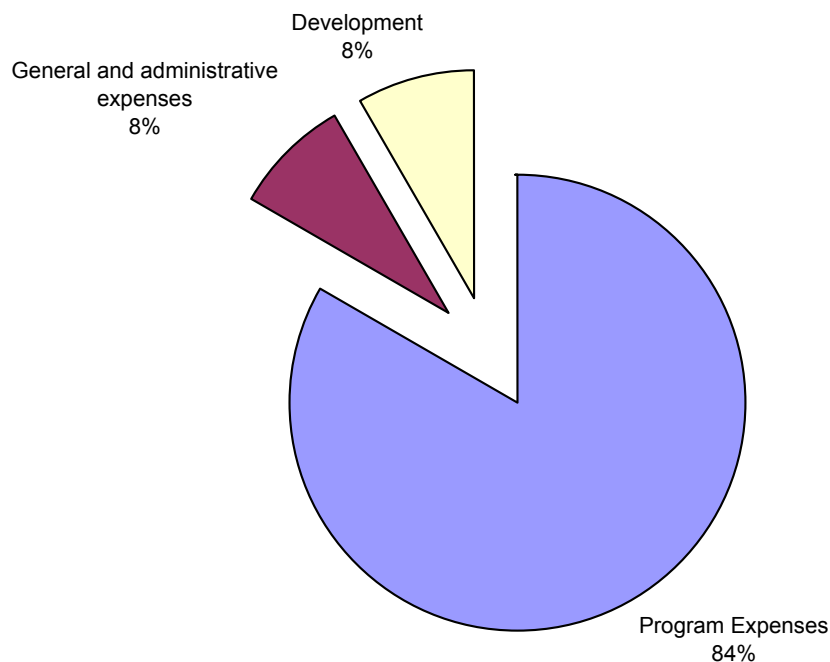
Revenues & Expenses: 2005 - 06 Fiscal Year

Revenues



At fifty-eight percent, donations from foundations, corporations and individuals make up a significant portion of Tucker-Maxon's total revenues.

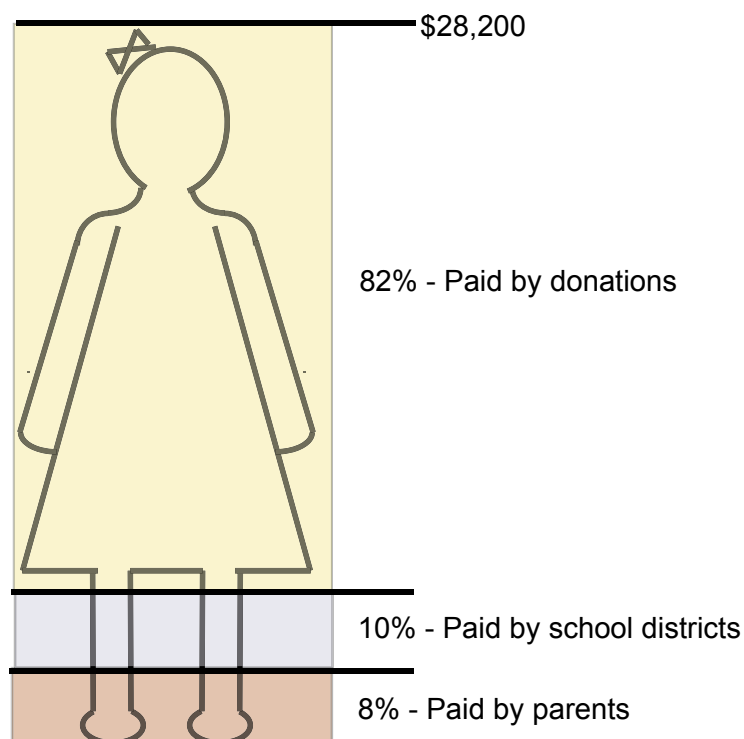
Expenses



A large majority (eighty-four percent) of Tucker-Maxon's revenues are spent on educational programs.

To obtain a copy of our 2006 Audited Financial Statement, please contact the Business Office at (503) 235-1711.

The Average Cost of Educating a Tucker-Maxon Student with Hearing Loss



The average cost of educating a Tucker-Maxon student with hearing loss is \$28,200 per year. On average, donations cover eighty-two percent of this cost. **No child with a hearing loss has ever been denied admission to Tucker-Maxon because of financial need.**

Tuition for hearing children covers the majority of hearing program costs.

Selected Colleges and Universities Attended by Tucker-Maxon Alumni

- Clark College
- George Fox U.
- Lake Forest College (Chicago)
- Olympia Community College
- Pierce College (Tacoma)
- Portland Community College
- Portland State U.
- Rice U.
- Rochester Institute
- Seattle Art Institute
- Stevens College (St. Louis)
- U. of Idaho
- U. of Montana
- U. of Nevada – Reno
- U. of Oregon
- U. of Washington
- Villanova U.
- Wesleyan U.
- Western Oregon U.
- Westminster (Salt Lake City)

While only 8% of deaf students in the U.S. graduate from college, 95% of recent Tucker-Maxon alumni (since 1990) are enrolled in, or have graduated from, mainstream institutions of higher education.

Support from School Districts

School Districts with Students in Tucker-Maxon Programs

Battleground, WA
Beaverton, OR
Cenntenial, OR
David Douglas, OR
Evergreen, WA
Lake Oswego, OR
Oregon City, OR
Portland, OR
Reynolds, OR
Vancouver, WA
West Linn-Wilsonville, OR

- Tucker-Maxon does not receive financial support from school district
- Tucker-Maxon receives support from school district
- Tucker-Maxon receives support for students in Mainstream program

Tucker-Maxon's elementary students with hearing loss are drawn from eleven public school districts in Oregon and Washington. Only the Oregon City, Vancouver, and Evergreen School Districts provide financial support for their students who benefit from Tucker-Maxon's programs and services.

*Includes elementary, middle, and high school students



Patty Smith with Alaina Clar and David Rose.

“The things you adjust for deaf kids benefit all kids.”

--Patty Smith, Tucker-Maxon preschool teacher

Patty Smith’s Passion for Preschoolers: “They get into your heart and they just stay”

In 1988, Patricia Smith visited the Tucker-Maxon campus on the first day of preschool for her youngest child, and she has never left. For the past 18 years, she has been involved as parent, volunteer, tutor, teacher’s aide, and lead teacher in preschool and primary grade classrooms.

Born in Pennsylvania, Patty moved to Seattle when she was a child. Although she was originally interested in pursuing a career in elementary education, she spent 10 years in the insurance field “wearing real clothes and going to meetings.” She married Tom and had three children – Patrick, Erin, and Katie.

When it was time to enroll Katie in a preschool program, she approached neighbors whose parenting skills and family styles she admired. They all recommended the Childsworld program, which was at the time providing “typically hearing peers” for preschoolers on Tucker-Maxon’s campus.

The next year, Patty was approached to fill a teacher aide position, and she was hooked. After seven years with Childsworld, she was recruited by Tucker-Maxon because of her expertise with young children. Principal George Fortier said, “Patty is one of the best in the way she uses language with preschool students. She scaffolds language so children can build vocabulary. She speaks clearly, gives them choices, and encourages them to talk and solve their own problems. She is a huge strength for us.”

Patty says, “Really, this is what I always

wanted to do.” She says she has “learned so much from great Tucker-Maxon teachers.”

New Technology and Hearing Peers

Over the years, Patty has seen the powerful impact of medical and technological innovation first hand. In her early days, “Kids struggled with FM systems and hearing aids that didn’t work or fit. We had to make adjustments all the time.”

Even though outsiders can no longer easily see which children are wearing listening devices, the children with hearing loss still have to work harder to develop language, Patty notes. “It is not easy for them, so you do whatever you can do to help ease that way. In a small classroom, you are trained to follow the special needs of a child and you can adjust for it.”

She praises the peer language model, which “provides them with a reason to talk.” “Peers accept them for what they are. Children with hearing loss are not isolated. They’re there.” She notes that teachers can pull out children or small groups (sometimes deaf and hearing together) for special lessons from the main class without it affecting the flow of the day or making children with hearing loss feel different than their classmates.

Patty says that the co-enrolled classroom model helps hearing students, too. “The things you adjust for deaf kids benefit all kids. Sound fields in the classroom help hearing children, too. I don’t see a negative effect. We are teaching them that differences are not a problem.

When we discuss which kids wear listening devices, we talk about glasses, too. ‘Whose parents wear glasses?’ It’s just part of their world. Kids are really accepting of differences. They adapt and accept, which can only help them in life.”

A Full-Time Teacher, Even Off-Campus

In her free time, Patty enjoys spending time in the wilderness, “totally away from anything else – no Starbucks, no cell phone.” For the past 10 years, she has been white water rafting with six families in the Rogue and Salmon Rivers. Even though she tries to “pretend that bugs, snakes, and bears don’t exist” during these vacations, she finds them very relaxing. Yet, even on these trips, Patty finds herself making lesson plans about nature for her students.

When she attends Blazer games, Patty waves across the Rose Garden to former Tucker-Maxon board member Jayne Carroll. Patty also loves to read novels, especially Dan Brown books, so she is especially enthusiastic about buying books for her young granddaughter, Brooke. “It is fascinating to watch a newborn with the same eyes I use as a teacher. I watch her develop language firsthand.”

The fact that Patty thinks like a teacher even when she is off campus is no surprise to George. He described her commitment to Tucker-Maxon: “Patty is always there for us. She puts what’s good for the school first. She knows child development inside and out. She cares about the kids.” *--Laura Sanders*

Creating a Comfort Zone with Instructional Technology



Alex Oh completes a keyboarding lesson on a new "Writer."

Tucker-Maxon continues to recognize the importance of technological literacy in the lives of its students. Thanks to fund-raising by Volunteer Coordinator Christie Boyd, we recently purchased thirty "Writers," lightweight, wireless, battery-operated instruments that contain built-in keyboarding lessons to assist students with touch-typing skills.

The Writer enables students to create compositions and keep them stored. After completing a word processing exercise or creating a document, students can easily "beam" their file to the teacher's computer. The Writers are currently in use by our Primary 2 class.

According to Executive Director Steven Noyce, investing in instructional technology allows Tucker-Maxon develop a "comfort zone" around computers and digital media. "It helps our children - deaf and hearing - to bridge the digital gap, so they're able to function in that environment," says Noyce.

Tucker-Maxon is also looking forward to the purchase of its first SMARTBoard, an interactive whiteboard that is connected to a computer and projector. With the computer image projected on the board, the SMARTboard can be used as a computer – with just a finger touch. The SMARTBoard installation is scheduled for this spring.

Because SMARTBoards cater to visual and hands-on learning, Noyce thinks they will be especially beneficial to students who are hearing impaired.

Tucker-Maxon is also completing building upgrades in order to put a computer lab in the new Educational Resource Center, located in the library. "Ideally," says Noyce, "students will be doing research online rather than in the encyclopedias we have now." The upgrades, mostly electrical, are a first step in making that vision a reality. The goal is to raise \$10,000 for these projects. *--J. Warden Minor*

A Teacher Remembers

Even after spending nearly two decades with dozens of youngsters, Patty Smith recalls her former students with ease. "They get into your heart and they just stay," she says.

In the winter of 1997, she remembers being moved to tears while videotaping the progress of three-year-olds Zachary Little and Tedline Genetiano, both of whom had entered the program with very limited language skills, but were really having a conversation using basic words to communicate, such as "Want that?" "Yes." "No."

Patty recalls watching Tedline after she got a cochlear implant in the second grade, when someone called her name across the playground, and she turned around in response, perhaps for the first time.

Another favorite memory for Patty was the summer of 2000, when she tutored three boys who were in between kindergarten and first grade, Zachary Salisbury, Nathan Higby, and Alex Green. They spent the whole season picking berries, making jelly, riding on MAX, going on art and nature walks, and interacting with the public. In the zoo parking lot, Patty's car alarm went off. In response to the piercing noise, all three boys simply turned off their cochlear implants and had no problem waiting for Patty to disengage the alarm.

Tucker-Maxon Offers:

Educational Programs

Early Intervention - Deaf children, ages 0-3

Preschool - Deaf and hearing children, ages 3-5

Elementary - Deaf and hearing children, K - 5th grade

Mainstream - Supporting alumni in middle and high school

Services

Audiology

Real-time Classroom Captioning

(for alumni attending neighborhood schools)

Speech and Language

A Family Tradition: Four Hearing Children, One School

For Cameron Taylor, age 10, enrolling at Tucker-Maxon is fulfilling a family tradition. All four typically-hearing Taylor brothers – Troy, Travis, Cameron, and Tucker – have attended the school.

Cameron has two cats and wants to be a veterinarian when he is older. His favorite subjects are science and social studies; he notes that he likes to “write about presidents.” He also enjoys baseball and Legos.

In 2001, Cameron’s mother, Lynda, was looking for a school for his older brothers, twins Troy and Travis. She wanted small classrooms and a low student-teacher ratio for her first graders because she felt that her children would need individual attention to thrive.

Later, when Troy was diagnosed with ADHD, Lynda was especially grateful that he was not in a classroom with “25 to 30 kids in rows of desks all the time.” She said that Tucker-Maxon offers “a lot of flexibility within the class structure,” to students’ advantage. When younger brother Cameron and later Tucker needed a school, Lynda chose Tucker-Maxon again.

Enrolling her four hearing sons in classrooms with deaf and hard-of-hearing children has other advantages, Lynda said. “That’s not the reason they came here but that has certainly been a benefit. Troy and Travis used to help test batteries for their classmates’ implants. They loved helping them. The experience has opened their eyes to help them see kids with impairments as normal.”

Lynda appreciates the sense of connection between faculty and families. “Sometimes when I pick up my children, a teacher will say, ‘Guess what your son did today?’ They are very enthusiastic about the students.”

Tucker-Maxon Oral School
2860 SE Holgate Blvd.
Portland, OR 97202-3697

Return Service Requested

*To help us prepare for
our 60th anniversary,
please email
alumni@tmos.org or call
the number below*



Troy, Tucker, Cameron, and Travis Taylor

“Tucker-Maxon is able to embrace the diversity of children and their needs in a very intuitive and caring way so they help give students opportunities to succeed, regardless of the individual issues they bring.”

Cameron said he enjoyed having his older brothers on campus last year, before they graduated from the fifth grade and enrolled at Holy Family School, because they all were able to play together at school. At the Thanksgiving Feast, “We were able to invite four people because there were four of us. My parents and my grandparents got to come.”

When asked why he likes attending Tucker-Maxon, Cameron said, “There are lots of good people here.” *--Laura Sanders*

Non-Profit
US Postage
PAID
Portland, Oregon
Permit No. 320



Phone: (503) 235- 6551
TTY: (503) 445-1267