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CONTENTS

MSD's Work Study Program Leads to Student Success on the Job ........................................... 1
Providing Quality Educational Programming for Deaf Students with Special Needs (DSN) ............ 4
The Maryland School for the Deaf Fountain Supports Students In A Variety of Ways .................... 6
What is Full Inclusion? .......................................................... 8
Around MSD ....................................................................... 10
From the Office of Student Life .................................................. 12
The Junior Bulletin ................................................................ 13
Sportscope ........................................................................... 16
Alumni & Community News ..................................................... 19

ON THE COVER

Columbia Campus Middle School students, Andre Evans and Latrice Bishop, enjoy learning about the Olympics in social studies class.

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MSD’s Work Study Program

Leads to Student Success on the Job

By Marsha Payne

The Work Study Program at the Maryland School for the Deaf continues to grow every year. There are 12 students employed at off-campus work sites in Frederick. These students attend classes in the morning and work Monday through Thursday afternoons. The larger part of the Work Study Program involves 32 students in volunteer jobs on campus during one or two periods of their school day.

The students who participate in the Work Study Program discover career interests and aptitudes while developing knowledge and skills related to the job, gain desirable work habits, and learn acceptable social skills. Students learn how to get a job and what it takes to keep a job. They reap the benefits of this program for years to come as they progress through their careers.

The students tell the Work Study Coordinator the kind of part-time job they would like to have. Then all students are placed in jobs according to their interests and abilities. Employers who hired our students in the past are contacted, the local newspaper is reviewed for available jobs, and the local office of the Maryland Job Service is contacted. Local businesses are asked if they are interested in hiring one of our students.

The Job Training Agency of Frederick County is another source of jobs for our students. They receive some funding from the local, state, and federal governments to support their job training programs. The Job Training Agency pays the salary of our students who work in Frederick County agencies or local nonprofit agencies. Fort Detrick, a United States Army installation in Frederick, also hires several of our students every year.

Students complete applications for employment, have job interviews, and then wait to be notified about the job. The Work Study Coordinator goes with each student on first day of work to interpret what is said between the employer and the student. Each student learns what is expected of them on the job by having the employer demonstrate the duties of the job or by explaining how to use each piece of equipment. Job coaching is provided for the students until they are comfortable with their duties. Helping to settle any problems that might occur while the student is at work is another responsibility for the Work Study Coordinator. Time sheets are submitted every two weeks to the Job Training Agency for the eight students who work at jobs sponsored by their agency. Also, students are driven to and from their jobs everyday in an MSD van. Different work sites are visited throughout the week to make sure things are going smoothly and to help increase the student’s productivity. Getting to know the people at each work site and learning each facet of the student’s job is an important job for the Work Study Coordinator. As a result, each student is better served in this program.

The twelve students who work off campus receive a paycheck for the services provided to their employer. They are also evaluated by their employer each quarter of the school year and receive a grade on their report card. The students are evaluated on the following items: overall quality of work, amount of work completed, knowledge of the job, attendance, dependability, ability to follow directions, response to criticism, ability to get along well with others, interest, motivation, initiative, communication, self-control, and personal appearance. The evaluation is shared with each student so he or she knows how the employer is viewing their work. It also gives the feedback so they can improve their performance on the job.

Senior Steve Brzozowski works at Diamond Pizza. He is kept very busy since Diamond Pizza makes 525 pizzas daily to be sold in the public schools of Frederick County. Steve takes the pizza shells out of the oven and puts them on large racks to cool.

There is an interesting story connected with the hiring of Rusean Rene at a McDonald’s restaurant in Frederick. Ms. Cynthia Gaddarian’s driver education students stopped at this McDonald’s restaurant after going to the local Motor Vehicle Administration to take their driving test. Manager Phil Brooks was so impressed with the students’ behavior at the McDonald’s that he offered a job to an MSD student. Rusean interviewed for the job and got it. Some of his duties include making French fries and salads. Rusean says, “My favorite part of my job is helping the dining room clean and in order but soon I will learn to make those famous McDonald’s sandwiches.”

Jason Lutsky is also employed at a fast-food restaurant. He is in the fourth year of a deaf student hired to work at the Taco Bell by Manager Tony Rivera. Jason’s duties include cleaning the dining room, fixing drinks for the drive-up window, preparing food, washing pots and pans, and cutting up the cardboard boxes.

Diamond Pizza, McDonald’s, and Taco Bell receive a tax credit for hiring our students through the Targeted Jobs Tax Credit Program. MSD makes businesses aware of this program and, when needed, takes students to the Maryland Department of Economic and Employment Development to get vouchers.
Hope Skelley uses the computer skills she learned at MSD for her job at Fort Detrick.

This is Hope Skelley’s second year to work at Fort Detrick. Last year, she was a student aide in the Equal Employment Opportunity Office. Hope’s assignment this year is as a student aide in the United States Army Medical Materiel Development Activity. Her duties include data entry, typing, filing, and xeroxing. Hope states, “My job at Fort Detrick have given me experience in knowing how to relate to other people.”

Last year, some MSD students felt the economic problems of 1993. Seven students were furloughed due to cutbacks at their places of employment. Fortunately, the Job Training Agency of Frederick County offered each of those students another job that lasted until the end of the school year. This year, the Job Training Agency is sponsoring the following eight students in jobs in Frederick County agencies.

Stephen Campisi works at the C. Burr Artz Library in Frederick. His supervisor reports that Stephen does an excellent job of shelving the books, keeping the book shelves neat, and covering books.

Kimberly Jones is employed as a file clerk at the Frederick County Department of Social Services. She works closely with another Work Study student from Frederick High School. Kim’s supervisor is Willis Jackson who is married to MSD’s Cook Supervisor, Maurice Jackson.

This is the first year we have had a student working at the Frederick County Board of Education Warehouse.

Tim Lombardo fills orders for supplies requested by the faculty and staff of all of the public schools in Frederick County. He received his warehouse training from MSD graduate Paul Gilbert who works there. Tim says, “I enjoy making new friends with the people at work.”

Jessica Davis, Jason Whitmore, and Phil Bohrer work at the Citizen’s Nursing Home. Jessica and Jason work in the dietary department where they wrap silverware and a straw in a napkin for the evening meal for about 230 patients. They also help to pour drinks and put desserts in dishes. Philip works in the laundry where he folds sheets, blankets, bedspreads, towels, and gowns. These students see what it takes to operate a large nursing home. We have had students working at the Citizen’s Nursing Home for many years. It is a good job placement since their employees are great with our students and our students provide help with the daily tasks.

Owen Barrow has a unique job situation. He works two mornings a week for an hour and fifteen minutes each morning cleaning the offices of the Frederick County Services for the Hearing Impaired. Those offices are located in the farmhouse next to the masonry shop on the MSD campus. Owen is paid for his services by FCSHI. He is a very responsible employee who does an
EXCELLENT job of keeping those offices clean.

The on-campus Work Study Program has expanded this year to include 32 students working at 43 jobs. Some students wanted more than one job. There are 21 student aides who are assigned to help a teacher during a certain class period everyday. The two library aides and the media center aide also work one period everyday. The students who work in the laundry, clean the dorms, or clean the library only work two or three class periods a week.

Each student works under the constant supervision of an MSD staff member. These are volunteer jobs. However, the student’s work is evaluated every quarter using the same criteria as the off-campus students. They receive a grade and credit for their on-campus job.

For the first half of the school year, Donna Crowe was an aide in the MSD library during seventh period and an aide in a high school science class during eighth period. Donna shelved books, read stories to elementary students, made bulletin boards, and prepared library displays. Then she helped to organize the science lab and set up lab experiments. Donna says, “I enjoy the work in both areas and the jobs have helped me to be a bit more organized.”

Gary Evans, Joey Gregor, Tim Lombardo, and Jacob Spidle provide individual tutoring to students in math classes. Stephen Semler is a student aide in the middle school computer lab. Student aides in physical education classes are Nicole Jackson and Sean O’Brien. Dennis Dean and Tiffany Duffey aid teachers in high school. Many students enjoy returning to the elementary department to help teachers by datatype papers, cutting out materials for class, or directly helping students with class activities. The following students have on-campus jobs in the elementary department: Steve Brozekowski, Lea Dennis, Nicole Jackson, Christina Liddle, Russee Rene, Stephen Semler, and Tiffany Zink. Mike Halischak and Quanda Mackey help 4 and 5 year old students with their morning snack and assist with their recess time.

Clarence Taylor begins his school day by collecting absence slips from teachers in the middle school and high school. He develops a list of students who are absent for the daily bulletin. Tannisha Jordan and Elizabeth Juchno do work for the assistant principals. The Office of Student Development has Shane Hoover working as an office aide. He enjoys making posters advertising the activities sponsored by the OSD.

Dawn Koehne and Melissa Jarhoe work in the MSD library. The student aide in the media center is Mike Halischak. He helps to make transparencies, works with captioned films, issues filmstrip projectors, and fills orders for supplies requested by the teachers.

The following students help to clean the library: James Crumpler, Jessica Davis, Tanzy Mack, and Jason Whitmore. They vacuum the carpet, wipe off the tables and chairs, and dust the book shelves. Philip Bohrer and Larry Summers fold sheets, bedspreads, and towels in the MSD laundry. These students help to clean the elementary dorms or the high school dorm lobbies and television rooms once a week: Philip Bohrer, James Crumpler, Jessica Davis, Kindra Johnson, Quanda Mackey, Tanzy Mack, Larry Summers, Robert Vincenzi, and Jason Whitmore.

All jobs are important at MSD! Stu-

JASON WHITMORE vacuums the carpet in the MSD library.

dents are encouraged to do the best they can in whatever job they are assigned to do. When a student becomes a good worker as a result of experience and positive reinforcement, everyone wins. The 32 students who volunteer to work on campus are being prepared for the world of work while learning the value of service to others. Preparing students for future employment is a part of their Individual Transition Plan.

MSD provides opportunities for students to explore career interests and development of job skills and desirable work habits. Also, on-campus jobs allow students to give something of themselves back to MSD. It can be their way of showing an appreciation for the education they are receiving at MSD.

The more work experiences students have the better prepared they will be for permanent employment later in life. These experiences include having duties at home, duties in the dorm, on-campus jobs, off-campus jobs, weekend jobs, and summer jobs. A good work ethic does not happen all at once. It is nurtured over time through meaningful work experiences and by being around people who display a commitment to their job through good work habits. It takes many people working together to make the Work Study Program function properly and achieve its goals. Success in work study can lead to future success in the world of work. That’s what it’s all about.

JANUARY – MARCH 1994 3

Nicole Jackson helps Tanzy Mack to exercise on a tricycle during physical education class.
Providing Quality Educational Programming for Deaf Students with Special Needs (DSN)

by John Snellin

The need for providing a program for multi-handicapped deaf children (now referred to as Deaf students with Special Needs) was recognized by the Maryland School for the Deaf in the late 1960's. By 1973, the school had opened a branch campus in Columbia with the Transitional Department opening one year later. The department was established to provide programs for mildly multi-handicapped deaf children (ages four to twelve).

The goal of the Transitional Department was to transfer students into the regular program on campus by age twelve. It was learned early on that there was no specific age when a child would necessarily improve. Certain handicaps-like mild mental retardation don't disappear because a child becomes older. Behavioral/emotional problems may improve significantly, but may not be enough to transition into a regular middle school program. Because of this, the Maryland School for the Deaf developed a middle school program for students with special needs (ages 11 to 16).

The middle school program has been serving students for almost ten years now. This extra time at Columbia allows students to further improve their academic and behavioral skills. It also helps students to better prepare for the increased demands, routine, workload, and responsibilities of a "regular" middle or high school program.

To identify the type of students who would benefit from the Transitional Department, a criteria for admissions was developed:

Students must be at least four but no older than twelve years of age. Preferably children should not be past ten years of age so as to meet the goals of entering the regular program within two years. Hearing loss must be severe to profound (70 decibels or greater in the better ear).

Intellectual functioning must not, as is general rule, fall below an IQ of 52. In addition, deaf children with one or more of the following characteristics are considered for admission: mild emotional disturbances, orthopedic problems (children must be able to move freely in a wheelchair), visual impairments (children must be able to use normal visual media in classrooms); and neurological disorders such as learning disabilities, but not aphasia.

Because of the new understanding of handicaps and their impact on learning, and the establishment of the middle school program, it is necessary to revise at least part of this criteria. A committee has already begun working on this revision.

Having a criteria for admission certainly helped MSD identify which students might benefit from this program. Unfortunately, because of the complexity of some children's problems, a few hours of assessment was often not enough time to decide whether to fully admit a child or not. To help MSD make the best recommendation on services needed and ultimate placement in its program, the 3-6 month evaluation.
program was created. In this program, the first three months are devoted to in-depth psychological testing; trial placement in a classroom to determine social as well as academic skills; evaluation in ASL and written and spoken English; audiological and health evaluations. In addition to formal testing, weekly observations are recorded by the classroom teachers. At the end of three months, staff determines if the student should be accepted, be recommended for alternate school placement as not meeting criteria; or be evaluated for an additional three months.

Throughout the evaluation and after admission to the program, the student is entitled to a wide range of services. Most services offered in the program are provided by teachers, aides, and residential educators, with the ratio roughly four students to one teacher. This allows for a great deal of individual attention as well as group work.

The school's mental health team concentrates many of its services on students in the Transitional Department. This team consists of a psychologist, two therapists, and a behavioral specialist. Together they provide parent counseling, individual play therapy, crisis intervention, and behavior modification programs. Behavior modification ranges from toilet training to improving the child's attention span in class. The general goal is to increase positive behaviors and decrease negative behaviors.

Three consultants assist the staff in working with parents and students. These include a psychiatrists, a psychologist, and a psychologist/behavior specialist. Although they work primarily through the mental health team, they are accessible (once a week or by telephone) to the entire staff on request.

Additional department services consist of audiological testing; routine care and consultation with staff and parents; ASL and written and spoken English assessments, physical and occupational therapy on a limited basis; health services available whenever students are on campus; and adaptive physical education for students who are unable to participate in regular physical education classes.

Dealing with special services is only one aspect of the needs for these special students. Curriculum, in the broadest sense of what to teach, how to teach and when to teach certain subjects has always been a major concern. Few (any curricula have ever been developed to cover such a wide range of student needs. This situation has significantly changed in the past year.

The school has adopted Frederick County's Essential Curriculum. The entire school is learning how to use this curriculum. Transitional and Middle School teachers are also receiving training in it and expect that several students will benefit from it. It is not all of the new curriculum.

It is also recognized that many students have significant cognitive delays and are functioning several years below grade level in at least one, if not all, academic subjects. Because of this, MSD (and two high school classes in Frederick) are experimenting with the Special Opportunities Program curriculum. This curriculum was developed by the Kendall Demonstration Elementary School and Model Secondary School for the Deaf. It is designed specifically for the special needs deaf child and takes a very functional approach toward academics. There are four basic areas covered by the Special Opportunities Program curriculum. They are Functional Language, Functional Math, Life Skills, and Career Education/Employment.

Functional Language is broken down into several sub-areas such as expressive and receptive communication, reading and writing skills, and study skills. Functional Math covers such areas as number concepts, computation, time, calendar, money, etc. Life Skills works on personal care, health, the home, the community and in general the rules and responsibilities related to these areas. Career Education/Employment addresses the responsibilities and skills related to work, career education, communication, and personal and interpersonal development.

These are exciting times for DSN students. There is much happening right now at MSD. There are two new curricula and a new language policy that should help teachers in their work with students.
The Maryland School for the Deaf Foundation Supports Students In A Variety of Ways

By Kay Sheiss

Strengthening the resources available to education at MSD is the primary mission of the Maryland School for the Deaf Foundation, Inc. The recently published 1993 President's Review includes a donor list of individuals and organizations, who recognize and wish to support student and school needs. Although MSD is operated by the State, in order to provide the best possible learning environment, private sector assistance is necessary. The gracious contributions of donors have opened doors of opportunity for the students and enhanced the teaching skills of MSD staff. The contributions have also fueled the purchase of upgraded equipment and facilities that directly affect educational possibilities on both the Frederick and Columbia campuses.

The Foundation provides donors various ways of assisting deaf education, both in the present and in the future. Mr. and Mrs. Frank J. Smith have contributed to the Family Education Program through the Foundation. The gifts have been made in honor of their granddaughter, Brittaney Branch-Smith. Recently, the estate of Dr. Edward William Noland contained a bequest to establish a scholarship for MSD students. This bequest, in honor of Dr. Noland's sister, Kathleen Noland Rogers, will provide, far into the future, for student financial needs, and will beautifully memorialize the work of Ms. Rogers, an MSD teacher of many years.

Trust and confidence in the Foundation has enabled the Board of Directors to financially respond to a wide range of needs. Unrestricted earnings have made possible MSD participation in numerous programs and assisted where funding was not otherwise available.

-Sponsorship for each of three conferences created, staffed, and produced by the Maryland School for the Deaf at Least Restrictive Environment-1989, Mental Health Issues with Deaf Children and Adolescents-1991; and the same subject conference 3/1-1993.

-Sponsorship of a National Theatre of the Deaf production in Frederick, 1991.

-Assistance to student attendance of People to People High School Student Ambassadors Program—1993.


-Sponsorship of MSD students to attend Space Camp for the Hearing Impaired—1993.


-Financial assistance in the production of "This is MSD" a video overview of the school—1993.

-Financial assistance in the creation of "The Oreo/"O*st" Student Center—1993.

-Administration participation in Northeast Regional and National Conferences on Deaf Education—1992/93/94.

The Board of Directors brings together a varied range of backgrounds, careers and personalizations that are all united by a shared concern to promote the mission of the Foundation. At this writing, the eight members combine the following—childhood participation at the school, work with Deaf advocacy groups, medicine in relation to the Deaf and Hard of Hearing, government work in the areas of health and services, parenting of an MSD student and deaf education from an educator's perspective.

Joseph D. Baker serves as the Secretary/Treasurer of the Board. Mr. Baker, president of the Joseph D. Baker Insurance Company has worked with the public and their insurance needs for 53 years. He is personally known for a tradition of philanthropy and community service. During his 20+ years of membership on the MSD Board of Visitors, he served terms as treasurer and 1st vice president. Joe is also known throughout Frederick for his work with the YMCA, the annual United Way Campaigns, the Board of the Record Street Home, the Greater Frederick Development Corporation and, in earlier years, the Jaycees.

Cyrus L. Blanchard, M.D., of Baltimore, has been a member of the Board since 1992. As Professor Emeritus of the Division of Otolaryngology/Department of Surgery for the University of Maryland Medical Systems, Dr. Blanchard has been involved with study and medical treatment for the Deaf and Hard of Hearing. Dr. Blanchard has been familiar with MSD since 1957 when he joined the U. of MD Medical Systems. During the 1970's he participated in a research project involving MSD students, whom he worked with, over a six month period, to diagnose and evaluate hearing problems.

James Haughey, past president of the Foundation, of Silver Spring, has worked with the U.S. Department of Health and Human Services since 1966. He currently serves as Special Assistant to the Director of the Bureau of Primary Health Care. Mr. Haughey was appointed to the MSD Board of Vis-

Tanesha Lightfoot receives Margaret S. Kent Scholarship from MSD's Principal Emeritus, Ms. Kent.
itors in 1975. With the establishment of the Foundation, he served as liaison committee chairperson between the two boards until 1989. His experience in the health and services field and work on the Montgomery County School Board have provided the school and the Foundation with much guidance over the past years.

Dr. Harvey Goodstein recently joined the Foundation Board as a liaison from the MSD Board of Trustees. Degrees in mathematics and education from Gallaudet, Catholic University and American University are the backdrop for his past direction of the Gallaudet Summer Institutes in Mathematics for Pre-College Teachers of Deaf and Hard of Hearing students. He now serves Gallaudet in the Mathematics and Computer Science Department.

Mr. Wayne E. Hawkins and his family have lived in Mt. Airy, Maryland for a number of years. Mr. Hawkins is the director of Manufacturing Technology Development at the Virginia Center for Innovative Technology. His experience with MSD began when his son Nick became a elementary school student. Nick is now 14 years old and currently attends classes on the Frederick Campus of MSD and New Market Middle School. Mr. Hawkins has served on the Foundation Board since 1992 and holds the position of vice president. His perspective as a parent of a deaf child and his experience with the Center of Innovative Technology have provided much assistance to the work of the Foundation.

Mr. Jerry B. Hedrick, vice president of Government Affairs with Marion Merrell Dow, Inc., is from Kansas City, Missouri. Mr. Hedrick succeeded Mr. Merle Wood of Marion Merrell Dow on his retirement from business and membership on the Foundation Board. His responsibilities with the firm include state and local government relations programs and leading the company in all matters of government and public policy relations. His background includes a degree in biology and an MBA from Rockhurst College. The experience he lends to the Foundation includes not only business, but academics as well. Early in his career he served as high school guidance counselor and biology teacher and later directed admissions for McPherson College in McPherson, Kansas.

Ms. Akua K. Opokuwa, of Washington, D.C., works with the U.S. Department of Transportation, National Highway Traffic Safety Administration. In addition to her work with the Office of Alcohol and State Programs, she has served as Equal Opportunity Officer of the Administration and is currently Diversity Outreach Coordinato. Her association with MSD began with her appointment to the former Board of Visitors, stemming from her work with advocacy groups such as organizations for black deaf individuals. Upon her move into the District of Columbia, Akua left the Board of Vis-
itors; then, in 1992 she accepted board membership on the MSD Foundation. Ms. Opokuwa's experience includes many years of stage performance sign language interpretation.

Mr. Alfred P. Shockley, President of the Board, is also president of Shockley Honda, Inc. of Frederick. Mr. Shockley's parents were both graduates of MSD and his childhood memories include much social life connected with the school's Frederick Campus. In 1976, he was appointed to the Board of Visitors and served until his resignation to join the Foundation Board, in addition to his lifelong affiliation with the Deaf and Hard of Hearing community. Mr. Shockley also brings to the Foundation, a long history of community philanthropy and service. He has been instrumental in several major fundraising campaigns and is known for his steadfast commitment to the many boards and committees on which he serves.

The Foundation's board members have been working closely with Superintendent Tucker to focus on the possibilities for publicizing the school's need for financial support from the private sector. This ambitious undertaking has already proved to be a vital asset. In the days and months ahead, the Board will be working to grow this solid financial resource, that will perpetually focus on educational needs.

Your interest in the concept of the Foundation and information on how you can be part of this effort can be addressed by contacting the Foundation office at (301) 662-513. The board members would be pleased to assist you in planning your gift in support of education for Deaf and Hard of Hearing students.

JANUARY-MARCH 1994
Federal and State ‘disABLED rights’ laws enacted in the past thirty years have dramatically enhanced disABLED Americans’ participation in all aspects of community life. Equal rights in education, communications, transportation, employment, and information access were increasingly recognized, guaranteed, and protected through a series of landmark court decisions. Each legal victory raised the American society’s awareness of the abilities of disABLED Americans, including Deaf and Hard of Hearing citizens.

Along with laws protecting the rights of Deaf and Hard of Hearing citizens, recent technological advancements have had Deaf individuals declaring the 1990's as the Golden Decade in the history of Deaf people. We now have TTYs, telephone relay services, certified interpreters, closed captioned television programs and videos, electronic mail, interactive television, and fax machines. These technologies are visual technologies and have enabled the Deaf community to level the ‘playing field’, that has not been level since the invention of the telephone. Deaf consumer groups (Deaf and Hard of Hearing citizens, parents of Deaf children, hearing allies of Deaf people) all across America are becoming a new political force, empowered by their understanding of equal rights laws and their utilization of new technology.

MDS has greatly benefited from this renaissance of the Deaf Community, emergence of visual technology, and Americans’ growing appreciation of the Deaf Community’s contributions to the society. Educators have remarked that this generation of young Deaf and Hard of Hearing students now have opportunities that were unimaginable several years ago. Today, there are Deaf entrepreneurs, doctors, engineers, administrators, politicians, dentists, lawyers, computer programmers, and stock brokers; and, there are increased opportunities for promotions to managerial positions for Deaf employees in traditional employment areas like manufacturing and service sectors.

The adoption and implementation of Frederick County Essential Curriculum and the Bilingual Education Policy Statement at MDS are examples of the renaissance of the Deaf Community. No longer will Deaf children be taught with a watered-down curriculum and be given limited or foggy access to information. The expansion of the Family Education/Early Intervention program reflects a commitment to infants’ and toddlers’ early language and culture acquisition at home which eventually leads to academic success at MDS and productive lives as adults.

A neutral observer may marvel that Deaf and Hard of Hearing people have never had it better. This is indeed true in more ways than one. However, great progress often appears to coincide with great uncertainties. In the recent years, we have seen a great push from the Mentally Retarded lobby in Washington, D.C. and many states for full inclusion for all disABLED students. Full inclusion advocates cry, “All means all”. They dream of the abolishment of the continuum of options for disABLED students. That is, they feel that all disABLED students must be placed in regular classrooms. This madness was exacerbated in October 1993 by Ms. Judy Heumann, Assistant Secretary of the United States Department of Education for the Office of Special Education and Rehabilitative Services who declared that segregated special education is “immoral”.

Current law allows individuals with Disabilities Education Act (IDEA) mandates that a continuum of options be available for each individual child. This law enacted in 1975 finally guaranteed free and appropriate public education (FAPE) for all disABLED children. The law also mandated least restrictive environment (LRE) for each disABLED child. In retrospect, this was a landmark human rights law designed to end certain public schools’ practice of denying admission to disABLED children.

For the Deaf Community, this law had very little benefit due to the misinterpretation of the term, LRE. The law implies the LRE is local school placement; and, at the same time, the law clearly manders meeting individual needs of students. The law is paradoxical and plain confusing when special education administrators at local educational agencies (LEAs) attempt to comply with laws and regulations. As a result, thousands of Deaf and Hard of Hearing children were placed into public schools during the past twenty years. Only a few public schools in this country offered high quality programs with a significant critical mass of students at each grade level; however, most programs were “special ed” programs that were located in the basement of the school building or in a temporary trailer behind the school building. Teachers were wisdom certified in Deaf Education and fluent in American Sign Language. Deaf students of various ages were bunched together in the same classroom all day (often with other nondeaf disABLED children); and then they rarely participated in extra-curricular activities. Magnet schools or LRE schools for Deaf and Hard of Hearing students in the United States including MDS persevered in the past twenty years, although some schools lost more than 50% of their student enrollment. MDS as an option on the continuum was able to continue to provide high quality edu-
cation to Deaf and Hard of Hearing children of Maryland in spite of the maddening and confusing stalemate to public school programs.

As a result of the growing influence of the Mentally Retarded lobby and Ms. Hessmann's "immoral" statement, ACTION (Action for Children to Insure Options Now), a cross-disability coalition of over 40 organizations was formed at the Inclusion Summit last December 11-12, 1993 in Alexandria, Virginia. Action "believes strongly that it is the full array of equal placement options under the law that gives our educational system vitality and reflects and respects the wonderful variety of our children ... is determined to pro-
tect and enhance the full placement cho-
ices that ensure meaningful and effec-
tive access to quality education." Ms. Hessmann was at the Summit during the second day and clarified her "immoral" statement, saying it was a direct response to a recent court decision sup-
porting regular classroom placement of a child with significant cognitive disabili-
ties. She further explained to the Summit participants that she plans to support the continuum of options dur-
ing the reassorption process; and efforts to abolish the continuum of options during the reassorption pro-
cess; and efforts to abolish the conti-
nuum of options would be "immoral". See (on this page) a February 4, 1994 memorandum from Mr. Thomas Mehiri from the United States Department of Education. It is a reissue of the "Notice of Policy Guidance on Educa-
ing Deaf Students ..." printed in October 1992. See The Maryland Bul-

The upcoming fight to keep the con-
tinuum of options clause in the reas-
soption of IDEA now underway at the United States Congress will be long and hard. ACTION has taken the first step and MSD will assist in coordi-
nation of activities in this state to ensure that our Maryland legislators have heard and heard countless success stor-
ies at MSD. ACTION and MSD will not allow the rights of all Deaf and Hard of Hearing children in this coun-
try to be trampled and trivialized by the Maryland Retarded lobby. ACTION and MSD will not rest until the rights of all Deaf and Hard of Hearing children in this country are fully recognized, guaranteed and protected.

Perhaps inclusionists are dreaming of a perfect world. We all do. For members of the Deaf Community, a perfect world is having full, clear, and direct access to information of all shapes and forms. A full inclusion model for Deaf and Hard of Hearing children would require that at each public school in this country all students, teachers, administrators, and support staff be fluent in American Sign Language and that English be taught primarily through English text. I dream that this will happen in my lifetime, and until this happens, MSD continues to be the LRE school for Deaf and Hard of Hearing students in this state where students have full, clear, and direct access to information. Full inclusion is full access to information. Information is what MSD students use for their intel-
lectual, social, and physical develop-
ment as they grow to become produc-
tive members of the world society.

United States Department of Education Office of Special Education and Rehabilitative Services February 4, 1994 GSEP Memorandum To: Chief State School Officers From: Thomas Hehir, Director Office of Special Education Programs Subject: Dissemination of Notice of Policy Guidance on Educating Deaf Students and Implementation of the Least Restrictive Environment Re-
quirements of Part B of the Indi-
viduals with Disabilities Education Act.

On October 30, 1992, a Notice of Policy Guidance on Deaf Students Educa-
tion Services (Notice) was published in the Federal Register at 57 Fed. Reg. 49274 (copy attached). The purpose of this Notice was to clarify the free appropriate public education (FAPE) requirements of Part B of the Individu-
als with Disabilities Education Act (Part B) and Section 504 of the Rehabili-
tation Act of 1973, as they relate to children who are deaf. In the Notice, the Department underscored that the over-
riding rule in determining the program and placement for each child who is
deaf is that these determinations must be made on an individual basis to ensure that a free appropriate public education (FAPE) is made available to the child. The Notice further emphasized, how-
ever, that "Nothing in this Notice is intended to alter a public agency's obliga-
tion to place a student with a disabil-
ity in a regular classroom if FAPE can be provided in that setting.

The Department has taken this guidance because in some instances the LRE requirements of Part B and Section 504 have been interpreted as requiring in 
place of individual students who are deaf in programs that do not address each individual student's unique com-
munication and socialization needs, while policies and procedures to implement these requirements in the specific context of concerns regarding difficulties expe-
nenced by students who are deaf, all of the requirements described in the Notice and the importance of consider-
ing each child's unique needs apply equally to all children with disabilities. In a memorandum dated October 8, 1993, the Office of Special Education and Rehabilitative Services and Office of Special Education Programs trans-
mitted information about two recent events in the judicial arena as they relate to part B LRE requirements. Like the Notice, the court's decisions in the Oberli case, and the Government's posi-
tion in its amicus "Friend of the Court" brief in the Holland case, reaffirm the important principle of implementing Part B's FAPE and least restrictive environment requirements by making placement decisions based on the unique needs of the individual student.

I hope that you find the attached information helpful in reinforcing your efforts to ensure that the unique educa-
tional needs of each student with a dis-
ability are being appropriately ad-
dressed. As your state implements its policies and procedures to ensure that all children with disabilities receive appropriate educational services, I recom-
"red that you share this memo-
...
The Pre-Accreditation Team has come and gone. By all accounts, the
team found MSD to be bigger than
expected and plan to add an extra
day for the Middle States Accreditation
(MSA) and Conference of Executive
Administrators Serving the Deaf
(CEASD) team to evaluate MSD pro-
grams, March 8-11. There are still
things to do, but much of the prepara-
tion and most of the paperwork is done.
They will give MSD feedback and sug-
gestions for improvement. Preparation
for their visit has helped MSD take a
good look at itself—its strengths and
weaknesses and make MSD set goals for
the betterment of all.

Several student representatives from
each department and a few faculty
members and staff braved the cold on
January 19th to attend the Captioned
Video Rally in Annapolis. Student
Body Government President Mike
Halischak pledged for the passage of the
Video Caption Access Bill that would
require all videotapes be captioned.
Quoting from a fact sheet, Mike pointed
out that of 40,000 videos for sale, only
5,000 are captioned. 340 out of 400
videos released monthly are NOT
captioned.

Snow, ice and cold weather cleared
havoc on our campus in January and
February. For the first time in anyone’s
memory, MSD was closed for four
days. Everyone was slipping and sliding
days. The Maintenance staff on both
camuses did a great job of cleaning up
the mess.

Dave Schleper, an expert on using
Whole Language with Deaf students,
spoke to teachers from MSD and Mar-
grait G. Steeck School for the Deaf in
Delaware on January 11th. This was a
part of a series of in-service workshops
to keep MSD teachers updated on cur-
rent trends in teaching students how to
read and write.

Students at Frederick are eagerly
anticipating the Eastern Schools for the
Deaf (ESDA) Basketball Cheerlead-
ing Tournament to be held at MSD
February 24, 25, 26 (See story on page
77). The girls’ and boys’ basketball team
and cheerleading squad are expected to
do well. Both teams are assured of win-
ning seaso this year. This has been an
outstanding year in athletics. John
Coleson was chosen the Football
Coach of the Year by Silent News. Our
cross-country team ran to a second
place finish in the Deaf Athletics Federa-
tion of the United States (DAFUS)
competition. Our volleyball team
placed third in ESDAA, and our
wrestlers won the ESDAA tournament.
It would be a great thrill if MSD sweeps
the ESDAA Tournament, especially
towards home!

Middle School students in Frederick
are having exciting projects in April. Some
will be involved with Camp Green EVP.
Others will go to Williamsburg,
Virginia.

MSD’s Spring Production is under-
way. This year, there will be two one-act
plays, “The First Time Club” centered
on AIDS awareness, “Give and Take”
focuses on cultural folklore, legends
and stories from around the world.
Mark your calendar for March 25 at
7:30 P.M. or a matinee on March 26 at
2:00 P.M. This will be held in Ely Audi-
torium in Frederick.

Assessment at MSD

With the adoption of the Frederick
County Public Schools (FCPS) Essen-
tial Curriculum, MSD recognized its
need to develop an assessment plan.
During the Summer 1993 Curriculum
Workshops, MSD administrators and
staff had written an action plan that
called for staff development training on
assessment tools and plans for “pilot”
assessment at the elementary and
secondary levels. It was during the
workshop that MSD learned that
FCPS used these assessment tools:
Criterion-Referenced Tests in math,
reading, writing/language usage, social
studies and science for grades 3, 5, and 8
and Maryland Functional Tests in
math, reading, writing and citizenship
for grades 7 and up. (Note: Students
could take these Functional Tests again
and again until they pass them.) The
Maryland School Performance
Program (MSPP) under the Maryland
State Department of Education (MSDE)
devised the assessment tools to meet
their standards.

MSD’s Curriculum Consultant, Mr.
Bonnie Ward (Math Curriculum Spe-
cialist from FCPS) gave a staff devel-
opment workshop on assessment tools
in the beginning of the school year 1993-
94. Later in the fall, several administra-
tors and faculty members met with Mr.
Steve Hess, FCPS’ Director of
Criterion-Referenced Testing and Eva-
uation to discuss FCPS’ testing calendar for the Maryland Functional
Tests and Criterion-Referenced Tests.
Ms. Ward recommended that MSD
administer “diagnostic” tests with the
use of previous Maryland Functional
Tests in Math and Reading. Middle and
High School math teachers adminis-
tered the diagnostic tests in November
and found them helpful in determining
students’ learning needs. The “diagnos-
tic” Reading tests will be administered
in the third quarter. The actual Mary-
land Functional Math and Reading
tests will be administered statewide this
April and it is MSD’s hope to adminis-
ter them at the same time.

MSD students from grades 7 and up
took the Maryland Writing Tests this
past January. There were two groups
of “test-takers.” The first group of “test-
takers” took the actual Maryland Writ-
ing Tests at the same time students of
Maryland took them. These students
certained criteria such as writing lev-
els above sixth grade. Their work for the
tests was sent to MSD for scoring and
if they passed, their scores would be recorded. The other group of “test-takers” took previously used Maryland Writing Tests for diagnostic purposes. Two selected FCPS teachers received the “diagnostic” test-takers’ work. These teachers planned to use them to train some MSD Language Arts/English teachers and their assistant principals along with the Curriculum Coordinators in scoring them in a staff development training session sometime this February.

Elementary and Middle School teachers will receive training on using criterion-referenced tests this winter. They will learn to use them to assess their students’ progress through the utilization of the Essential Curriculum. It is important to remember that MSD is implementing the Language Arts and Math Essential Curriculum this year and Social Studies and Science curricula next year. However, many elementary and Middle School teachers on both campuses, Frederick and Columbia, already used components of the social studies and science Essential Curricula this year just to get a head start.

The functional tests and other assessment tools are part of the graduation requirements for students to meet in order to get a MSDE diploma. MSD’s participation in the FCPS Essential Curriculum system and the MSPP assessment program will give many MSD students golden opportunities to graduate from MSD with MSDE diplomas.

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Do You Know Your Neighbor?

The Family Education Department at MSD is trying to help the MSD community of parents and families meet other people from the Deal community living in their areas. The Family Education department serves nearly 100 families across the state of Maryland. Parents and families receiving services from MSD often comment that they feel isolated and that it is difficult to meet other families with deaf children.

To meet this request, the Family Education Department is trying to establish a “buddy system” by introducing families that live in the same geographic area. If you are interested in meeting some new friends that share your commitment to Deaf children, please contact Lori Dunn at the Maryland School for the Deaf, Columbia Campus, P.O. Box 894, Columbia, MD, 21044-0894 or call 410-418-8663 (tty) or 410-418-8662 (v) or 301-596-3190 (tty/v, Washington Metro Area).

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Snow blanketed MSD many times this winter, leaving a beautiful sight for all to enjoy.

JANUARY-MARCH 1994
Columbia Campus—Fall and Winter Activities
Enrich Students’ Lives

Reading Club
On November 15, the Paddington Bear Reading Club officially began operations in the dormitory. It was a big success with many teachers and administrators visiting to offer encouragement and praise to the students in their reading endeavors. All were impressed with the efforts of the residential educators (R.E.’s) to promote the Paddington Bear Reading Club and especially with their artistic handiwork. Many thanks to Karen Russell for her enthusiastic leadership in this worthwhile project.

An Evening of Drama
On Thursday, November 18th, the R.E.’s and their students enjoyed an evening of dramatic presentations. Each of the four groups of R.E.’s and their students picked a theme or topic which had to be paired with its opposite. The topics chosen were “bad table manners/ good table manners,” “polite/not polite,” “cooperative/not cooperative,” “obeying/not obeying pool rules.” Each group was allowed only one hour to rehearse for their short presentation which was followed by a question and answer period. The evening was an enjoyable and educational experience.

Magic Show at MSD-Frederick
On December 1, the Columbia dorm students and the faculty went to see an hour of magic at the Frederick Campus. The evening really started in the cafeteria with some socializing with former friends and students from Columbia Campus. Everyone then went to the auditorium where they were entertained by two magicians. Chris Robbins and Andre Cassell, two Columbia students were picked by the magicians to help out with some tricks. It was a very entertaining evening enjoyed by all.

Field Trips
The younger girls, with R.E.’s Susan Pochop and Molly McWee, went to the Kosher Express in Rockville to celebrate Anna Turgeman’s birthday. Anna’s parents are the proprietors. Everyone had pizza, potato chips, crackers, soft drinks, and finally, a beautiful, delicious birthday cake made by Anna’s father.
R.E.’s Helen Berke and Miglith Rusco took their older girls to Wal-Mart in Bowie after eating at Taco Bell on the way. The girls bought some things for themselves as well as Christmas gifts for their parents. The girls were impressed with the toy department and especially the jewelry department. As well as being enjoyable, the trip was also a valuable learning experience.
R.E.’s John Henderson and Matt Welch and their older boys played 18 holes of “frisbee golf” at Calvert Park.
The Hiking Club revisited Liberty Dam. The younger and older boys and their R.E.’s made the 3.6 mile hike. All the boys, some as young as 6 years old were successful and uncomplaining. Congratulations, boys!

“Winter Wonderful”
On Tuesday, December 14th from 2 PM to 4PM, the dorm hosted a tea party. The party was held in the Teen Center which, through the artistic efforts of the R.E.’s was transformed into a “winter wonderful.” The party was well attended by people from all departments on the Columbia Campus who came to enjoy the hospitality and delicious food. Later in the evening, the children after opening their gifts from the R.E.’s went to the teen center for a “winter wonderful party.”

Visit to Frederick Campus
On December 15th, most of the students and R.E.’s went to the Frederick Campus where the advanced girls showed us their Christmas decorations and hosted us for a delicious tea party. After supper there, they drove through Frederick to look at the Christmas lights. It was a most enjoyable trip.

Hiking Club
The hiking club, coordinated by John Henderson and Matt Welch, has been very active. On one trip to Patapsco State Park, they saw a young deer which approached to within 15 feet and stood watching us for several minutes. On another hiking trip they looked at the impressively massive Liberty Dam.

McDonald’s Night
In late August, Susan Ennis, our PTOCA president: Danny Rinas, and John Henderson, acting as interpreter, attended a community relations meeting at McDonald’s in Restaurant Park, Columbia. The result of this meeting was a McDonald’s Night for MSD-CC. This meant that from 5:00-8:00 PM on Wednesday, November 10, 29% of the gross sales at McDonald’s in Restaurant Park would be donated to the school. It is believed this will amount to approximately $280. It was successful evening. Brian Ales, Ruth Howell, Danny Rinas, Karen Russell, John Snaylin, Bob Schriver, and Paulette Stalling helped serve and clean up. All the dorm students attended as well as many day students and their families. Mr. James E. Tucker, superintendent, and Mr. Jay Innes, president of the Board of Trustees, were among those who enjoyed the meals.
Holiday Tea Party

Before December 8th, we were very busy cooking food and making Santa Claus invitation cards. Mrs. Dutt's and Mrs. Coleman's classes made nine different foods: veggie squares, butter-scotch cookies, chocolate chip thumbprints, Rocky Road Brownies, Rocky Road Brownies with nuts, sugar cookie dough, strawberry cheesecake bars, mini-cheesecake tarts, and bacon bundles. We decorated the room beautifully. Two girls, Kristen Shaullis and Hei-Jin Woodward were the elves: they served the guests the drinks. Delving Hamilton was Santa Claus and he pleased the guests. The 9th grade boys were the ushers and they took the guests' coats. Superintendent James E. Tucker came; he enjoyed the delicious refreshments. We had 100 guests. We shared our recipes with them and our families, too.

—Amy Wise

Morrison Wins MSD Geography Bee; Moves One Step Closer to Winning $25,000 College Scholarship

Chris Morrison, a 7th grade student at the Frederick Campus won the school-level competition of the National Geography Bee on January 14 and a chance at a $25,000 college scholarship. The school-level Bee, at which students answered questions on geography, was the first round in the sixth annual National Geography Bee, which is sponsored by National Geographic World, the Society's magazine for children, and Amtrak.

The kick-off for this year’s Bee was the week of December 13, with thousands of schools around the United States, the District of Columbia, and five U.S. territories participating. The
school winners, including Chris, will now take a written test; up to 100 of the top scorers in each state and territory will be eligible to compete in their state Bee April 8.

The National Geographic Society with its co-sponsors will provide an all-expenses-paid trip to Washington, D.C., for state champions and their teacher-escorts to participate in the National Geography Bee national championship on May 24 and 25. The first-place national winner will receive a $25,000 college scholarship, the second-place winner, a $15,000 scholarship; and the third-place winner, a $10,000 scholarship.

Alex Trebek, host of "Jeopardy!", will moderate the national finals which will be presented by Maryland Public Television as a prime-time special on most Public Broadcasting Service stations, May 25.

The National Geographic Society developed the National Geography Bee in response to a growing concern about the lack of geographic knowledge among young people in the United States. A 16-country Gallup survey conducted for the Society in 1988 and 1989 found that people in the U.S. ages 18 to 24—the youngest group surveyed—knew less about geography than young people in any of the other countries in the survey.

The National Geographic Society, with 9.6 million members, has as its mission the "increase and diffusion of geographic knowledge". In addition to the National Geography Bee, the Society sponsors a number of other geography education initiatives, including summer geography institutes for teachers, the National Geographic Society Education Foundation, and the geographic Alliance Network, which is currently working in every state, the District of Columbia, and Puerto Rico.

Learning About Korea

One day in November, Ms. Swaiko's class invited Yoon Koo Lee to our class to share some cultural things from his homeland of South Korea. First, Yoon Koo Lee showed us how to cook Korean dumplings. Dumplings are folded dough with stuffing inside. Dumplings are popular food in the South Korean people's diet. Some students volunteered to help Yoon cook the dumplings. Then all the students tasted the dumplings. Most kids liked them, but some kids didn't.

Next Yoon showed us how to cook fried onion pancakes. Several students took turns helping Yoon fry the pancakes. The pancakes tasted like potato pancakes but more oniony.

Then Yoon explained to us about some special clothing that South Korean people wear. The clothes were clothes that a couple wears after a wedding. The bride uses a long kind of apron that looks like a dress. The groom's clothes include large pants and a jacket. Nicole Sichette and Andrew McAllister dressed like the bride and groom.

We enjoyed our morning with Yoon Koo Lee. We appreciate that he taught us a lot of things about South Korea.

—Laura Turbox and Kristy Nowak

Lions Club Essay Contest

In November, the Yellow Springs Lions Club in Frederick sponsored an essay contest. Nancy Swaiko, my English teacher, announced the contest to my class. The topic was "I'm Proud To Be An American". Ms. Swaiko said we could decide if we wanted to join the contest or not. When I heard about the contest, I decided to join. I thought I would enjoy writing for the contest.

I wrote about that I am proud to be
Mr. Richard Voso of the Yellow Springs Lions Club congratulates Hei Jin Woodyard for winning the essay contest “I’m Proud to be an American.”

an American. I wrote about being born in South Korea. Then I explained how I was adopted and moved to America when I was about four and a half years old. I wrote about how proud I am to be a Deaf American. You can read my essay below.

Nancy Swaiko collected her students’ essays of kids who participated in the contest. She sent them to Mr. Voso, a Lions Club member. Several Lions Club members read all the essays from MSD and other schools to see which essay was the best.

One day, Ms. Swaiko got a message that the Lions Club chose my essay as the winner. I tied for first place with one girl from 8th grade at the Visitation Academy in Frederick. Ms. Flowers, who is my Assistant Principal, announced me as the winner at lunch time. She said, “Hei Jin is the winner for the Lions Club essay contest.” I was so shocked and proud. Ms. Flowers said, “She will get a $50.00 savings bond! Congratulations to Hei Jin!” I was very excited!

My family and Ms. Swaiko went to the Lions Club for a special Thanksgiving dinner. Ms. Swaiko interpreted for us. It was a very delicious dinner. After dinner, each winner of the contest presented their essays. I was surprised that the mother of the other girl who won could sign. She said that before she worked at Gallaudet. The 8th grade girl read her essay first. Then it was my turn. I was a little nervous, but I was OK. When I was finished signing my essay, all the people clapped for me. I felt proud of myself. Many people took pictures of me. I was glad I entered the essay contest. Also, I want to thank the Lions Club members for the $50.00 savings bond.

—Hei Jin Woodyard

“I am Proud to be an American”

I am so lucky that I live in America! I was born in South Korea. My Korean parents left me in the streets when I was three and one half years old. Luckily, an American couple saw an advertisement for adopting Korean orphans. They decided to adopt me. I was put on a plane to fly to America to meet them and begin a new life in America.

I’m now 11 years old, and I’m so glad that my American parents adopted me because life in America is so wonderful. I am so proud to be an American because America gives all its citizens equal rights and responsibilities. I have so many good opportunities because I live in America. I know I was born in South Korea, but I became an American citizen when I was younger. I am so proud to be an American, because I think America is the best place in the world to live. In America, it doesn’t matter if you are poor or rich, black or white, handicapped or non-handicapped, our government makes laws that try to be fair to all people. I am proud that my school is one of the best schools for Deaf children in America. I am proud to be a Deaf American because in America, Deaf people can have the same opportunities as hearing people.

Dr. I. King Jordan, President of Gallaudet University, said that he believes “Deaf people can do anything.” I agree. If I work hard in school, have a good attitude, obey all laws and rules, and follow the golden rule, I can do anything I want. In America, I will not be limited because I am Deaf. That is why I am proud to be an American.

—Hei Jin Woodyard

JANUARY-MARCH 1994 15
THE UNBEATEN WRESTLING SQUAD—11-0-1

This year's wrestling season record speaks for itself. In December, the MSD grapplers participated in the St. Michael’s Tournament on Eastern Shore in St. Michael’s, Maryland. All opposing teams were very impressed with MSD's wrestling team that won seventh place last year. This year, they won second place. MSD's 138-pounder Jimmy Hamilton and 113-pounder Montefuero swept the individual championships.

One of the most sparkling matches this season was between MSD and Middletown High School. Jeff White, MSD coach, wrestled for the 1993 U.S. World Games for the Deaf Wrestling team under James Schartner who currently coaches the Middletown wrestling team. Finally, this year MSD whipped Middletown for the first time in some years. The score was 48-27.

Another exciting event happened. Last year, after placing second at the Eastern Schools for the Deaf Athletic Association (ESDAA) Wrestling Tournament, Coach White announced, “We will be back.” In January, the team traveled to the American School for the Deaf in West Hartford, Connecticut for the ESDAA Tournament. This year’s motto, “We will be back,” came true. MSD won its first ESDAA wrestling championship since 1990. They battled the defending champion team, Lexington School for the Deaf. MSD's Alvin Evans (119) won his first individual championship by upsetting the three-time defending champion, Rivers of New York School for the Deaf. Wayne Randall (94), Jeff Goldfarb (135), Joey Gregg (140), Brian Laird (145), and Delano Hamilton (171), all from MSD, grabbed gold medals. Tony Randall (112), Jacob Spidol (130) and Andrew Francis (189) were silver medalists. MSD's Shaw Polidore (125), Joey Barr (160) and Kevin Dole (175) won bronze medals.

The MSD wrestling members are indeed the true champions.

GIRLS' BASKETBALL

As a first-year coach, Peter Bailey has a young basketball team that has improved greatly this year. The team's record now stands at 14 wins and five losses.

The highlight of the basketball season was the 8th Annual East-West North Carolina Basketball Invitational Weekend in Morganton on the first weekend of December. Besides the host school and MSD, the other schools that participated were Eastern North Carolina (ENCSD), and the Alabama School for the Deaf and Blind (ASDB). MSD defeated ENSD by the score of 57-37 and then beat the host team (NCSD) 37-36. ASDB, which was the Team of the Year in 1992-93, beat ENSD and NCSD by 25 and 12 points, respectively.

The Model Classic tournament at the Model Secondary School for the Deaf in Washington, D.C. on the second weekend of December was another highlight of the season for MSD. The American School for the Deaf and the Rhode Island School for the Deaf teams also participated. MSD edged RISD. The score was 57-46. MSD beat ASD
the nine points. The championship game between MSD and MSSD was breathtaking. In the beginning it seemed difficult for both schools to start scoring. Then MSD cruised to an 50-44 victory over MSSD. That game was the most exciting game of the season this far. MSD's Kyle Clark and Stacy Nowak were named to the Model Classic All-Tournament Team. Nicole Jackson from MSD was the Most Valuable Player of the Tournament.

Coach Peter Bailey quoted Yogi Berra's famous statement, "It is not over until it is over!" The season is not over.

The team must not sit back. They will play at the Eastern Schools for the DEaf Athlete Association (ESDAA) Basketball Tournament at MSD and Frederick Community College on February 24-26, 1994 (See story on this page).

Boys' Basketball

The defending national championship team, MSD Boys' Basketball, is still coming on strong this year. So far they have been outscoring all opposing teams after losing a season-opening game to Heritage Academy.

The Orioles traveled to Morganton, North Carolina for the Eighth Annual East-West North Carolina Basketball Invitational Weekend in early December. They defeated Eastern North Carolina School for the Deaf (ENCSD), 63-51 on Friday and then beat North Carolina School for the Deaf (NCSd), 70-23 on Saturday. The Alabama School for the Deaf (ASBD) played against ENCSD and NCSD. ASBD beat both schools.

Another exciting event for the Orioles was the Model Classic Tournament at Model Secondary School for the Deaf in Washington, D.C. the following weekend. MSD captured the tournament title. They picked up 61-42 and 71-41 wins against Rhode Island School for the Deaf and American School for the Deaf, respectively. Clarence Taylor from MSD was the Most Valuable Player and John Moore from MSD was named to the Model Classic All-Tournament Team.

The Orioles' record stands at 16 wins and one loss. They are looking forward to the next challenge—the 1994 ESDAA Basketball Tournament on February 24-26, 1994 (See story on this page).

SUCCESSFUL ESDAA BOYS' BASKETBALL, GIRLS' BASKETBALL, & CHEERLEADING TOURNAMENT

MSD hosted the 62nd Eastern Schools for the Deaf Athletic Association Division 1 Boys' Basketball and Cheerleading and 18th Division I Girls' Basketball Tournaments on February 24-26, 1994 at MSD and Frederick Community College (FCC). The participating schools were American School for the Deaf (ASD), Lexington School for the Deaf (Lex), Marie Katzenbach School for the Deaf (MKSD), New York School for the Deaf (NYSD), and Western Pennsylvania School for the Deaf (WPd). It was the first time in the ESDAA Division I history that a school hosted both the boys' basketball and cheerleading and girls' basketball tournaments in the same city at the same time.

On Thursday, February 24th the opening ceremony was held with an opening remark from James E. Tucker, MSD Superintendent. The tournament began with an exciting girls' basketball game between MKSD and NYSD. MKSD defeated NYSD by one point. Then the first boys' basketball game between NYSD and Lexington followed. Lexington beat NYSD.

The MSD girls' basketball team defeated Lexington in the semi-final game on Friday. That win sent MSD girls' team into the championship game against the defending champion team, ASD. The championship game was thrilling for everyone. In the final quarter the Orioles tied the score at 41 with 57 seconds left. A foul was made against ASD with 22.2 seconds to go. MSD missed both foul shots. ASD got the rebound and called for a time-out immediately. When play resumed, ASD missed a shot. ASD got the rebound. Then MSD called for a time-out with 3.3 seconds left in the game. Everyone was more than sure that it would be an overtime game. MSD's Nicole Jackson put up a 12-foot jumper. As the final buzzer sounded, MSD's basketball hits the rim and bounded straight up. Everyone paused for a while watching the shot. It came straight down through the hoop! Everyone couldn't believe it. That gave the Orioles the ESDAA tournament title with 43-41 win against ASD. MSD's Nicole Jackson and Amy Wise were named on the First Team All Tournament. The MSD girls' basketball team record ended with 16 wins and five losses.

Two cheerleading individual competitions—cheer and jump—were held on Friday. Then on Saturday the cheerleading team competition was held. NYSD captured the cheerleading team competition title. MSD won 2nd place. ASD placed third. Julie Bourne and Kim Jones from MSD were named on the All-Star Team.

Meanwhile, the MSD boys' basketball team settled for third place with a 63-35 against Lexington on Saturday. The Orioles picked up a win against WPd on Thursday. On Friday the Orioles lost a heartbreaking game to MKSD in the semi-final game. John Moore and Clatuece Taylor III were named on the All Tournament Team. The MSD boys' basketball team ended their season with 19 wins and two losses.
Girls' Basketball Results
Game 1—NYSID 30, MKSD 29
Game 2—Lexington 55, WPSID 45
Game 3 (Consolation)
WPSID 37, MKSD 26
Game 4—ASD 57, NYSID 35
Game 5—MSD 47, Lexington 32
Game 6 (3rd place)
NYSID 38, Lexington 35
Game 7 (Championship)
MKSD 75, ASD 41

Boys' Basketball Results
Game 1—Lexington 66, NYSID 43
Game 2—MSD 63, WPSID 35
Game 3 (Consolation)
WPSID 57, NYSID 34
Game 4—ASD 63, Lexington 32
Game 5—MKSD 35, MSD 54
Game 6 (3rd place)
MSD 63, Lexington 35
Game 7 (Championship)
MKSD 75, ASD 59


The MSD cheerleading team captured 2nd place in ESDAA Cheerleading Tournament. Kim Jones, captain of cheerleading team, is proud to show the plaque.

In semifinal action against Marie Katzenbach School for the Dead, MSD Senior Clarence Taylor penetrates and scores in the paint. MKSD prevailed 55-54 in a thrilling see-saw battle.
Hello Friends of MSD! Welcome to 1994 and may the year bless you with good deeds. It is sad to acknowledge the deaths of our two beloved alumni members, Mr. Abe Stern and Mr. John Felder. Condolences are given to all and continuance of cherishing memories shall be kept alive deep in hearts, minds and souls of every individual who has known these two dedicated alumni of MSD.

Friends, as you can speculate how important it is to keep track of what is happening with former and current alumni through browsing the column in the Alumni section of The Maryland Bulletin. Announcements of general type, such as graduations, weddings, births, occupations, special achievements and obituaries, or just news will be gladly accepted, reviewed and compiled into our alumni section. The mile post keeps family members of MSD informed.

Please do continue to send in your articles to me at the address stated above. If you wish to include photos, only black and white portraits are accepted. We will return them upon request. Readers will continue to enjoy the highlights of MSD alumni community. So, send in your articles and let us know what is happening. Thank you.

Abe Stern and John Felder attended the Alumni Association’s 25th Quadrennial Reunion at MSD-Frederick in 1992.

Obituaries . . .

Mr. John Felder, of Abingdon, Maryland passed away on January 4, 1994. He was a graduate of Maryland School for the Deaf and was a member of the Alumni Association. Mr. Felder is survived by a daughter, Joan Appel McAlister, two sisters, Margaret Frisino and Anne Kral; also, two grandchildren and six great grandchildren. Friends and those who desire, may contribute to the Deaf Services Program, Albert Witske Center, 3411 Bank St., Baltimore, MD 21224.

Mr. Abe Stern, of Flint, Michigan, was 91 years old when he suddenly passed away on December 8, 1993 from a heart attack while waiting on a bench for his mail to arrive. He was blessed with a quick and relatively pain free ending. Mr. Stern graduated from Maryland School for the Deaf and was known to be the oldest alumni member. He attended the 1992 Alumni Reunion at Frederick, Maryland. Mr. Stern came with good spirit and energy which allowed him to give stories about his days at MSD during the Saturday night banquet. He received a high standing ovation for his kind dedication.

Deaf Culture Library Services

Ten people including six librarians met on December 3, 1993 in the library of the Maryland School for the Deaf — Columbia Campus (MSD-CC) to discuss the Maryland Association of the Deaf/Friends of Libraries for Deaf Action (MDAD-FOLDA) long range goal—to establish the Deaf Culture Library Services (DCL). DCL is a joint project of the MDAD; FOLDA and the NAD; FOLDA-USA.

Karen B. Russell, MSD-CC Librarian, welcomed the group to her library on behalf of the MSD-CC administration, teachers, students and others on the campus. She also delivered a special message from James E. Tucker, Supt. of the MSD who wished us the best.

DCL Task Force Chair, Alice Hagenmeyer announced that over 25 people have indicated their interest in serving on the DCL task force for the next two years.

Topics of the Meeting

1. The American Library Association guidelines for library services to the deaf community

2. Demonstration of access symbols for use at the library

3. FOLDA-USA visions at the National Public Library Association Conference which will meet in Atlanta the last week of March.江山 blank page, the NAD representative. The American Library Association (ALA) Annual Conference will meet in Miami the last week of June. The group has recommended Rene Valloncourt to be the NAD representative.

4. Middle Atlantic Regional Library Federation conference (serving MD, DC, VA, DE, and WY) will meet at the Baltimore Convention Center on May 4, 1994. We agree that MDAD and NAD should have a booth at the conferences.

5. A plan of Action for the following four committee of the DCL Task Force:

   a. Auxiliary aids and services: Janice Rowen, as chair, will get in contact with local public libraries to discuss developing guidelines for providing auxiliary aids and services to the deaf community. She also be responsible for locating a RBN.

   b. Collection development: Kitty Fischer, as chair, will work with librarians and users of the library for DCL to develop policies on evaluating deaf related library materials, such as books, posters, videos, tapes, etc.

   c. Programming and training: Karen Russell, as chair, will develop a plan of action for providing programs and training to interested librarians and the Deaf Community.

   d. Publications: Will need a chair. Bernard Susman will work with Alice Hagenmeyer to complete the publication, “The Quack Guide for the Deaf Community.”

   e. Organization development: Will need a chair. The committee will work on the future staff, partnership, deaf Quick Information Service, etc.

If you are interested to be involved, please contact Alice Hagenmeyer at 301-572-5168 TTY or FAX: 301-572-4134. Also tell us which committee you would be interested in serving on.

— Courtesy of DCC EYES

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