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ON THE COVER
Governor William Donald Schaefer presents $50,00 savings bond to Allison Tyler. See story on page 11 and 13.

Maryland School for the Deaf

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The Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion or disability in matters affecting program, activities or employment practices.

Questions regarding this policy in terms of employment may be directed to Eva Stankiti, Director of Personnel (301) 628-8231. Questions regarding the school program may be directed to Dr. Deborah Clark, Director of Pupil Personnel Services (301) 628-8256. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21701

October-December 1993
The Maryland School for the Deaf's adoption of the Frederick County Essential Curriculum continues to be an exciting process for our school. In an effort to share this process and our goals with students, parents, and our community, this article will focus on MSD's Essential Curriculum.

A Brief History of MSD's Essential Curriculum Adoption
During school year 1992-93, James E. Tucker, MSD's Superintendent, studied the report of the School Improvement Team (SIT Team). As a result of that study, Mr. Tucker worked with administrators, teachers, parents, Frederick County educators, and the MSD Board of Trustees, in order to adopt the Frederick County Essential Curriculum. A commitment was made to support the implementation process with personnel, funds, and training so that this on-going adoption would be successful.

The Connection Between School’s Instructional Program and Curriculum
Curriculum gives focus to what is taught. It makes teaching and learning more predictable. Curriculum helps administrators and teachers make connections between grade levels and across content areas. Teachers make many decisions about time, space, resources, teaching, and learning. A written curriculum reflects the decisions that teachers make about what should be taught, what should be emphasized, and what sequence of learning should take place. A good written curriculum is a road map to student success and achievement.

Items Included in MSD's Essential Curriculum
Our Essential Curriculum for all grades and content areas includes the following:
- essential learner skills and behaviors to be attained by graduation
- essential discipline goals and course objectives
- instructional materials and resources
- assessments to measure success on the goals and objectives
- alternative strategies for adjustment and reteaching
- enrichment and extension strategies

MSD's Curriculum Implementation Plan
This school year, language arts and math are being implemented. Pre-Kindergarten, language arts, math, science, and social studies curriculum training will be offered. Next year, 1994-95, implementation and training will continue in Pre-K/Kindergarten, language arts, math, science and social studies.

Training will begin for applied academics which includes physical education, art, and career and technology education. In school year 1995-96, training and implementation will continue in all areas.

Successful Curriculum Implementation at MSD
Collaboration and support are key factors for the successful implementation of a new curriculum. MSD Curriculum Coordinators Andrea Feldman and Marcia Virts, along with Bonnie Ward, Curriculum Specialist, will assist staff during this implementation. As sessions are conducted, and teachers and administrators work collaboratively, curriculum, instruction, and assessment will become closely linked. Support from parents, students, and the community is critical for the successful accomplishment of this project.

MSD teachers and administrators at work during the Summer 1993 Curriculum Workshop
adoption of a new and challenging curriculum. All members of the MSD school community must share the belief that all students deserve a high quality education.

Summer 1993 Curriculum Training Workshops

MSD educators spent a busy summer preparing for the 1993-1994 school year and the adoption of the new Essential Curriculum. Educators from the Columbia and Frederick campuses worked together for two weeks at Walkersville High School in Frederick County as they learned the Essential for math and language arts. The two-week workshop was led by MSD's Curriculum Coordinators, Bonnie Ward, assisted and presented during the first week. Educators learned about the curriculum from several guest presenters. Dr. Lorraine Costella from the Maryland State Department of Education gave an overview of the Maryland School Performance Program (MSPP). Carolyn Strum, former Elementary Language Arts Specialist for Frederick County, and current principal of North Frederick Elementary School discussed the K-5 Language Arts Essential Curriculum and involved us in model lessons. Bonnie Ward and Nelson Palmer, Elementary and Secondary Math Specialists for Frederick County, presented excellent overviews of the Math Essential Curriculum K-12. Master teachers also came to present overviews and answer questions in the areas of administration, ESOL, special education, science, social studies, pre-Kindergarten, and applied academics. During the final days of the workshop, MSD educators developed an action plan for the coming year. The goals that we will be working on, system-wide, are: 1) piloting the pre-K curriculum; 2) piloting other selected portions of the social studies and science Essential Curricula; 3) implementing the comprehension goal of the language arts Essential Curriculum; 4) implementing the problem-solving goals of the math Essential Curriculum; 5) sharing information related to implementation of and training in the Essential Curriculum; 6) setting up Curriculum Resource Centers on both campuses; 7) developing an MSD Assessment Plan for students; 8) planning a network/communication system between both campuses and with other counties and consortiums, and; 9) developing a comprehensive staff development monthly plan. Essentially, the Summer Workshop was a very positive learning experience with thanks to Frederick County Public Schools' model staff!

Fall 1993 Curriculum Training

During the opening days of school, Ms. Ward presented an overview of the Essential Curriculum to the entire MSD faculty. Since those opening days, training has begun in Pre-K K curriculum, Elementary and Secondary Math, Crisis Management, and Secondary Language Arts. The Curriculum Coordinators have presented to the Family Education Parents' Group and the PTCA. More training and observations of other school programs are scheduled for both campuses for the remainder of the school year.

Information Sharing

Monthly "Essential Curriculum News" newsletters are being written and should be arriving at students' homes.
The Family Education/Early Intervention Department continues to grow and expand its services. In the budget hearings in Annapolis last winter, MSD presented the need for six new positions to be assigned to the Family Education/Early Intervention Department. The addition of six new staff members has allowed the department to establish additional services for the 1993-94 school year. These services include two-year old classes which meet three mornings per week as well as toddler groups which meet weekly at both Frederick and Columbia Campuses. Debbie Myers and Robyn Lafferty are the teachers for the two-year old classes at Frederick while Maryann Swann and Marjorie Charles are responsible for the two-year classes at Columbia.

Weekly parent meetings are also offered from 10:00 to 11:30 on Mondays at Columbia and on Fridays from 10:00 to 11:30 at Frederick. Audrey Frank is the Frederick Parent Group Facilitator, and Ellen Rolader and Jeanne Bostwick are the Columbia Parent Group Facilitators. Information is provided on a variety of topics through guest speakers and panel discussions.

A special one-year three-year old class had been established at the Columbia Campus for the 1993-94 school year. This class presently includes four children whose birthday occurred before July 1, 1993 and is taught by Daniel Tintlen. The children arrive at school at 8 am by bus, and they participate in daily classroom activities from 8 until 12 noon. The morning session includes readiness skills, language stimulation, spoken English training (by parent request), socialization, and many opportunities to learn through play. Parents may pick up their children at noon. If parents cannot pick up their child, the school has assigned a teacher aide for the afternoon to monitor nap time, lunch, and light activities in the afternoon such as gross motor play and art. The children leave for home on the bus at 3.

This class has been located in the Stegner Building so that the three-year old children may interact with the four-year old classes. The children have many opportunities to develop their creativity and curiosity through art, creative play, a dress-up area, manipulatives area, literacy area, and an exploration area related to science and nature.

Because MSD is in the process of implementing the new language policy which identifies American Sign Language as the language of instruction in the classroom, the school has set up classes on both campuses at no cost to parents and family members. Mary Ann Richmond is the instructor for the ASL I and ASL II classes at Columbia Campus, and Joilene Whaley is the instructor for the ASL I and II classes at Frederick Campus. These classes began in September and will conclude in mid-December. New ASL I and II classes will begin in January 1994, and ASL III will be added for those family members who have completed ASL II.

The school has been gratified at the interest and response in these classes with more than 100 family members registered. Information regarding the winter classes will be sent home in early December. Ms. Richmond and Ms. Whaley will identify appropriate placement for new students. Ms. Richmond and Ms. Whaley are working closely with Natalie Grindstaff and Robin Massey to develop ASL classes which are specifically designed for families and to identify appropriate materials for families of children in all departments from preschool through high school.

Home visits and regional parent meetings are occurring throughout the State of Maryland. The department is currently serving more than 90 deaf and hard of hearing children and their fami-
Susan Thayer practices her dialogue skills as Darryl Copper looks on.

lies. The increase in staff has allowed the department to provide a variety of services throughout the state on a regular basis. The staff hopes to see family members at ASL classes or parent meetings throughout the state this year. The program continues to serve families in every region of Maryland on a regular basis.

At the present time, sixty-five percent of the children have hearing parents and thirty-five percent have deaf parents. This provides both hearing and deaf parents the opportunity to meet and to interact with one another. The parents in the Family Education Department have the opportunity to become familiar with families in their region; this also offers the children more opportunities to interact with one another. The department continues to focus on building school/family/community partnerships.

The staff has provided various field trips for the children. All of the two-year-old classes have visited pumpkin patches in Frederick County and Howard County as part of their learning experiences about fall. In addition, the lower Eastern Shore families had a trip to the pet store at the Salisbury Mall; the families also had lunch together and time to meet each other as well as for the children to meet each other. This activity was coordinated by Diane Vare-Aiquit, Liz Wheeler, Joanne Aberg, and Ellen Rolader. The families enjoyed the opportunity to get together with their children and teachers.

The school has also developed a new partnership by establishing a satellite program in Western Maryland. MSD, in cooperation with Allegany County Public Schools and the Maryland State Department of Education, signed a Memorandum of Understanding on October 13, 1993 to establish a satellite class for young deaf and hard of hearing children. This class is based at the Cash Valley Elementary School in LaVale. The satellite program gives the parents the opportunity to have their very young children remain at home until they are older. The satellite class will follow the MSD Essential Curriculum in conjunction with the Allegany County curriculum. The Maryland State Department of Education will provide financial support. MSD will provide technical support, evaluations, and opportunities for the Allegany County staff to participate in inservice training at MSD while Allegany County will provide the site and classroom materials. Sheree Witt, Director of Special Education for Allegany County Public Schools, worked closely with James Tucker and other MSD staff to develop and to implement this agreement.

A press conference was held at Cash Valley School on October 13, 1993. Jerry White represented Maryland State Department of Education, James Tucker, Ruth Howell and Debbie Myers represented MSD, and Sheree Witt and Robert Terrill, Superintendent, represented Allegany County Board of Education. Robert Terrill offered greetings to James Tucker in ASL, having attended the first four sign language classes offered at Cash Valley School. Dr. Lynn Brodell, mother of Rachel Levine, who is a three year old student in the class, offered her thanks and appreciation to the three agencies for providing a satellite class on behalf of all of the parents and children participating in the class. Officials from Garrett County Public Schools were also present to express their support.

Nancy Townsend, who has seventeen years of teaching experience at the West Virginia School for the Deaf in Romney, is the teacher for this class. She and her teacher aide, Susan Simmons, were introduced to all of the attendees as well. They currently have five children ages three to five years in the class. The parents and guests visited with the children in the classroom and shared lunch with their families. The families of these youngsters will continue to receive home visits through the Family Education/Early Intervention Department. The FE/El staff will also visit regularly at Cash Valley School to coordinate services and to provide mutual support to their staff. MSD looks forward to a positive relationship with Allegany County to provide the best possible education for the very young deaf and hard of hearing students.

The department is moving forward to meet the ever-changing needs of Deaf and Hard of Hearing children and their families.
The 126th year at the Maryland School for the Deaf is off to a blazing start! MSD Community's bold and daring ideas of the past years have become exciting realities today. MSD students and their families have contributed much to MSD policy decisions, and are now direct beneficiaries of their contributions.

Below is a list of achievements that MSD Community has worked together to accomplish:

**The implementation of the MSD Essential Curriculum has sent shock waves throughout the education community. This conveys our firm belief to the State of Maryland that MSD students can and will acquire on-grade academic knowledge. Historically, deafness was perceived as a cognitive defect. Today, of course we know this is not true. Deafness is just a superficial condition that Deaf people routinely overcome with cognitive and linguistic abilities. It is MSD's responsibility to maximize and nurture these abilities in MSD students. To everyone's delight, MSD is moving away from a "deaf school" to a BOVA FIDE Maryland public school that happens to have Deaf and Hard of Hearing students.**

**The implementation of the MSD Bilingual Education Policy will ensure that MSD students will have full, clear, and direct access to information. 500,000 Deaf and Hard of Hearing people in North America are bilingual, using America Sign Language (ASL) and English in their everyday lives. It is MSD's responsibility to provide students with English language models, and to provide ASL classes to members of the MSD community. This fall, about 180 Bilingual members and relatives of MSD students are taking free ASL classes offered by MSD at Frederick and Columbia Campuses. MSD teachers, teacher aides, administrators, secretaries, dietary staff, security officers, support staff, and even bus drivers are now taking ASL classes. A recent retreat of 35 teachers, administrators, and members of MSD Board of Trusts produced a Master Plan (see next issue of The Maryland Bulletin for details) to fully implement the new policy.**

**The expanded Family Education Early Intervention Program (with six additional Family Education teachers) now serves more than 90 families with Deaf and Hard of Hearing infants and in Maryland. Their greatest challenge continues to be combating the redundant tragedy in the field of Deaf Education: late acquisition of language and culture among Deaf and Hard of Hearing children. Recent research in neurolinguistics shows that human beings must acquire language by age three, or their minds may become "paralyzed." That is, children who acquire language after age three may have a difficult time attaining eventual adult language fluency. It is MSD's responsibility to facilitate infant and toddlers' language acquisition at home, and to ensure that all children at the time of enrollment at MSD possess on-grade or above-grade linguistic and academic skills.**

**The creation of the Frederick Campus Students Life Programs has moved MSD into a "24-hour Educational Program." Guest lecture series, non-credit classes, weekly trips to Frederick County Library, peer advisors program, Judicial Board, and other extra-curricular activities have greatly enhanced students' total educational experience at MSD.**

**The recent reorganization of MSD's administrative structure was a direct response to current economic, political and educational challenges. Since last summer, I have become increasingly more involved with MSD external affairs. In addition to the increased lobbying efforts in securing additional monies for the School budget, I have become more involved with MSD Foundation in recruiting private dollars and equipment. In the age of fiscal conservatism, MSD needs to aggressively seek out public and private sources for the rebuilding of school resources. I have also become more involved in presenting MSD's viewpoints on "inclusion" and cochlear implants of infants and toddlers. The reorganization also gives more authority and responsibility to the middle-management at MSD, thus allowing MSD to be much more consumer-driven. Frederick and Columbia Parents, Teachers, and Counselors' Associations (PTCA) and its Parents' Advisory Councils (PAC) provide valuable feedback and enable us to best serve MSD's students and families.**

**MSD's Satellite Educational Program (Pre-Kindergarten to 3rd Grade) at Cash Valley Elementary School in LaVale (near Cumberland) was established last June to meet the needs of Deaf and Hard of Hearing children in Western Maryland. Historically, if young children living in Western Maryland did not attend MSD, they would be placed in "special education" classes. It is MSD's belief that "special education" is not "deaf education," and that "deaf education" is not "special education." Currently, five Deaf students attend this satellite program and are taught by a certified teacher with 17 years of experience teaching Deaf and Hard of Hearing students.**

**As of October 1st, student enrollment (Pre-Kindergarten to 12th Grade) at MSD has reached 355 students, the
Free, Appropriate Public Education

The Maryland School for the Deaf ("MSD") is committed to providing free, appropriate, educational programs and related services for deaf and hard of hearing children residing in the State of Maryland, from birth to twenty-one years of age. Admission to MSD is governed by the procedures specified in the school's manual. The Maryland School for the Deaf does not discriminate on the basis of national origin, race, sex, linguistic, or cultural background when placing students into its educational programs or services.

Accreditation Teams To Visit MSD

From Tuesday, March 8 through Friday, March 11, 1994, both the Frederick and Columbia Campuses will be visited by two accreditation teams. These teams will represent CEASD (Conference of Educational Administrators Serving the Deaf) and MSA (Middle States Association of Colleges and Schools). Approximately twenty-five educators will review reports that were written during our self-study year last year, visit each office and classroom, and spend time interviewing members of the MSD community in order to learn more about our school. On the final day of the visit, chairpersons from CEASD and MSA will present a brief reaction to their visit to MSD’s faculty and staff. Later, the school will receive a written report of commendations and recommendations from both accrediting teams. The school will respond to the recommendations over a period of time established by CEASD and MSA.

The re-accreditation process has been coordinated and led by Marcia Virtz, Karen Russell has coordinated and served as liaison for accreditation at Columbia. Members of the Steering Committee are Marcia Virtz, Karen Russell, Bob Schellbro, John Stnaavlin, Bill Pond, and Mary Lyn Sinclair.

Federal Funds Benefit MSD Students

In past years, the Maryland School for the Deaf on both the Frederick and Columbia Campuses has been able to provide additional services and materials through the use of federal funds. These funds are made available to the school through the cooperation of the Maryland State Department of Education.

During the 1992-93 school year, ECIA, Chapter 2, (block Grant) funds in the amount of $7,540 were made available to the school. These funds will be used to purchase six IBM CPU computers to establish a student computer lab for use during school and dorm time. The computers will feature 1.2 and 1.44 drives as well as Ethernet cards to eventually connect the units in a small LAN. After admitting some funds will also be used to purchase 24 pin LQ printers. The purchase of this equipment will better prepare our students to use equipment they will find upon graduation and will be of direct benefit to them.

Additional money was awarded to the school under Chapter 1, Funds available for the current school year amount to $99,000. These funds were used to assist in the support of the Family Education/Early Intervention Program. This program provides education to very young deaf children and their families in order to help these families with early management and guidance of their children, and to help the children get an educational head start. Services are provided for these individuals both in their homes throughout the state through visiting teachers and classes held on the two campuses of the school. Family workshops involving extended family are also an important component of this program. Some funds were used to purchase consultations and psychological services for students and families with special needs.

Over the years, this funding has had an important impact on the program that the Maryland School for the Deaf has been able to offer, and some services which are now a regular part of the MSD program came into being through initial use of these funds.

The Family Education/Early Intervention Department also received a grant of $7,299 for the 1992-93 school year from the Maryland Infants and Toddlers Program. This grant, as mandated by PL 102-119, provides funding for children ages birth to three years. The grant allows the department to replace and to upgrade materials and equipment. It also funded workshops and interviews for the families and the staff.

Copies of the application for all of the above grants are on file in the office of the Director of Pupil Personnel Services on the Frederick Campus of the Maryland School for the Deaf. These are available for review to anyone who might be interested in them.

We anticipate that funding will also be available for the 1993-94 school year and the school welcomes written suggestions for the use of future funding which might become available. Parents, guardians, staff, and other interested parties should submit these suggestions in writing to Stanley C. Baker, Assistant Superintendent of the Frederick Campus or John K. Stnaavlin, Assistant Superintendent of the Columbia Campus.
MSD Policy Regarding Confidentiality of Student Records

All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to student files. Student files are kept in file cabinets and rooms which have locks.

Professional staff providing direct services to students may have access to information in the files by making a request to the appropriate department head. Professional personnel may gain access to the main file, (the Principal’s File), through the following procedure:

(1) Fill out request form for information desired from student’s file.
(2) Present request form to the Principal’s secretary; request form becomes documented record of who had access to student’s file.
(3) Principal’s secretary will provide only the specific information requested— not the entire file.
(4) Certain information, designated as sensitive information by Principal, will not be provided by the Principal’s secretary except with written authorization by Principal.
(5) Information borrowed from the file is not to be xeroxed or duplicated and is to be returned on the day it is borrowed.

Professional personnel may gain access to the departmental files i.e., Family Education/Early Intervention, Elementary, Middle School, High School) through the following procedure:

(1) Fill out a request form for information desired from student’s file.
(2) Present request form to the Assistant Principal or his/her designee; request form becomes documented record of who has had access to the student’s file.
(3) The Assistant Principal/designee will provide only the specific information requested.
(4) Information borrowed from the files is not to be xeroxed or duplicated and is to be returned on the day it is borrowed.

Parents and eligible students (18 years old and older) may have access to data according to the following guidelines:

(1) By making a request to the Principal to view the school records.
(2) The Principal will arrange to make the records available without unnecessary delay and no later than 45 days from the date of the request.
(3) The parents and/or eligible student shall review the student’s school records with an appropriate qualified staff member present.
(4) Copies of records will be made for a fee of ten cents ($0.10) per page to cover duplicating cost, unless there is a demonstrated financial hardship or this would prevent a parent or eligible student from exercising the right to review and inspect records;
(5) Amendment of records, the parents’ request:
   (a) A parent who believes that information in education records collected, maintained or used is inaccurate or misleading or violates the privacy of other rights of the child, may request the Maryland School for the Deaf to amend the information.
   (b) The Maryland School for the Deaf shall decide whether to amend the information in accordance with the request within fifteen (15) days of the receipt of the request.
(6) Destruction of information:
   (a) The Maryland School for the Deaf shall inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child.
   (b) The following information must be retained for five (5) years to provide information required by state and federal officials:
      (1) All Individualized Education Programs (IEPs); and
      (2) Admission, Review, and Dismissal (ARD) Committee summary sheets and notes containing:
         (a) Identification of assessments and evaluations performed (not the detailed assessments themselves); and
         (b) Formal decision of the ABD Committee documenting:
            i. the student’s disability
            ii. the multidisciplinary nature of the Committee; and
            iii. parental involvement.
   (c) The information must be destroyed at the written request of the parents. However, a permanent record of the student’s name, address, and phone number, his/her grades, attendance record classes attended, and grade level completed may be retained without time limitations.

For all other people, data in files will only be released upon receipt of a signed release from the parents and/or eligible student (18 years old and older).

Personally identifiable information may be disclosed to another school system, school or postsecondary institution without parental consent, but parents will be notified that the Maryland School for the Deaf has been requested to forward education records to the agency or institution in which the student has enrolled or intends to enroll or from which the student receives services.

In addition, Maryland School for the Deaf cooperates with the Maryland State Department of Education by transmitting to them personally identifiable information in an identifiable form.

Questions or requests regarding student records should be directed to the appropriate Campus Principal:

Mr. Stanley C. Baker
Frederick Campus

Mr. John K. Snell
Columbia Campus

Copies of this and other policies complying with state and federal laws are kept in the Office of the Director of Pupil Personnel Services.
MSD Board of Trustees approved MSD Bilingual Education Policy Statement on August 19, 1993 and MSD Philosophy and Objectives on November 12, 1993. Both documents were developed by members of MSD Accreditation Committee (Philoso-
phy and Objectives), MSD BI-BI Com-
mittee (Language Policy), parents, trustees, administra-
tors, faculty and staff over the past eighteen months. Both policies are liv-
ing documents and will be revisited on a regular basis.

MSD Philosophy and Objectives

Our mission at the Maryland School for the Deaf (MSD) is to teach our students in order to prepare them to become responsi-
ble, productive, and contributing citizens in a democratic, multicultural, and changing society. This mission is accomplished when students, staff, parents and the community understand the mission of the School and when there is an expectation that all students can and will learn. We believe that all chil-
dren have a right to an academically rigorous and culturally enriched environment where both American Sign Language and English are valued and where Deaf culture and her-
itage are an integral part of the total school program. Recognizing and respecting the cultural diversity and individual abilities of children, we promote multicultural sensi-
tivity and understanding among members of the school community. Our comprehensive education program strives to maximize each student’s linguistic, intellectual, physical, social, and psychological growth. We are committed to incorporating into our curric-
ulum new and current understanding of how our deaf and hard of hearing children acquire language and culture.

The establishment and evaluation of the mission of the Maryland School for the Deaf is a shared responsibility of the following constituencies: students, parents, adminis-
trators, faculty, staff, the MSD Board of Trustees, the Deaf community, MSD alumni, and the community-at-large. We believe that our mission of providing a lin-
guistically, culturally and academically rich environment is achieved as the school and community actively contribute their efforts to respond to the ever-changing needs of our students and our increasingly complex society.

The following objectives are based upon the philosophy and mission of the Maryland School for the Deaf:

• To provide a sequential and expanding curriculum from pre-school through High School that (1) has high expecta-
tions for student success, (2) promotes instructional accountability for admin-
istrators, teachers, and other staff members, and (3) that examines student assessment measures in order to pro-
 mote achievement for all students.

• To create a secure and aesthetic environ-
ment that provides students full vis-
ual access to all information and full and safe access to all facilities.

• To provide a linguistic environment where all students can understand and are understood, and where American Sign Language and English are used, taught, and valued.

• To provide an atmosphere of pervasive caring and multicultural sensitivity.

• To promote the development of a healthy self-concept and a positive sense of identity as a deaf or hard of hearing person within the family, school, Deaf community, and community-at-large.

• To provide a residential education pro-
gram that complements the broader school program and promotes student development and independent living skills.

• To provide Maryland’s deaf and hard of hearing infants and toddlers (ages 0–4) and their families with quality educational programs that facilitate early language and cultural acquisi-
tion.

• To provide equity and quality in educa-
tional services to those deaf students who have additional and special needs by committing additional resources to their needs, including annual staffing, specialized therapy, physical therapy, mental health services, and behav-
ior management.

• To promote the professional develop-
ment of administrators, faculty, and staff.

• To offer a variety of support services to meet individual needs such as psycho-
ological testing, personal and career counci-
ing, health services, and physi-
tical therapy, and communication services.

• To provide specialized equipment such as captioned films, TTYs, media equipment, personal computers, and television decoders in order to enhance the visual environment.

• To encourage a high level of student participation for all subgroups of the school population in student govern-
ment, varsity and intramural sports, clubs, dramatics, and other extracur-
ricular activities in order to promote peer interaction, community service, and leadership opportunities.

• To continually review programs of the school through committees with representation from the various parts of the school community.

• To comply with state and federally-
mandated requirements as they relate to the education of deaf and hard of hearing children.

• To promote a high degree of participa-
tion and shared responsibility between the school, the parents, and the community.

MSD Bilingual Education Policy Statement

The Maryland School for the Deaf (MSD) recognizes that over 500,000 Deaf and Hard of Hearing North Americans use American Sign Language (ASL) and Eng-

ish in their everyday lives.

The mission of MSD is to provide ASL and English language models for early lan-
guage acquisition.

And, to provide linguistically-enriched ASL and English environments for the attainment of fluency in both languages.

OCTOBER-DECEMBER 1993
This mission is accomplished when all MSD students become fluent in both ASL and written English. Some Deaf people also have spoken English skills and some have English listening abilities. Deaf people use ASL, because they can see. ASE offers Deaf people full and clear access to information. An established ASL language base enables students to learn English as a second language through reading and writing. Parents and teachers sign stories and books to Deaf students by pointing to pictures and English words, and identifying them in ASL. Then, students learn that ASE signs have English word equivalents. This in turn encourages students to learn to spell and recognize words, and eventually become readers.

This policy puts an emphasis on the students' native language: deafness. Language teachers are primarily visual learners because they use their eyes as their primary learning channel. They can process some language and environmental information aurally, and use the auditory channel for secondary tasks.

2. What about the previous policy, “Total Communication”?

“The Total Communication” was a very important development in the history of educating American Deaf students. In late 1960’s and early 1970’s, the adoption of “Total Communication” at many schools restored the use of ASE in classrooms for the first time since late 1930’s. However, much confusion resulted because many educators interpreted “Total Communication” as using English and ASE at the same time.

This is also known as “Simultaneous Communication”. Recent research shows that using two languages at the same time compromises both languages. ASD and English.

“Total communication” or “contact language” occurs when Deaf people and hearing people (who do not have fluency in ASE) interact.

3. What will happen to language instruction in ASE class?

Fluency in reading and writing remains the mission of MSD educators. With the adoption of the Frederick County Essential Curriculum, greater emphasis is now on rigorous English language instruction. Deaf students have full access to written English because they can see. Classroom instruction hours and hours of reading books and hours of writing English are critical for achieving fluency in reading and writing English.

4. Will my son/daughter continue to receive speech and auditory training at MSD?

Yes! MSD has and will continue to provide specialized speech instruction to its students, as well as speechreading and auditory training. They receive instruction both individually and as part of their classroom activity. Emphasis is on meaningful conversational English skills.

5. Will families of MSD students learn ASE?

MSD now provides free weeknight classes to families of MSD students at both Frederick and Columbia campuses. ASE I, ASE II, ASE III, and ASE IV classes will be offered. ASE classes are also offered at several universities, community colleges, and other educational institutions.

6. How to the MSD administrators, faculty, and staff learn ASE?

The majority of MSD administrators, teachers, and staff are already fluent in ASE signs. MSD is committed to this goal that all administrators, faculty, and staff can effectively converse with MSD students in ASE.

MSD has hired a full-time ASE teacher at both Frederick and Columbia campuses. In addition to their ASE instructional responsibilities with MSD students, they will offer ASE instruction to MSD students, faculty, and staff in in-house training and small class formats.

7. Does ASE allow signing of English words?

ASE allows any sign (Spanish, English, Russian, etc.) that allows natural borrowing of words from other languages. Since ASE users live in the United States, ASE borrows words, many words from the English language. The English language also borrows sign words from ASE.

8. Does ASE allow ‘mouthing’ of English words?

ASE uses a visual and general language. Like the English language, ASE has articulators that are visual and physical. They use their hands, face, and body to express themselves in ASE. The mouth is an important articulator and the mouthing of certain English words is a natural feature of ASE.

9. Does ASE allow the use of finger spelling?

Finger spelling of certain English words is again a natural feature of ASE. Finger spelling is a linguistic function that allows ASE students to borrow words from the English language. If a beginner ASE signer does not know an ASE sign, this person should finger spell the sign-word, and not “invent” a new sign.

10. Does ASE allow an ‘initialised’ sign?

Initialised signs have been used by ASE signs for over one hundred years. A classic example of initialised ASE signs are ASE signs for colors. An ASE sign for sign-word “BLUE” has a hand shape, the sign-word “GREEN” has a handshape, and so on. The key here is that ASE signs do not initialise an ASE sign-word if there is already an ASE sign-word.

11. Where do I go if I need to ask questions regarding ASE grammar or ASE sign words?

Like beginning English users seeking fluent English users questions regarding English usage, beginning ASE users are encouraged to ask fluent ASE signers questions regarding ASE usage. It is easier for fluent ASE signers to teach at both Frederick and Columbia campuses stand ready to help!
MSD Lights the Way to the Future with New Lighting Project

In June of 1992, MSD began working on a lighting retrofit project with the Maryland Energy Administration and the Potomac Edison Company. The actual work began on the project on June 1, 1993 and was completed October 18, 1993.

The goal of the lighting project was to install or change all the lighting fixtures at MSD. In many cases these lighting fixtures were changed to provide for a better quality of lighting using much less energy. Potomac Edison agreed to pay more than $250,000 for this project at no cost to MSD. The total savings to MSD is expected to be over $42,000 a year in energy costs.

While the project was fully under way, there was a lot of involvement from the students and staff. MSD began an essay contest for the Middle School and High School students, and a poster contest for the Elementary students to become involved with the project with the subject of saving energy. During the Kick-Off Event on October 13th, the winners of the essay and poster contests were announced and given a $50 savings bond from the Governor. Those winners were: Lacey Allison Wilhem, Elementary School; Allison E. Tyler, Middle School; and Stacy A. Nowak, High School.

During the Kick-Off Event, Governor William Donald Schaefer was present and gave his support to the School, its project and its overall mission to the community. At the Kick-Off Event there were tours of the school for many of the senators and delegates who were present and a wonderful buffet for all who attended.

MSD are continually looking for creative ways to manage its resources and this is but one example. MSD is currently working towards a similar project at Columbia Campus.

—Mark S. Sewell

Susan L. Tuckwell, Director of Customer Relations, Potomac Edison Company; James E. Tucker, William Donald Schaefer, Governor; Alan J. Noia, President, Potomac Edison Company

OCTOBER-DECEMBER 1993
Corduroy's Adventure

One night Corduroy stole money from a toy store. He was hungry and he wanted to buy cupcakes. He brought the cupcakes to the toy store to share with his friends. He saw a shadow and it scared him. He ran out of the store.

He ran to the woods. It started to snow. Corduroy became very cold and tired. He fell asleep. When he woke up there were wolves all around him. He was scared but stayed quiet. Wolves don't like noise. Corduroy tricked the wolves and ran away from them.

He was very scared. He wanted to go home, back to the toy store. He ran to the store and broke the door to get inside. The policeman saw Corduroy. He was cold and wet. He picked him up and brought him to the toy department. Corduroy started crying. I am sorry I stole money. I am sorry I broke the door.

I want to stay in the store. It is my home.

—Kami Padéens & Joshua Feldman

Corduroy went to the zoo. It was a sunny and pretty day. He saw an elephant. The elephant tried to step on Corduroy. Corduroy jumped high before the elephant stepped on him. He jumped on the elephant's nose and the elephant was swinging him back and forth.

Corduroy saw a giraffe in a cage. He jumped on the giraffe's back. The giraffe tried to bite Corduroy. Corduroy jumped up and down on the giraffe's head. The giraffe said, "Stop, Stop!" He was pretty with brown spots and tan skin.

Corduroy saw a bee hive near the alligator's cage. He fell in the water. The alligator told him to get out. The alligator swallowed Corduroy. He didn't like the way he tasted, so he spit him out. Corduroy went through the cage and went home.

—Kelly Phillips & Bruce Persons

Claude Moore Colonial Farm

The 4th and 5th graders of the Elementary Department have been studying Early American History. As part of the colonial American unit, the students went to the Claude Moore Colonial Farm in McLean, Va. This trip was a step back in time. It displays an actual working colonial farm in 1771. The students met the farmer and his wife. They also made candles by hand dipping them into animal fat and beeswax.

Yesterday, we went to the Claude Moore Colonial Farm. It is in McLean, Va. It is a farm showing colonial farm life in 1771. We learned several interesting facts.

Women's clothes and shoes look different. This is a long time ago. I looked at women's clothes and told the children that the women's clothes were different. They had brown shirts and white skirts. Also, they had white bags on their shoulders that went to their legs.

The slaughtering of animals was told. They put the deer upside down and cut off its head. The blood would go into a deep hole. Then the blood goes down a path. This is interesting.

They had small houses. They did not have enough light. The women would shout outside because there was not enough light inside the house. The woman could not find the pin because she did not have enough light. I think that long ago was smarter than today.

—Tabitha Markel

We learned how to dip candles. First we dipped three times then we dipped one time. We waited until the candle was dry. It was hard to break the candle. Mine was a fat candle. It felt sticky because it was made of wax.

All the girls put strange clay on the side of their legs to protect them from the wind. They worked hard. They didn't go to school. That was strange. Inside their houses it was very dark. The boys and girls stay in bed and read aloud. They don't talk to each other very much.

—Jennifer Vosgarrel

Yesterday Ms. Catherine explained about things that happened a long time ago. It smelled terrible because they were cooking grease to make candles. I got a string with tape and went to a pot and dipped three times; then, one time.

On our trip we went into an old log cabin. There were many things of their own. The house was in bad shape. We walked to a new log cabin. The floor was muddy. I stepped on the muddy ground.

We learned about how the pigs were killed. They would cut their necks to bleed. They also killed deer, bears, cows, and rabbits. They would burn the animals and take away the fat.

—James Etheridge

I learned how they make candles. They shot an animal and got big chunks of fat and put them in boiling water. It melts into liquid. Next they pour wax in and stir it up. Next, get a string and dip it in and let it drop three drops and hold it straight. Keep dipping it until you have a candle.

It is dark because the trees block the sun, even when she opens the windows. When it snows they have to cover the windows and that makes it even darker. There are different ways to get light in the winter. One is to light a flante, but the flame goes out after awhile. The other way is to light a leaf light. The light is metal and it is shaped like a leaf. To start it you have to put oil in it.

They have a small house. The house has a fireplace. Where food hangs above. It is made of wood and plaster. It was fun, I wish I would have to wear those rags.

—Kevin Coyer
THE ESSAY CONTEST

At MSD we had a contest about the relamping of MSD's campus by Potomac Edison. Participants in the contest had to write an essay about the relamping of MSD.

About twenty Middle School students wrote essays for the contest. Several High School students also wrote essays.

Before I wrote my essay, I read information about the new lighting system at MSD. Also, my classmates and I interviewed Mark Sewell, Director of Support Services. Then, I wrote an outline of my ideas. I also worked with my teacher, Nancy Swaiko. Finally, I typed my essay on the computer.

The Middle School language arts teachers read all the Middle School students' essays and picked six semi-finalists. The High School English teachers read the six semi-finalists' essays and then they chose the one winner. The Middle School English teachers picked the one winning essay from the five best essays from the High School. Stacy Nowak was the winner from the High School.

When I heard that I was the Middle School winner, I was very shocked! I felt honored and proud to be the winner.

I practiced signing my essay with my teacher, Nancy Swaiko because I would have to present my essay in front of Governor Scharer and Superintendant Tucker on October 18, 1993.

The October 18th ceremony at MSD was wonderful. However, I was nervous! But I guess I did ok. After I signed my essay Governor Scharer gave me a $50.00 saving bond. My family and lots of people from Potomac Edison were there. After the ceremony we had some lunch, and people took tours of the MSD campus. Many thanks to Governor Scharer and Potomac Edison for being interested in MSD.

— Allison Tyler —

Photo by Nancy Swaiko

Front row: Carly Eichelberger, Krissy Nowak, Stephanie Gasco, Mary Faulkner, Angela Faye, Allison Tyler. Back row: Ass't Coach Jolene Whaley, Manager Robin Oswald, Coach Jean Meyerhoff. Absent: Jennifer Oakley and Ass't Coach Susan Luttrell.
MEETING LYNN PIVAC
On October 21, 1993, I was in Science class with Ms. DeLameter. I was working on my report. I was writing, thinking, and looking at my notes. Then Nancy Swaiko came to my class. She asked Ms. DeLameter if she could set me for a while. Ms. Swaiko walked me to the computer lab to meet a visitor. This visitor’s name was Lynn Pivac. Lynn Pivac came here for a visit from New Zealand. She came to the U.S. for a conference at Gallaudet. Lynn Pivac’s daughters are Sara and Sonia. Last September 1 I wrote a penpal letter to a deaf girl in New Zealand. Her name is Sara Pivac. Kristen Shaull, a friend of mine, also has a penpal from New Zealand. Her penpal’s name is Sonia Pivac. I think it was neat to meet the mother of my penpal and to talk with her for a while. Lynn Pivac took a picture of me to show her daughter. Then Ms. Swaiko took a picture of me with Lynn Pivac.

Next I began to laugh because I felt like Kristin and I were sisters because of our being penpals with Sara and Sonia and who are also sisters. I walked back to my Science class. I told my friends, Nicole Sichette and Allison Tyler, about my recent experience of meeting Lynn Pivac. They couldn’t believe it.

—Laura Tarbox

FACTS ABOUT PEER ADVISORS
The Peer Advisors’ Program at MSD has really helped students since it began in August. Preparation started last spring when the students were selected by three Resident Educators. The Resident Educators asked different questions of each person who wanted to become peer advisors. After being selected, they accepted duties such as to be good role models and good examples to everyone, to be respectable, to treat others fairly, and show up at the Peer Adviser meetings every Monday night. Peer Advisors take turns to host parties, workshops, and team-building activities during the year for Elementary, Middle, and High School students. Also Peer Advisors will tell stories to the Elementary Department twice a month.

Peer Advisors have privileges that other people who are not peer advisors don’t have such as being at 12:00 p.m., and not having to show up at breakfast in the cafeteria. Also, they can get a refrigerator and microwave or other things for their rooms. They can go anywhere from after school to supper and after supper to 9:00 p.m. They can do homework at any time, not only during study hour.

I have enjoyed being a Peer Advisor, but it is tough to be a good role model to everyone. Sometimes, I didn’t think of myself as a Peer Advisor.

The people who are peer advisors are: Joey Greggor, Mike Halichak, Renu Bole, Elizabeth Juchno, Matt Korpic, Clarence Taylor, Donna Crowe, Hayley Evans, Julie Bourne, and Lorette Rambou.

Lizette Ramos

THE WORLD GAMES FOR THE DEAF
My dream to be on the U.S. Deaf Olympic Team (the World Games for the Deaf) became a reality during the opening ceremonies at Sofia, Bulgaria on July 24, 1993. There were 38 different countries entering the stadium. There were many fans lining the streets. When we went into the stadium, many fans were supporting the U.S.A. Americans had more athletes than the other countries. Non-American athletes waved a flag to cheer for the U.S.A. Many fans wanted our flags. Some of us gave it to them. All U.S.A. team members wore the same opening ceremony uniforms.

This was better and different than other countries. There were about 160 athletes representing the U.S.A. team. I felt so good that I had a chance to be on the U.S.A. team because I definitely gained a lot of experiences from WGD. Many countries traded pins, flags, and some small things during the opening ceremonies. All of the countries wanted to trade things with the U.S.A.

My first wrestling performance was against Italy. At first, I felt nervous, excited, and really wanted to win. I wrestled the Greco-Roman style. When we wrestled, I beat my opponent, 9-7. I was so thrilled to make my first victory. So, my next match was against Russia in the semifinals. I just needed a victory to be in the finals. When we wrestled, the score was tied 11-11 in the last two seconds. I used a headlock move on him and made a third point move that gave me a second victory. I was so thrilled and shocked that I actually would wrestle in the finals. My opponent in the finals was Iran. I took an early lead, 3-0. But I lost, 10-3. Of course, I felt disappointed but I still felt that I would bring home something. I won a silver medal.

The U.S.A. won easily with a total of 83 medals. The U.S.A. team earned 35 gold medals, 25 silver medals, and 23 bronze medals. In second place was Germany with a total of 53 medals. The U.S.A. men’s and women’s basketball teams, women’s volleyball team, and water polo team won gold medals as a team sport.

During closing ceremonies, many countries traded clothes and souvenirs. Of course, a lot of us took pictures because we would not see our friends from other countries again or until the next four years. After the closing ceremonies, we celebrate all night. That Olympic experience will be one of my best memories. I learned a lot about different cultures and countries as a U.S.A. team member.

There were a lot of things that happened during WGD, not all of them were positive. One time, three Swiss athletes wanted to ride in a taxi. They all got in with their bags, but there was not enough room. So the driver told them to put the bags in the trunk. So they put them in the trunk and drove away. Somehow, the car stopped. The driver told all three athletes to help to push the car because the car had some problems. So while they pushed the car, the driver escaped with the bags in the trunk. Also, pocketpicking was one of the problems there.

The clothes that we got for the Olympics were so wonderful. I couldn’t believe the kind of clothes I got. I felt like I got new clothes every day. I received vans shoes, wrestling shoes, several-shirts, several sweaters, several shorts, two wrestling uniforms, warm-up outfits, opening ceremonies’ outfits, and a small and large bag. I wish I could tell you more. I enjoyed sharing my experiences. So if you have any questions or are curious about something, just ask me. One question people ask is, “Would you like to go again?” The answer is YES, I definitely will go to Denmark in 1997!!!

Joey Greggor
From the Office of Student Life

Frederick Campus

STUDENT LIFE TEAM

What a month! Many good things have happened since the school opened last August 29.

Let me share with you some of the exciting news:

1. Almost all High School students got off the Low Grade List last September 29 when interim report results were announced. Many students demonstrated commitment in doing well in academics as well as student life activities at MSD. Many staff members from Student Life spent time discussing with and encouraging students to excel in academics by doing their homework.

We will continue to be part of your child's life to make sure they get the support they need from us.

2. The Oracle's Nest recreation center is open now. However, it is still under construction. We will have a disc-jockey room with a top-notch stereo system. It will be installed by a disc-jockey and will be hooked up to a CD player, television, and a lighting system. We will have a platform where a 50 inch television will be placed for everyone to see.

In addition, we will have two 27 inch televisions mounted on the wall in two corners for the students to enjoy.

We will have two Super Nintendo game boards, air hockey, football, table tennis, and we are looking for a pool table.

The kitchen will sell snacks including cold and hot foods such as pizza, hamburgers (cooked in the microwave), and sandwiches. We hope to finish everything in time for "the ribbon ceremony" on November 4. Students are excited to see it completed.

3. This week Elizabeth Marsh will have a meeting with volunteers from the community about the tutorial program at MSD. We will begin the tutorial program very soon and it will be held in the computer lab in Ely Building. The tutorial program will be offered to students on Tuesday, Wednesday, and Thursday.

Teachers may refer students to the tutorial center or students may sign up in advance for "walk-in" tutoring. We hope this program will be successful.

4. The Student Resource Center includes the tutorial program and computer centers. Students may go to the Student Resource Center for computer use. There will be time slots for academic-related work only and other time slots for free use of the computers. The Student Resource Center will be open in conjunction with the tutorial program.

5. The Judicial Board, under the leadership of Peter Bailey, started off well, despite only five students on the Judicial Board team. However, right now there are about eight students who are interested in joining the Judicial Board. After selecting five more students, they will receive training and begin their duties at the beginning of second quarter.

6. Leadership Training for student leaders was held last Sunday after Homecoming. It was a success. Seventeen of our students participated in the half-day workshop with Student Body Government officers from Gallaudet University. They focused on how to resolve conflicts within the organization. We hope to do this again in the near future for other students.

7. The Peer Advisor Program has begun. They have in-service and group process sessions on alternate Monday evenings. The Coordinator of Student Development, Holly Benedict-Dove, coordinates this program. During the in-service, different topics related to their responsibilities are presented. During the group process session, the guidance counselor will discuss counseling techniques and group processing with Peer Advisors. We will continue to evaluate the program and improve the program as time goes by.

8. A story-telling program for the Elementary students is being planned. The Residential Educators and Peer Advisors will co-host the story-telling program in the Elementary Residen
tial Hall every Wednesday evening. There will be totem guest storytellers coming as well to share stories with the kids. A lot of stories will come from Aesop's Fables. This will begin during second quarter.

9. Every Monday, high school students are allowed to go off-campus in groups of three students or more. Every Tuesday, Wednesday, and Thursday, the dormitories will be closed from 3:30 to 5:30 p.m. The students will have a choice to participate in the following activities: varsity sports, arts/crafts, cooking club, recreation (swimming, bowling, basketball, etc.), outdoor/hiking, yearbook, and student newspaper (if it is established).

10. The after-school program for Students With Special Needs will be coordinated by Jane Redding. The students in this program will be given an opportunity to learn independent living skills and to apply their learning by going off-campus to do real-life activities.

11. Under the leadership of our Athletic Director, Vicki Grossinger, there will be a basketball league for Middle School and Elementary School students. We will join the Monocacy League where we will play 13 games this coming year. We will play every Monday or Wednesday evening. Vicki is investigating the soccer program for both Elementary and Middle School for next year's fall season. Also, she is looking into a volleyball and wrestling league for Middle School students.
FOOTBALL

The Varsity football team entered the 1993 season, hoping to improve on last year’s 3-4-1 record. They did more than that as they finished the season with 5 wins and 3 losses, second best in the school’s history (6-2 in 1978). The team also set several school records in passing, receiving, kicking, rushing, and other areas.

Beating Indiana School for the Deaf, Florida School for the Deaf, and Hancock on Homecoming Day were thrilling moments for the MSD team. The only three losses the team had were Maret, Sidwell Friends, and Eastern North Carolina School for the Deaf (ENCSD). Losing to ENCSD was tough.

John Moore (DE) and Sean O’Brien (LB) were selected to the 1993 Frederick News-Post All-Area Football Team. Steve Brzozowski (Panter), Joey Gregor (DB), John Moore (Receiver), and Clarence Taylor (DL) were the Second Team members. Honorable Mention Team members were Dejuan Hamilton (OT) and Matthew Korpi (OG).

CROSS COUNTRY

CONFERENCE CHAMPIONSHIP

MSD concluded its Cross Country season on Nov. 7 at the Washington Independent Schools Conference Championship Meet at the Potomac School in McLean, Virginia. Nineteen schools were represented. Natasha Brunson finished in 14th place and was named 2nd All Conference. Also participating in the girls’ race was Julie Bourne. For the boys, MSD was represented by Dennis Dean, Derek Seimah and Stephen Semler.

On October 16, the Orioles ran in the DAFUS Championships at the Louisiana School for the Deaf in Baton Rouge. The boys’ team finished in fourth place and the girls’ team finished in second place. Indiana was the boys’ champion and Louisiana was the girls’ champion.

Dennis Dean established a MSD course record on the home course of 20:07 for three miles.

With only one senior running Cross Country, MSD competed well throughout the season. Team members for the girls’ team were Natasha Brunson, Julie Bourne, Melissa Jarboe, Erin McLaughlin, Carey Knezevich, and Rhonda Jackson. Boys’ team members included Michael Halischak, Stephen Semler, Dennis Dean, Haran Wright, Derek Seimah, Owen Barrow, and James Hopkins. Managers were Laticia Ensor and Kienfra Johnson.

Volleyball Results

After winning the ESDAA Volleyball championship last year, the MSD Varsity Girls’ Volleyball team started its fourth year with a group of young players.

There are seven sophomores (Amy Wise, Julia Rae Eichelberger, Christina Ludden, Hayley Evans, Joy Massel, Delanne Woodall, and Andriss Harris), and only one freshman (Stacy Nowak). Ty Duffy is manager.

It was a very busy and quick season. Beginning early in September, after weeks of practicing and the volleyball camp in August, they played in two tournaments. One was in Hagerstown and the other was at MSSD along with several local teams. They played in the Frederick County

1993 MSD FOOTBALL TEAM


Columbia Campus

CROSS COUNTRY—COLUMBIA
During the first quarter, students in the upper Elementary Department and Middle School were involved in a fit-
ness unit in physical education class. Cross country running skills were the major focus, teaching students how to monitor their own heart rate, proper running technique, jogging at a consist-
tent pace, and racing strategy.

Each student trained by stretching out, jumping rope, and jogging around campus to build up their endurance. On October 28, there was a cross country race. Four teams with ten runners on each team ran (and walked) the course, with students and staff looking on to cheer them on as they crossed the finish line.

For some of the runners, this race was a tune-up for the cross country run at the Frederick campus on November 2. With any luck, this race is the beginning stepping stone for a bright running future for these young runners.

MDT 1993-1994
Winter Sports Schedules

Wrestling
Dec. 4—St. Michael Inv. 8:00 AM A
Dec. 5—South Inv. 8:00 AM B
Dec. 6—St. Andrews 4:00 PM H
Dec. 7—Washington Prep 4:30 PM H
Jan. 1—Edgewood Prep 4:00 PM H
Jan. 4—South 10:00 AM H
Jan. 12—Southtown 6:00 PM H
Jan. 15—St. John’s 5:00 PM H
Jan. 17—Annapolis (TFR) 9:00 PM H
Jan. 25—ESDAA at USD
Feb. 1—South 4:00 PM A
Feb. 2—ESDAA Tourny
Feb. 9—West Nottingham 4:00 PM A
Feb. 12—USD 4:30 PM H
Feb. 19—All Saints Tournament 9:00 AM A
Head Coach: Jeff White
Asst. Coach: Chris vonGarrel

Girls J.V. & Varsity Basketball
Nov. 9—St. Andrews* 5:30 PM A
Dec. 1—St. John’s 6:00 PM A
Dec. 2—Manor Direct at ESDAA
Dec. 5—South Prep 4:00 PM A
Dec. 8—USD Hampton-Fr 6:00 PM H
Dec. 10—ESDAA Invitational* A
Dec. 13—Highland View* 7:00 PM H
Jan. 5—Quarries* 6:00 PM H
Jan. 6—East Spring 6:00 PM H
Jan. 14—USD Prep 1:00 PM H
Jan. 17—Bollingbrook 6:00 PM A
Jan. 19—St. John’s 6:00 PM A
Jan. 20—Bollingbrook* 4:00 PM A
Feb. 1—VSSA* 7:00 PM A
Feb. 2—Bollingbrook 6:00 PM H
Feb. 5—Quarries* 4:00 PM H
Feb. 6—VSSA* 3:30 PM H
Feb. 8—Highland View* 7:00 PM H
Feb. 9—East Spring 6:00 PM H
Feb. 17—Bollingbrook 6:00 PM A
Feb. 18—ESDAA Tourny* A
Mar. 6—Quarries 6:00 PM H

* Varsity only
Head Coach: Peter Bailey
Asst. Coaches: Tom Carroll
JV Coach: Joe Buehler

Boys J.V. & Varsity Basketball
Nov. 9—St. Andrews* 6:00 PM H
Dec. 2—St. Andrews* 7:30 PM H
Dec. 9—South Prep 4:00 PM A
Dec. 10—ESDAA Invitational* A
Dec. 14—Bollingbrook 7:30 PM H
Jan. 4—Bollingbrook 6:00 PM A
Jan. 10—South Prep 6:00 PM H
Jan. 14—South Prep 5:30 PM H
Jan. 17—Old Town 6:00 PM A
Jan. 18—Highland View 7:00 PM H
Jan. 19—USD Hampton-Fr 7:30 PM H
Jan. 22—Old Town 6:00 PM H
Jan. 23—Highland View 7:00 PM H
Jan. 25—Bollingbrook 6:00 PM H
Jan. 27—Robbins 5:30 PM H
Jan. 31—USD 4:00 PM H
Feb. 1—VSSA* 7:30 PM H
Feb. 5—Quarries 6:00 PM H
Feb. 12—VSSA* 3:30 PM H
Feb. 15—USD 4:00 PM H
Feb. 18—ESDAA Tourny* A
Feb. 21—Hammer 6:00 PM H

* Varsity only
Head Coach: Jeff White
Asst. Coach: Chris vonGarrel
JV Coach: William Herfield

General . . .
Deborah J. Bosworth, a 1970 graduate, will receive her Bachelor’s of Science degree on May 23, from Springfield College, Springfield, Massachusetts. Debbie earned her Associate’s degree from the National Technical Institute for the Deaf in Rochester, New York. She began touring with the National Theatre of the Deaf and worked with that group for four years, touring Japan, Singapore, Korea, Europe and the United States. She also toured with the Little Theatre of the Deaf. In addition, she worked as an actress at the Fairmount Theatre of the Deaf in Cleveland, Ohio. She was guest artist in an all-hearing cast at Trinity College in Hartford, Connecticut, and has appeared in the New York Theatre for the Deaf in an off-Broadway production. In 1985, she starred in “Children of a Lesser God,” and was voted best actress of the year. Her free-lance jobs have included teaching ASL to hearing students at Catonsville Community College in Maryland and also in New York City. She also worked as a costume designer for Broadway productions when she lived in New York.

For the past six years, Debbie has been living in Connecticut, and working at the American School for the Deaf in Hartford as a Residential Advisor for students. She makes her home with her daughter, Hannah, in Centerbrook, Conn.

Engagement . . .
Joseph D. Baer, a 1985 graduate is proud to announce his engagement to Julie Gobel on April 2, 1993. They have been together for five and half years. Joey and Julie will tie the knot on June 25, 1994.

Joey currently resides on the other side of America in San Jose, California. Joey is working as a California Relay Service Specialist in San Jose. Maryland School for the Deaf has produced twenty eight percent of the CRS Specialists, himself and Emmanuel Dadaet, a 1983 graduate. Emmanuel works in the Los Angeles area and is doing real well. “I have been subscribing to The Maryland Bulletin and have seen lots of improvement in it since Mr. Tucker took over. It really made me so proud knowing that I graduated from a wonderful school,” said Joey.

Wedding . . .
Rohbi Sue Renfrew and David Wayne Fritz were united in marriage at the Frederick Church of the Brethren. The Rev. James Flora performed the double-ring ceremony.

The bride is the daughter of Mr. and Mrs. Robert Renfrew of Clarksburg. The groom is the son of Mr. and Mrs. Albert Fritz of Walkersville.

Attending the bride as matron of honor was Stacie Renfrew, sister of the bride. Bridesmaids were Adrienne Neal of Frederick and Tina Young of Hagerstown. Junior bridesmaid was Kelly Watkin of Montana.

Serving the groom as best man was Shawn McIntosh of Walkersville. Ushers were Steve Fitz and John Fritz, brothers of the groom, both from Walkersville. Ring bearer was Michael Watkin of Montana.

An evening reception was held at the Ceresville Mansion, Frederick.

The bride is employed by Talent Tree Temporaries Inc. and is working at Prudential Home Mortgage Company in Frederick. The groom recently returned from serving as a journalist on board the mini-rocket-powered aircraft carrier USS Theodore Roosevelt, homeported in Norfolk, Va. He was on a six-month deployment where the ship had been helping enforce the no-fly zone over Bosnia and over Iraq. He is now stationed at Fort Meade.

After a honeymoon trip to the Poconos in Pennsylvania, the couple reside in Columbia.

Maryland Relay Service and You!
Michael Baer
Account Manager
Sprint
Anywhere to Anywhere
If you are a Maryland resident, you have the privilege to use your Maryland Relay any time from anywhere to anywhere in the world! You pay a $.17 surcharge in your telephone bill every month; therefore, after we verify your Maryland telephone number on our computer we will process your relay calls to anywhere in the world. Local calls are free and long distance calls are billed in the regular manner to your Md. number.

Examples:
a. New York City to New York City? YES
b. Florida to Arizona? YES
c. Chicago, Illinois to Frederick, Md? YES
d. Anchorage, Alaska to Washington, D.C. YES

No matter where you are, all you have to do is dial 1-800-735-2258 (1-800-REL-BALT) and make your connections!
International calling
Since September 1, 1992, Maryland has offered full international service. For all calls coming into United States from any foreign location, the caller will have to use this 10 digit number:
410-486-9363 (TTY/V)
The Maryland Relay 800 toll free number can not be accessed into USA from a foreign location. Please be sure to have the country & city code ready which needs to be dialed before the 10 digit number given above. The code may be obtained through local telephone books or directory assistance.

Announcing/Explaining Service
You decide whether or not you want us to announce and explain the service to the voice caller. This procedure has worked very well except in one situation. When the telephone number is given without further information like name and/or place you are calling to often makes the connection between you and the voice party very awkward. It would be very helpful to us if supplemental details or places are given to ensure a smooth flow of conversation when the service announcement or explanation did not take place per your instructions.

Parentheses ( )
(xx x xxxx xxx) gives you additional information such as background noises to communicate with you directly during your relay call. The reverse is also true for you! When you type a message within parentheses, that indicates to us you are trying to let us know something and that information in your ( ) are not intended to be relayed. Please bear this in mind when you are using parentheses during your relay calls, and we will do likewise by keeping you informed what's happening around your conversations.

Voice carry-over callers
To ensure your full message is heard, when you read a "GA" on your TTY, wait at least a second before you pick the headset up and voice over. It takes just a second for our system to open the line and allow your voice to be heard by your voice caller. Without the a second delay your caller may miss the first few words of what you say. This procedure should also be used when you dial in and read the service greeting, MD Relay CA XXXF VCO or type GA, wait at least a second before picking the headset so that operators will not miss the first few numbers and name you are calling to.
If you have a direct connect TTY, you can set your telephone and TTY system to eliminate having to continually pick up/place down the headset during the conversation. Simply hook your telephone to a jack (or jack) to the wall outlet. This will allow you to hold the headset in your hand or at your shoulder for the entire call.

Maryland Relay videotape
We have a very informative MRS videotape which is available for loan at no cost to you. Please let us know if you would like to borrow a copy. The tape would be ideal for showing in your workplace, church, civic groups, families, and even for yourself to see how a relay call actually takes place.

Maryland Relay Supervisors
During different shifts, we have at least a supervisor available on the floor to monitor the traffic flows and to assist agents when necessary. Supervisors are available for your convenience, too! Whenever you have questions or wish to provide feedback, feel free to ask for a supervisor and one of us will come to the telephone/TTY to speak to you.

New billing options using your other long distance carrier of choice
Effective July 26, 1993, Md. Relay will allow you to bill the long distance ( toll) calls to your pre-subscribed distance carrier company of your choice. Simply inform the Maryland Relay operator which long distance company and the billing number (your home, a calling card, third party, or collect). Remember, if you don't inform the operator how you want to be billed, then you will automatically be billed on Sprint's reduced long distance rates. Please look for a special announcement in the near future about this new billing option.

Maryland Relay Service may be contacted for information about service or when you request presentations or training seminars. There is no cost to you or your group for these services.

Sprint Maryland Relay Service
600 Metro Drive
Baltimore, MD. 21215
l (800) 377-1120 (TTY)
l (800) 532-7724 (voice)
(410) 764-5889 (fax)

Season's Greetings

October-December 1993
MARYLAND SCHOOL FOR THE DEAF

proudly presents

62nd ESDAA DIVISION 1 BOYS' BASKETBALL & CHEERLEADING

AND

18th ESDAA DIVISION 1 GIRLS' BASKETBALL TOURNAMENT

February 24th at M.S.D. Gym
February 25-26th at Frederick Community College Gym

Participating Teams

American School for the Deaf
Lexington School for the Deaf
Marie Katzenbach School for the Deaf
Maryland School for the Deaf
New York School for the Deaf
Western Pennsylvania School for the Deaf

Admission Price at Door (Per Day)

Adults - $4
Students With I.D. (12-18 yrs old) - $3
Children Under 12 - Free

Special: 3-day Tournament Pass

Adults - $10
Students With I.D. (12-18 yrs old) - $7

For more information, contact Vicki Grossinger, Athletic Director.
TTY: (301) 620-8534
Voice: MD Relay Service (800) 735-2258
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