Table of Contents

New Concept of Peer Mediation at MSD .............................................. 2
Student Service - Learning at MSD .................................................... 4
Mental Health Services at MSD .......................................................... 6
Language and Communication-Driven Placements ......................... 10
Around MSD ..................................................................................... 11
The Junior Bulletin ............................................................................ 15
Sportscope ......................................................................................... 18
Alumni and Community News .......................................................... 26
MSD Alumni Profile: Margaret Alyce Bean Stifter ......................... 27

ON THE COVER
Family Education student Blake Brewer (age 3) is determined and confident with his computer assignment as Teacher Aide Yolette Cohen looks on.
A New Concept of Peer Mediation at MSD
By Lori Bonheyo, Student Development Coordinator, MSD-FC

Why does MSD have Peer Mediation program on campus? What is the difference between Peer Mediation and Peer Advisors programs? Is it necessary to have this program for MSD’s students? Do students use Peer Mediators much? Why is it only for high school students, why can’t elementary and middle school age students have this program, too? If the reader is one of the people who have asked these questions, then he/she is not alone.

“Students helping students” is an important concept in secondary schools. Due to the increasing complexity of the social and emotional issues that today’s teenagers experience, the sponsors of peer helping programs, i.e. peer advisors often find themselves faced with increased liability. Peer mediation differs from other peer-helping programs by acting as facilitators between two peer disputants. They do not take sides, give advice, or assume responsibility for solving the dispute. They are trained only to assist those in conflict to solve their own problems.

Peer mediation programs are presented in schools throughout the Frederick area and nationwide because students themselves offer particular qualities that make these programs work such as:

- Students are able to connect with their peers in ways adults cannot.
- Students perceive peer mediation, as a way to talk out problems without fear that an adult authority will judge their behaviors, thoughts, or feelings.
- The self-empowering aspect of the process appeals to youth and fosters self-esteem and self-discipline.
- When the students come up with their own solutions, they feel in control of their lives and committed to the plans of action that they have created to address their problems.

The Peer Mediation programs send an important message to students: MSD is a place where students can talk over their differences. Students don’t have to fight to get justice. Peer mediation offers the opportunity to attack the problem and not the person. Peer mediators facilitate the process of communication and problem solving toward resolution. They explain to students how to resolve conflicts through face-to-face and talk, uninterrupted, so each view of the dispute is heard. After the problem is defined, possible solutions are created and then reviewed by the students. They are encouraged to reach an agreement before they depart.

Here is the peer mediation procedure to give the reader an idea of how this works in school or dorm.

1. Disputants may be referred to Peer Mediators by teachers, guidance staff, the principal and assistant principals, as well as the students themselves or other students.
2. When a conflict occurs between two students and a staff member sees that peer mediators can work with them, the staff will call for the nearest Peer Mediators.
3. The peer mediators work in pairs. One will facilitate and other will observe.

4. The PMs will introduce themselves and share ground rules before each disputant shares their side of the story.

5. After that, the PM will ask them to brainstorm ideas for solutions.

6. Near the end, the disputants will choose the best solutions and discuss what they want to do differently in the future if faced with similar conflict situations.

7. Before they depart, the PM will ask how they feel about the mediation process and then congratulate both disputants for resolving their conflict as well as re-emphasize confidentiality.

Now the reader may ask what are the benefits of having peer mediation in school? Listed below, they will see how the school can benefit from having peer mediation program:

- Enable students to see conflicts as a part of everyday life and an opportunity to grow and learn.
- Can be more effective than suspension or detention in promoting responsible behavior.
- Can help reduce violence, vandalism, and absenteeism in schools.
- Can help reduce the amount of time teachers and administrators spend dealing with conflicts among students.
- Is a life skill that empowers students to solve their own problems through improved communication and understanding of differences.
- Can be a force for promoting mutual understanding of various individuals and groups throughout the school community.

MSD has 11 Peer Mediators who have committed themselves to this program. They go through training every Monday night with Ms. Lori Bonheyo, Coordinator of the PM program. The emphasis is on providing students with "hands on" experiences in which they learn through participation and interaction.

Here are the comments from MSD’s Peer Mediators about how they felt being in the program:

"For me, being able to help solve one’s problems is one of the most positive feelings in the world."
—Tomeka King

"It’s really worth for us to become members of Peer Mediation because we become more wise by learning."
—Kami Padden

"Peer Mediation is a place where I can feel like a “reunion” with friends."
—Milana Grinman

"Peer Mediation has helped me grow up! It is fun and we do a lot of cool things in the meetings. Most importantly, I get to sleep later than other kids!"
—Eric Oliver

"Being part of the Peer Mediation program has enriched my knowledge and experience of helping people and it benefits me."
—Jenica von Garrel

“I think that being a Peer Mediator is a fun and rich experience. This is where you can learn about other people and yourself. Broaden your horizons.”
—James Etheridge

“I enjoy working as a Peer Mediator. It helps me see things in positive ways, respect others more, increase self-confidence, and please others more.”
—Tabitha Markel

“I really enjoy peer mediation. What I have learned last year was only basic. But this year I have learned a lot. I mean I can use this idea for college. So I am glad I spend two years at PM. It is worth it!”
—Rosetta Stevenson

MSD hopes in the near future that it will be able to expand its program to Elementary and Middle school age students! For more information about the Peer Mediation program, the reader can contact Ms. Lori Bonheyo at 301-360-1422 (TTY) or e-mail, bonheylo@msd.edu

Ms. Bonheyo teaches her peer mediators how to work with students who have conflict issues.
Student service-learning is an important part of public education in Maryland according to the Maryland Student Service Alliance. Kathleen Kennedy Townsend, Lt. Governor of Maryland, and Dr. Nancy Grasmick, Maryland State Superintendent of Schools, believe it is important for students to be good citizens by serving their communities. In fact, students at the Maryland School for the Deaf and across the state of Maryland must complete 75 hours of student service-learning to receive a diploma from the Maryland State Department of Education. This requirement has been in effect since the class of 1997 graduated from MSD.

One way to complete this graduation requirement is to enroll in a student service learning class during the school day. At the beginning of each semester, the departments at MSD are contacted as possible student service-learning project sites. Students serve as volunteer students aides in the elementary, middle school, high school, applied academics, and physical education departments. They also serve as office aides. The students select the site where they want to do volunteer work on campus.

The job expectations are explained to the students. They keep a daily time sheet of the minutes they volunteer. At the end of each quarter, the students’ service-learning hours are calculated from the time sheets and recorded on the report cards. The students will not receive a grade nor be paid for their service. They will be required to reflect upon their project by writing about their service to others and what that experience meant to them. Their student service-learning requirement for graduation from MSD is satisfied when they complete 75 hours of volunteer service.

Another way for the students to complete the student service-learning hours is to volunteer their time after school in Checkers (MSD’s snack bar), in the residential halls, or helping with the sports program. The students can also volunteer at non-profit agencies in their home community. They should have their plans approved by Ms. Masha Payne, MSD’s Student Service-Learning Coordinator, before starting an off-campus project.

A review of the student-service-learning files reveal a variety of interesting projects the MSD students have completed to earn their 75 hours of student service-learning.

Students volunteered their time in the following projects on the MSD campus:
- Student aide in the following classes – elementary, middle school (Math, Science, and English), high school (Math, Science, English, Social Studies), Art, Drama, Computers, and Physical Education
- Office aide in the following departments – middle school, high school, applied academics, and athletic.
- Tutored students in the residential halls
- Aide in the elementary dining room
- Aide for the video relay interpreting project
- Aide in the library
- Painted rooms in the boys’ residential hall

Student Aide Sheena Lyles uses knowledge of technology in Ms. Marsha Flowers’ office.
- Cashier at Checkers (snack bar)
- Disc jockey at the Orioles Nest (former snack bar)
- Helped at volleyball matches and track meets
- Helped at the ESD AA volleyball tournament
- Aided at MSD - PTA activities
- Students volunteered their time in the following projects off of the MSD campus:
  - Usher at the Morris Mechanics Theatre in Baltimore
  - Counselor at Camp Greentop (Outdoor School)
  - Clerical work at the United States Deaf Sports Federation
  - Helped with exhibits and concessions at the Maryland Deaf Festival
  - Counselor at a YMCA day camp for deaf children
  - Teacher’s aide at a summer recreation program for deaf children
  - Story teller for deaf children at a public library
  - Assisted at the annual Holiday Fair at the Audubon Naturalist Society
  - Assisted with junior golf instruction at the Carroll Park Golf Course in Baltimore
  - Clerical work at the State of Maryland Department of Labor, Licensing, and Regulation
  - Assisted at the Thurmont Elementary School Library Media Center
  - Worked with day campers at the Jewish Community Center

The students summarize their student service-learning projects by answering the following questions: What you intended to do? What was the nature of the activity? What did you accomplish/learn? Some of the students reflected upon their service-learning project in the following way:
- “I learned that volunteering could actually be fun.”
- “I learned that volunteering could actually be fun.”
- “I learned about office work.”
- “I loved my experience. Tutoring was the best part. That was what I’ve always wanted to do.”
- “I really learned a lot about begin a teacher. It’s not an easy job and it’s something that I would never want to become.”
- “By helping the students, I learned several things about my own English skills.”
- “I learned how to supervise the students and to be a good role model to them.”
- “I know what to do with kids thanks to this experience.”
- “It felt good that I was needed to help out.”
- “I wanted the kids to trust me and they did.”
- “I learned how to be patient when a student didn’t understand something.”
- “I felt good about myself.”
- “I played with the little kids and they wear me out.”
- “I have improved my confidence.”
- “I’m not ready to be a father.”

The Maryland School for the Deaf and communities across Maryland have benefited from the thousands of hours volunteered by MSD students through the student service-learning program. The participating students also benefit from their projects. They have the opportunity to develop career interests, knowledge, and skills related to a job, and desirable work habits and attitudes as they progress through their service-learning experience. The students also improve their skills in leadership, problem solving, time management, teamwork, and communication. Student service-learning is a “win-win situation” because everyone involved benefits from it.
Formal mental health services began at MSD just over thirty years ago. The School recognized that there were very few mental health providers for Deaf people in the community, and that the School faced the responsibility of providing counseling and psychotherapy to their students. The school administration, at that time, consisted of Margaret Kent, David Denton, and Ken Kritz. They turned to the long time friend of the School, Dr. McCay Vernon, Professor at Western Maryland College (WMC) for direction in hiring people to form the mental health team for the School. Dr. Vernon is the premiere psychologist in the field of Deafness. He was also a key researcher for proving that American Sign Language is critical in the education of Deaf children. Dr. Vernon promoted the understanding that Deaf people experience the same mental health needs as hearing people, and that there should be mental health practitioners who could communicate directly in Sign, to not have Deaf people depend on the use of interpreters for services from psychiatrists, psychologists, and counselors.

Dr. Vernon turned to a colleague at WMC, Mrs. Mary Ellen Elwell, and their efforts resulted in MSD hiring M.s. Marie Davis Williams. WMC paid for half of M.s. Williams salary and MSD paid for the other half. Ms. Williams was responsible for training social work students from WMC to work in deafness, along with providing counseling and social work services to MSD students. M.s. Williams is still employed as a psychotherapist for MSD-Frederick Campus. She has added an art therapy degree to her social work degree. M.s. Williams was the first Deaf mental health therapist employed by MSD, which was an usually progressive move for the early 1970’s.

Closely following Ms. Williams to MSD was Dr. William Sherman. After his graduation from WMC, Dr. Sherman attended the New York University’s (NYU) Deafness Research and Training Center upon the recommendation of Dr. Vernon. After completing his training at NYU, Dr. Vernon pulled him back from New York to become MSD’s psychologist, where he has been for thirty years. Obviously, Dr. Vernon was instrumental in designing MSD’s mental health services program.

The story of Dr. Vernon’s influence continued. Dr. Vernon had been training another Western Maryland College student, Mr. Brian Alles. Dr. Vernon referred Mr. Alles to Ohio State University, where he was trained as a school psychologist with specialty in Deafness. Dr. Sherman had provided psychological services to both the Frederick and Columbia Campus for the first year that Columbia Campus opened. After Mr. Alles completed his graduate degree, he assumed responsibility for psychological services at Columbia. The mental health services at both campuses obtained additional staff positions throughout the years, as the need to support the student population increased. Psychological services are now part of Student Support Services for each campus. Basically, Student Support Services includes medical services (Student Health Services on both campuses), as well as counseling, psychological services, behavioral management, guidance counseling, and transition services. Mr. Alles leads the Columbia Campus Student Support Services and Dr. Sherman manages the Student Support Services at the Frederick Campus. MSD has been fortunate to be able to select mental health professionals from a variety of training backgrounds. Professionals who can serve as counselors and psychotherapists for MSD students and their families include social workers, mental health counselors, psychologists, and psychiatric nurses. These professionals have a minimum degree requirement of a Master’s degree in their respective professions. MSD, as a leading school for deaf children for so long, has been fortunate to attract the best candidates for mental health jobs.
Mental health professionals are eager to be hired by MSD. When vacancies open, the School enjoys a pool of impressive applicants.

The present Mental Health Teams at MSD consist of the following personnel:

**FREDERICK CAMPUS**

Dr. William Sherman,
Psychologist and Director
Adora Lehmann,
Mental Health Counselor
Marie Williams,
Art Therapist
Sue Oliver,
Psychologist
Patti Hodgdon,
Psychologist
Della Hagar,
Guidance Counselor
K. C. Russell,
Transition Counselor
Dr. Dennis Hilker,
Psychologist

**COLUMBIA CAMPUS**

Brian Alles,
School Psychologist and Director
Chris Duck,
Behavior Specialist
Jeanne Evans,
Behavior Specialist
Judy Pannier,
Family Services Specialist
Karin Polzin,
Mental Health Counselor
Stephanie Reynolds,
Family Services Specialist

Dr. Hilker, of the Frederick Campus team, has specialty training in the mental health treatment of children and adults who are involved in sexual offenses. Dr. Hilker directly treats children who have been sexually abused and also advises MSD mental health staff in their work with students who may have experienced sexual misconduct. Dr. Hilker is performing preventive training with Frederick staff, to help them identify children who may have suffered sexual abuse and to make sure that staff members do not behave inappropriately with students. This is a pioneering effort on MSD’s behalf. The Community is aware of all the problems that have come to light recently regarding sexual abuse of Deaf people. MSD is facing this challenge.

Ms. Hagar is in her second year as the guidance counselor for Frederick Campus. She is in the process of incorporating the guidance curriculum from Frederick County Public Schools into MSD’s Essential Curriculum. Ms. Hagar also is responsible for standardized testing for college applicants, such as the ACT.

Ms. Russell’s responsibilities are not obviously mental health services, but as transition counsel- lor, she serves a special preventive job in helping students focus on their plans for when they graduate from MSD. A healthy occupational outlook is critical for a student’s mental well-being. From age 14 years, Ms. Russell helps students consider their future and make plans for further education, training, and employment.

Both campuses employ mental health consultants (psychiatrists, clinical psychologists) to assist students, their families, and school staff. Frederick Campus has a special program with University of Maryland Hospital, which involves Dr. Richard Sarles serving as the MSD Frederick Campus psychiatrist. Dr. Sarles also involves psychiatric residents in his service to MSD, which teaches doctors in training about mental health services for Deaf people. The program is promising for encouraging more psychiatrists to take an interest in serving Deaf people. Even if the psychiatrists in training do not go on to work specifically with Deaf people, after their experience at MSD, they will be more willing and able to treat Deaf people in their future. In the past, psychiatrists who had no understanding of Deaf people tended to minimize the mental health problems Deaf people experience, thinking that Deafness itself explained why the person was having problems. Now these young physicians are learning that Deaf people are not different from hearing people in the range of mental health problems they face. Dr. Sarles is highly experienced, having directed the Child Psychiatry programs at University of Maryland Hospital and Sheppard Pratt Hospital in Baltimore.

In the design of the Columbia Campus, school administrators, led by Columbia Campus’s first principal Frank Bryan, recognized the need to develop a special unit (Transitional Department) to meet the needs of Deaf students with additional learning or behavioral difficulties, as well as an elementary program to meet the needs of young Deaf children in the eastern half of the State. The administration recognized that mental health services would be an integral part of this new Department and the School. From the start, the Transitional Department had a strong behavioral emphasis.
This approach had proven most successful with special needs students elsewhere. At the time, the only other school for the Deaf with a unit for Deaf students with special needs was the California School for the Deaf at Riverside. Upon Dr. Vernon’s recommendation, the school hired Dr. Steven Colyer, a colleague of Dr. Vernon’s from WMC, as a consulting psychologist for his expertise in behavior analysis. Dr. Colyer has continued in this role, even to this day.

After hiring Mr. Alles, Mr. Bryan, sought the services of a psychiatric nurse, Cathy Snyder, to work with the families of the students. In time, the school hired an additional parent counselor, Judy Pannier, to assist Ms. Snyder in maintaining and facilitating communication with the families of the students at Columbia. In the late 1970s, Dr. Peter Coleman, Psychiatrist, and Dr. Joseph Poirier, Clinical Psychologist, joined the Columbia Campus Mental Health Team as consultants. Dr. Coleman advises Team members about counseling and therapy with children, while Dr. Poirier assists in assessments of children and provides clinical and forensic assistance. Like Dr. Colyer, Dr. Poirier and Dr. Coleman continue at the Columbia Campus and lend valuable support to students, families, and staff.

The concept of the Family Service Specialist (FSS) grew from the need to provide parent counseling and other related services to the families at the Columbia Campus. When a student enters the Columbia Campus, the student’s family is assigned an FSS, who will stay with them the entire time the student remains at Columbia. Ms. Pannier and Ms. Reynolds serve as social workers, counselors, and liaisons between school and home. In addition, each Family Service Specialist provides individual counseling to students on a limited basis.

As the student population in the Transitional Department grew, the need for more assistance in the area of behavior management increased. The position of Behavior Specialist was added to the Mental Health Team to meet this need. Mr. Duck and Ms. Evans continue to work with students and with the staff and the parents to develop positive reinforcement programs, in order to establish and maintain appropriate behaviors in the classroom, the dormitory, and at home. Specialized individual behavior modification plans are designed for particular behaviors that warrant this. Also, a Crisis Intervention Team was created, headed by the Behavior Specialists and including other staff and administrators, to assist in the management of behaviors in crisis situations.

The hallmark of the Mental Health Team in Columbia has been the concept that a variety of approaches (behavioral, psychodynamic, developmental, etc.) can work together to better meet the psychological and educational needs of the students, especially the Deaf students with special needs. While a strong behavioral emphasis is present in the classrooms and in the everyday management of behaviors, individual and group counseling and therapy are provided by Ms. Polzin and others, as needed, to better assist students in adjusting to their environment.

The methods of mental health help vary from student to student and from campus to campus. Students may be treated in individual counseling/psychotherapy, group counseling, family counseling, and/or staff/parent guidance (helping the key adults in the student’s life manage their behavior more effectively). Counseling techniques vary according to the student’s age and maturity. Young children typically are treated in play therapy, where they use toys, painting, and clay to “play out” their problems, just like adults would “talk out” their problems with a therapist. For any age student who may have trouble talking about feelings, art therapy can be used. Group counseling is performed when others are involved, such as resolving relationship issues that occur between students. Parents and staff members are brought into sessions when students face problems with those who are guiding their lives. The psychiatrists or consulting clinical psychologists may meet with students and parents when medication support or behavioral intervention at home or school may be necessary.

Mental health services are sometimes listed on a student’s IEP and sometimes not. Many parents prefer that counseling not be included on their child’s IEP, as the service may have some confidentiality issues. For example, if a student is experiencing depression due to parental divorce, the family may not want the counseling mentioned on the IEP, since the counseling could be cited as
being in response to family conditions. In that case, counseling could be provided simply through the parents signing permission for counseling, which is then kept in a student’s psychological services file—which offers more privacy. However, if a student receives Medical Assistance, any mental health services provided by the School must be described in the student’s IEP. So, if the parent requests mental health services and the child is the recipient of mental health services from MSD, there will be explanation of the treatment on their IEP. This is another situation where parents may elect to use a mental health provider outside of MSD, in order to protect their privacy. In all cases, mental health counselors discuss all of these issues with students and parents prior to initiating counseling.

The demand for counseling and mental health services has increased dramatically in recent years. Unfortunately, MSD cannot provide counseling to all who request it. Students are screened to determine those who are most in need of help. Some parents would like to have their children seen for counseling to assist with social skills training or to resolve parent-child issues. While the mental health teams make every effort to assist families, the primary responsibility is the treatment of MSD students with mental health issues. As an example, a student who is experiencing depression would receive counseling before a student who was referred because he or she was not doing their chores at home. MSD mental health clinicians generally meet with staff and parents, complete an assessment interview(s) with the student, and then recommend to the parents whether the student needs mental health treatment or whether the situation could better be handled by the parents and/or other school staff.

Mental health team members also regularly participate in school meetings or staffings that are set to discuss an individual student’s progress. In some cases, teachers, Student Life Counselors, Assistant Principals, and parents may meet to map out ways to change a student’s behavior for the better. This meeting may include a formal process called Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP). Other meetings may be less formal reviews. Most often, these meetings help determine whether a child may need mental health help or whether the problems can be dealt with appropriately by parents and teachers. Just as modern education emphasizes the least restrictive intervention, students should be helped first by “regular” intervention from teachers, principals, and parents before being identified as having mental health problems and receiving mental health diagnoses. Mental health team members attempt to ensure that the student’s needs are properly identified and that support services are available, when needed.

Student health services are not discussed in this article. However, on both campuses the Mental Health Team works closely with School Health Services to provide the best possible health services for all of the students. In emergencies, such as a student talking about harming himself/herself or a student describing physical or sexual abuse, MSD nurses will medically evaluate the child. This is a legal requirement. If, for example, a Frederick Campus dormitory student says that they “want to die” and are planning suicide, Student Life Counselors take the student to the Student Health Center. There the nurses will evaluate the student’s safety, involve mental health staff members who are on call, and make a decision whether to send the student to the local emergency room for further evaluation and possible hospitalization.

The Mental Health Teams on both campuses support the mission of the School and assist in the preparation of MSD students to become “responsible, productive, and contributing citizens in a democratic, multicultural, and changing society”. As noted in our philosophy, MSD “strives to maximize each student’s linguistic, intellectual, physical, social, and psychological growth”. The Mental Health Teams, as a part of the Student Support Services Department are ready, willing, and able to play a vital role in this effort, working with students, their families, MSD staff, and the Community.
Individuals with Disabilities Education Act (IDEA) has long been hailed as the landmark legislation for special education students. However, many deaf and hard of hearing students and their families as well as educators of deaf and hard of hearing students have by and large struggled with IDEA since its passage in 1975 (as Education for All Handicapped Children Act of 1975).

Individual families and superintendents of center schools have encountered obstacle after obstacle in attempts to provide appropriate education for their children and students. Practically overnight in 1975, state educational agencies through local school systems were given the responsibility to coordinate all educational and related services to all special education students, including deaf and hard of hearing students. This has cut off families of deaf students’ access to center schools and from its wealth of professional expertise in educating deaf students. Many special educators in local school systems are often “generalists” and lack the experience and insight in working with students with low incidence disabilities. Being ignorant of a deaf child’s language/communication needs, they often misapply the Least Restrictive Environment (LRE) provision of IDEA to deaf students. The majority of deaf children today in this country are isolated in their neighborhood schools and do not receive direct instruction from classroom teachers and do not experience direct communication with their age-appropriate peers.

The reauthorization process of IDEA of 2002 is now in high gear. The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD), American Society for Deaf Children (ASDC), Convention of American Instructors of the Deaf (CAID), National Deaf Education Project (NDEP) and TDI, Inc. (formerly known as Telecommunications for the Deaf, Inc.) have jointly submitted to the U.S. Department of Education their recommendations for changing certain IDEA regulations. The National Association of the Deaf (NAD) has also submitted their comments. Collectively, their recommendations underscore an urgent call to bring attention to the unique language and communication needs of deaf and hard of hearing children. The foundation of their recommendations is often derived from the National Deaf Education Project’s “The Educational & Communication Needs of Deaf and Hard of Hearing Children: A Statement of Principle Regarding Fundamental Systemic Educational Changes”, authored by Lawrence Siegel (2000). This Statement of Principle on page i, declares:

“...[A][ll deaf and hard of hearing children are entitled to, and must have, a language-rich educational experience. They must have the opportunity to develop age-appropriate language skills, and to be in a classroom and a school where communication is fully available, where there is a critical mass of communication peers, and where staff can communicate effectively and directly with them. In short, all deaf and hard of hearing children are entitled to an educational system that formally recognizes that communication is at the heart of human and academic growth.”

On March 15, 2002, Dr. Robert Pasternack, Assistant Secretary of the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, toured the Frederick Campus in the morning and the Columbia Campus in the afternoon. Dr. Pasternack is a major player in the IDEA reauthorization process, and it was hoped that his visit at MSD would help him understand the value of direct communication between deaf and hard of hearing students and their teachers, and the value of direct communication between students and their age-appropriate peers.

Throughout the day, Dr. Pasternack interacted with MSD students, of all ages and backgrounds, and asked these same questions, “Why are you at MSD?”, “What do you like best about MSD?” and “Why did you transfer here from a public school?” At least 50 MSD students responded with some variations to a common theme: “MSD offers great education!”, “I prefer learning directly from my teachers and classmates.”, “My teachers at MSD understand me.”, “My former interpreters were often absent or did not sign everything that my teachers and classmates said, or did not sign very well.”, “I enjoy socializing with my friends without my interpreters being in the way.” and “I cannot watch my former teacher write on the blackboard and watch my interpreter at the same time.”

It is with much hope that Dr. Pasternack with the help of CEASD, ASDC, CAID, NDEP, TDI, and NAD will fundamentally change IDEA. Current law overly emphasizes “local school-driven” placements which is harmful to many deaf and hard of hearing children. This emphasis must be changed where placements are “language and communication-driven”. IDEA of 2002 must ensure that federal, state, and local educational systems successfully fund, coordinate and deliver programs and services to all deaf and hard of hearing children and that all deaf and hard of hearing children develop English literacy and academic subjects mastery comparable to their hearing peers.
Frederick Campus Fifth Graders Host "Booming Business Day"

The fifth grade classes held their fourth annual "Booming Business Day" on January 18, 2002 in the Elementary Gym. The Booming Business Day was part of their Social Studies unit on Economics. The students studied about income, profits, marketing, and supply and demand. They then used these skills to set up their own businesses and create their own products.

Elementary and Middle School students and staff were invited to attend the Booming Business Day and had a great time playing games such as basketball (of course), making crafts such as watercolor painting, and eating food such as snow cones and popcorn.

At the end of the day, fifth graders were responsible for counting the money, which totaled up to $268. The money that the fifth graders earned has been earmarked for the annual end-of-year Elementary-School promotion field trip.

— Sherry Bevan, Toby Daniels, and Kelly Junc, Elementary Teachers, MSD-FC

February 4, 2002 marked the 100th day of the school year. The first graders took time each day to solve a math problem and add to their paper clip chains as they counted up to Day 100. In celebration, the students recapitulated some of the major school, local and national events that occurred during the first 100 days of school. They highlighted the First Day of School, the September 11th Tragedy, MSD’s Homecoming, Kent-McCanner’s 40th Birthday, Laurent Clerc’s Birthday, and the First Big Snowstorm. Please stop by the Kent-McCanner lobby to check out the First Graders’ display of 100 things!

— Michelle Fetterman, Cynthia Stieffenhofer, and Paula Van Winkle, Elementary Teachers, MSD-FC

Scott Lehmann Wins the National Geography Bee 2002 School Level Competition

Scott Lehmann, a 7th grade student in the Middle School Department, Frederick Campus, was this year’s winner of the National Geography Bee 2002 school level competition, moving one step closer to a $25,000 college scholarship. The school level Geography Bee, in which school middle school students answer questions related to geographic knowledge, is sponsored by the National Geographic Society. A total of 54 Middle School students on the Frederick Campus registered for the competition. Through a series of elimination rounds, seven students advanced to the semi-final round of competition. The top seven students were: Jay Kowalczyk, Michael Daze, Amanda Biskupiak, Scott Lehmann, Bobby Harris, Rachel Benedict, and Marissa Andrade. After several rounds of tough questions, Jay Kowalczyk, Rachel Benedict, and Scott Lehmann advanced to the championship round of competition.

Which continent, with 3/4 of its population living in urban areas, is the mostly densely populated? Name the continent (answer: Europe). What mountain is sacred to the followers of Shinto? Name the mountain (answer: M t. Fuji). The Korean Strait separates South Korea from what other country? Name the country (answer: Japan). These are a few of the questions the students had to answer in the final round of competition. The Colosseum is a famous historical site in what European capital city? Name the city (answer: Rome) is the question that Scott Lehmann answered correctly making him the winner of the National Geography Bee 2002 school level competition.

For winning the competition, Scott received a medal from the National Geography Association and a chance to advance to the state level of the National Geography Bee. Scott has since taken a written geography test that was sent to the National Geography Association for scoring. Up to 100 of the top scorers in the state of Maryland will be eligible to compete in the state level competition of the National Geography Bee to be held in April. Scott and the Middle School Department are anxiously awaiting the results of his test. Scott’s sister, Shana, was the winner of the National Geography Bee 2001 school level competition.

The Middle School Department wishes to congratulate Scott Lehmann and all of the students who participated in the National Geography Bee 2002 school level competition. The Geography Bee is an exciting academic competition that encourages students to take an interest in geography.

—Martin O’Brien, Teacher Middle School Department, MSD-FC

Pre-Kindergarten's Winter ASL Signs

When visitors enter the Kent-McCanner building, they make time to stop and look at the showcase. They will see one neat and unique bulletin board created by MSD Pre-Kindergarten students. This extraordinary bulletin board tells them about WINTER IN ASL, signed by the students. Digital pictures of the Pre-Kindergartners signing different words related to winter were taken, printed in color, and put up with their ASL translations in English-in-print. Furthermore, the Pre-Kindergartners also proudly presented a short skit using the Winter Signs in front of Elementary students and staff as well as their parents. This proved to be a great strategy for MSD Pre-Kindergarteners to learn about the Winter Wonderland unit through their two languages, ASL and English-in-print!

—Vicki Kitsembel and Adrienne Sands, Elementary Teachers, MSD-FC and Abbey Roin, Elementary Teacher Aide, MSD-FC
Frederick Campus Second Graders Learn the True Meaning of the Holiday Season

During the holiday season, the second graders decided to use what they were learning from the Character Counts program to help two young children in need. They picked a 7-year-old boy and an 8-year-old girl from the Salvation Army Angel Tree. These two children were the same age as their second graders and were from poor families in the Frederick area. The second graders asked the elementary students and staff to help raise money so these two children could have a wonderful holiday. Together they raised over $180. The second graders and their teachers went to Target and used the money to buy clothes and other gifts for the two needy children. They picked out clothes, shoes, coats, and toys for both of the kids. Target’s store manager, Mr. Frank helped them out by giving them a $50 discount on their purchases. They were able to buy more gifts to make these two children’s holiday a happier one.

—Stacey Farone
Elementary Teacher, MSD-FC

Columbia Campus First Graders Celebrate "100 Days" of School

The tiny footsteps were taped to the tile floor to mark a milestone. The first graders, Evan Kurth, Corbin Register, and Jessica Roach, had just completed their first 100 days of school. Students were very excited about the project and eagerly traced their feet to make the cutout footprints. But these footsteps represented much more than days of attendance. They represented 100 DAYS of making new friends, working together, learning new skills, and having fun while accomplishing academic goals.

Since the first day, students have been practicing counting by taking turns adding a new number to record the number of days they had come to school. Everyday Evan, Corbin, and Jessica added the number of days since the beginning of the school year. Using problem-solving skills the students were given the task to figure out how many days were needed to reach the 100th day of school. These first graders also learned how to count units of ten by using straws that helped them count money and other

Corbin Register, Evan Kurth, Jessica Roach, and volunteer aide Heidi Bensman focus on accomplishing students' goals.
Computer Club — The After School Program is proud to present a new activity for students called the Computer Club. The computer club is run by Jennifer Perlis with the help of Lisa Hollywood, Cheryl Rasel, Damon Sparrow, and Laura VanBrunt. The goal of this club is to introduce the students to various computer programs and projects.

So far, the staff and students have listed the reasons why people use computers, which include typing papers for class, emailing friends or family, using the Internet, playing games, and many other reasons. The next project they did was a short autobiography. Examples include:

"My name is Nadasha Harvey. My birth date is October 9, 1991. I am nine years old. My hair is brown. My eyes are brown color. My favorite class is math. My favorite animal is a tiger."

"My name is Chris West. My birth date is March 18, 1990. I am 11 years old. My hair color is brown. My eyes are a brown color. My favorite class is math. My favorite animal is fish."

They then did papers where they typed their names six times using different fonts. Examples include:

Chase Nolan
Chase Nolan
Chase Nolan

The most recent paper was how to change the font size of numbers. The following is an example:

4 5 6

Upcoming projects include using the digital camera and printing out pictures, going online and rating websites. It is important for students to become knowledgeable about the computer, as the society uses computers more and more every day. MSD-CC staff enjoyed working with the students and watching them use newly learned computer skills in their own classes. *beep beep* U-hoh, got to log off. Tli next time! ;)

— Jennifer Perlis, ASP Instructor/ Aide, MSD-CC

Cheerleading — Cheerleading continues into its second season with Damon Sparrow, Lisa Hollywood, Jennifer Perlis, and Ramona Saavalainen as instructors. Every Wednesday, the students have been learning about cheers for basketball and promoting good team spirit during basketball games. The following students participated: Chris West, Lauren Simmons, Mieasha Rahman, Michael Haywood, Adonica Harris, Leighason Liddle, and Vanisha Buchanan. Additionally, Tyler Dilks is learning how to drum for the cheerleaders.

— Damon Sparrow, Instructor— Aide

Dance— MSD-CC’s dance group for the After School Program consists mainly of Middle School Enhanced Program students. They meet on Wednesdays and join the cheerleading group for the first 15 minutes to do warm-up exercises with Damon Sparrow and Pauline Spanbauer.

The students in the dance group have learned to develop their basic techniques in movement, such as going across the stage, doing postured walking, or sliding to the left and to the right. They enhanced their skills in controlling their movements. M.s. Spanbauer then led them into a new piece of choreography work to show feeling for creativity.

Since the students are studying Deaf History during the month of March, they will introduce pieces from Ludwig van Beethoven for their background music. They include him because he had lost his hearing at the age of 28 and then continued to compose music in Bonn and Vienna for the next 29 years.

— Pauline Spanbauer, Dance Instructor, MSD-CC

First Graders Celebrate "100 Days"

Continued from page 13

items. Their counting skills have progressed way beyond counting to 100. For the "100th Day Celebration, Evan, Corbin, Jessica and their teacher, Megan Conaghan brought an item in the amount of 100 from home. They shared their item with each other and counted them together. Everyone had fun counting candy hearts, macaroni and stickers. Evan, Corbin, and Jessica stamped 100 pennies to equal $1.00 in rows of 10 to practice counting by 10’s. What a fun and full day of counting! Evan, Corbin, and Jessica used brightly colored construction paper to trace their feet to make 100 footsteps. One hundred footsteps that would lead from their classroom, out the door, and down the hall. Their teacher asked each student to predict where the 100 footsteps would stop. The predictions were the “kindergarten classroom; the art room; the communications area”. However, as these wonderful first graders continue to learn new skills, those tiny little footsteps will not stop along the hallway. It is their teacher’s prediction that those tiny little first graders’ footsteps will continue down the hall, progressing past the second grade classroom to the third grade, to the fourth grade, to the fifth grade... and beyond.

— Megan Conaghan, Teacher, Elementary Department, MSD-CC
The World According to Josh: The Academic Bowl

The Academic Bowl. What is it? It’s a challenging game in which questions about history, literature, geography, mathematics, current events, and pop culture are shown; then members of each team buzz in and answer the questions if they can. Playing in the Academic Bowl team — it was something that I’d dreamed about ever since I was a little boy. That dream came closer to coming true when this fall, I attended the first ever meeting for the ’01–’02 season. There were six people who tried out for the Academic Bowl Team, and I barely knew the other five people who tried out. After tryouts, five remained. The official Academic Bowl team members for the 2001–2002 year were: Laura Lohmeyer (senior), Priscilla Biskupiak (sophomore), Bruce Persons (freshman), Derrick Williams (sophomore), and me (freshman). The coaches’ sponsors were Ms. Kerri Lawler-Davis and Ms. Kathy Meagher. Practices became a regular addition to my schedule. I got to know the other members on the team better and better. As the time for the regional competition neared, the practices became more intense and challenging.

After months and months of intellectual and mental preparation, on March 7th, 2002, the Academic Bowl team boarded a MSD van and headed to the Western Pennsylvania School for the Deaf (WPSD) where the Mid-Atlantic Academic Bowl Regional Matches would be played. We arrived at the school, got settled into our dorm rooms, and then our coaches went off to have a meeting. We decided to head to the basketball court and played some pickup basketball with kids who participated in the Academic Bowl. Then it was time for us to have dinner, and after dinner we attended the first meeting. The rules were explained, the matches planned [who would go up against whom, at what times, etcetera] and then we practiced a bit, and then pizzas were brought and socializing time arrived. The first day of the Mid-Atlantic Regional Competition was over, and although it did not have any matches, everyone was exhausted. We slumbered, in anticipation of the next day.

The second day started off bright and early. We ate breakfast, and then headed to our first match, which was against WPSD. We won by a score of 45-34. We were elated! We had handled our first match well. Then we headed to our “practice room” in the library and rested a bit, talked, and discussed several strategies. The Williams family (Todd, Noreen, and Brittany Rose) along with the Feldman family (Peter, Andrea, and Jessica) arrived at WPSD as spectators just in time for our next match against a newcomer: Model Secondary School for the Deaf (MSSD). Ms. Bette Hicks, MSD Assistant Principal, High School Department, arrived just in the nick of the time before the match. The coaches gave us a magnificent pep talk before the match, and as we sat down, starting the match… the coaches’ eminent words continued playing in our heads. The match started, and there was no other word to describe it but amazing. We came out of the gates roaring and fast, surprising MSSD. Mid-way through the first round, the score was MSD 22 MSSD 6! We had handled our first out, and we took advantage and had a meeting. We were SO proud of ourselves and the way we had performed. Then after the time-out, MSSD came back with fury, anger—and they buzzed in on most of the remaining questions. At the end of the first round, the score was a tie: 22-22. We were shocked and surprised at their ability to come back, but we still had two more rounds to play. The questions that followed in the second round and the final round were tough and mind-bending. At the end of the match, MSSD had won. The final score: MSD 45 MSSD 64. Even though we were disappointed that we had lost, we were still PROUD of ourselves for performing the way we did early in the match. MSSD was scared and shocked… they didn’t think we had a team that was capable of this much. Our record was now three wins, and two losses.

Our final match of the day was next, against the Marie Katzenbach School for the Deaf (MKSD). We won that one pretty easily. Then we were done for the day: no more matches.

Continued on page 16
High School Journalism Class

"Thank God it’s Friday," is what most students at MSD are crying out at the end of every week. This is not because they want to finish school for the week, but because they want to see their very own "news" produced by their fellow students. Seniors Jessica Baldi, Meghan Duttenhoffer, Tomeka King, and Laura Lohmeyer, produce weekly video stories and updates that are shown during the two lunch periods – 5th and 7th. The HS Journalism class is doing this weekly.

These four girls have been working, not as investigative reporters, but as students who research and deliver information to their fellow students. They are always busy gathering the weekly reports and for filming on Fridays with the assistance of Mr. Brian Brizendine. The pressure is on, but they are learning about the "news" environment and how to survive in it. The teacher, Mr. Rust, talks with them about the media world and how to identify what is news and what is not.

The students have taken what is taught in journalism class and applied these new concepts in their Friday productions. News stories may vary from events inside MSD to international news, such as an update on the War on Terrorism. Various stories have consisted of sports events from the school, nation, and the Olympics. Entertainment news has been reported along with the recent captioned movies currently planned in Frederick. In recognition of Women’s History month and Deaf History month, interviews with deaf women have taken place. An effort is being made to have the news program well rounded.

In addition to reporting their news on television, the class is now putting various stories on the MSD web page. They will have creative stories, interviews, and more to inform the community via the web. Look for a link soon on the MSD web page.

—Laura Lohmeyer, 12th Grade

The Academic Bowl

Continued from page 15

We headed to dinner, and then after dinner, we headed to the auditorium to watch a comedy one-man show by a famous deaf actor named C.J. Jones. He provided a lot of laughs and helped relax everyone, then we headed to a room for the last event of the day: the social hour. Then as soon as the hour was over, we went up to our dorm rooms and slept right away. It truly had been a long day, and the next day was going to be the final day for the Mid-Atlantic Regional competition. If our team wanted to play in the championship match and participate in the National Academic Bowl, we had to win the remaining two matches the next day.

The third day started yet bright and early again. We ate breakfast, and then headed to our first match of the day, against Rockville High School (RHS). They were a tough team. The match was hot and close but we, unfortunately, lost with a final score of 43-54. Our last match in the Round-Robin tournament was against Eleanor Roosevelt High School (ERHS) and we played badly, still bitter over our loss to Rockville High School. But we managed to win with a score of 20-4. We then found out that we would be playing Mountain Lakes High School for third place.

The championship match was to be played after our match, with the Model Secondary School for the Deaf and Rockville High going against each other. The Model Secondary School for the Deaf became the champions of the Mid-Atlantic Regional Academic Bowl. MSD placed fourth in the Mid-Atlantic Academic Bowl Regional Competition.

During the awards ceremony, each team was recognized for its efforts. We received fourth place medals. Mountain Lakes High School received third place recognition, Rockville High School received second place recognition, and the Model Secondary School for the Deaf received championship trophies. Mountain Lakes High School received the Sportsmanship award. The 2002 Mid-Atlantic Regional Academic Bowl Competition had come to a close. Then we all said our byes before we headed back home to Frederick.

—Joshua Feldman,
9th grade MB

The September 11th Tragedy

Like any other American, I was impacted by the September 11th tragedy. A little more than a half of the year has passed, and life is returning to normal. We all have to remember that the question of normalcy is something we all seek. Due to pure evil actions, thousands of people died right in front of our eyes unexpectedly. America grew wiser after this fateful day. Together, we learned not to take life for granted and to appreciate what we already have.

We are fighting back, not out of spite, but because of our loyalty to America. We are protecting our people with dignity. Nevertheless, September 11 happened for a reason. Possibly it is to help us have a better world to live in.

—Jessica Baldi, 12th grade

WINTER 2001-2002
Tickets on sale now!

Tear off the bottom and send your request to:

Ms. B. Kinzie
MSD
P.O. Box 250
Frederick, MD
21705
Deadline Date: May 15, 2002

May 21, 22, 23, & 24, 2002 at 7:30 p.m.
MSD - Ely Auditorium, Frederick, MD

Name: _____________________________
Date: _____________
No. of _____ Adult (18 yrs & over) x $5.00= $_________ ($6.00 at door)
No. of _____ Student x $3.00= $_________ ($4.00 at door)
Total $_____

Make check payable to Rita Corey
With 17 years of experience as the head coach of the MSD girls' varsity basketball team, Coach Lorraine Stoltz feels that this is MSD’s real “Dream Team”. The team was like a full set of tools in a toolbox. They had everything: good players with skills, experience, intelligence, desire to win, and play with “basketball in their hearts”. This team was very dominating and definitely dedicated to basketball and winning. They received many comments from fans all over the country telling them how “awesome” they were, how well they played, and what great sportsmanship they displayed. Fans had also told them that they really enjoyed their games, and looked forward to seeing them display their great moves and smart “plays”.

The team won the championship in all four tournaments they participated, including all the three deaf school tournaments, the Clerc Classic II, the Central States School for the Deaf (CSSD), and the Eastern Athletic Association (ESDAA), as well as MSD’s annual participation in the New Life Holiday Tournament. Every game, the team won easily.

The team received several recognitions at each tournament. At the New Life Tournament: Krystle Berrigan was chosen as the M.V.P, and Shana Lehmann was selected as an All Star. At the Clerc Classic II Tournament: Laura Lohmeyer and Sheena Lyles received the All Tournament Player Awards. At the CSSD tournament the team won the free throw competition. Krystle Berrigan, Priscilla Biskupiak, and Sheena Lyles received the All Tournament Player Awards. At the ESDAA tournament the team won the layup competition, Sheena Lyles won the knockout individual competition, and Jenica vonGarrel won the hot shot individual competition. Priscilla Biskupiak received the 1st Team All Tournament Player Award. Krystle Berrigan and Laura Lohmeyer received the 2nd Team All Tournament Player Awards.

The team lost only 3 games to the newly added stronger teams (class 1A/ 2A) to its schedule this year. The teams MSD lost to were: Allegany H.S. (1A) by only 2 points, Linganore HS (3A) by 20 points, and Baltimore Catholic by 2 points. The Baltimore Catholic School went on to win the IAAM “C” Championship.


Congratulations go to senior Laura Lohmeyer as the second player to make 1,000 career points in MSD girls’ basketball history. Laura was also chosen to play on the 2002 Frederick City-County All-Star Basketball game. The team will miss four graduating seniors next year: Tomeka King, Laura Lohmeyer, Lacey Wilhelm, and manager Rosetta Stevenson.

—Lorraine J. Stoltz, Girls’ Varsity Basketball Head Coach, MSD-FC
Girls’ Junior Varsity Basketball

This year was the first time for MSD girls to have a Junior Varsity basketball team! It was a good experience for the JV girls to practice and develop their basketball skills before they are ready to play at the Varsity level in the future. They only played ten games this year. Four games were cancelled. MSD’s first game against Quantico was their best game because they won! MSD’s record was 1 win and 9 losses. Every game, the girls really improved their skills. Two JV players, Lisa Monroe and Diana Berrigan eventually played in some varsity games.

—Sherry Bradley-Koo, Girls’ Junior Varsity Basketball Head Coach, MSD-FC


18 – 3! This year’s wrestling season record speaks for itself. MSD was recognized as the 2001-2002 Frat Deaf Prep Wrestling National Champions and 2001-2002 DeafSports.com Deaf Prep Wrestling National Champions; and this is Coach Jeff White’s seventh national title as coach. MSD defeated the Model Secondary School for the Deaf twice in dual matches this season. MSD lost to three ranked teams, St. John’s, St. James and Pallotti HS by close scores.

In December, the MSD grapplers participated in the St. James Wrestling Tournament. All opposing teams were very impressed with MSD’s wrestling team that won third place. MSD’s Wayne Wilkinson and Mike Gardner captured individual championships.

One of the most sparkling matches this season was between MSD and Annapolis Area Christian School (AACS) which won the 2001 State Independent Schools Championship. MSD and AACS evenly battled until MSD’s heavyweight wrestler Jimmy Etheridge won his individual match, which gave MSD the victory, 33 to 31.

Another exciting event happened when MSD wrestlers managed to win 2002 Eastern Schools for the Deaf Athletic Association (ESDAA) Open Wrestling Tournament championship at Lexington School for the Deaf in New York City. 10 MSD wrestlers advanced to the championship round. MSD’s Andrew Weidig, Clint Zarembka, Eric Oliver, Adam Baker, Wayne Wilkinson, and James Etheridge grabbed gold medals. Cody Reidy, Ray Glann, Mike Gardner, and Joshua Kelbaugh were silver medalists.

ESDAA Wrestling Tournament Results:

MSD .................. 192.5
MSSD (DC) ............ 174.0
Florida .................. 161.0
California, Fremont .... 116.0
Lexington (NY) ........ 52.0
Ohio ..................... 51.0
American (CT) .......... 28.0

For many wrestlers from schools across the USA, they call MSD “Home of the National Deaf Prep Champs”.

—Jeff White, Varsity Wrestling Head Coach, MSD-FC

Boys’ Varsity Basketball

The 2001-02 Boys’ varsity basketball team consisted of six freshmen for most of the season, which it finished with a 14-15 won-loss record. The season ended with a triple overtime loss in the championship game of the Eastern Schools for the Deaf Athletic Association (ESDAA) to Lexington School for the Deaf 56-47.

This game was one of the exciting ones Coach Scott Morrison has been involved with as a coach, and certainly a game MSD could have, should have, only “if”, won. However, MSD boys never gave up and even after freshman Martise Colston fouled out in the first overtime, they almost pulled a win out of the magician’s hat.

MSD’s season progressed slowly and it entered the Clerc Classic with a 2-1 record to open against Arizona School for the Deaf (the eventual runner up to Model for the championship). MSD lost this game 61-48, but the “baby chicks” (freshmen) gained experience. MSD played Kentucky next and won 65-39 to advance against...
Phoenix in the losers bracket. MSD lost 43-41 on a last second shot against a very good team. MSD’s final game against Fremont ended with us being victorious, 56-52.

For the first time in MSD history, MSD’s team participated in the Central States Schools for the Deaf (CSSD) Tournament. It was held this year at the Michigan School for the Deaf the last weekend in January.

MSD was seeded 5th, but upset Wisconsin School for the Deaf 68-59, in which freshman Davon Cook dunked the ball in the second half to fire up the fans!

MSD’s second round game against number one seed Illinois was a game for the ages, as they followed its game plan perfectly and played a delay game to throw off a potent Illinois offense. At one point, they passed the ball 22 times before attempting a shot! Derrick Williams came off the bench to drill three (3) pointers to put MSD into the lead. MSD pulled out a thrilling win, 53-44. This put MSD into the championship game against M offel, and its inex-perience showed as MSSD beat MSD 47-42. MSSD opened a 23-14 half time lead, and although MSD came back within 2 points in the second half, they ran out of gas at the end.

MSD’s game against Heritage Academy on its home floor also provided a special moment as Jason Coleman scored his 1000th career point. The game was stopped and pictures were taken of Jason with his proud parents and sister joining him on the floor and him holding a ball with “1000” painted on it.

MSD traveled to American School for the Deaf for the ESDAA the last weekend of February. MSD defeated Fanwood 64-34 to face host ASD in the Semi-final game on Saturday. This was another thriller, which MSD pulled out in overtime 34-33. Martise Colston hit the game winner to lead MSD into the championship game. Robin Shannon and Jason Coleman did all they could to bring success to MSD’s program. They, along with Derrick Williams served as captains of this year’s team.

Jason Coleman finished his career with 1133 points as well as scoring 416 points for the year. His average was 16 points per game for 26 games. Davon Cook had probably the highest point total for a freshman in MSD history with 396 points in 27 games for a 14.6 average. Martise Colston was close behind with 357 points in 28 games for a 12.7 average. Robin Shannon finished with 108 assists in 18 games for a 6 assists per game average.

—Scott Morrison, Boys’ Varsity Basketball Head Coach, MSD-FC

Boys’ Junior Varsity Basketball

For many years there was no JV boys’ basketball team. This year’s players were very young: Neal Thompson, David Broadwater, Bruce Persons, Carey Heisey, Gregory Hodge, and Francis Steele. Sometimes, MSD used players from the Varsity team like Derrick Williams, Clifton Hawkins and Anthony Meadows. Some of them played both JV and varsity games in the same evening. MSD had eight freshmen players splitting time on the JV and varsity teams. Unfortunately, MSD’s record was no wins and seven losses (0-7). Coach Eric Mansfield is still very proud of the boys. They gave their hearts to play hard and practiced everyday although they did not have games as often as the varsity.
The point of the junior varsity is to prepare the players for a move up to the varsity in case of injury, or give them game experience to improve their skills for possible advancement some day. In this respect, MSD had a successful season as the boys all improved in some way.

—Eric Mansfield, Boys’ JV Basketball Head Coach, MSD-FC

Varsity Cheerleaders

Another season has come to an end. Like those before, there was no telling what would happen. MSD had a very young team, which meant it could go through a rebuilding year or it could use the youth to its advantage. MSD is thrilled to have experienced the latter. With only a few days of practice, MSD took a brand new team into the Clerc Classic II and walked away with a Fourth Place finish. Jessica Baldi was named to the All-Star Squad.

Just 5 weeks of practice later, MSD cheerleaders got on a bus for the unknown, the Central States Schools for the Deaf (CSSD) Tournament. Having never attending this event, they were not sure what the competition would look like. It was tough, but they were able to shine in Michigan and brought home a Second Place trophy. Again, Jessica Baldi was selected to the All-Star Squad. With just one competition left, MSD made some changes to their routine and their roster.

A month after CSSD, they walked into the Eastern Schools for the Deaf Athletic Association (ESDAA) basketball tournament at West Hartford, Connecticut and walked out with their third trophy of the year, Second Place at ESDAA. Tabitha Markel was named Best Individual Jumper and selected to the All-Star Squad while Jessica Baldi captured the title of Best Individual Cheerleader. It was a long road from November to February, but they are all glad they could take the trip together.

—Michelle Fetterman, Varsity Cheerleading Coach, MSD-FC

MSD-CC Boys’ Middle School Basketball

MSD-CC’s record for this season including the Mid-Atlantic Junior Deaf Basketball Tournament was 10 wins and 2 losses! It was a very respectable record for a second year team.

On February 21-24, 2002, the MSD-CC team went to the North Carolina School for the Deaf (NCSD) for the Mid-Atlantic Junior Deaf Basketball Tournament. In the opening game against Lake Drive School (NJ), MSD-CC led by the score of 27 to 15 over Lake Drive at halftime. They then cruised to a 51-25 victory! Markeis Dobbins scored 32 points and Andre Watley chipped in 13 points. Markeis scored over half of his points due to Andre Watley’s rebounding, which lead to long passes for easy fast break points made by Markeis.

In the semi-final round, MSD-CC faced the Pennsylvania School for the Deaf (PSD). MSD-CC wanted to win this game badly since their only tough loss of the year up to this game was to PSD. It was a “see-saw” battle as both teams were evenly matched throughout the whole game. MSD led by only one point with about one minute left before Andre Watley made two key baskets at the end of the game. MSD won this “payback” game 45-40. Andre scored 28 points while Markel’s Dobbins contributed 14 points.

In the championship game, MSD-CC lost to host NCSD in a very heartbreaking defeat. NCSD led by a score of 37
to 36 with a little less than two minutes on the clock. Andre Watley attempted a 3-point shot that almost went in, which would have given MSD-CC the lead. After NCSD rebounded the ball, MSD-CC coaching staff instructed the MSD players to foul but for some unknown reason, no NCSD player was ever fouled. NCSD ended up freezing the ball until about 12 seconds left when one of the opposing team’s players shot a very short jumper. Unfortunately, it went in, which gave NCSD a 3-point lead with under 10 seconds left on the clock. Andre Watley attempted another 3-point shot, but missed. He scored 28 points while Michael Fields helped with 6 points.

Even though MSD-CC did not win the final game, MSD-CC’s coaching staff is very proud of the boys. At the tournament, the MSD-CC team received a total of five trophies:

2nd Place Runner Up - MSD-CC
All-Star - Andre Watley
All-Star - Markeis Dobbins
Knockout Champion - Abdul Crawford
Team Free Throw Champion - MSD-CC

It was an enjoyable and fun year for MSD-CC’s coaching staff to work with the boys.

— Danny Rinas
Head Basketball Coach, MSD-CC

**MSD-FC Boys’ Middle School Basketball**

MSD Middle School Boys basketball team had a very successful 2001-02 basketball season. MSD is a member of Mid-Maryland Basketball League (M MBL) competing against JV 7th grade middle school teams in and around the Frederick area. In its league play, thirteen of its games were decided by less than ten points. MSD was 5-8 in those contests but was successful down the stretch, winning six of its last ten games and finished in 9th place out of 13 teams.

In the league tournament, MSD beat Catoctin to advance to the quarterfinals before losing to Windsor Knolls. That is quite an accomplishment considering MSD’s small middle school enrollment as compared to other schools in its league.

MSD also played in the Mid-Atlantic Junior Deaf Basketball Tournament hosted by the North Carolina School for the Deaf late in February and came out in fourth place. Its overall record is 13-19 and 9-17 in MMBL play.

Ryan Turner is the only player on the team that will not be back next year and he will be sorely missed. He played a significant role on the team earlier in the season before he had a heel injury and missed some games. On the bright side, MSD is a very young team and its four top players - Scott Lehmann, team’s leading scorer and rebounder, floor general Kevin Berrigan, outside shooter Brandon McMillan, low post player Daniel Fava along with six other players will be returning next year so MSD will be an exciting team to watch and to be reckoned with!

— Terry Berrigan
Boys’ Middle School Basketball Head Coach, MSD-FC

**MSD-FC Girls’ Middle School Varsity Basketball**

This was a very good season for girls’ middle school varsity basketball team with a record of 6 wins and 18 losses. MSD had four returning players, Amanda Biskupiak, Brittany Williams, Rachel Steingieser, and Frances Sorrentino. The rookies were Monique Cottman, Kara Andrade, M Isela Tomita, and Rachel Benedict. MSD stayed together as a family of eight players including a season-ending injury to Brittany Williams, who was sidelined with a fractured elbow for the last nine games.

MSD played in the Mid-Maryland Basketball League. This league consists of strong public and private schools teams. MSD lost all of the 17 games plus a forfeit win over West Frederick in the league including a heart-breaking playoff game versus...
Brunswick. MSD played a perfect first half versus Brunswick, leading 17 to 9. MSD let the game slip through its fingers and lost with the final score of 34 to 23. Yet, Coach Jerry Mabashov is very proud of his team for they showed their desire from the beginning to end of the season. The players worked very hard together.

Against deaf schools, Pennsylvania, Delaware, Kendall and Indiana, MSD’s record was 5 wins and 1 loss. That loss was recorded at the Mid-Atlantic Junior Deaf Basketball Tournament (at the North Carolina School for the Deaf) against the Indiana School for the Deaf. This enabled MSD to place third in this tournament. Three MSD players (out of ten) were chosen as all stars: Amanda Biskupiak, Rachel Steingieser, and Frances Sorrentino.

MSD placed second on Team Free Throw Contest with 1.2 percentage points behind Lake Drive School from New Jersey. Amanda Biskupiak and Kara Andrade won the 2-ball competition.

Amanda Biskupiak led the team with a point average of 5.6 per game, 38 assists, and 33 steals. Rachel Steingieser led the team with 154 rebounds. The departure of Amanda Biskupiak, Brittany Williams, Kara Andrade, Frances Sorrentino, Rachel Steingieser, and Monique Cottman will be greatly felt but they will be ready for high school competition. The team will expect to have Rachel Benedict and Misela Tomita returning for next season (2002-03) along with three possible newcomers (Malibu Barron, Phyllis Steele, and Brittany Frank). The three newcomers were part of MSD team during Mid-Atlantic Junior Deaf Basketball Tournament.

—Jerry Mabashov, Girls’ Middle School Varsity Basketball Head Coach, MSD-FC

MSD-FC Girls’ Middle School Junior Varsity Basketball

The Middle School Junior Varsity Girls accepted the challenge of learning how to play as a team. MSD team played in the Mid Maryland League and finished the year 0-18. MSD had several near wins and one overtime loss to Windsor Mills by one point, 20-19, but we could not crack the win column.

Coach Matthew Welch noticed that players had struggled with basketball practices and games because they faced tough competition with other teams. They realized that those games were very tough to win. The games taught them how to improve their skills and play together. They really have improved so much from November 2001 to the end of the season.

Coach Welch would like to compliment the players for their patience, hard work, willingness to learn how to play basketball, attending the practices and games, and demonstrating teamwork. He is sure that it was a learning experience for everyone.

—Matthew Welch, Girls’ Middle School Junior Varsity Basketball Head Coach, MSD-FC
2001-02 Youth Wrestling Club

MSD Youth Wrestling Club rocked the earth when MSD had 40 wrestlers on the team. Last year, MSD had only 16 wrestlers! MSD had many first year wrestlers along with some very experienced ones.

It was amazing to see how much the wrestlers improved through the season. For those who were first year wrestlers, they looked like veterans at end of the wrestling season. Also, those who wrestled last year improved tremendously this year. MSD received a lot of compliments from the opposing coaches. MSD youth wrestling is now a well-respected team and not one to be taken lightly by anyone.

Head Coach Jeff White did a splendid job teaching all the moves, techniques, etc. The wrestlers really learned a lot from him and looked up to him. Andy Bonheyo, Youth Coordinator, wants to thank Carrie Harrington, Mitch Goldberg, Timothy Taylor, and Alex Simmons for volunteering their time as assistant coaches. Also, Bill Thompson did a great job keeping parents and coaches posted of upcoming tournaments and other events.

There were some highlights during the season. The first one was the tournament that MSD hosted on January 12. MSD had 4 teams in attendance and it was a huge success. We had plenty of parents and staff who volunteered as timers, scorekeepers, and helped out with concessions and other duties, as well. The tournament would not have been a success without all the volunteers on hand.

The next highlight was the Mason Dixon League Qualifier tournament that was held at Frederick H S. It was a very well run tournament and MSD wrestlers did very well. First through fourth place winners were as follows:

First Place: Ryan Bonheyo, Todd Bonheyo, and Daniel Grossinger
Second Place: Corey Rosko, Zachary Israel, Daniel Katz-Hernandez, and Mike Daze
Fourth Place: Tim Artinian, Myles Goldberg, and Justin Wiener

The top four place winners qualified for the Mason Dixon League Championship tournament at Walkersville H S. The following boys placed at the tournament:

First Place: Ryan Bonheyo
Second Place: Zachary Israel
Third Place: Todd Bonheyo
Fourth Place: Myles Goldberg, Daniel Katz-Hernandez, and Daniel Grossinger

Overall, the season was a huge success and exceeded everyone’s expectations. MSD is looking forward to next year and being a feeder to its excellent high school wrestling program.

—Andy Bonheyo, Youth Coordinator, MSD-FC


Alumni

Jack G. Miller ’49, of Hagerstown, Maryland, died unexpectedly at the age of 71 from a heart attack on January 14, 2002 at Washington County Hospital. Born on June 15, 1930, in Hagerstown, he was the son of the late Raine H. and Bessie H. Emphill Miller. After his graduation from M.S.D., he was a military instructor and supervisor from 1949 to 1954. He became a housefather from 1954 to 1962. Mr. Miller then was employed by London Fog Co. for twenty years. He retired in 1987. He was a member of the Deaf N et Club of Hagerstown. He is survived by his wife, Doris M. Dehaven Miller; whom he married on June 6, 1959; one daughter, Julia G. Morris; and her husband, Charles, of Lafayette, Indiana; one son, Timothy G. Miller; and his wife, Amy; of Hagerstown; four grandchildren; and a step granddaughter. A sister, Marie M. Ramsburg; preceded him in death. He was the President of the Class of 1949 and planned a fifty-year high school reunion in 1999. Services were conducted on January 18, 2002 at Gerald N. Minnich Funeral Home in Hagerstown; He is buried in Rose Hill Cemetery in Hagerstown.

Rev. John Ritter ’64 and his family escaped unharmed from the fire, which destroyed their house in El Paso, Texas on February 20, 2002. John is a pastor at the West Texas Deaf Church in El Paso. They received assistance from the Red Cross.

Patrick McCullough ’78, a former M.S.D. student, died on November 30, 2001 in Waldorf, Maryland. He lived in Grasonville, Maryland and was a carpenter at the time of his death.

William E. “Bill” Conley ’84 of South Baltimore, MD, passed away on February 16, 2002. He was the son of Jeannette Brasher and stepson of the late Ronald Brashers, brother of Mary and Jennifer Brashers, and nephew of Doris and Bob Elgin. He is also survived by two nephews, one niece, and several cousins.

Community

Mr. Charles Johnson, former employee of M.S.D.-CC passed away on January 24, 2002. Mr. Johnson was the husband of Ms. Evelyn Hill Johnson, M.S.D.-CC Supervisor of Curriculum and Instruction. In the early 1980’s, Mr. Johnson worked in the Elementary Department as an aide. He was instrumental in establishing the first M.S.D.-CC basketball team as well as serving as coach.

The Columbia Campus was shocked by the untimely death of Ms. Marilyn Ferguson who was a cook in the Dietary Department. Marilyn had been with M.S.D. since 1999. When she started working at Columbia Campus, she was an immediate “hit” with all the staff and students with her engaging smile. Beginning as a Dietary Worker, she was promoted to cook during her second year.

Ms. Ferguson was 52 at the time of her death. A Baltimore native, she was well known in the community. More than 1,000 people attended her funeral on January 30. She was a deeply religious woman who shared her many gifts with others. Singing and cooking were among her many talents.

Marilyn, or Marlene as she was known to family and friends, was devoted to her family and to her church. She leaves behind her husband of 31 years; 5 grown sons and 3 grandchildren. She was a Deacon in her church as well as chairperson of various committees and lead singer in choirs. She served as the Bishop’s “personal cook” as well.

Marilyn had great pride in her work. She beautifully prepared the salad bar daily adorning it with objects of the season such as hearts for Valentine’s Day. Her chicken salad was renowned. She always had a smile on her face serving the students and staff at lunch and dinner.

Ms. Ferguson contributed much to M.S.D. during her short tenure and she will be sorely missed.

—Dr. Richard C. Steffan, Jr.
Deputy Superintendent/Principal, M.S.D.-CC
Margaret Alyce Bean Stifter

Margaret Alyce Bean Stifter was born on February 18, 1929 in Waldorf, Maryland. Her father was a service manager. Her mother was a homemaker and theater manager. Together they raised seven children – one boy and six girls. When Alyce was three years old, she became afflicted with spinal meningitis, which caused her deafness.

Alyce came to the Maryland School for the Deaf in 1935 and graduated twice in 1946 and 1947, respectively. Dr. Bjorlee, the superintendent of the Maryland School for the Deaf (1918-1955), felt that Alyce was too young to attend Gallaudet College so she returned to MSD for another year.

During her years at the Maryland School for the Deaf, Alyce was active in several extra-curricular activities. She became a Girl Scout and her fellow troops knitted sweaters, scarves, and gloves for the soldiers in the World War II, was a secretary for the New Era Club, and was a member of the Book Club. She demonstrated her tap dancing skills in front of the visitors. In the area of sports, she played tennis and basketball and was on the track team.

Alyce remembers very well that she and her MSD classmates made a presentation before some of the congressmen at the Capitol Hill. Alyce recalls that she sat on the late Senator Claude Pepper of Florida’s lap and their pictures were taken for the now defunct The Washington Star, a newspaper publication in the Washington, D.C. area.

After her graduation from MSD in 1947, Alyce went to Gallaudet College. She was involved with the Dramatic Club and the Newman Club. She also worked part time during her senior year. She received her Bachelor of Arts degree with major in Education and minor in Language and Literature in 1952. Alyce continued her employment as credit clerk at the now defunct Jelleff’s department after her graduation from Gallaudet College. She landed a job at the National Bank of Washington where she worked in the bookkeeping department. Then she left her job to be a full time mother to her children. Her oldest daughter worked at MSD for some time. After fourteen years of parenting, she was hired to work at the National Association of the Deaf and was an accountant. She worked there for twenty-four years until her retirement. She is a member of the Maryland Association of the Deaf, National Association of the Deaf, Maryland School for the Deaf Alumni Association and Deaf Seniors of America.

She currently lives in Edgewood, Maryland with her husband, William J. Stifter, whom she married in August 1952. They have six children – five girls and one boy. They are grandparents of two boys and one girl. They also enjoy babysitting grandchildren and spending their leisure time in their cabin in West Virginia.

In closing, Margaret Alyce Bean Stifter offers her words of wisdom for the MSD students:

1. Think positive! Suppose if you make some mistakes or do not play well in sports or feel down, then do not dwell on that thought. Look forward to tomorrow because it will be a better day, if not tomorrow, then the next day!

2. Smile often and frown less! A frown takes forty-two muscles while a beautiful smile takes nine muscles!
FREDERICK CAMPUSS

Director of Student Support Services
Robert Dorrell
Assistant Superintendent/Principal
Linda Stull
Administrative Assistant
Andrea Feldman
Flowers, Betty Hicks, Ann Hirsh, Robert Padden
Assistant Principals
William A. Sherman, Jr., Ph.D.
Director of Student Support Services
Robert Dorrell
Director of Communication Services
Melinda Padden
Director of Curriculum and Instruction
Dirk Albrect
Dean of Students
Richard Schoenberg
Computer Support Specialist
Donna Vogler
Student Database Manager
Susan Luttrell-Jordan, Vance Jerry Bush, Linda S. Stoltz
Computer Support Specialist
Donna Vogler
Student Database Manager
Susan Luttrell-Jordan, Vance Jerry Bush, Linda S. Stoltz

Extramural Sports Coordinator
Deborah Edmonds, External Sports Coordinator

Student Life Counselors
Sarah Konkel
Mary Lynn Lally
Kerri Lawler-Davis
Robert Lewis
Carolyn Lopez
Jeanne Lowery
Gary Macaluso
Eric M. Masfield
E. Thomas M. Kenne
Kathy M. Earle
Janet Mertz-Witzczak
Don Miller
Lori Moore
Deirdra L. Morris
Dwight N. Newbold
Martin O'Brien
Sara O'Dinet
Cameron O'Vers
Aisha Payne
Jane Redding
Denis Reen
Adrienne Rubenstein
Dorothea Rust
Marc Rust
Adrienne Sands
Edward Schabel
Marilyn Scribner
Kathleen Sezer
Rita Spencer
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Lorraine Stoltz
Guy Kevin Strachan
Nancy Swako
Tina Jividen Tingler
Bonnie VanBuskirk
Paula VanWinkle
Cathleen Viets
Julius B. Vold
Jeffrey W. Hite
Leslie Zinza
Janice Zider-Daze

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Kathleen Baker
Daniel Biskupaik
Mary Black
Van Brewer
Juliette Brookes
Trude Buck
Jennifer Buckingham
Barbara Cook
Suzanne Gamble
Joette Gasco
Karen Golshini
Shawana Hovan
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Renée Krotche
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Gertrude M. Oonta
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Jane Nowalski
Jacqueline Pearson
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Crisis Intervention
James A. Angell
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Kristin C. Christy
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Bola Desalu
Librarian
Marguerite Sharpe

Guidance Counselor
Della B. Hager
Mental Health Counselor
Adora Lehmann
Art Therapist
Marie Williams, A.T.R.
Psychologists
Susanna O'Liver
Dennis Hilker, Ph.D.
Patrick O'odgen
Medical
Abdul Majeed, M.D.
Laurie Morrison, R.N., Supervisor
Nancy Angell, R.N.
Joann Hueing, R.N.
Joyce Rose, R.N.
Jonna Strong, R.N.

Mental Health Consultant
Richard Sarles, M.D.
Plant Operations and Maintenance
James Cleveland, Maintenance Supervisor
Lee Ewton
Housekeeping Manager
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Judy Bostian, Nutrition Supervisor
Charles Anderson
Cathy Capino Fisher
Lilly Goodsell
Beverly James
Jacquelin Miller
Tyrone Stallings
Steve Thomas

(ESEA) of the U.S. Department of Education with Frederick and Claudia Campbell, on March 15, 2002. In the Office of Special Education and Rehabilitation Services.

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THE MARYLAND BULLETIN