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ON THE COVER

The Class of 1993 under Melissa Herzig's leadership has given MSD a
beautiful Roman Numeral Clock outside on Bjorlee Library for
everyone to practice time management skills! Five high school students
pause between classes for a chat. From left to right: Christopher
Morrison, Franco Korpics, Stephanie Gasco, Edward Lowe, Hei-Jin
Woodyard, and Andrew Kucharski.

Maryland School for the Deaf

FREDERICK CAMPUS
101 Clarke Place, P.O. Box 250
Frederick, Maryland 21705-6230
(301) 620-8556 (V/TTY)
FAX: (301) 620-8875

COLUMBIA CAMPUS
Route 108 & Old Montgomery Rd., P.O. Box 894
Columbia, Maryland 21044-0894
Baltimore Metro Area (410) 418-8661 (V) & (410) 418-8660 (TTY)
Washington Metro Area (410) 696-3150 (V/TTY)
FAX (410) 465-7710

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Questions regarding this policy in terms of employment may be directed to Eva Staubitz, Director of Personnel (301) 620-5231. Questions regarding the school program may be directed to Dr. Deborah Clark, Director of Pupil Personnel Services (301) 620-8556. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705.
Direction of the MSD Essential Curriculum in 1996-97

by Andrea Feldman, Director of Curriculum and Instruction

As MSD observes its fourth anniversary of adopting the Frederick County Public Schools' Essential Curriculum, teachers and administrators are at full speed in assessing, learning and teaching. Teachers from Family Education, using MSD-created Essential Curriculum for Early Learning, Elementary, Middle School, High School and Applied Academics departments utilize the Essential Curriculum in their classes. All administrators are learning along with them in various staff development workshops. They participated in a two-day Summer Workshop coordinated by Ms. Andrea Feldman, Director of Curriculum and Dr. Bonnie Ward, MSD Curriculum Consultant. Here are a few highlights:

Summer Workshop for MSD Administrators:
In 1995-96, MSD adopted Frederick County Public Schools' teacher observation and evaluation forms to help support the connections between teacher performance and the utilization of the Essential Curriculum. Administrators asked for a mini-session on reviewing their experiences with the observation and evaluation forms. They also asked for a mini-session on accommodations in using the Essential Curriculum and the Criterion-Referenced Evaluation System (CRES) for students who may read and/or write at least three grades below their ages. Dr. Ward invited three Frederick County Public School principals, Sally Smith (New Market Middle School), Paulette Shockey (Frederick High School), Eileen Tipperman (Kemptown Elementary School); and two Frederick County Public School teachers, Susan Collins and Terry Sweeney (Frederick High School), to lead the sessions on observations/evaluations; accommodations; and updates on the Essential Curriculum. MSD administrators spent the last part of the workshop making plans for CRES and establishing goals for 1996-97.

Criterion-Referenced Evaluation System (CRES):
Three years ago, MSD teachers and administrators learned about the Essential Curriculum. Two years ago, teachers learned about CRES. Last year, teachers learned about the connections between the Essential Curriculum and CRES. This year, teachers examined CRES materials and the Essential Curriculum at the same time before they wrote their year plans.

Multicultural/Deaf Studies Infusion Curriculum:
This year, teachers will pilot Multicultural/Deaf Studies objectives which are infused in the Social Studies Essential Curriculum. The infusion objectives were developed last year by the Multicultural/Deaf Studies Infusion Curriculum Committee (co-chairs; Andrea Feldman and Geraldine Whitt, High School Social Studies teacher; Columbia Campus Elementary teachers; Pierre Daze and Evelyn Hill Johnson, Diversity Committee representative; Frederick Campus Teacher Representatives: Martin O'Brien, Middle School, and Mary-Lynne Sinvalt, Elementary). The committee will continue to meet to develop resources for teachers and provide staff development on Deaf Studies and Multicultural Education as well as revising the infusion objectives this year.

1996 - 97 Staff Development:
Frederick Campus teachers attended these staff development workshops with several Columbia Campus teacher representatives:
- Cooperative Learning with Steve Parsons, New Market Middle School Assistant Principal (August 23)
- Multicultural Education with Dr. John George, Frederick County Public Schools (FCPS) Curriculum Specialist (September 3)
- Elementary Social Studies Essential Curriculum and CRES with Dr. John George (October 2—Frederick Campus and October 15, 1996—Columbia Campus)
- Elementary Science Essential Curriculum and CRES with Ms. Phil Brohawn, FCPS Elementary Science Curriculum Specialist (October 29, 1996—Columbia Campus)
- Effective Teaching Strategies in Middle School with Ms. Sue Ann Nogle, FCPS Staff Development Facilitator (October 9, 1996)
- Translating Idioms into ASL with Brian Bitzenline, ASL teacher (October 19, 1996—Frederick)
- Building Bridges Between ASL and English: Nouns and Verbs with Ms. Robin Massey, ASL teacher (October 19, 1996—Columbia)
- Mathematics '96 with Ms. Judy Benedict, FCPS Math Teacher (October 25, 1996)
- Dimensions of Learning (November 5, 1996—Both Campuses)
- Updates on the Art Essential Cur-
All these workshops were designed as a result of teachers' participation in Staff Development Action Plans last spring. Most of the topics/goals recommended by teachers have been met this fall.

MSD's mission to provide a top-quality education is being accomplished with the utilization of the Essential Curriculum and MSD staff's high expectations in teaching, assessing, and learning...
The fundamental purpose of the Research Review Committee (RRC) is the protection of students as human subjects for any research performed at MSD. As MSD has long been a pioneering school for the Deaf, dating back to the late 1960's Total Communication movement through present times with MSD's Bilingual Educational philosophy and the adoption of a full public school curriculum, MSD has been a population that is of keen interest to researchers. Typically, researchers who are interested in MSD are college and university scholars, students, and faculty. The medical profession also occasionally is interested in using MSD for research questions. MSD staff members often are interested in conducting research at MSD to verify their novel teaching practices, job procedures, or for their pursuit of graduate degrees. Research requests range from a simple class project from college or university students through multi-year, longitudinal studies by some of the top names in education of Deaf children.

While it is flattering to receive the attention of research ideas and to be the focus of empirical examination of MSD's educational practices, the School has to be vigilant to make sure that MSD students are protected as human subjects and that MSD's participation in research projects is worth the time expended by students and staff. The RRC reviews any research projects that are requested to be carried out at MSD. There are no exceptions — all formal research must be reviewed by the RRC. Even staff members doing research for their own professional development must submit to a review of their intentions by the RRC.

The RRC is composed of representatives from the School's two campuses and community. Presently, this author, Dr. William A. Sherman, is the RRC's chairperson. Mr. Stanley C. Eaker, Frederick's Assistant Superintendent, Principal; Ms. Nancy Swaiko, Frederick Middle School teacher; Mr. Brian Alles, Columbia's Director of Student Support Services/Psychologist; and Ms. Jackie Shields, parent of an alumnus and a recognized community advocate make up the RRC's membership. Ms. Joan Brown, Frederick's Student Support Services Department secretary provides the extensive necessary clerical support for the RRC.

All individuals interested in performing research at MSD must complete MSD's Application for Permission to Conduct Research and submit copies of their research proposal to the RRC. The RRC then reviews the materials and makes recommendation to the Superintendent as to whether the research should be allowed at MSD. If the Superintendent agrees, the researcher is granted approval, and a liaison staff member is assigned responsibility to help and oversee the research project's activities at MSD. Upon completion of the research, the findings are required to be shared with MSD, either through submission of a final project paper or a presentation of findings to the staff or School community.

In considering whether to approve or reject a research request, the RRC considers the following issues:

1. Is the activity of the research psychologically or physically harmful to MSD students?
2. Is the study designed properly? Will the research accomplish what the researcher hypothesizes?
3. Is the research topic a valid concept related to Deaf children and adults?
4. Is the research worthwhile? Will the professional fields serving Deaf people benefit from the accomplishment of the research?
5. Is the research new, not having been done by someone else before?

6. Will the study not intrude on the normal education and daily functioning of MSD students?
7. Is there reasonable expectation that the subjects would enjoy or benefit from participating in the research project?

Most Schools for the Deaf have a similar RRC or research approval procedure. The CAID recommended that Schools for the Deaf establish such safeguards in the early 1980's and MSD promptly complied.

The RRC reviews on the average, eight to ten projects a year. Less than half of these are accepted for performance at MSD. In order to use MSD students as subjects, the research project must be top-notch and of substantial promise for advancing knowledge in the Deaf Community. With the heavy accountability of a student's individual educational plan (IEP), it is difficult to find times that are available for participation in research. Most researchers gear their projects for performance in the after-class hours.

Parents are always informed of their child's participation in any research. All projects must be confidential and anonymous. Project participation permission forms are sent to parents prior to the initiation of any research. The School will send out parental permission forms that are supplied by the researcher, so that the names and addresses of the student and his parents will not be known to the researcher. Students and/or their parents can withdraw from any research at any point in the project. In addition to MSD's RRC scrutiny, most researchers have to satisfy an Institutional Review Board from their profession or college/university, which insures that there is heavy protection of human subjects in compliance with all State and Federal regulations.
Health & Safety/Risk Management: What Does It Mean To You?

by Mark Sewell, Director of Support Services

There is a group of people at each campus who meet regularly to discuss H & SRM issues. Many times these issues not only have a direct impact on the staff, but also have a direct impact on the students. For instance, this group decided that the School should be a smoke-free environment. These people are members of the Health & Safety/Risk Management Committee.

The Maryland School for the Deaf has established Health & Safety/Risk Management Committees at both the Columbia and Frederick Campuses. These committees help assure that issues related to the health and safety and risk management of employees and students are handled in a prompt and efficient manner. The Committee is also responsible for the development of policies and procedures and making recommendations to the Superintendent.

This Committee conducts periodic health and safety inspections, completes surveys to identify potential hazards and unsafe work methods, and also determines the physical conditions of the School environment.

There is an on-going review of all injury reports and accident investigations. This data is used to assist making recommendations to reduce risks at MSD. Many times, safer work procedures, health and safety awareness or health and safety training are the result of these studies.

There are many people involved with these Committees. At Columbia Campus, there are more than 12 people who take an active role in serving as committee members. The entire School is represented from Administration to the Dietary Department. At the Frederick Campus there are approximately 18 people who are actively involved. Again all departments are represented from the Principal’s Office to the Maintenance Department.

However, everyone is welcome to attend and become an active member. The more people involved with providing a healthy and safe environment for the students and staff, the more success there will be.

Below is a partial list of some accomplishments of the Health & Safety/Risk Management Committee:

- Development and implementation of the School’s No Smoking Policy. (MSD was the leader in the State of Maryland for implementing a no-smoking policy.)
- Development and implementation of the Exposure Control Plan relating to bloodborne pathogens and universal precautions. This plan also established the criteria for the Hepatitis B vaccination plan and the inoculation schedule for applicable staff.
- Development of First Aid Stations. (These stations were made by the Frederick Campus Art Department students and are displayed in prominent areas throughout both campuses.) Each Station is equipped with items such as rubber gloves, band aids, gauze pads, etc.
- Drafting of emergency preparedness plans.
- Development and implementation of snow removal policies.
- Conducting workshops for staff on such topics as Driver Improvement Training, Bloodborne Pathogens, Hazardous Communication Standards, back and wrist safety, ladder safety, fire extinguisher use, general first aid training and CPR training to appropriate staff.
- Determining where additional fire extinguishers are needed on campus.
- Assistance and recommendations regarding the security-vendor transition.
- Instrumental in obtaining and installing fire blankets and conducting training for appropriate staff and students.
- Assisting with playground safety.
- Improved occupied elevator evacuations during power loss.
- And there have been many, many other accomplishments too numerous to list in this article.

As one can see by the many accomplishments mentioned above, the Health & Safety/Risk Management Committees have been very active in providing the safest environment for the students and the staff. However, success does not stop by reviewing one’s accomplishments. The goal for the future is to insure that the Committees can respond to the changing needs and environments in which we live and work.
Volunteer Services Program

by Evelyn Anthony and Rita Sharpe, Volunteer Services Coordinators

Columbia Campus

Columbia Campus' current volunteer program started in the fall of 1982 under the direction of Dr. Richard C. Steffan, Jr. There are files on 343 volunteers; 21 of them are currently in Columbia Campus program. They have come to us from as far as England, Germany, and as close as Ellicott City. One of the volunteers, Ms. Vivian Holman, started in 1977 working (2 yrs) in the classroom, and (17 yrs) so far in the resource room. Ms. Holman has been instrumental in organizing computer software, video collection, and maintaining school archives. She has been nominated several times for the Governor's Volunteer Award for her outstanding service.

Volunteers come to us from all walks of life! Some of them are currently attending universities, others are in interpreter programs, and some are retired MSD employees, police officers, doctors, social workers, nurses, retired teachers, reverends, nuns, missionaries, parents, grandparents, siblings, and high school students (mentorship program). Columbia Campus has been providing this mentorship service for the Howard Co. Public School system. Since 1988, a total of 7 students have been involved in the mentorship program. Volunteers work in the classroom assisting the teacher and teacher aide; sometimes tutoring one on one, pasting, xeroxing, doing any job that is needed to further students' education. Volunteers are often the "audience" for children when they retell a favorite literature book. They can add a little extra pizzazz to the classroom and give the students an extra boost in their learning. MSD places volunteers according to their special interest and signing skills. It is very important to MSD that each volunteer feel they are benefiting from this experience. Many of them return year after year to contribute their time, enthusiasm, and knowledge. Often volunteers have become members of MSD staff at the Columbia and Frederick Campuses.

Every year Columbia Campus hosts a small reception for volunteers where MSD presents them with a certificate of appreciation and a small "I Love You" gift. MSD greatly appreciates volunteers. They help make MSD the special place it is!

Frederick Campus

Volunteers are special people on the Frederick Campus at Maryland School for the Deaf. They enable the school to provide additional assistance to MSD students and staff. They assist in many areas of the school throughout the year. Some volunteers have assisted in the residence halls, in the classrooms, at special after-school programs, and in the library.

In the Spring of 1993, Family Service Specialists became aware of parents who wanted to volunteer at the Maryland School for the Deaf, Frederick Campus.

A survey was conducted that spring amongst the staff to learn of interest in having volunteers serve in their classrooms and to learn the types of assistance the staff would like from the volunteers.

The results of the survey indicated that the staff would appreciate volunteer help in the following areas: making materials/bulletin boards; checking papers; supervising lunch and recess activities; assisting with parties, drama productions, and intramural sports; tutoring; story telling; answering phones/making phone calls; and, delivering supplies.

The administration also expressed an interest in the volunteer program. The Family Service Specialists were asked to develop the requirements for a formally organized volunteer program. When the program was organized it was publicized in the 1993 Fall FSS Page. Ms. K.C. Russell was selected to serve as the first Volunteer Coordinator.

The program was well received. Many of the volunteers applying to participate in the program were not parents but interested citizens from the surrounding communities. Volunteers began service to the students and staff in the fall of 1993.

1995-96 Volunteers at Columbia Campus were honored at a reception in May.
The first three volunteers were Jill Burns, Mary Cross, and Rene Krotec, who volunteered from September 1993 until classes ended in June 1994. A total of nine volunteers provided roughly 1500 hours of service to the school during the first year of the volunteer program on campus.

Volunteers can currently be seen at work in the Family Education/Early Intervention Department, in the Elementary Department, Middle School Department, High School Department, and in Bjorlee Library. Sometimes the volunteers can be seen working directly with students such as tutoring a child or working with a small group. Other times they can be seen assisting the staff with projects such as making materials to be used with the students or doing clerical work.

When asked to explain why the person wishes to volunteer at the school, there is usually one to two responses given. One is that the individual loves the children and wants to help the students become the best that they can be. The second is wishing to volunteer now with the hopes that one day it will lead to a paid teacher/teacher aide position at the school. Both groups will usually mention the desire to communicate with Deaf students in sign language and to be exposed to Deaf Culture.

Test Your Knowledge of the Volunteers and the Volunteer Program:

1. Who is the current teacher aide who holds the record for the greatest number of hours of volunteer service to the school in one year? (1993-1994 — Rene Krotec with 835 Hours of Service)

Ms. Cyndi Berger assists six-month-old Jake Grindstaff for two hours on Friday mornings in MSD's Infant Play Group while his parents attend the Frederick Parent Group. Ms. Berger also volunteers five hours in the library.

Ms. Pat Vacchio lends a helping hand to Keziah Padden while Ethan Sonnenstrahls waits his turn. Assisting with the Infant Play Group is a new experience for Ms. Vacchio who is well known for her enthusiastic spirit aiding high school students with class work and crafts.

Peer Packet contains a copy of the guidelines and an application form. The completed forms should be returned to the current Volunteer Coordinator, Ms. Margaret Shapley, who will review the application to match the volunteer’s skills with staff request for someone with that skill. While reference, fingerprint and background checks are made, interviews are scheduled with Department Heads in the areas where the volunteer may be placed. After the interview, the decision is made for volunteer placement. The teacher and volunteer meet and discuss the initial meeting.

The starting date is mutually set. The new volunteer is now a part of the school team. Volunteers are greatly appreciated for their hours of service to the students and staff. For many of MSD volunteers being part of the educational team is a rewarding and beneficial service. As one volunteer wrote on his final feedback evaluation, “I would highly recommend volunteering at MSD to anyone with an interest in ASL, Deaf Education or children in general!”
As the start of the 1997 Maryland General Assembly (January through April) is around the corner, I start to reformulate reasons why MSD continues to be the educational option for 60% of Maryland’s Deaf and Hard of Hearing children and youth. When I present the Fiscal Year 1998 School Budget to the Senate Budget and Taxation Committee and the House Appropriations Committee, I am often quizzed why there is a MSD.

One may believe that MSD’s 129 years of successfully preparing Deaf students for productive lives in our society as sufficiently proof that MSD should receive full funding for years to come. I believe this myself; however, MSD’s rich tradition sometimes does not count in legislative budget decisions. Often, decisions are made according to the state’s political and financial climate of a given year.

As we are all painfully aware, America is downsizing... Corporate America led the downsizing parade in the 1980s, and the state and local governments followed in the 1990s. If President Bill Clinton agrees to the Balanced Budget Amendment concept promoted by the Republican-controlled Congress next year, the federal government may perform the “greatest downsizing of them all” in the next decade.

Shrinking state resources have created an increasingly ugly climate at Annapolis. Each year, the Governor, and the legislators have difficult budget decisions to make, and agency heads including myself have a more difficult time in justifying budget proposals. What was a thriving program yesterday may be an abolished program tomorrow.

When I meet with members of the Senate and Taxation Committee and Appropriations Committee sometime in February or March, my ten minute presentation will include MSD’s proud history, and MSD’s commitment to promoting early language acquisition in infants and toddlers, and providing a quality public school curriculum. I also will emphasize MSD’s graduating seniors’ access to the MSD Diploma and the Maryland High School Diploma, and then close with stories of MSD’s successful alumni.

After I make my “pitch”, I receive questions. Below are actual questions from past budget hearings, and for the 1997 General Assembly.

Befriend and then Educate...
James E. Tucker, Superintendent

must be ready for similar questions as well as new ones. Probably the most frequent asked question is, “Why is MSD duplicating public school services?” I promptly explain that MSD is a school among a continuum of programs in the State of Maryland, and that for the majority of students MSD is the most appropriate educational placement. I talk about MSD students having full, direct, and clear access to a public school curriculum, and MSD students being active participants in their pursuit of world knowledge and fluency in English.

I also talk about the need for a language community. For many Deaf students, American Sign Language is their natural first language. Deaf students transfer their first language knowledge to their acquisition of English, the language of national and international commerce. A language community is not defined by two or three members, but by 500 or more members.

Questions about cochlear implants are also raised. Legislators wonder about why there isn’t a full-scale program at MSD to implant all deaf children and youth. I often explain that this surgical procedure is in the realm of parents’ legal responsibility, not MSD’s. I often add that the implant technology at this point is still primitive, and the results of implants in young deaf children are at best inconclusive. I then explain that the monetary cost of implantation varies from $32,000 to $40,000.

Questions about cost-effectiveness of MSD programs when surface at the end of budget hearings. A few legislators have pointed out that the per pupil cost at MSD is higher than the per pupil cost at public schools. This requires a careful response. At MSD, the average cost (Fiscal Year 1997) for a day student is $29,373 and residential student $40,777. The average per pupil cost for a student at a public school in Maryland ranges from $5,262 (Caroline County) to $7,697 (Montgomery County). This public school figure is of course for a student without additional services. Students’ IEP’s greatly vary from one student to another. If a deaf student needs only interpreters, note takers, and a resource room teacher, his/her yearly tuition incorporating additional services may easily exceed the tuition costs at MSD.

Questions are sometimes raised regarding MSD’s Family Education and Early Intervention Department and its mission of providing language instruction to infants and toddlers and their families. This is my favorite question because I then go into neurolinguistics and psycholinguistics explaining the critical importance of human beings acquiring their most important tool, language, by the age of three. I then conclude that the greatest tragedy of deafness is not deafness per se, but late language acquisition.

Governors and legislators who have MSD alumni as their friends, acquaintances, or even next-door neighbors are supporters of MSD. This is because they have said that they see graduates of MSD as responsible citizens who have families, hold jobs, and lead full lives.

Governors and the legislators wield great power in determining priorities and scope of the state government. When they are informed regarding educational programs at MSD and complex issues of Deaf Education, they are better equipped to make decisions regarding MSD budgets. As a superintendent, providing information to Governors and legislators is a top priority of mine. This educational process begins all year round, peaking during the General Assembly months.

Obviously, I am not and should not be responsible for the education of the Governors and legislators. Each MSD family and each MSD employee must befriend their legislators. There are two to four legislators per district. Befriend them. Call for a face to face meeting. Explain that you live in their district, and that you wish to share MSD’s rich tradition in providing high quality education to Deaf children and youth in Maryland. Scheduling a meeting with the Governor may be a challenge, but a letter to the Governor will go a long way. In your meetings and correspondence, always ask for their support for MSD’s budget for Fiscal Year 1998, Fiscal Year 1999, Fiscal Year 2000 and beyond... Current and future MSD students greatly depend on MSD Community members’ ability to educate Maryland’s political leaders.
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 (Principal's file), through the following procedure:

1. Fill out request form for information desired from the student file;
2. Present request form to 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 "sensitive information" by Principal, will not be provided by the Principal's secretary except with written authorization by Principal;
5. Information borrowed from the files is not to be removed 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, Transitional, 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 a 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 removed 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. A written request to review the school records must be made to the Principal;
2. The Principal will arrange to make the records available within five working days, and not 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 (10c) 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, at the parents' request:
   a. A parent who believes that information in education records collected, maintained or used by the school 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) school days of the receipt of the request;
   c. If the Maryland School for the Deaf decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to hearing.
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 (but not the detailed assessments themselves); and
      b. Formal decisions of the ARD Committee:
         i. the student's disability;
         ii. the multidisciplinary nature of the Committee; and
         iii. parental involvement.

The following personally identifiable information collected, maintained or used by the school for medical assistance purposes must be retained for six (6) years to provide information required by State and federal officials:

1. All Individualized Education Programs (IEPs) documenting services which are eligible for medical assistance reimbursement;
2. Admission, Review and Dismissal (ARD) Committee summary sheets and notes containing documentation of the need for services which are eligible for medical assistance reimbursement;
3. All documentation of services provided (e.g., IEPs, etc.);
4. On-going service coordination notes demonstrating eligibility for medical assistance reimbursement;
5. All applications for medical assistance reimbursement;
6. The information may be destroyed at the written request of the parents. However, a permanent record of the student's name, address, telephone number, his/her grades, attendance record, classes attended, grade level completed may be maintained without time limitation.

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)
Federal Funds Benefit MSD Students

In the 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.

For the 1995-96 school year funds in the amount of $5,517 were available to the Maryland School for the Deaf for Library Media Improvement through Title VI of the Improving America's Schools Act (ASA). From these funds each Campus Library received an IBM compatible, 486 DX, CD-ROM computer with a 17" color monitor and $500 worth of software. MSD's allocation for 1996-97 is $1,404, and will be used to purchase a new laser printer and cartridges for the aforementioned computers in each Campus Library. This will broaden the effectiveness and usefulness of the Library computer for reference and research on each campus.

Additional money is awarded to the school under the Individuals with Disabilities Act (IDEA), Part B. In 1996-97, funds in the amount of $200,034 will be 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 and parent meetings involving extended family are also an important component of this program. Some funds are also used to purchase consultation and psychological services for MSD 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 grant money in the amount of $15,000 for the 1996-97 school year from the Maryland Infants and Toddlers Program. This grant, as mandated by PL 102-119, provides funding for children ages birth to 36 months. The grant has allowed the department to replace and upgrade teaching materials and equipment. It also provides the funding to send mailings and newsletters to parents. In addition, the grant funds regional workshops for families, and additional training for staff. Interpreter attendance (ASL, foreign language, Swedish) are provided at parent meetings on campus as well as regional parent meetings around the state of Maryland. Two contractual aides provide additional support for the classrooms on a weekly basis.

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.

MSD anticipates that funding will also be available for the 1997-98 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 Mr. Stanley C. Baker, Assistant Superintendent at the Frederick Campus or Dr. Richard C. Steffan, Jr., Deputy Superintendent at the Columbia Campus.

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 Parent/Student Handbook. The Maryland School for the Deaf does not discriminate on the basis of national origin, race, sex, linguistic, religious, or cultural background when placing students into its educational programs or services.
Boy Scout Troop
258's Busy Summer

M.S.D. Troop 258 had a very busy summer this year. When MSD was closed for the summer, the troop sponsored a booth at the Quadrennial Alumni Reunion. During the second week of July a group of boy scouts picked up trash along their Adopt-a-Highway site. The next week an eight member group went to Camp Olmstead in Goshen, VA. Then, on July 31, Wayne Randall, Shannon Shannan and Jane Redding flew off to Australia and New Zealand to ski with the Explorer Post from Middletown, MD. Even though school closed, Troop 258's activities didn't.

The weekend of the Quadrennial Alumni Reunion several boy scouts sold snowcones and various other things trying to earn money for troop shirts and neckerchiefs. Unfortunately, the troop did not earn much money, however, those present did actually meet the troop's fourth Eagle Scout, Mr. Lewis Longfellow '34. He had many interesting stories to tell them about scouting during his school days. He was the Troop 8 (the number of our troop at the time) Scoutmaster from 1939 to 1944. The troop actually hiked from school to Camp Baker which is at the top of Bradnock Mountain. Of course, there was no "Golden Mile" of shopping centers between here and there at that time so it was a lot safer to hike up to the mountain to camp for the weekend. Mr. Longfellow's grandson would be camping at Goshen scout camp the same week that MSD Troop 258 would be there in July.

On the Wednesday before summer camp, the adult leaders responsible for the trip met with the boys to make sure that they had everything they needed for attending camp. While together, the group took the opportunity to go pick up trash along Rt. 15 at the troop's designated Adopt-a-Highway spot. It was a delightful day with no humidity; a good day to be outside performing community service.

On Sunday, July 14th, a group of four boy scouts and three adults departed for Goshen Scout Camps. After driving for four hours, the group arrived at camp and met Seth, their Troop Guide for the week. He helped them find a way to their campsite then directed them to the lake for their swimming test. Monday morning the boys started earning merit badges. While the troop's committee chairperson, Laurie Morrison-Cleveland interpreted canoing merit badge for Christopher Morrison and Aaron Bowman; Scoutmaster Jane Redding interpreted for Jason McCannally and Kevin Coyle to earn their swimming merit badge. Tim Vogeler, one of their assistant scoutmasters, helped the boys with their Basketry and Leatherworking merit badges, as well as adding around the campsite. Seth had talked the boys into earning the mammal study merit badge because he was teaching it, so at three o'clock everyday, all the boys hiked over to the mammal study pavilion for an hour of instruction. After that, Kevin Coyle would hike down to the lake to practice for the Mile Swim to be earned on Saturday (he was one of only two boys in the whole camp who did attempt and accomplish the mile swim that week). The troop participated in a variety of activities such as troop swim, Funyaks, Pirates' Breakfast, and the obstacle course to round out a balanced schedule that earned them their merit Troop Award. The next Sunday, after a full week of fun, everyone in camp got up at five thirty a.m. to head home. Upon arrival at MSD, the equipment was cleaned up and preparations were made for a Court of Honor to present the boys with all the merit badges they had earned during the week.

On July 31st, Wayne Randall and Jane Redding headed to Dulles Airport to join B.S.A. Explorer Post 476's Ski Adventure to Australia and New Zealand. Shannon Shannan joined them at the Los Angeles Airport where the group embarked on New Zealand Air for a fourteen hour flight to Sydney, Australia. Staying there for two days, everyone toured all around the city and beyond. Naturally, everyone went down to the waterfront and saw the famous opera house. Sydney, Olympics 2000 souvenirs were already available everywhere they looked. On August 4th while flying to New Zealand, the group caught their first glimpse of snowcovered mountains. Everyone became excited to think how soon skiing and snowboarding would become a reality! Arriving in Christchurch, the group boarded a bus to ride seven hours south to Wanaka. The next day most members went skiing at Cardrona Ski Fields. It was fantastic! The view was spectacular. On Tuesday the bus went to Trelle Cone Ski Field where the view was equally great. The snowboarders enjoyed themselves the most that day. The group skied for two more days and took one day off to shop in Queenstown. Along the way back from Queenstown the bus stopped to watch bungee jumpers. Departure from Wanaka was Saturday at three a.m. After riding for seven hours to the airport, embarking on the aircraft, a brief stop in Fiji for forty-five minutes, and getting through customs at the Honolulu Airport with all their baggage, it was still Saturday three a.m. (The plane had passed over the international date line). So... everyone had Saturday to live all over again; this time in Hawaii. The tropical paradise was equally wonderful on the opposite end of the spectrum as New Zealand's ski fields had been. Everyone enjoyed different water sports in the ocean. Shawn saw a three foot long sea turtle while jet skiing. The three days on Oahu were a
nice way to wind down before heading east again. On Tuesday, the group flew to Los Angeles, with a brief layover, then Wednesday, August 14th, at five-thirty a.m. the plane touched down at Dulles. Home again! School started a week and a half later.
—Jane M. Redding, Scoutmaster, Troop 258

Lead Abatement Certification Provides Future Employment Opportunities
On Thursday, October 17, 1996, four MSD students from Mr. Denis Reen’s Carpentery and Construction trades classes took part in a 7 hour training course. The course, “Lead-Based Paint Abatement,” was presented by Mr. Jim Keck, President of Leadtec Services, Inc. The program was paid for and sponsored by the National Park Service, Department of Interior (Division of Preservation); it continued partnership with the Maryland School for the Deaf.

The four MSD students who participated in the class were: Shannon Hare (‘98), Dejuan Hamilton (‘97), Cedric Moore (‘97), and Shah Polldore (‘97). They have shown great enthusiasm in the construction trades by continuing to demonstrate positive attitudes, good work habits, cooperation and skill development. Their excellent vocational skills and training were evident as all four students passed a 40 question Lead-Based Paint Abatement test.

This is the first time that MSD students had received post-secondary certification in the construction trades before graduation. Therefore Mr. Denis Reen’s students wish to thank Mr. Tom McGrath and Ms. Dorothy Printup from the National Park Service’s Division of Preservation. They would also like to thank the members of the MSD staff who gave up their time to interpret for the course.
—Denis Reen, Carpentry and Construction Trades Teacher

MSD Principal’s New Truck Tags Tell It All!

MSD knows how proud Principal, Stanley C. Baker, is of MSD. Now he tells the world with his new truck tags!!

The Lead Abatement Certification Workshop gives four MSD Carpentry and Construction Trades Students certificates and a chance to strengthen their vocational skills so they can be employed after graduation. From left to right: Shah Polldore, Shannon Hare, Cedric Moore, and DeJuan Hamilton.
Safeway Supports MSD Students at the Fair

The Safeway Supermarket of 927 West 7th Street, Frederick, provided enough "$2.00 off" coupons so that all Frederick Campus MSD students could take advantage of "Fairyly Fun Day" at the 1996 Great Frederick Fair on Thursday, September 19th with all day reduced ride tickets. Their generous gift was much appreciated by the students, and MSD wishes to thank the managers and staff of the 7th Street Safeway again for their community spirit and continued support.

New Flag Poles

The National Anthem is sung during some of our football games and every homecoming game. The Class of 1994 felt strongly that the absence of flags was inappropriate. After various fundraising activities, the Class of 1994 proudly donated to MSD a 30 foot pole with the United States' flag and another 25 foot pole with the Maryland State flag. The flag poles were erected this fall, next to scoreboard at the football field.

Meanwhile our current seniors, the Class of 1997, decided that something was still lacking. The Senior Council decided that a school flag was needed to elevate MSD spirit and pride. Up went a third 25 foot pole with a temporary Baltimore Oriole flag. A new school flag needs to be designed. Designs are still on the drawing board. The PTCA has expressed its interest in coming up with a "motto" that will be printed on the flag.

—Julius Void, High School Teacher

Asphalt Basketball/Volleyball Courts Donated

The Remsberg Family Partnership donated an asphalt basketball/volleyball court between Barry and Foxwell/Moylan Halls.

The workers applied the asphalt on the ground on August 16th. We were so thrilled. It was a great job! MSD is so appreciative of their time and generosity. Just simple "thanks" is not enough for such a great gift. Millions of thanks!!!

The Rock Stemple, Frederick Surface

Representatives of the Remsberg Family Partnership and MSD students/staff stand before an asphalt basketball/volleyball court between Barry and Foxwell/Moylan Halls. From left to right: High School CKE Jerry Bush, RFP Representative Mike Brushars, Nicholas Remsberg, RFP Representative Dan Remsberg, RFP Representative Jamie Remsberg, Cedric Moore, Peter Ciubotarescu, Chris VasGilder and Juan P. Borrevro.

Markings and Redland Genstar donated materials and marked the colored lines on the court for basketball and volleyball. They have MSD's utmost gratitude, also.

The students use the court every day.

Mr. Jamie Remsberg has a son in the Elementary Department at Frederick Campus.

—Jerry L. Bush, Coordinator of Residence Education

After-School Recreation Programs

This year the Columbia Campus has greatly improved and increased its after school programming. Every Monday, there is swimming for all ages from 3:00 to 4:30 p.m. For those interested, various religious education classes are held on Tuesdays. On Wednesdays, there is dance and a ball activity. These activities also last until 4:30 p.m. Compared to last year when there were three 7 week long activity sessions on Mondays ending at 4:00 p.m., this year we offer activities 3 days a week every week.

The swimming program is very popular with as many as 30 additional daily students who stay every Monday. The students are divided into three groups. There are beginners (guppies), intermediate swimmers (swim-nos), and advanced swimmers (dolphins). The three groups receive instruction, activities — games, races, etc., and free swim time. All aspects of the swimming activities are closely supervised by several staff from the residential program and educational staff.

In addition to improving one's swim skills, this activity is great social interaction for all ages.

Tuesdays are still reserved for students interested in attending one of the religious education classes.

Wednesdays have become very special with the addition of a dance program. Twice this year the National Deaf Dance Academy will sponsor dance classes for students ages 7 to 14. Students who attend this activity will learn Jazz/Hip Hop and Ballet. Ms. Connie Schwartz from the Academy leads the activity. She is also available for private lessons which will likely be of interest to several families. Currently, there are 17 students attending the dance class. A short program is planned around the holiday season to show parents what has been achieved. The dance class will be offered again in the spring. These classes are provided at a greatly reduced rate thanks to the kindness of Ms. Schwartz. The school and parents contribute what they can to compensate Ms. Schwartz.

Not all students are interested in dance. For others, there is a basketball program. Several of the boys are interested in this program. At the end of the session, MSD hopes to have one or two games against the Columbia staff or students from the Frederick campus.

As can be seen, after school activities are an integral part of the program on the Columbia Campus. The extra effort from the staff and parental interest has made the difference.

—John Stavlin and Dean Buck

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Smithsonian Environmental Research Center Visit

On a lovely warm June 11, 1996, two environmental science classes visited the Smithsonian Environmental Research Center (SERC) in Edgewater, Maryland to learn more about our Chesapeake Bay.

The morning was spent hiking on the Discovery Trail, approximately two miles, with various numbered stations where students were introduced to natural and man-modified environments typical of the Maryland coastal plain. Students learned to identify the vines of poison ivy very quickly! A part of the trail took them through high and low marshes where they saw various types of vegetation such as Narrow-leaved Cattail, marsh grasses, Phragmites; Marsh Mallow, and Willow Oak. They were instructed by their guide to stand on the high marsh in two groups—then one group jumped on the marsh, while the second group felt vibrations like a mild earthquake. It felt so real!

The afternoon found them on a boat speeding toward the mouth of Rhode River near the edge of the Chesapeake Bay. They were surprised that it was very shallow at the way, about four feet deep. The guide threw in a huge net with two students’ assistance. Everyone pitched in to pull up the net. They were able to identify several organisms such as Maryland Blue Crab, Mudclad, silversides, menhaden, and others.

They ended the trip with a stop at Hayman’s Crab House and Restaurant where they ate their dinners—hard shell crabs, hamburgers and hot dogs. The class had a full day of fresh air and really were in touch with Mother Nature.

—Rita Spencer, High School Science Teacher

Recognizing our 1996 Retirees:

COLUMBIA CAMPUS

Thomas Dade

Thomas Dade worked at Maryland School for the Deaf from November, 1993 until November, 1996 as a housekeeper. During his time at the School, Mr. Dade provided housekeeping services at both the Frederick and Columbia Campuses.

Patricia Wilderson

Pat Wilderson was a Police Officer at Columbia Campus from July, 1973 until her retirement on July 1, 1996. Pat enjoyed being a part of the Columbia Campus family and has enjoyed watching the program grow into what it is today. She has also enjoyed watching the abundance of wildlife roaming the campus.

FREDERICK CAMPUS

Betty Goines

Betty Jean Goines came to the work at the Maryland School for the Deaf in 1966. She was employed as the Laundry Supervisor in the Housekeeping Department. She has given 29 years of faithful service. When asked about the years at MSD and what she liked most, Betty Jean said it was an honor to work here and the enjoyable working with the work study students when they were assigned to her department. She misses her days at MSD.

Richard Hovis

Richard Hovis was a Police Officer and Police Officer Supervisor from August, 1980 until his retirement on October 1, 1996. During this time, Officer Hovis enjoyed the many facets of providing security to the School, whether that meant testifying in court or insuring that the grounds were safe for the students at night.

Two of MSD’s eight retirees Earl Palmer and Richard Hovis proudly show a plaque recognizing their years of providing security to MSD.

James Lamb

James Lamb taught auto mechanics in Applied Academics Department from August 1975 until his retirement in July, 1996. Mr. Lamb taught high school students to service and maintain cars and light trucks. Students enrolled in his second and third year classes participated in the diagnosis and repair of all types of engines.

Earl Palmer

Earl has enjoyed working at the Maryland School for the Deaf from 1977 until his retirement on October 1, 1996. Earl has fond memories of watching the students grow through the years and seeing the joy and excitement on students’ faces on prom night and, of course, watching them graduate. Earl was truly a stable, reassuring presence for our students and staff.

Sherman Tressler

Sherman Tressler provided services to the School for 35 years. Mr. Tressler remembers the old Main Building and all the varied activities that would take place. He enjoyed watching the campus grow and change over the past three decades. Regardless of how treacherous the weather was, you could find Sherman out on campus making it safe for all the students and staff.

Bob Wisner

Bob Wisner was a Police Officer for the School since 1978 until his retirement on July 1, 1996. Bob recalls the many times that he would be driving around Frederick City picking up the Dietary Staff or others who needed to get into the School to provide services during blizzards. Bob was truly concerned about the welfare of the students and was a definite presence on campus.

THE MARYLAND BULLETIN
Skiing in New Zealand

My best memory of last summer is my trip to New Zealand. On July 31st Jane Rooding and I met the rest of B.S.A. Explorer Post 476 at Dulles Airport. We flew to Los Angeles and had a brief layover before changing planes to continue to Australia. Shawn Shannon and his mother and step-sister met us at the airport. Shawn joined us as we continued on to Australia. We stayed there for two days then flew on to New Zealand.

We arrived in New Zealand, then boarded a big bus to ride seven hours through the mountains. But, suddenly the bus had a problem. We had to wait several hours for it to be fixed. Finally the bus worked and we continued to the hotel. I was quick to go to bed because I was too tired. The next morning we were late getting up to go ski. We rode a small bus to go to the mountains to ski.

Shawn and I played all day with the boggie board. It was lots of fun. I bought a new skateboard at Hawaii Sport shop. Then I flew back to my home. After we arrived I felt better.

—Wayne Randall, 10th Grade

My Best Memory from Last Summer

My best memory of last summer was New Zealand. The first day I met Wayne and Ms. Redding with the group of Explorer Scouts at Los Angeles International Airport. On July 31st, at night we left L.A. to fly for fourteen hours to Sydney, Australia. We arrived there early in the morning and stayed for two days. Sydney was a nice place and we saw different kinds of people. We flew to Christchurch, New Zealand, then rode a big bus for seven hours south to Wanaka. The next morning we were ready to ski. We rode our snowboards at Cardrona Ski Resort. Also, the next day we went to Treble Cone Ski Resort. After that we went to Cardrona for two more days of snowboarding there. On Saturday, early in the morning, we got back on the big bus to head for Christchurch. Then we left New Zealand to Fiji for only forty-five minutes and on to Hawaii.

We had a lot of fun in Hawaii swimming, riding the boggie board, riding surf board, and going shopping to a few different malls. We came back to L.A. and I already missed where we had been.

—I did not want to come back to America.

—Shawn Shannon, 10th Grade

Student Body Government

This year has been a pretty busy year for the Student Body Government. We are all working together to accomplish many things. Some of the things that we will accomplish will affect the school greatly, but can only be accomplished by taking things one day at a time. Our goals may take the whole year or more, but we will try to accomplish as many things as we can. Some of our goals are listed below.

This year the SBG has decided to send representatives, for the first time, to the Parents’, Teachers’, and Counselors’ Association. We feel that we would better represent the students by including their voice with the parents. It is best that we share their ideas before they make some decisions which may go against the students’ beliefs.

We hope that we will be able to become more involved with the administrators’ decisions as well. Some issues or rules that the administrators decide on may seem unfair to the students’ views while they think it is all right. If we can compromise with the administrators, then our relationship with them will improve.

We have already established a Handbook Committee which will look over the current Handbook and give more input for next year’s handbook. The SBG will try its best to do its part in representing the students.

Another issue which MSD faces this year, as it has for a couple of years, is a lack of after-school activities. Although
about one-fourth to one-third of the high school students are involved in sports, many students are restless after school due to the lack of clubs and other activities. The SBG’s goal is to establish more clubs like the Debate Club, or the Skiing Club. We have attempted to hand out surveys which gave us a basically good idea of what the students wanted. Now all we need to do is find sponsors for each of the clubs and to write a constitution for each club. Another positive thing that has occurred this year is that the school has hired a new IM Sports director who will, hopefully, work with the SBG to provide better entertainment for the students. This will help the students to relieve themselves of stress and avoid getting into trouble.

The SBG also hopes to improve the cafeteria food so that the students will get high quality food. We hope that the students get more nourishment from the food as well. To do this we need to meet the head of the dietary department regularly to look over the menu and give feedback so that it can be improved. We will also request suggestions from the students about how to improve the food and the condition of the cafeteria.

There are many things that the SBG wants to get done, but it will require a lot of effort and hard work. We hope that this year will be better in contrast to previous years. If you would like to volunteer your time for the SBG, please contact the SBG to let us know and we will gladly tell you what we need help with.

—Timothy Riker, President of SBG, 11th Grade

**The White House Tour**

We lost our tickets to the White House, but yet we made it! A totally last minute plan turned into a success. We were in a rush to make it at 9:15 for our private tour appointment, but the lack of parking spaces slowed us down. Frantically, we drove around everywhere just to find a place to park. We stopped and asked a guard to help us with finding a place to park. “Just go through the gate and park,” the guard instructed. In disbelief, Ms. Whit drove through and we realized we were being honored to pass in the White House driveway! What’s more, we were greeted instantly by a secret service agent and a tour leader who could actually sign.

From our long and hectic early morning, this special honor sure brought a smile to our faces. At 9:15 sharp, we started strolling around the White House. Our first sight was a home movie theater! Can you imagine living at home with a movie theater in your house? That’s how Clinton and his family lives and gets to view the first release movie. The next thing introduced was Jackie Kennedy’s garden, a swimming pool, golf course, and a jogging track. Although the rooms in the White House have ropes to prevent tourists, we were granted the permission to enter. It’s amazing how much we learned just to be granted the permission to enter the rooms. There are 152 rooms in the White House to maintain, including 32 bathrooms. There are 28 fireplaces throughout the mansion.

We even had our pictures taken in the Blue Room, The Yellow Room, and back yard. We even signed our names on the guest book. If it wasn’t for the secret service officer, we would have been stuck with an interpreter. It was a great honor to be guided by him. Everyone, including I, greatly appreciate the effort and time he gave to guide us.

—Sarah Duran, 11th Grade
A 7-2 Winning Football Season

Maryland School for the Deaf won its football season opener against Maret Academy 14 to 6 on September 5. Senior running back, DeJuan Hamilton, rushed for 177 yards with 23 carries and a touchdown for MSD. Franco Korpics of MSD rushed for 104 yards with 14 carries. The Orioles took an 8-0 lead in the first quarter. Juan Pablo Borrero scored a touchdown and Joshua Moore passed to Joe Davis for the 2-point conversion. Then MSD made it a 14-0 game in the third quarter with DeJuan Hamilton's scoring run. Maret made a touchdown in the fourth quarter and had a chance to score again. However, Maret fumbled and MSD recovered the ball.

On September 14, MSD beat Kentucky School for the Deaf 61-0. MSD totally dominated Kentucky in the entire game. DeJuan Hamilton ran for 165 yards and five touchdowns on 12 carries. MSD gained a total of 297 yards while KSD had 82 yards.

MSD hosted Indiana School For the Deaf on September 28. DeJuan Hamilton carried thirteen times for 238 yards and five touchdowns to help MSD beat ISD, 60-6. Franco Korpics, Hamilton's MSD teammate, had 10 carries for 92 yards and two touchdowns. MSD's Jason Gunderson made a touchdown from a 35-yard interception return.

MSD edged Freedom Village, 12 to 8 on October 3. The Orioles had a tough day offensively most of the game with seven fumbles—losing three of them and one of them resulting in a touchdown for Freedom Village. Joshua Moore of MSD made seven passes for 133 yards and a touchdown while DeJuan Hamilton had 14 carries for only 64 yards.

The homecoming game between North Carolina School for the Deaf and MSD was a special event for DeJuan Hamilton. He set a new school single season rushing record: 907 rushing yards. The old record was 857. MSD beat NCSD, 45 to 14. Juan Pablo Borrero, MSD's quarterback, completed four passes for 118 yards and two touchdowns.

On October 17 DeJuan Hamilton became the first running back in MSD history to rush for 1,000 yards in a single season. The opponents were, Westminster Wildcats tried to block Hamilton from running toward this milestone. Hamilton had 21 carries for 123 yards despite losing to Westminster, 37-8.

MSD beat Eastern North Carolina School for the Deaf, 45 to 8 on October 26. MSD's running back, DeJuan Hamilton continued his outstanding season. He broke the single game rushing record with 266 yards on 26 carries and four touchdowns. He also broke the school single-season touchdowns total of 17. The old mark of 15 touchdowns was set by David Harrington back in 1978. In addition to a 64-yard touchdown run, Juan Pablo Borrero had a pair of touchdown passes to teammate Jason Gunderson.

MSD ended its football season with 7 wins and 2 losses, one of the best records ever in MSD history. The Orioles defeated Model Secondary School for the Deaf, 32 to 6 on November 11. Orioles' DeJuan Hamilton rushed for 196 yards on 19 carries and four touchdowns. MSD's Cedric Moore opened the scoring in the first quarter.

Hamilton finished the year with a total of 1,492 yards rushing. His yardage and touchdown totals were the second best in both categories in Frederick County. Hamilton's work ethics and accomplishments are reflective of the character of the whole Oriole team.
High School Volleyball

Midget Football

Middle School Volleyball
Robert S. Spencer, Sr., '52, of Lensorowne, MD, died suddenly of massive heart attack on October 9, 1996. He is sur-
vived by his wife, Shirley M. Wheeler Spenc-
er, sons, Robert S. Jr. and Kevin K. Spen-
cer, grandchildren, Matthew, Megan, and Shannon Spencer, and his mother, Naomi Spencer. Services were held on October 12, 1996 with burial in Evergreen Memorial Gardens.

Patricia Kalinowski Ganzwermiller, '67, received the Outstanding Employee Award on October 15, 1996. She works as a personal Security Assistant for the Defense Investigative Cënner (DIS) in Linthicum, Maryland. She spends much of her time working on national agency checks. She is an expert computer user and has received many performance awards. She enjoys teaching hearing people to sign and volun-
teers her services for classes at DIS and lo-
cal community colleges. Married for 28 years, she has two sons. She is active in the Silent Clover Society, a social organization in Baltimore for deaf women. She has also served the Methodist Church of the Deaf as a member of the choir.

Robert Padfeer, '68, and his wife, Melinda, proudly announce the arrival of a daughter, Keziah Hoe-Yung, from Seoul, Korea on October 18, 1996. She was born on August 1, 1995. Their oldest ten-year-
old daughter, Kami Hoe-Mee, is delighted to have her. They are residing in Frederick, Maryland, where Robert is an assistant prin-
cipal in the Applied Academics Department at MSD.

Cynthia Lohr Peters, '68, was awarded a doctor of philosophy degree in American literature from George Washington Univer-
sity in Washington, D.C., on May 19, 1996. As part of her studies in 20th century Ameri-
can literature, she completed a dissertation, "Deaf American Literature: A Cenivalude Discours," which focuses on polyglotic aspects of Deaf American cul-
ture and discourse. She has been teaching at Gallaudet University for 15 years.

Gallaudet Today - Fall 1996

James Edward "Shoe" Shoemaker, '68, 47, of Frederic, Maryland died on July 27, 1996 at Frederick Memorial Hospital. He was employed with NAPA Auto Parts and Exxon Service Station for 12 years. He was a member of Golden Olears in Freder-
rick and raced at 75 & 80 Drag Strip. He is survived by his wife, Susan Erich Shoe-
maker, daughter, Candice M. Shoemaker, and brother, David Shoemaker. Funeral ser-
vice were conducted on July 30 with burial in Frederick Memorial Park in Frederick, MD. Memorial donations may be made to the Evangelical Lutheran Church, 85 E. Church St., Frederick, MD 21701.

Gregory Heller, '70, was the commen
cement speaker at the Missouri School for the Deaf in Fulton. He told the Class of 1996 to "educate the hearing population about what it means to be hearing impaired." He related a personal story about being cuffed for jury duty. The court clerk told his interpreter that he would not be able to serve on the jury because of his hearing impairment. Rather than give up on serving on a jury, he chose to educate the clerk about the ability of deaf people. He is an accountant for the Definite Finance and Accounting Service in St. Louis and lives with his wife, Ann, and two chil-
dren. Gallaudet Today-Fall 1996

Carolyn Kay Snyder, '74 of Rockville, MD, became the bride of John Charles Mason, Jr., '74, of Ocean City, MD on Sep-
tember 29, 1996, at Christ Lutheran Church in Silver Spring, MD. The honor attendants were her sister, Mary Ann Snyder Rich-
mond, '76, as matron of honor; Thomas Dryden, '74, as best man; her niece, Jenna Richmond, a first grader at MSD-Colum-
bia Campus, as flower girl; and his son, John Mason, III, an eighth grader, as ringbearer. The wedding was performed in Scottish tra-
dition...the groom and best man were Prince Charles jackets and kilts, the bride
carried over her shoulder the Sash of Clan Douglas as a sign of welcome to his clan, and bagpipe music was performed by John Henderson who works at Columbia Cam-
From left to right: Mary Ann Richmond with her daughter, Jenna; Carolyn Snyder-Mason; John Mason; Thomas Dryden; and John Mason, III. (Photo credit by J. Stuart Harris)

pus. Both the groom is a descendent of Clan Douglas, and the best man is a descendent of Clan Angus. After the honeymoon in Orlando, Florida, the new Mr. and Mrs. John Mason are residing in Elkridge, Md. Mrs. Carolyn Snyder-Mason is employed by the U.S. Department of Agriculture and Mr. John Mason is with the Moore Business Forms, Inc. and is a part-time student at the University of Maryland, College Park.

Michelle Palmer Kelley, 76, and Hector Morales became the proud parents of a baby boy, Jacinto Carroll Morales. He was born at 12:33 a.m. on October 10, 1996 at Frederick Memorial Hospital in Frederick, MD. He weighed at 7 lbs. 9 3/4 oz. and 21 3/4 inches long. He was welcomed by his sisters, Stephanie Kelley, 12, and Cassandra Morales, 3. They reside in Frederick, MD. Judith Weaver Polinski, 78, wants her friends to know that she married Paul Polinski since 1960 and they are living in Germantown, MD.

Darla Jean Milnor, 86, and Jonathan Hall Kovacs announce the birth of their second son, Dominick Jean Kovacs, born on April 23, 1996. He was measured at 8 lbs. 5 oz. and 21 inches long. He joins his brother, Jaxon Hall Kovacs, who was born on May 13, 1994. Darla works as a resident educa-

tor for the Middle School at MSD-Frederick.

The mother of Albert Tharpe Jr., 88, who joined her Chase neighbors in rescuing victims of the fatal 1987 Amtrak crash and was later among those honored by President Ronald Reagan, died of a heart attack at Fallon General Hospital on August 23, 1996. Mrs. Nancy Tharpe was 46. On January 4, 1987, she was talking on the phone when she heard the explosion of the New York-Sound Colonial, traveling at 105 mph and filled with holiday travelers, crashing into the rear of three stalled Conrail locomotives. The accident occurred about 165 feet away from her home. She and other people took injured passengers to their homes and fed rescue workers and the news media. A month after the accident which killed 16 people, Mrs. Tharpe and 68 other people were honored by President Reagan in Washington, D.C. Friendships grew out of the tragedy as she regularly received cards and presents from crash survivors. In addition to her son, Mrs. Tharpe is survived by her husband, Albert Tharpe, Sr.; another son, Joseph Tharpe; a daughter, Amanda Tharpe; her mother, Helen Ruecker; a brother and five sisters. She is also survived by a daughter-in-law, Shuwene Dietrich Tharpe, ’89, and two grandchildren who are students at MSD-Columbia Campus.

Mrs. Betty Orndoff passed away on September 8, 1996 at Frederick Memorial Hospital in Frederick, MD. She was the wife of Percy Orndoff Jr. who died on April 13, 1996. Prior to her retirement, she had been employed as a resident educator/night resident educator from 1967 to 1991 at the Maryland School for the Deaf, Frederick Campus. She is survived by her son, Curtis Orndoff, her four grandchildren, her mother, her two sisters, two brothers, two step-sisters, and a number of nieces and nephews. Memorial donations in Mrs. Orndoff’s name may be made to All Saints Episcopal Church, 108 W. Church St., Frederick, MD 21701 where she was a member.

26th Quadrennial Reunion
Presented by the Maryland School for the Deaf
Alumni Association
June 28-30, 1996

After monthly meetings, preparations, and the anticipation of the Reunion, the Reunion Committee is relieved that the Reunion is over but we all are tremendously pleased that the Reunion was a good one. The committee received many compliments about the new changes and how much they enjoyed it. For example: (1) registration in the MSD Museum with many artifacts donated by the Alumni, (2) sales/information booths by outside organizations throughout the weekend, (3) reunion bowling tournament on Friday, (4) dingo on Friday night, and (5) workshops on Saturday afternoon. The reunion bowling tournament and dingo activities were planned by Larry Reedy, ’66, and his committee. It held at the Terence Lanes in Frederick. The dingo took place at the Eagles’ Club. The prizes were given out to the winners.

The workshops were given by Brian Brizendine, ’69, Mark Walt, Louis Schwartz, Andrew Brenneman, and Barbara Willigan. Brian Brizendine gave a talk on “ASL and Your Rights”. George Vedite was the topic of Mark Walt’s talk, “High Finances on Low Budget” was given by Louis Schwartz. Andrew Brenneman shared the information of what was happening with the Maryland Re-

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 FLASH FLASH FLASH
Alumni Day 1997
After years having the Alumni Day on Sundays, MSD has changed the date to Saturday. The tentative date will be on March 1, 1997. Brian Bizzendine and Donna Vogeler will be co-chairpersons. On that day, MSDAA will be planning to have the Alumni general meeting in the morning, basketball games in the afternoon, and a social/dinner event during the evening. Please watch for the forthcoming details in the next HESSIAN POST in January 1997.
—Brian Bizzendine, ’69

PTCA News

PTCA Hosts Second Annual Volleyball Tournament
Parents, administrators, faculty and staff gathered together to form eight teams to participate in the second annual volleyball tournament on September 22nd. After each team competed in at least four matches all afternoon in the Indian summer weather, the winning team consisted of parents: Terry Berrigan, Andre Carlos, Lindsey Hetsey, Ann Meehan, Renee Suiter, and Noreen Williams.

The runner-up team was another set of parents: Audrey Frank, Natalie Grindstaff, Louise Lapides, Ray Lehmman, and Grace Steingieser. Kudos go to Ray Lehmman for chairing a well-run tourney for the second straight year.

PTCA’s Volunteers’ Day
Sixteen people consisting of parents, Student Life Staff and faculty spent their volunteer time painting the walls in Dorm 2 of the Elementary Department and Barry Hall on Saturday, November 2. PTCA served pizzas and drinks to extend its appreciation for their volunteer participation.

Come and see how Dorm 2 and Barry Hall look with newly white painted walls! Special thanks go to the following people: Chevelle Barron, Maureen Behrens, Jerry Bush, Sandy Blazeyak, Linda Coleman, Sam Fava, Audrey Frank, Joe Kubza, Elizabeth Marsh, Gary Milburn, Trudy Morita, Thelsa Painter, Richard Rosensteel, Lorraine Stoltz, Conrad vonGalard, Perry Ann St. John White, Sophia Wood

PTCA Donates PCs to Frederick Campus Elementary Department
PTCA used the net profit of $5000 from the PTCA Auction last May to purchase three IBM computers and a printer for the Elementary Department at Frederick Campus.

PTCA’s donation of personal computers in Elementary Computer Lab gives elementary students a chance to develop keyboarding skills. Starting from bottom: Rachel Steingieser, Kara Andrade, Brittany Williams, Mr. Stanley C. Baker, and Ryan Turner.

The Board of the Maryland School for the Deaf Alumni Association 1996 - 2000
President—Michelle Palmer Kelley, ex ’76
Vice President—Martin Caha, ’85
Secretary—Vacant
Treasurer—Donna Bosley Vogeler, ’75
First Director—David Martin, ’85
Second Director—Timothy Lavelle, ’74
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Hessian Post Editor—Mary Sue Hodges Boxer, ’68

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James H. Clark

James Hawkins Clark, affectionately known as Jamie, is the owner of the Clark Internet Services, Inc. located in Columbia, Maryland. He is also the President and the Chairman of the Board of Clark Internet Services, Inc. Believe it or not, he did not use computers when he decided to major in computer science when he was a junior at the Maryland School for the Deaf. He graduated from MSD in 1981. He felt that computer science offered excellent job outlook and opportunities for his future. He felt that MSD prepared him well for college. He took his first computer course at Gallaudet University during his freshman year when he got his first taste in computers and fell in love with them.

Along with Joseph Obermiller, '82, and two other students, Jamie installed IBM PC's on the campus of Gallaudet University when the university first acquired the PC's during the school year, 1982-1983. He received his Bachelor of Science degree in 1987. He got his first job at Montgomery Mutual Insurance Company as a computer programmer. He helped set up the LAN programs and broadened his experiences that led him to pursue his further studies at Johns Hopkins University - Graduate School in Laurel from 1989 to 1992. His education was funded by the Montgomery Mutual Insurance Company. He wanted to become an instructor at Gallaudet University. However, Jamie's last course at the University required him to do the class project - set up a graphics interface for use with the Internet. He enjoyed that project so much that he decided that he would find a way to become an internet service provider himself. At that time, there was only one ISP in Maryland and they did not offer good customer service. He was awarded the Master of Science degree in Computer Science in 1992 from the Johns Hopkins University.

With the loan of $35,000, Jamie bought a Sun computer and installed it on his father's dairy farm barn building in February 1993. The Sun computer was hooked up to Sprint Link in April 1993. Then in May 1993, the Clark Internet Services, Inc. corporation was open to the public. He had four deaf volunteers running the Clark Internet Services, Inc. while he worked both at the insurance company and the Clark Internet Services, Inc. at the same time. One of the volunteers put the flyers announcing the opening of the Clark Internet Services, Inc. on each car at the Montgomery County fairgrounds in Gaithersburg, MD. The first customer saw the flyer and drove all the way to the Clark Internet Services, Inc. on the dairy farm and became the first customer of the Clark Internet Services, Inc. At the end of 1993, there were 600 customers subscribing to the Clark Internet Services, Inc. Jamie left the insurance company to work full time at the Clark Internet Services, Inc. at the end of 1994.

Due to lack of space, more employees, and more customers, the Clark Internet Services, Inc. moved to the office building in Columbia from the dairy farm in 1995. There were five full time employees and 2000 accounts serving the customers at that time. Now in 1996, there are thirty-two employees including five deaf full time employees and two deaf part time employees. One of the employees is Gregory Ward, '81, who works as a billing system support/programmer. The big changes occurring this year are hiring Chief Financial Officer who formerly worked for a certified public accountant (CPA) firm, hiring Jamie's cousin as Chief Executive Officer working on mergers who has strong background in finance and worked for a health firm and hiring Vice President of Sales and Marketing/Customer Service. Some of the major customers such as the Anne Arundel County Public Schools and Government, the Baltimore County Public Schools, Glenelg Country School in Glenelg, and MSD are linked to the Clark Internet Services, Inc. for the internet services.

The main duties and responsibilities of Jamie Clark as the President of Clark Internet Services, Inc. are to oversee the operation of the Clark Internet Services, Inc., attend monthly board meetings, and maintain public relations for the Clark Internet Services, Inc. Clark prefers contracts not mass marketing such as Eorns. Contracts meet customer needs and/or desires. Clark Internet Services, Inc. charges $19.00 for the Falcon account including the World Wide Web, e-mail, and newsgroups and Eagle account offers all of the Falcon services, plus FTP, Full UNIX shell, and personal web page space for $33.00 per month. Jamie Clark does have visions for Clark Internet Services, Inc. — making the workplace a fun place to work; going the extra mile for customer satisfaction; keeping close to the customers; improving the quality of program each day; maintaining control growth; upkeeping of profitability; and seeking new ventures. Jamie Clark has strong interest in public relations, he was featured in the Fortune magazine in March, 1994, and appeared in a segment of the TV documentary program, "Building America" on September 29, 1996.

Jamie Clark is married to the former Allison Gompel, '83, since 1989. They have two children, Clarissa, 4; and Samara, 3. Allison had the role of Lydia as a student in the movie, "Children of a Lesser God", with Marlee Matlin and William Hurt in 1985. Both of Jamie's parents have had strong ties to MSD. His father, James P. Clark, Jr., was a state senator for 24 years where he served as the president of the Senate for a term. His mother, Lillian H. Clark, was appointed to the Board of Visitors by the Governor of Maryland when Jamie was a student at the Maryland School for the Deaf from 1970 to 1992.
Since the Maryland School for the Deaf needs a permanent motto, MSD-PTCA Frederick and Columbia Campuses are pleased to announce a

SCHOOL MOTTO CONTEST!

The contest winner will receive a prize of $400.00!

The deadline for entry is January 15, 1997. The winner and winning motto will be announced in the spring of 1997.

Please submit your motto entry to:

Audrey Frank, PTCA President
Frederick Campus
101 Clarke Place
P.O. Box 250
Frederick, MD 21705-0250

or

Raul and Bambi Mejorado, Co-PTCA President, Columbia Campus
Route 108 - Old Montgomery Road
P.O. Box 984
Columbia, MD 21044-0984

Everyone who is and is not affiliated with MSD is eligible to enter!

Proposed
Motto

Name:

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Order the new 1997 Deaf History Calendar developed by Ms. Whitt's American Studies Class. They make great gifts for family or friends!

Take pride in your Deaf History.

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Please make all checks payable to Geraldine Whitt or Brian Brizendine, Deaf History Calendar.

Mail order to: Geraldine Whitt
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Frederick, MD 21705
The Signing of Senate Joint Resolution 8 (Task Force on Funding for the Maryland School for the Deaf) on May 23, 1996