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ON THE COVER
(Left to right) Lauren Goldberg, Katie Millios, Cody Simmons, and Austin Cerasoli touch up portraits they drew of each other. Art teacher Ms. Janet Witczak looks on. (Photograph by Larry Newman)
Meeting the Challenges of the Future Today
No Child Left Behind at MSD — By Dr. Richard C. Steffan, Jr.

The federal government recently enacted a law that has far-reaching implications and changes for the Maryland School for the Deaf. The No Child Left Behind Act of 2001 — Public Law 107-110 was signed into law on January 8, 2002. Since that time, MSD has been working closely with the Maryland State Department of Education to come into compliance with the new law.

The purpose of the law is “to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind”. The desired outcome is that all students will at least reach proficiency in reading and mathematics by 2013-2014.

There are 814 provisions in the law that all states, school systems and schools must meet. Among the most significant of these for MSD is that MSD students will be required to take one of two State-approved assessments. In the past, MSD students were exempted from taking the Maryland School Performance Assessment Program (MSPAP). The reason for that was because the MSPAP test was designed for school improvement and not for individual student achievement. The new State tests are entirely different and will measure student achievement. Scores will be reported to parents annually after the State has completed scoring the tests.

The Maryland State Department of Education is currently developing the Maryland School Assessments (MSA) in reading and mathematics. Science testing will be added to Grades 3, 5, 8 during school year 2004-2005. The State has no plans to test Social Studies.

During this school year, Maryland students, including those at MSD, will take reading and mathematics assessments in Grades 3, 5, and 8. Grade 10 will take a reading test. The tests will take about 90 minutes per day. This will occur over 4 days during the first week of March, 2003 – 2 days for reading and 2 days for mathematics. There will be 2 tests in each subject area. One test will be based on Maryland’s Curriculum Content Standards. The other test will be similar to the CTBS (achievement test), which we currently administer to our students.

Next school year (2003-2004) will see all students from Grades 3 through 8 taking reading and mathematics tests. High school students will take ONE test in reading sometime during Grades 10-12. In addition, high school students will take the Geometry High School Assessment and Biology High School Assessment when they complete the course. Those 2 High School Assessments will meet the requirement for one science and one mathematics test during Grades 10-12.

Currently, there are 5 High School Assessments (HSA) given in the High School: Biology, Geometry, Algebra, Government and English. All except English are given twice a year (at the end of each semester) if the course was taught that semester.

All ninth graders are required to take the assessments as well as upper classmen who are enrolled in that course. So far, the tests have not been scored. The names of all students must be on file with the Maryland State Department of Education (MSDE) as taking the assessments if they plan to receive an MSDE diploma from 2005 on. For those students who will not pursue the MSDE diploma, the tests will not be required. MSD is still waiting for the scores from the State so that it may be determined who is eligible to take the assessments.

For students whose curriculum does not follow the Maryland Curriculum Content Standards there is an alternate test called Independence Mastery Assessment Program (IMAP). This test includes several components such as a student portfolio and 2 videotapes, which are developed from November until May each school year. IMAP tests academic skills, communication skills, thinking skills/decision making, interpersonal skills/behavior, personal management, community, career/vocational, and recreation/leisure. Students are assessed at ages 5, 8, 10, 13 and during their junior year of high school.

In all cases, the IEP team will determine which assessment system will be best for the student. Accommodations will be determined so that each child can take the tests to the best of his/her ability.

The enactment of the No Child Left Behind Act is sure to bring changes to how children are taught not only at MSD, but also throughout the nation. The end result will be higher achievement for students through a rigorous curriculum which determines what children need to know and what they need to do to graduate from high school.

There are many other parts of the Act that will be shared with the MSD community in subsequent articles. If you have any questions, please contact your child’s Assistant Principal.
The Transitional/Enhanced Program at the Columbia Campus
By Dane Colbert, Enhanced Program Coordinator and John Snavlin, Assistant Principal—Transitional Program

The Maryland School for the Deaf has a long history of serving deaf students. In 1973, with the opening of Columbia Campus, the school expanded its services by beginning its formal program of educating deaf students with special needs (The Transitional Department also known as the LBE – Life Based Education program). These students are described as having additional mild intellectual, emotional, physical, or other disabilities. The same basic criteria used for admission that established the program exist today. Deaf students may be admitted to the Transitional Department provided they meet the following criteria:

- Age range of 4–16
- Hearing loss of 70 dB or greater [hard of hearing students will also be considered]
- Performance IQ of at least 50-55 (Mild Mental Retardation)
- Emotional handicaps in the “non-seriously emotionally disturbed” category
- Orthopedically impaired who are ambulatory or able to move freely about the school in braces or in a self-propelled wheelchair
- Vision Impairment: provided the visual limitations do not preclude the use of normal visual media found in the classroom for deaf children/youth
- Neurological Disorders: provided they have the ability to progress linguistically and academically through the visual modality
- Medical Conditions: provided that their medical conditions do not preclude participation in the programs at MSD without the additions of special provisions
- Teacher Aide support has been a high priority furthering the capability for individual attention and greater structure.

The behavior approach has been used extensively and continuously over the years allowing for endless options and intervention strategies to be utilized with all types of issues. Behavior programs take two main forms – general classroom programming where following basic classroom rules and routines are reinforced, and individual programming designed to change some specific behavior or a set of behaviors via the combined use of reinforcement and consequences.

In 1981 Columbia began expanding its service to include older students ages 12 to 16. The following year the Main building was opened and provided a permanent home for our middle school age students. This program allowed for the continuation of services that began in the earlier grades of the Transitional program. Once students have completed their programming in Columbia, they are routinely transferred to the Frederick Campus for continued special needs service on the high school level.

There have been several key components to the Transitional program that has made the program the success it is today.

- Ratios have always been low allowing for greater individual attention and a more controlled environment.
- A strong and comprehensive Mental Health Team has provided the support, professionalism, ideals, and training under which our teachers, aides, and student life counselors have used to meet the needs of our students. Included on this team are three behavior specialists [one who works full time in our residential program]; Mr. Alles, the school psychologist and head of the department; two family service specialists who provide therapy to the students and families as well serving as a knowledge bank for any number of community resources; a counselor specializing in group support and skill training for students, and three consultants – a behavior psychologist, a child psychologist, and a child psychiatrist who have worked...
with the school and our students for 25+ years each. 

Trained and motivated residential staff work cooperatively with the school and mental health team to maintain the same type of structure and programming for our residential students.

Staff are selected for their interest, motivation, and training in working with such a challenging population. Most of the staff cannot envision themselves working with any other type of student. Staff is also selected based on their inherent optimism that all students can learn and have much to offer regardless of their handicaps.

As the years progressed and the program remained strong, pressures were placed on the school to broaden its criteria and include a wider variety of students – students who were more complex and more seriously handicapped. Thus in 1997, House Bill 1023, initially drafted by MSD, was passed by the Maryland Legislature and signed into law by the Governor. This law established the Enhanced Program, which brought into partnership MSD, the State Department of Education, and local school systems. Through the cooperative effort of these three groups, MSD was able broaden its services to include students in the moderate to severe categories of handicaps. The program started small with only three students but has since grown to 16 at the Columbia Campus alone.

The original term, Enhanced Program, has been dropped in favor of Enhanced Services (or ES for quick reference), as this term better reflects the true intent and mission of the program. ES is intended to provide the supports and services necessary to help students successfully integrate into the most appropriate level of academic programming for their needs. As an example, a student who may be in need of specialized medical or therapeutic supports but could benefit from inclusion in the Essential Curriculum could be provided service through ES to allow the most appropriate educational placement for that student. Most students placed through ES at the Columbia Campus are identified as needing multiple services to promote successful integration.

Services provided to students can include additional support staff in the classroom, such as a Teacher Aide, Occupational and/or Physical Therapy, Speech sessions, Medical supports and services, Behavioral supports and intervention, Movement Therapy and other student-specific services and supports. In addition, consultative support to the instructional staff is provided on a continual basis from professionals outside the school, including the fields of psychology, behavioral psychology, and psychiatry. These services, as identified on the Individual Education Plan, are then secured prior to the student’s placement at Columbia Campus. As with all services identified on the IEP, these are reviewed at least yearly at the annual meeting, or more frequently as appropriate.

Students identified as possible ES candidates go through a referral process before admission into the program. First, it must be determined that the student is not eligible for admission into any other component offered at MSD, in keeping with providing students with the least restrictive option available. If it is determined that a student is not a viable candidate for other programming, a letter of request from the student’s home county/Baltimore City asking for MSD to assess if the student is appropriate for ES placement. The team, consisting of various professionals, then provide an ‘arena assessment’ of the student. Site visits to the student at his/her present educational placement, records review, interviews with parents/guardians, and formal assessments are utilized in different combinations according to the individual student’s case. A report summarizing the findings of the team is generated and presented at a formal IEP meeting to discuss the report and decided if placement with ES support is appropriate for the student. If it is determined that placement is appropriate, the student, via the parent, is offered placement.

The Enhanced Services component is unique to MSD in that placement of students via ES is considered a joint placement with the local education agency. Most often, the referring county (or Baltimore City), will provide ongoing support via transportation to and from school as well as attending and participating in meeting held to review student progress.

Parents, staff, and students all work together utilizing the best parts of each program for the betterment of all. Thus the blending of these two special programs into MSD regular programming has strengthened the whole campus.
August 2000 was the beginning of a new department on the Frederick Campus: Life Based Education/Enhanced Services (LBE/ES) Department for high school students. Since the new department formed, MSD students have accomplished much!

The LBE/ES Department is designed to provide smaller class sizes to meet individual academic needs and to allow students to function as independently as possible. The students have the opportunity to take vocational classes, such as Job Training Center (JTC) and Trade classes (Woodworking, Auto Body Shop, Cooking, Landscaping, Basic Computer, Art I, and Photography I). The Work-Study program includes on- and off-campus job sites. While the students take these practical classes, they continue to take related English, math, social studies, science, health, and gym classes. A few students are taking one or two essential curriculum classes. These classes apply to real life situations, such as opening bank accounts, visiting job sites, communicating and interacting with the community, and other ways to reinforce skills necessary after leaving MSD.

Before the students begin actual jobs with pay, they begin work in the classroom as part of the Job Training Center. Students work on completing job orders requested from several off-campus sources, such as public elementary schools, local church groups and Maryland Emmaus (Retreat Organizers). On-Campus departments also send in job requests - MSD Family Education, Elementary, Middle, and High School Departments; even the cafeteria makes use of the Job Training Center. Local businesses have contracted with JTC; a recent project involved assembling 1500 posters. Job orders are brought into the Job Training Center with customers supplying the materials, and students following the job specifications to complete each job in a timely manner. All jobs are picked up and delivered by the JTC teacher. Students in JTC also maintain job notebooks, reading real-life stories about people in the workplace, their habits and attitudes necessary for successful employment.

By their last year at MSD, students may participate in the Off-Campus Work Experience. This includes filling out job applications, making appointments for job interviews, and meeting with the potential supervisors. Students learn, upon being hired, what the dress code will be, their working hours, and other job expectations. The school provides transportation to work on a daily basis.

Local businesses that have provided employment for some of MSD students include Burger King, Taco Bell, and McDonald’s. The fast food industry offers an excellent workplace for students to experience first-hand employment out in the community. Other job sites include Target, Walmart, Weis Markets, Pizza Hut, Golden Corral, and Marriott Food Service at Hood College. Students have also worked successfully at Rick’s Fish and Pet, Frederick County Humane Society, Aircraft Owners and Pilots Association, Citizen’s Nursing Home, YMCA Day Care, Deaf Access Services Day Care, Jeanne Bussard Job Training Center, and at the Frederick County Board of Education Warehouse. Each of these job sites offers the student an opportunity to step out beyond the classroom walls and enter the world of work. The experiences help the students to mature academically, emotionally and socially. The LBE/ES staff appreciates the long-term partnerships that have been established in the Frederick community over many years.

The State House, which is in the process of renovations, will soon become group home training for the students in their last year of high school before graduation. This is a great opportunity for the students to learn how to live in a group home as if they are really on their own. Supervision will be provided, and staff will provide practical, real life training to those students. The goals are to train students how to live in this type of housing independently: preparing their own meals, developing their own budget, deciding when to do household chores with peers, deciding when and what things are appropriate to share, planning leisure time activities, and learning how to handle problems that arise within a “home”. At this time the projected completion of renovations is spring of 2003. When the renovations are done, students will be placed in the State House and their training will begin.

After school hours, students can be found enjoying activities on-campus such as sports teams, dorm activities, and field trips. And just like any high schooler, chatting with friends is a big priority.

The students in the LBE/ES Department are active members of the MSD community as they love their school and embrace the traditions unique to the Orange and Black of MSD! Feel free to visit the department and meet students. The department takes pride in the accomplishments of all of MSD students and look forward to many more successful stories.
The Fiscal Department for the Maryland School for the Deaf is actually a very deceiving name. While it’s primary function is to prepare, negotiate for and manage the budget, there are many more vital operations that fall under the umbrella of this department.

The Fiscal Department prepares and manages the School’s budget. Unlike local school systems, MSD’s request for funding goes directly to the Governor and the Maryland General Assembly. While the minimum funding law, established in 1997, protects MSD’s basic budget, the request must include detailed justification. Development of the School’s fiscal year 2004 budget started in May of 2002. The budget request will go through many processes, including a few hearings in Annapolis, before it is hopefully approved in the State budget bill and becomes effective July 1, 2003.

Once the School’s budget is in place, the rest of the members of the fiscal department get to work. All requests for supplies, equipment, and services are processed through the School’s procurement office. Under the supervision of Ms. Robin Koontz, this office negotiates contracts, works with other State agencies regarding statewide contracts, and maintains compliance in state purchasing. In addition to purchasing items, they also receive the items, deliver them to the requesting department and maintain the School’s equipment and supply inventory. All of these steps must be documented for audit purposes.

Of course, with these purchases come the bills. Under the supervision of Ms. Ann Miller, the accounts payable office processes all the school’s bills for payment approximately 400 invoices a month. Under State law, the School is required to process all invoices within 20 days of receipt. This department consistently receives congratulations from Controller Donald Schaefer for accomplishing this task.

Aside from the funds received from the State, the School also receives Federal grants, medical assistance reimbursement, and other miscellaneous funds. All of these funds must be individually managed to maintain compliance and insure the School receives all money it is due.

Ms. Mary Masser is responsible for maintaining the billing for medical assistance and apartment leases. The School’s apartments are considered State housing and are governed by State regulations, which add a great deal of paperwork to the leasing process.

Another area that comes under the Fiscal Department is the supervision of major repairs to both campuses. Working with the Department of General Services, MSD works to prioritize, fund, and coordinate these repairs with the contractors. The plan is always to perform these repairs with as little disruption to the operations of the School and to maintain staff and student safety. Sometimes avoiding disruption is not always accomplished, however, safety is never disregarded.

Working with the Department of Budget Management, the Fiscal

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FISCAL DEPARTMENT—First row: (l to r) Clarrissa Dick, Fiscal Clerk; Ann Miller, Fiscal Accounts Manager; and Suzanne Schwertman, Chief Financial Officer. Second row: (l to r) Mary Masser, Business Services Manager; and Robin Koontz, Procurement Officer. Third row: (l to r) Dave Gardner, Fiscal Officer; Alex Simmons, Webmaster; and Jim Taylor, Network Administrator. Absent: Kathleen Charles, Fiscal Clerk, Terry Morris, Agency Buyer, Dave Inouye, Computer Network Specialist, and Alice Lohoeffer, Secretary.
The running joke among the Family Education/Early Intervention Department (FE/EI) staff is that we are “On the Road Again!” Willie Nelson sings a song that talks about how he can’t wait to get on the road again. The teachers in the Family Education Department have the same philosophy. Many of the families enrolled in FE/EI receive all of their visits through itinerant services so they look forward to Maryland hospitals for hearing loss at birth as a result of the Universal Hearing Screening Program. This program is administered by the Maryland Department of Health and Mental Hygiene. Results of the screening are forwarded to the child’s pediatrician and follow-up is arranged as soon as possible. Follow-up is usually provided in collaboration with FE/EI and with the local infants and toddlers program where the child and family reside. All FE/EI services are provided at NO COST to the family.

A major component of the FE/EI program that was established in 1968 is its itinerant services throughout the state. FE/EI provides many services to families of newly identified deaf and hard of hearing youngsters ages birth through four years of age. At present, FE/EI staff are seeing their students and families in towns as far away as Elkton in Cecil County, Princess Anne in Somerset County, Hagerstown in Washington County, and Lexington Park in St. Mary’s County. Each time a new child is enrolled in the program, the traveling schedule must be altered in order to provide services to the child and family. The teams are based at both campuses, and each campus is responsible for different geographic areas in Maryland.

Each family has a team of teachers (usually one deaf and one hearing) in order to model the bilingual philosophy of the school. This team approach allows the teachers to work individually with the child, parents, and siblings. The hour long sessions may take place in the home or in the child’s day care setting or in Head Start programs, public libraries and on occasion at fast food restaurants on the parents’ lunch hour. The program’s flexibility is a great asset to families where both parents are employed full time. Families may be seen at a variety of locations depending on their schedule.
Sessions focus on a variety of topics including language development and early literacy, child development, behavior management, resources available to families who have deaf children, amplification, speech development, children with additional disabilities, and parent rights to name a few. Families may request information on a variety of issues that fit their child and their individual needs.

FE/EI is part of the service delivery system for the Maryland Infants and Toddlers Program (MITP). MITP provides some grant support to FE/EI annually. FE/EI also receives funding through the MSD budget and through Part B funds under IDEA. Interagency collaboration is a key component since this is the best way for deaf and hard of hearing infants and toddlers to be referred to FE/EI. The staff interacts with local infants and toddlers service providers in all twenty-three counties and Baltimore City. The staff also interacts with other service providers such as audiologists, hospitals, cochlear implant centers, social workers, local health departments, local school systems, and other related services as needed.

FE/EI offers weekly parent groups on Monday mornings at the Columbia campus and on Friday mornings at the Frederick campus. The parent groups are both informational and supportive in nature. The parent group facilitator at each campus works with the attendees to identify topics of interest. Speakers from the deaf community and from the community at large are invited to speak on the topics desired by the attendees. Topics have ranged from ASL storytelling to nutrition, to toilet training, to child safety, and the importance of play. Different topics are presented annually to keep the parent group meetings informative and helpful. Open Discussion meetings are offered regularly so that the families can discuss any topic of interest or ask for experiences or advice from each other about ways to help their children. Interpreters are provided at both parent groups in order to facilitate communication between deaf parents and hearing parents.

Each campus location also offers a weekly infant play group as well as toddler and preschooler classes that meet three mornings per week. Speech therapy services are available at both campuses at parent request for the children. FE/EI has developed its own early learning curriculum that prepares the children for MSD’s Essential Curriculum when they enter the school full time in PreKindergarten. The FE/EI curriculum places a strong emphasis on literacy and language development for the children. It also focuses on cognitive skills, social-emotional skills, self-help skills, and gross and fine motor skills. The children’s progress is monitored and shared with the parents on a regular basis.

Parents and their children also participate in parent/child activities both on campus and off campus in many locations around the state. Another way to enhance the curriculum is to provide the children with opportunities to visit places of interest such as the pumpkin farm, the zoo, the public library, the park, and both campuses of MSD. This allows the children and parents from both campuses to meet each other and to make friends. This provides an additional support network for the children and families.

FE/EI staff members Deborah Marquez, Maryann Swann, Ellen Rolader, and Amy Lindley participated in a summer curriculum workshop to complete work on the FE/EI Parent Handbook. This handbook, which is in the process of being prepared for printing, will provide updated information to families on topics of interest and will serve as a reference as well. It will be shared with all new families entering FE/EI.

Some FE/EI staff members are now working with their second generation of FE/EI students. FE/EI graduates of the 1970s and early 1980s are now bringing their infants to FE/EI. Lifelong friendships begin in Family Education for the children and their families and continue into adulthood.

Fiscal Department

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Department maintains the School’s facilities master plan and requests for capital funds for new construction. This is where the Capital Improvement requests become a major focus of this department. Projects from remodeling bathrooms for accessibility to new buildings require meeting with architects, contractors, maintenance staff, and administrators. These projects require constant supervision.

An area near and dear to School staff is the Information Technology Office. Mr. Jim Taylor manages everything from telephone systems to email and Internet service. The people in this office keep communication in and out of MSD moving.

These people, along with the Frederick Campus Dietary, Maintenance, and Housekeeping staff all come under the large umbrella of the Fiscal Department: a department with many long and far reaching arms that helps MSD deliver the excellent program for which it is well known.
A n Introduction – Korea, a nation of great natural beauty, a nation of exciting cities, a nation of a warm and welcoming population. As a recent recipient of the 2002 Summer Fellowship in Korean Studies Workshop, I was fortunate to have been provided an amazing opportunity to study and experience the history and culture of the people of Korea. Myself, along with a total of 40 educators from the United States, Canada, Australia, and New Zealand, were selected to participate in an international workshop in Seoul, South Korea for three weeks this past July. The Summer Fellowship in Korean Studies Program, sponsored by the Korea Society of New York, was developed for educators to better understand the history and culture of Korea, to develop teaching and research materials for the teaching of Korean studies, to exchange educational and cultural views with international educators, and to develop professional and personal contacts with the people of Korea.

During the time in Seoul, mornings were spent at Korea University attending lecture sessions, each lecture session addressing a main characteristic of Korean society: Korean Economy, Korean Language, Korean Politics, Art History in Korea, Education in Korea, the Korean Family Structure, Korean Literature, the Geography of Korea, Korean Architecture, Korean Culture, Religion in Korea, and the History of Korea.

A Tour of Seoul - As mornings were spent attending lectures at Korea University, afternoons in Seoul were spent touring significantly important cultural and historical sites. Among some of the sites visited were the National Museum of Korea which houses the finest collection of Korean antiquities in the world, the Yeijon Cultural Institute, an institute dedicated to the preservation of Korean traditions, the palaces of Chandeok-gung and Kyongbok; and the Korean Folk Village, an authentically reproduced village from the Chosen dynasty. A fascinating look into the future of technology through a tour of Samsung Electronics was also provided.

While in Korea, several members of the group opted to visit the Demilitarized Zone (DMZ), a demarcation line separating North Korea from South Korea. This trip to the DMZ included a stop at Freedom Village, a village approximately one mile from Panmunjom in North Korea, and a tour through the Tunnel of Aggression, one of several tunnels the North Koreans dug under the Demilitarized Zone in order to sneak troops into the south.

World Cup Fever – The world watched this past summer as nearly 7 million Koreans took to the streets of Seoul to celebrate their country’s host role in the 2002 World Cup soccer games. Arriving to Seoul at the tail end of the games afforded an opportunity to witness a spirit of international unity, which permeated both throughout the country. With the many soccer festivities, parades, and market vendors selling “Be the Reds” T-shirts, being caught up in the World Cup Fever became part of the Korean experience.

Daeil Foreign Language High School – A particular highlight of the workshop was the day spent at Daeil Foreign Language High School. While visiting Daeil, each workshop participant was assigned the responsibility to teach for one period a classroom of 40 Korean high school students. Prior to departure, students at MSD wrote note cards to the students at Daeil Foreign Language High School. These cards were brought to Korea and distributed to the students at Daeil. As part of the lesson, the students read and discussed the written notes to the class, and a discussion of life at MSD and a brief introduction to ASL followed. As a result of my visit to Daeil Foreign Language High School, several many students from MSD have since corresponded with students at Daeil through letter writing or via email.

A Memorable Dinner – After visiting Daeil Foreign Language High School for the day, I was invited to dinner to the home of Wongak Kim, a student at Daeil. For dinner, Wongak’s mother prepared a traditional Korean meal. To name only a
few of the many Korean delicacies, Mrs. Kim prepared a lavish dinner consisting of kimchi, a spicy cabbage-like dish served as a staple at nearly every meal, pap (rice), guk (soup), miyok-guk (dried seaweed), bulgogi (barbequed beef), and for dessert, ttok (steamed rice cakes). Wongak’s family was extremely hospitable, presenting me with an array of traditional Korean gifts as a remembrance of my visit to their home.

**Deaf Culture in Korea** – Prior to my departure to Korea, I made contact with the Deaf Alumni Association in Seoul for assistance in arranging a visit to a school for the deaf. Oh Young-joon, an associate of the Deaf Alumni Association of Seoul and a graduate of the Seoul National School for the Deaf, contacted me immediately. Shortly upon my arrival to Seoul, I was met by Young-joon who introduced me to several of his friends, all graduates of local deaf schools. Most of my free time in Seoul was spent with Young-joon and his friends as they eagerly showed me their city – a panoramic view of Seoul from the Seoul Tower, market shopping at Namdaemun and Tongdaemun, strolling through the streets of Insadong, a visit to the National Folklore Museum of Korea, a tour of the Changdok Palace, meals at traditional Korean restaurants, burgers at McDonalds, evening chats at Starbucks, and a trip to Lotte World, an enclosed entertainment complex similar to an indoor Walt Disney World. Through their knowledge of ASL and written English, through gestures, and through my very limited knowledge of Korean Sign Language, communication was never a problem.

Young-joon also arranged for me to visit the Seoul National School for the Deaf where I met with Hong-Sug Han, Vice-Principal of the school. During our meeting Mr. Han explained to me about his program, expressing a desire to infuse a study of ASL into his curriculum. An opportunity was provided to tour the school, to visit classes, to talk with students about America, and to teach ASL to a middle school class. During my visit I also met with English teacher Chung Jong Kyun, arranging to incorporate an email/pen pal exchange between our students. My association and interaction with members of the Korean deaf community provided me ultimate exposure to deaf culture in Korea. It is through sharing my experiences of the deaf community of Seoul with the students at MSD, and through student email/pen pal correspondence with the Seoul National School for the Deaf, that students at MSD will have better insight and understanding into a deaf global cultural network.

**A Trip to the Countryside** - After our stay in Seoul, the group ventured out on a four-day trip through the Korean countryside. Here we visited the site of Haein-sa, one of Korea’s most famous Buddhist temples, where we were afforded the unique opportunity to spend an afternoon with the resident monks. Wandering the grounds of the temple, being witness to a Buddhist prayer session, the sounds of the ritual drums, the clack of prayer knockers, the sounds of chanting, and an invitation to attend a vegetarian luncheon hosted by the monks – talking during lunch was not permitted – made for a most memorable experience. One of the unique historic features of Haein-sa is that the temple houses the Tripitaka Koreana which is a collection of 80,000 woodblocks engraved with Buddhist scriptures. We then traveled to the Gyeong-ju, the ancient capital of the Silla Dynasty. While in Gyeong-ju we visited Pulguksa, one of Korea’s most famous and oldest surviving Buddhist monasteries, Sokkuram, a grotto temple, and toured the Kyongju National Museum.

**A Heartfelt Thanks** – I am most grateful to the people of Korea. Their warmth, hospitality, and accommodating demeanor enriched each of the many experiences encountered while visiting Korea. I am most grateful to the Korea Society for providing me this unique and memorable opportunity to experience Korea. It is through my participation in the 2002 Korean Studies Workshop that my spirit has been enlightened with a deeper insight and understanding into the history, religion, and culture of Korea, enabling me to offer students at MSD a more enriched curricular study of Korea. It is through my participation in the 2002 Korean Studies Workshop that many professional and personal contacts have been made within the deaf and hearing communities of Korea. Participating in the 2002 Korean Studies Workshop provided me with knowledge, experiences, memories, and friendships that will be forever cherished.
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:

A) Fill out request form for information desired from the student file;
B) Present request form to Principal’s secretary (request form becomes documented record of who had access to student’s file);
C) Principal’s secretary will provide only the specific information requested, not the entire file;
D) Certain information, designated “sensitive information” by Principal, will not be provided by the Principal’s secretary except with written authorization by Principal;
E) Information borrowed from the files is not to be Xeroxed or duplicated and is to be returned on the day it is borrowed.

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

A) Fill out a request form for information desired from student’s file;
B) 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);
C) The Assistant Principal/designee will provide only the specific information requested;
D) Information borrowed from the files is not to be Xeroxed or duplicated and is to be returned on the day it is borrowed.

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

A) A written request to review the school records must be made to the Principal;
B) The Principal will arrange to make the records available without unnecessary delay, and no later than 45 days from the date of the request;
C) The parents and/or eligible student shall review the student’s school records with an appropriate qualified staff member present;
D) Copies of records will be made for a fee of ten cents (10¢) per page to cover duplicating cost, unless there is a demonstrated financial hardship or this would prevent a parent or eligible student from exercising the right to review and inspect records;
E) Amendment of records, at the parents’ request:
   1) 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;
   2) 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;
   3) 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 a hearing.
F) Destruction of information:
   1) 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;
   2) The following information must be retained for five (5) years to provide information required by State and federal officials:
      a) All Individualized Education Programs (IEPs);
      b) Individual Education Plan (IEP) Committee summary sheets and notes containing:
         (1) identification of assessments and evaluations performed (but not the detailed assessments themselves); and
         (2) formal decisions of the IEP Committee documenting:
            (a) the student’s disability;
            (b) the multidisciplinary nature of the Committee; and
            (c) parental involvement.
   c) 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) Individual Education Plan (IEP) 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 (logs, etc.);

(4) on-going service coordination notes demonstrating eligibility for medical assistance reimbursements; and

(5) all applications for medical assistance reimbursement.

d) The information must be destroyed at the written request of the parents. However, a permanent record of the student’s name, address, and phone number, his/her grades, attendance record, classes attended, 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 years old and older).

As permitted by law, the School may release ‘directory information’ about students without prior consent. ‘Directory Information’ includes:

- name
- address
- name of parent(s) or guardian(s)
- telephone number
- date and place of birth
- local school system
- the most recent previous school system or educational institution attended by the student
- dates of attendance at MSD
- major fields of study
- participation in officially recognized activities and sports
- height and weight of members of athletic teams
- honors and awards received, and grade level

Any parent or eligible student who does not want the school to release directory information without their prior written consent must notify the Principal by September 30 and identify the category or categories of information which the school should not disclose. If the student enrolls after the beginning of the school year, the parent(s) or eligible student must submit this notification within 30 days of enrollment. This notification must be submitted annually. Personally identifiable information may also be disclosed to another school system, school or postsecondary institution without parental consent. HOWEVER, AS A MATTER OF SCHOOL POLICY, NO INFORMATION WILL BE RELEASED WITHOUT PRIOR WRITTEN CONSENT FROM THE PARENT OR ELIGIBLE STUDENT.

In addition, Maryland School for the Deaf cooperates with the Maryland State Department of Education by transmitting to them personally identifiable information, as required by law, to meet state and federal requirements.

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

- Dr. Richard C. Steffan, Jr.,
  Columbia Campus
  or
  Mr. Stanley C. Baker,
  Frederick Campus

Copies of this and other policies complying with State and federal laws are kept in the Office of the Director of Pupil Personnel Services.

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

For the 2002-2003 school year funds totaling $301,604 have been awarded to the school under the Individuals with Disabilities Act (IDEA), Part B, State Grant Passthrough, Pre-school Passthrough and Regular State Grant Discretionary money. These funds will be used primarily 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.

MSD received an additional $15,000 through IDEA, Part B, State Grant Discretionary monies to be used for interpreters in state meetings ($5,000) and to support PARTNERS FOR SUCCESS: A Resource Center for Parents ($10,000), established four years ago with Part B discretionary funding. PARTNERS FOR SUCCESS Resource Centers statewide aim to serve families of all children with disabilities, birth to twenty-one, professionals, and service agencies within each jurisdiction, by providing skills, knowledge, networking and support to enable parents and professionals to function as equal partners in the decision making process and to assist parents in accessing services for their children. MSD’s PARTNERS FOR SUCCESS (PFS) serves not only MSD students and families but serves the whole State as a Resource Center for any families and schools with deaf or hard of hearing children. Working in collaboration with the counties, PFS offers special events, and hosts workshops monthly through out the year. Updated information about these activities is disseminated through newsletters and the MSD website: www.msd.edu

The Family Education/Early Intervention Department also received grant money from the Maryland Infants and Toddlers Program for the 2002-2003 school year, again in the amount of $28,000. This grant provides funds from Part C of IDEA for children ages birth to 36 months. The grant has allowed the department to replace and upgrade teaching materials and equipment, and to update a lending library of videotapes and informational material for parents on such topics as Sign Language, deaf culture, language development, behavior management, child development, parenting, assistive technology and IDEA. In addition, the grant helps parents pay a portion of funding needed to: support summer services, regional workshops for families, consultants, additional training for staff, interpreters (ASL and foreign language interpreters) for parent meetings on campus as well as regional parent meetings around the state of Maryland, and four part-time contractual aides who provide additional support for the classrooms on a weekly basis.

This year, Maryland School for the Deaf has again been awarded a Maryland State Improvement Grant (M-SIG) in the amount of $12,500 under Part B. The purpose of all M-SIG grants is to provide intervention in the form of in-service training for teachers to help them to improve their disabled students’ scores on standardized tests. MSD will continue the pilot program it began last year to improve reading comprehension with some students in the Frederick Elementary Department.

For the 2002-2003 school year funds in the amount of $1,604 are available to the Maryland School for the Deaf for Library Media Improvement through Title V- “Innovative Education Programs” of the Elementary and Secondary Education Act (ESEA) “No Child Left Behind.” From these funds the Columbia Campus Library will be able to add one additional Pentium CD-ROM computer system, including a printer and monitor. Next year the money will be designated for the Frederick Campus Library. These funds will broaden the effectiveness and usefulness of the Library computers purchased with grant money from Title VI of the Improving America’s Schools Act (IASA) in past years.

Over the years federal 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.

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 2003-2004 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 Dr. Richard C. Steffan, Jr., Deputy Superintendent/Principal at the Columbia Campus or Mr. Stanley C. Baker, Assistant Superintendent/Principal at the Frederick Campus.
For six days, on July 8 through July 13 of 2002, hundreds of members of MSD community including myself had an “experience of a lifetime” at Deaf Way II. This international conference hosted by Gallaudet University was an encore to the first Deaf Way conference held in 1989. Over 10,000 visitors from all corners of the world traveled to the Washington Convention Center, Gallaudet University of Washington, D.C., and various locations in the Washington metropolitan area to listen to academic presentations on almost every aspect of Deaf Life, Community and Culture and to partake in the stunning smorgasbord of Deaf Art: literary, performing, and visual arts including film and video productions.

Deaf Way II went off to a roaring start with its Opening Celebration at the Washington Convention Center. Deaf performers from various countries dazzled the audience with dance routines and short skits. An international cast of clowns kept the program moving with “universal” humor during breaks. My Dream – Dancers from the China Disabled People’s Performing Arts Troupe was a show stopper early in the program. Their artistic use of hands and precision body movements left many in the audience shaking their heads in wonderment.

Wilma Newhoudt-Druchen, the first Deaf member of the South Africa Parliament, capped a long list of academic presenters. She spoke of political activism and human rights. Lisa Kauppinen of Finland, President of the World Federation of the Deaf and its representative to the United Nations also spoke about human rights and our unfinished work with Deaf Education. Currently, roughly 80% of the world’s Deaf children do not receive formal education.

There were art exhibitions by deaf artists throughout the District of Columbia. One of the more popular exhibits, “History Through Deaf Eyes”, was at the Smithsonian Institution’s Arts and Industries Building. The history of Deaf Americans was wonderfully told through narrative posters, artifacts borrowed from various schools for the Deaf including MSD, and videos by diverse Americans commenting on their perceptions of the Deaf Community and their own Deaf identity. MSD was honored to loan to the Smithsonian 12 of our artifacts including the miniature wood carved hand alphabet and the bust of Deaf-Blind woman Laura Bridgeman. A bronze replica of MSD’s full-sized wood carved hand alphabet was also on display.

At the Exhibit Hall at the Washington Convention Center, hundreds of companies and organizations promoted their services, products, and programs at their booths. A huge crowd was found wherever there was a demonstration of Video Relay Service (VRS). This relatively new telephone relay technology utilizes PC and video equipment as well as a sign language interpreter instead of a TTY and a relay operator.

Many MSD students participated in the Deaf Way Youth Camp during the conference week. They made new friends with other campers from other states as well as other countries. Every day, campers participated in arts and crafts activities as well as recreational sports. At the end of the day, campers went to Gallaudet University’s Elstad Auditorium to watch theater productions by various international troupes.

The International Deaf Club at the Washington Convention Center was open every night during the conference week. An all-Deaf band, Beethoven’s Nightmare, and disc jockeys kept the dance floor packed every night. Video productions were displayed on giant video screens. The “Kids Fun Center”, a mini-amusement park, was a hit with children of all ages and nations.

On the surface, Deaf Way II was an international conference. But this conference like the first Deaf Way conference in 1989 (which brought over 5,000 Deaf people from all over the world) is going to bring forth many changes, large and small, in many communities. Conference participants, after six days of breathing in cross-pollination of ideas and sometimes pure inspiration, will be agents of political, social, and technological change in their home communities.

Gallaudet University, Chair of Deaf Way II Organizing Committee Dr. Harvey Goodstein (our own MSD Board of Trustees member), and his able committee members deserve much praise for successfully orchestrating this huge and complex undertaking after several years of planning. Not surprisingly, there is already talk of Deaf Way III.
**Summer Fun at MSD with Miss Deaf America Contestants**

The summer of 2002 was a special time for our school because it was the first time that MSD had an opportunity to provide hospitality to NAD’s Miss Deaf America Pageant participants. There were a total of 57 women: 27 contestants, their chaperones, and NAD Pageant staff who came to Frederick Campus from June 26th to July 2nd for their retreat before going to the NAD Conference in Washington, D.C.

Having retreat gives the contestants and chaperones a chance to get to know each other and be able to support one another before the hectic week at the NAD Conference. It is like taking a crash course where they have to learn the new dance for the show, work on their talents, memorize walking directions on stage for different programs, learn new tips from the pageant experts on how to present themselves well on and off stage, and work with the stage manager on stage lighting and sound system.

Can you imagine in the past where the contestants had to do all these things in only two days before the Preliminaries began? I remembered the pressure I had to face during my competition in 1982! We didn’t have the chance to meet other people or enjoy the conference itself. NAD started the idea of having a week retreat only 10 years ago because they realized that there was too much stress on the contestants to do all these things in a short time frame. In order to make retreats possible, NAD has asked schools for the Deaf to provide housing to help reduce hotel expenses for the Pageant participants; and MSD was honored to be asked as the retreat site this past summer.

It was a pleasant experience working with Jennifer Yost, Miss Deaf America Program Coordinator, making sure that MSD accommodated their needs. They had a tour around the campus, Get-Aquatinted Pizza party at the Checkers, exercises in the mornings outside on the basketball court next to Barry Hall, workshops in the Ely Seminar Room, and rehearsals in the cafeteria. During their free times, they went to Inner Harbor in Baltimore, had a dinner at a restaurant in Frederick, and a cookout at a park near the school.

Congratulations go to Tyese Wright from Maryland who won the Miss Deaf America title for the years of 2002-2004!

—Lori K. Bonheyo, Student Development Coordinator, FC

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**Halloween Paper Mache Mask Making**

In the spirit of Halloween, MSD-CC staff members provided an opportunity for Baker dorm students to make their own masks. This was a 4-week project.

For the first week, MSD-CC staff members gave out balloons for the students to inflate and tear up newspapers into strips. Students made the paste from white flour and water, and added salt to prevent it from molding. It was quite fun to play with the paste while covering the balloons. Then the balloons were laid out to dry for the following week.

During the second week, students added features to the individual mask such as nose, eyes, mouths, horns, and beards. They used a variety of materials like Styrofoam, foil, and pipe cleaners.

The third week was basically the same as the first week; the students covered their masks with more newspaper so the masks would not break easily.

And during the fourth week, students painted their masks and added more features. Some students added artificial fur to make eyebrows or goatees. It was quite fun and interesting to see how the students selected specific colors to paint their masks.

Students hope to do this again next year and mount the masks on the walls for their annual Haunted House activity.

—Jennifer Perlis, Student Life Counselor, CC
MSD Welcomes International Students

MOHAMMAD KHAN comes to MSD from Peshawar, Pakistan. While some of MSD students and staff may think of that as a dangerous place to live, Mohammad has great stories about his wonderful homeland and has no memories of living in fear.

Mohammad attended the school for the deaf there until his arrival in the United States in 1997. The Khan family moved to Chicago where Mohammad’s father worked as a carpenter. Mohammad enrolled in a mainstream program. He had a very positive experience and misses many of his new friends. The family relocated to Ridgley, Maryland this year.

Mohammad is anxious to improve his English skills and works very hard at it. His reading interests focus on the life and times of the South African government and their people. He is quite knowledgeable on the topic and brings a fascinating perspective into classroom discussions that involve current events or world politics.

Mohammad is looking forward to wrestling season. He enjoys watching basketball. He also has a part time job at a Shell station near his home. Mohammad hopes to become an automobile mechanic.

ROBERRO GOITIA was born in Caracas, Venezuela. At age three his family moved to Bolivia. Ten years later they moved to Buenos Aires, Argentina where his father worked as a carpenter. Roberto loved his life there. The food was excellent. The weather was great. He enjoyed playing soccer and basketball. Prices for things were very reasonable also. In 2001 the family moved again. This time they made their home in Gaithersburg, MD.

Roberto spent a year at Rockville H. S. in a mainstream program. He decided to transfer to MSD this year and has been very happy. Roberto’s family is deaf. His first language is Spanish Sign Language (SSL). He has been teaching us Spanish as he improves his English. He enjoys spending time with his new friends in the dorm and is looking forward to a good basketball season.

As much as he liked Buenos Aires, Roberto was pleased to discover that the United States has something called ‘New York City.’ He has visited the City several times and has become an expert on its buildings and attractions. He has developed quite a fascination with the City’s architecture. After high school, Roberto hopes to pursue a career in Computer Assisted Drawing (CAD) or possibly become an architect.

ABDERRAHM CRAWFORD or Abdul as he prefers, comes to MSD from Morocco. He moved to the United States in 1988. The family made their home in Silver Spring, MD. Abdul lives with his parents and three broth-
Canine Demonstration

MSD students had an interesting visit from the Frederick City Police Department. Recent events in the news have generated and interest in the abilities of police search dogs. Officer Long and his partner, Blitz, showed the students how well they work together finding both drugs and drug dealers. Blitz is able to identify four different illegal drugs.

Officer Long told the students that Blitz has had five “bites,” meaning that he has caught five different suspects as they tried to escape. He is also responsible for over 100 arrests because he was able to find hidden drugs. Based on the many questions, it was clear that students were fascinated with both the stories and the demonstration. MSD is very fortunate to have this team protecting the school.

—Cam Overs,
Life Based Education Teacher, FC

Baker Hall Halloween Party

The student life counselors at Baker Hall decided to plan their annual Halloween party for the dorm students because they could not go out for trick or treating. Ms. Leslie Schilling, Ms. Jennifer Perlis, and Mr. Clarence Taylor, III came up with the idea of a potluck dinner. They ordered Popeye’s chicken, mashed potatoes, baked beans, corn bread stuffing, and sodas for the students.

After dinner, the students participated in activities such as pin the mole on the witch’s nose, pogo stick jump, and jump-robe. For the v-ball game, Mr. Taylor, III stood in the middle and all the kids circled around him. The students stood with their legs open in a “V” style and the goal was to prevent Mr. Taylor, III from rolling the ball past their legs. Students would be eliminated from game play if the ball made it through their legs. Students enjoyed eating desserts such as fruit salad, sugar cookies, and pumpkin pie.

Students were given an opportunity to guess how many candy parts were in 2 different jars (one for older students and one for younger students). Tia DuVal’s guess was 31 when the answer was 27 in the jar for older students. Zachary Bridgett’s guess was 13 when the answer was 17 in the jar for younger students. Many students and the student life counselors dressed up in a variety of costumes: 80’s rock-n-roll star, 70’s disco king, green witch, blue spider lady, and Frankensteine. Everyone agreed that the party was a smashing success!

—Millie Russo,
Student Life Counselor, CC
On October 29, 2002, fifteen students and four staff members (Melissa Lawson, Clarence Taylor III, Danny Rinas, and Leslie Schilling) left MSD at noon in a van and state car for the trip to Marie Katzenback School for the Deaf (MKSD). After spending three hours on the road, they arrived at MKSD for a tour of the school and its facilities. MKSD athletic director led the tour and explained some of the school’s programs.

The soccer game that was originally planned was cancelled due to equipment problems. So MKSD and MSD-CC decided to change plans from soccer to dodgeball game. MSD-CC won the first game but lost the second game to MKSD. MKSD students were a lot bigger than MSD-CC students. After the game was over, all of the students from both schools gathered in MKSD cafeteria for a hearty meal of roast beef, vegetables, mashed potatoes, and cookies. The food was delicious and it was fun for MSD-CC and MKSD students to get together.

MSD-CC students and staff members left MKSD at 7 p.m. to head back to Maryland. On their way back, they stopped at a local McDonald’s for ice cream and apple pies. The kids were tired but enjoyed meeting other kids and playing dodgeball. MSD-CC looks forward to going to other Deaf schools so students can interact with their peers.

—Clarence Taylor III and Jennifer Perlis, Student Life Counselors, CC
Ms. Lorraine J. Stoltz, MSD Photography/Art teacher, returned home from Ireland few days before attending school opening session, with a smile and a crystal glass bowl championship trophy. She and her USA team won at the 4th World Deaf Golf Championship held at the St. Margaret Country Club in Dublin, Ireland from July 28 to August 2, 2002.

This was the fourth World Deaf Golf Tournament for the U.S. Deaf Men Golf Team and the first for the U.S. Deaf Women Golf Team. Twelve countries participated in the men’s tournament and six countries in the women’s tournament. The U.S. men’s team placed third and the U.S. women’s team, on which Ms. Stoltz played, won the championship.

Throughout the week the weather was cool, windy, and cloudy with periodic rain. Then on Friday, the last day of the tournament, it rained all day but everyone made it through the tournament. The “greens” were thick and wet, which made it harder for the balls to “roll” further.

Ms. Stoltz was pleased to meet deaf people from other countries and learn their sign languages. Sign Languages are different all over the world, just like the spoken languages of hearing people. After several days, she was able to understand some of other countries’ sign vocabulary. There also were fans from all over the world at the tournament.

Ms. Stoltz had the opportunity to do some sightseeing in Dublin before the tournament and practice rounds. She mentioned that the use of the new “euro” money was so easy like American money. Ms. Stoltz also had the opportunity to travel to the southern and western parts of Ireland. She marveled at Ireland being a beautiful country with real emerald grass, sheep, mountains, ocean, and cliffs.

Ms. Stoltz considers it an honor to be one of the first American Deaf women to play in the first World Deaf Golf Championship for women. The next World Deaf Golf Championship will be held in Sweden in 2004.

—Larry Newman, Teacher Aide, FC

U.S. DEAF WOMEN GOLF TEAM — (l to r) Lorraine J Stoltz, Susan Zupnik from New Jersey, Mindy Hopper from North Carolina, Lynn Williams from Massachusetts, and Patty Sue Plogs from New York.
I was fortunate to go to the Youth Leadership Camp in Stayton, Oregon this past summer. I heard about this opportunity from friends and staff at the Maryland School for the Deaf as well as from some friends in Hawaii. I was eager to join this camp to learn more about myself, to become a more independent person in general, and to develop strong leadership skills.

The Youth Leadership Camp provided campers with the opportunity to become involved in motivational workshops. In these workshops, we worked together in teams to complete projects and solve problems together.

We also had the chance to learn from guest speakers who taught us lessons about life. I remember one speaker named Mike Kemp from Gallaudet University who taught us a valuable lesson to not take the opportunities around us for granted. Another worthwhile experience was participating in Camp Bowl where we would compete in teams. We were asked to answer questions about all subjects similar to Academic Bowl here at the Maryland School for the Deaf.

My involvement with this camp was one of the best experiences of my life. I felt like I gained a new family after the experience was over. I will use the lessons I learned at this camp when I attend Gallaudet University in the fall.

—Gisella Tomita, 12th Grade, FC

Today, at this moment, I can be found walking down the school hallways or playing sports in Benson Gym with tremendous amount of self-confidence and determination.

It was Youth Leadership Camp in Stayton, Oregon that taught me to be like that. I had been exposed to different people and opinions during my stay in Oregon. Many guest speakers had preached me on leadership that made a huge impact on me. I was surrounded with many different staff members who knew how to motivate campers. Through their wisdom, I learned to be a better person and discipline myself when I did something wrong.

I was provided with activities that made me think first. They were as follows: 1) Crisis Day - our group must solve specific problems before deadlines. 2) Olympic Day - our group must work together to win different events. Many of my peers at YLC made me realize about so many things. Some of them couldn’t sign well, and I had to be compassionate and try to communicate with them. Some of them had cochlear implants. This kind of situation made me learn to respect everyone because people differ. Many things had happened during my stay at Youth Leadership Camp that will remain with me and deep in my heart.

Nearly a month at Youth Leadership Camp was the best thing ever happened to me because today, I feel I have self-confidence and determination to make decisions at school.

—Priscilla Biskupiak, 11th Grade, FC

2002 YLC campers: Priscilla Biskupiak (l) and Gisella Tomita

Priscilla as the mistress of ceremonies at the YLC banquet

(Photograph courtesy National Association of the Deaf)
After having experienced my first Pan Am for Track & Field in Mexico when I was thirteen years old, this second one in Venezuela last summer was yet another great trip for me. There were eight athletes for the United States, including me. Despite the small number of athletes compared to Venezuela and Mexico, which had approximately 30 athletes, we won a total of 35 medals. It was unbelievable. We usually cheered for each other in our dorm every night after our competition and felt proud of ourselves. I competed for six events: 400 m, 200 m, 100 m, Long Jump, High Jump, and Shot Put. I won a silver medal for high jump and gold medals for the remaining events.

Aside from the competition, I enjoyed myself. I used gestures to communicate with the other athletes from Venezuela, Mexico, and Canada. I also met some of the athletes who went to the Pan Am in Mexico two years ago. It was really good to see some of them again and learn how they were doing. I traded pins, flags, and t-shirts with the athletes. It was fascinating to see how thrilled they were to receive anything that was related to America.

Other than competition and socializing, we were able to have two short activities. We were taken to a big mall in downtown Barquisimeto for shopping and a visit. It was really cool to see and experience the culture of Venezuela, which is very different from our own. Because of their economy problems, the people of Venezuela are poor. Some of the children were trained to pilfer, and we were told to be careful. It was really interesting to observe the lifestyle there.

Altogether, our six-day stay at Venezuela was really a wonderful experience. I will always remember my six days in Venezuela.

—Shana Lehmann, 10th Grade, FC

I was thrilled when I was selected to represent the USA team for Pan America Youth Games in Barquisimeto, Venezuela on August 16th -22nd, 2002. After a few weeks of training with my coach, my teammates and I flew from Washington to Miami, Florida, changed planes, and went straight to Venezuela. When we arrived there, I was so shocked because the roads and airport were not very clean.

The next day, I met many athletes from Mexico, Canada, and Venezuela and we traded our flags, pins, and pictures. We also tried to communicate with each other by gestures. Even though it was very difficult, it was tons of fun. The competition was great too; I participated in several events such as Shot put, Long Jump, 400 M, 100 M, and 80 M. I won four gold, one silver, and two bronze medals. Also, the athletes on our USA team did a great job because, though there were only eight of us, we won a total of 35 medals.

I felt that this was such a great experience for me. I will always remember my six days in Venezuela.

—Scott Lehmann, 8th grade, FC

I was so thrilled when I was selected to participate in the Pan American Deaf Games in Venezuela this past summer. I was selected along with Rachel Benedict, Scott Lehman, and Shana Lehman to compete in their track and field events. Thomas Withrow, a sponsor from Gallaudet University, and our coach, Jesse Bailey, flew out with us, and helped us practice and train for this experience.

Two other deaf schools from the United States participated: the Indiana School for the Deaf and the Texas School for the Deaf. There were also
deaf students from Mexico and Canada as well. It was a great experience to get to meet people I wouldn’t have met if I didn’t participate in these games.

I was so pleased to have competed and won prizes in some of the games. I won first place in the High Jump, 100 Meters, and the 85 Meters. I also won fourth place in the Long Jump and second place in the 400 Meters. This was a very proud moment for me.

I will always remember this trip to Venezuela. All of the practice and training was worth it. I will remember this experience for a lifetime.

—Malibu Barron, 8th Grade, FC

During the week of August 17-22, 2002 I was having a blast in Venezuela. I was invited to go to Venezuela as a member for the USDTF team. In Venezuela, the game organizers were having a competition for kids between the ages of 10-15. USA brought 8 athletes along with 3 staff members. There were four athletes from Maryland School for the Deaf: Malibu Barron, Scott Lehmann, Shana Lehmann, and me. Other athletes from Indiana and Texas joined us. There were “try-outs” at MSD last June for the USDTF to select athletes for Venezuela.

We arrived; it was a culture shock for all of us. The lifestyle there was so different from in the USA, I must admit that we are so fortunate to live in the United States. The people there were so poor, but very generous. The people offered us help every time we are unsure what to do. Eventually the Venezuelan people are really crazy about us; they treated us as celebrities. Every person wanted to take pictures with us. They counted how many pictures we had. In only 3 hours we took approximately 30 pictures with people we don’t know. They even wanted our autographs, to talk to us, or just to hug us.

During the days there, the weather tended to be beautiful, sunny, and cool but during the nights, it was not unique to have heavy rain for a few hours straight and then stop. Twice we left the windows open and when it rained, we were not at our apartments and the things on the floor were soaking wet. Our clothes on the floor were wet too! The apartment was much bigger than we expected it would be.

It had a “lobby” with a sink and a counter. There was a lot of open space around that room, and it had a bunk bed. There was a small adjoining bedroom with 2 more bunk beds. And adjoining the bedroom, there was the bathroom. The bathroom was tiny; it had only a small shower, toilet, sink, and a mirror. That’s it! In the U.S. we lock doors from inside a room to prevent people coming into the room, but strangely in Venezuela, they did the opposite. If you went in the bathroom, you could be “locked up” inside until someone outside the bathroom unlocks it.

During the week we shopped a little and did some things off the competition. The food was horrible there. They had some food we couldn’t name. Some food were mashed or weird looking. They always served some kind of biscuits but in their own Venezuelan way, they had some cornbread in them but they tasted like they were uncooked. They tend to serve food with sauces inside the food, which of course we didn’t like. We couldn’t eat anything that we liked so we begged the staff to take us to McDonald’s. They granted our wish and we ended up going to McDonald’s most of the time! Interestingly, because at the end of the week, the organizers had a party for the USA athletes, of course the athletes were excited and imagined the party would be fun with music, etc. We got ready and attended the party but were surprised because their idea of a party was to serve cake and coke. Then several Venezuelans participated in a play, “Snow White” to entertain us.

Then came the competition, the opening ceremonies were simple but beautiful. There were three days of competition. The first day was a success. We brought only 8 athletes compared to Venezuela with 44 and Mexico with 34. Canada brought 8 athletes. I participated in Long Jump, 400 Meter Run, Shot Put, 80 Meter Dash, and 100 Meter Dash. I placed 1st in Long Jump, 400 Meters and Shot Put. I placed 3rd in 80 Meter Dash and 4th in 100 Meter Dash. Overall, I could say that I did pretty well. USA did great too. We totaled 35 medals for only 8 athletes, which is excellent! U.S.A. came in 3rd place, which is pretty good if you look at the number of USA athletes. When the competition was over, I was sad that we had to leave Venezuela, but I was very happy to be back home in the United States!

—Rachel Benedict, 8th Grade, FC
When I enrolled into the National Middlers Leadership and Literacy Camp (NMLLC) at MSD-Frederick, I was taken aback by the surge of excitement that came from campers from different places. The NMLLC lasted for a week and a half but I wished that it could be longer.

As known by many people, Dr. Frank Turk and Tom D’Angelo are the Camp Administrators. The NMLLC taught and strengthened our leadership skills and literacy abilities. The NMLLC not only focused on leadership and literacy but on the need for teamwork. The campers were often assigned into groups for different activities daily.

In the National Middlers Leadership and Literacy Camp, there were four teams identified by color and name. Each team included one Junior Counselor. The NMLLC 2002 teams were as follows: Green—Emerald Geekos, Blue—Glistening Stars, Yellow—Lightning Express, and Red—Amazing Brainstormers. A number of MSD students attended the camp. Each team must elect a President, Vice President, Secretary, and Treasurer. The NMLLC Council was consisted of two MSD students, a student from California, and a student from New York. I was elected to be the President of the NMLLC. The other officers are: Vice President Scott Lehmann, Secretary Leila Hanaumi, and Treasurer Cory Behm.

The NMLLC not only provided seriousness in learning but also provided the chance to make new friends from different states. I am still contacting my friends all over the U.S. and I am grateful for it. This NMLLC teaches you how to lead in a creative way. The NMLLC is truly a great gift that we should open the wrappings and discover its magic.

The NMLLC’s sponsor, Communication Services for the Deaf (CSD) purchased a campground in Madison, South Dakota and honored the program with the name TLC – Turk Learning Center. It is a way to say “thank you” to Dr. Frank Turk for training young adults how to become leaders. The campground is known as Camp Lakodia.

—Zachary Ennis, 8th Grade, FC

Last summer I participated in a wonderful camp called the National Middlers Leadership & Literacy Camp (NMLLC) at MSD. What made me so interested in this camp was that I had heard a lot of things about Dr. Frank Turk and Mr. Tom D’Angello who coordinated the youth camp.

I was informed that I was accepted to the camp, and I was so thrilled because I knew that the camp would help me improve my leadership, writing, and reading skills. As the first day of camp arrived, I made new friends from different states.

There were so many different kinds of activities to keep us busy everyday for whole two weeks. Almost all of the activities helped to develop our trust and leadership with other students. Also, we set up four groups and we played games against different teams. Each team must work together very well to earn high points to see which team has the best teamwork. We then had to write about what we had learned that day from those activities. Dr. Turk and Mr. D’Angello always gave kids great speeches with many good examples to help us become better people.

During the last day, we gave parents a great play that we had practiced during two weeks of camp. When the camp came to an end, I missed my new friends because we really had a wonderful time. I would love to go there again. Next summer the camp will be at Camp Lakodia in Madison, South Dakota. It was a very rich experience; I would like to see some of my MSD friends go there this summer.

—Scott Lehmann, 8th grade, FC
MSD Varsity team had a roller coaster season, but it held its ground and showed the true meaning of what a comeback season is all about. The record clearly indicated the endurance and faith the team had in each other. The members were: Diana Berrigan (Sophomore), Krystle Berrigan (Junior), Amanda Biskupiak (Freshman), Priscilla Biskupiak (Junior), Larissa Clapp (Sophomore), Sigga Jonsson (Sophomore), Shana Lehmann (Sophomore), Lisa Monroe (Sophomore), Kami Padden (Junior), Ursa Rewolinski (Sophomore), Rachel Steingieser (Freshman), and Jenica vonGarrel (Senior).

The first highlight of the season was the tri-meet among Indiana School for the Deaf, Model Second-ary School for the Deaf, and MSD. They each lost one match against each other. MSD beat ISD (15-12, 15-10), ISD beat MSSD and MSD lost to MSSD in the last meet (15-7, 9-15, 9-15).

This season was quite a bit different than last year because MSD did not play matches with its local Frederick County Public School (FCPS) teams. Two new additions were added to FCPS volleyball schedules. The athletic programs under FCPS were regulated to only 14 regular season games and 2 tournaments. MSD had an opportunity to beat Middletown and Thomas Johnson, members of FCPS in scrimmages prior to the season. Thomas Johnson (TJ) went on to win the FCPS championships. At the end of the season TJ was ranked first in the Frederick News Post Mid-Maryland Rankings. Middletown and MSD placed second and fourth, respectively.

For the first time, MSSD invited MSD to its annual invitational tournament. MSD played flawlessly, especially in the match against Maret whom it beat, 25-19, 19-25, 15-9 (rally). Maret eventually won the tournament. In the semi-finals, MSD lost to Sidwell Friends whom MSD beat during one of its regular season matches earlier.

In the midst of the season, the team’s momentum was shifted when the team’s starting setter, Krystle Berrigan broke her leg. Throughout the remaining season, Krystle showed her undying support to the team by attending all matches and rooted for the team with her bright orange cast.

The ESDAA tournament was relocated from MSD to Marie Katzenback School for the Deaf in New Jersey due to the sniper incidents in Maryland, District of Columbia, and Virginia. Diana Berrigan, a new setter and Priscilla Biskupiak, the team’s strong hitter, dedicated themselves to the team. It was MSD’s fourth ESDAA volleyball tournament title in a row. MSD was unstoppable and breezed through the round robin play. WPSD lost the championship to MSD. Diana Berrigan, Priscilla Biskupiak, and Shana Lehmann took home the trophies of the ESDAA Division I All Star Team.

At the MD/DC Private Schools Tournament at Sportsplex in Frederick, MSD placed first in its pool bracket after beating an exciting tie match against CHEN, a home school association. MSD fought a match against MSSD with burning passion and won, 15-10, 15-4. It was a wonderful comeback after losing to MSSD at its rescheduled match. Maret, ISL title champs, lost to CHEN in the semi finals. MSD met CHEN in the finals and lost a good championship match to CHEN.

The season ended with another year of winning, 37-6-1. The team experienced the meaning of comeback in a heartfelt way. MSD fought and held its ground for yet another season of winning, regardless of turbulent changes. MSD will come back again for yet another better and stronger season next year.

—Coaches Vicki Kitsembel, Ray Lehmann, and Dawn Shriver, FC

The MSD Junior Varsity
High School Varsity Football

After losing nine starters from 2001 National Championship team, the 2002 season is considered a successful one despite a record of 5 wins and 5 losses. MSD’s record could have been 8-2 or 7-3 with a little more luck. The best moment of this season was the victory over Fairfield in double overtime. It was a bittersweet revenge considering that they handed MSD its only loss last season.

The major disappointment of the season was the cancellation of two games against deaf schools (MSSD and Florida) due to the sniper incident. MSD was very fortunate to replace those games with Enterprise and Baltimore #418.

The losses to St. James and Maret were heartbreaking! MSD led over St. James 26-14 with 4 minutes remaining only to lose the game, 28-26. St. James scored the winning touchdown with 40 seconds remaining in the game and MSD had 2 touchdowns called back in the last 30 seconds! The loss to Maret was in double overtime.

The win over the Indiana School for the Deaf was MSD’s second straight after a 0-2 start. It was 6-6 at the intermission and the game was delayed for more than an hour due to lightning. MSD scored 44 unanswered points in the second half.

After two weeks layoff (MSSD game on previous week was cancelled because of the sniper issue), the football team flew to Atlanta, Georgia for the game against Alabama School for the Deaf. Some of the players never rode in a plane before and it was a thrill for them. It was a battle between the defending National Deaf Prep Champion (MSD) and the runner-up (ASD). Unfortunately, MSD could not overcome a 26-point deficit at the intermission and lost the game, 40-20.

In the last game against Fairfield, after four scoreless quarters, MSD scored twice and made a defensive stand in double overtime to beat Fairfield and end the season at 5-5.

Gabriel Drummond had a stellar season, rushing for 1,244 yards (7.7 yards per carry) and scored 15 touchdowns. The 1,244 yards is the second highest in school history behind DeJuan Hamilton’s 1,492 yards in 1996. Martise Colston had 1,137 all-purpose yards (476 rushing, 426 receiving, 51 punt return, 142 kickoff return and 42 interception return).

Calvin Doudt starred on defense, recording 106 tackles along with five quarterback sacks. Martise Colston tied school record with six interceptions in a season. Maryland School for the Deaf was ranked third nationally by the FRAT, behind California-Fremont (9-3) and Alabama (7-1). Gabriel Drummond, Martise Colston and Calvin Doudt were selected on the First Team All Americans.

Next season should be a better one considering that MSD will return basically everyone on the team.

Scores: Record 5-5

<table>
<thead>
<tr>
<th>Team</th>
<th>Score</th>
<th>Opponent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSD</td>
<td>26</td>
<td>St. James</td>
<td>28</td>
</tr>
<tr>
<td>MSD</td>
<td>8</td>
<td>Maret</td>
<td>14</td>
</tr>
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<td></td>
<td>(2 OT)</td>
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<td></td>
</tr>
<tr>
<td>MSD</td>
<td>26</td>
<td>Hyde</td>
<td>8</td>
</tr>
<tr>
<td>MSD</td>
<td>50</td>
<td>Indiana</td>
<td>6</td>
</tr>
<tr>
<td>MSD</td>
<td>22</td>
<td>St. John’s</td>
<td>60</td>
</tr>
<tr>
<td>MSD</td>
<td>14</td>
<td>Quantico</td>
<td>26</td>
</tr>
<tr>
<td>MSD</td>
<td>20</td>
<td>Alabama</td>
<td>40</td>
</tr>
<tr>
<td>MSD</td>
<td>55</td>
<td>Enterprise</td>
<td>0</td>
</tr>
<tr>
<td>MSD</td>
<td>58</td>
<td>Balto #418</td>
<td>14</td>
</tr>
<tr>
<td>MSD</td>
<td>12</td>
<td>Fairfield</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(2 OT)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

—Head Varsity Football Coach, Andy Bonheyo, FC
**Middle School Football**

We had a very successful season with a 6-3 record, including a win in the first round of the Frederick Youth Football League playoffs. This is a significant improvement over last year’s record.

The boys worked very hard from the first day of summer camp to last day of the season. Their hard work, dedication, and commitment really paid off with positive results. Some of them lifted weights and did a lot of conditioning during the summer time.

The highlight of the season was playing in the playoffs. For the first time, MSD was allowed to participate in the FYFL (Frederick Youth Football League) playoffs. We were seeded third and we played against the Colts in the first round. The boys were really excited and nervous but we managed to win the game, 25-6. We advanced to the semi-finals and faced the top seed, Vikings, who were undefeated. It rained very hard throughout the game and the field was very muddy. Our passing game was taken away and we lost a hard fought game, 27-6. Although we did not enter the Super Bowl, it was a rewarding experience for all the boys.

On offense, Scott Lehmann was the leading rusher with 933 yards and 7 touchdowns. Quarterback Kevin Berrigan completed 19 out of 25 passes for 272 yards and 3 touchdowns. Daniel Fava was the leading receiver with 10 receptions for 144 yards and 2 touchdowns.

Defensively, Daniel Katz-Hernandez led the team with 68 tackles and Scott Lehmann had 64.

We will miss our 8th graders who will move up to JV/Varsity team next year. They are Brian Grossinger, Eric Griswold, Scott Lehmann, Ray Glann, Daniel Fava, Justin Witzczak, Alexei Olson, Drey Sims and Gabriel Sanchez. Most of them played middle school football for 3 years and they will be sorely missed.

With all 6th and 7th graders returning next year, we should have another excellent season. We have been accepted as a member of the FYFL and we will play a full schedule next year. I hope we will win the Super Bowl.

**Scores: Record 6-3**

- MSD vs Vikings ...... 20-8 ...... L
- MSD vs Packers ...... 16-12 ...... W
- MSD vs Giants ...... 12-8 ...... L
- MSD vs Colts ........ 26-0 ...... W
- MSD vs Lions .......... Forfeit ...... W
- MSD vs Eagles ........ 28-14 ...... W
- MSD vs Riverside Baptist 28-22. W

First round playoff
MSD vs Colts ........ 25-6 ...... W

Semi-finals
MSD vs Vikings ...... 27-6 ...... L

—Garrett L. Wooten,
Head Coach, FC
High School Junior Varsity Volleyball

The team ended with their third winning season in a row with a record of 12 wins and 4 losses. The members were Kara Andrade (Freshman), Amanda Biskupiak (Freshman), Megan Erasmus (Sophomore), Jessica Frank (Sophomore), Anne Greener-Hage (Junior), Tabitha King (Sophomore), Lisa Monroe (Sophomore), Rachel Steingieser (Freshman), and Brittany Williams (Freshman).

MSD was supposed to host its second JV tournament, but with the sniper incidents in Maryland, District of Columbia, and Virginia; several schools dropped out. Instead, MSD converted the tournament into a tri-meet with CHEN and St. John’s at Prospect Hall. MSD swept St. John’s in an easy match with the scores of 15-6, 15-4. MSD then lost to CHEN in a very competitive match, 15-11, 15-13.

MSD also had a tri-meet with Delaware School for the Deaf and West Virginia School for the Deaf varsity teams. MSD defeated DSD, 15-12, 12-15, 15-1. MSD hung on, battled on, but lost to WVSD, 16-14, 15-8. Delaware School for the Deaf later won the ESDAA Division II tournament.

MSD Junior Varsity team showed a lot of hard work, endurance, determination and desire to play at their best. They proved, as the record showed, that they demonstrated a winning attitude. The coaches praised the Lady Orioles for their diehard attitude and motivation to play, and they could not have asked for a better team!

—Coaches Vicki Kitsembel, Ray Lehmann, and Dawn Shriver, FC

Middle School Varsity Volleyball

What a season for the Middle School varsity team! What an impressive and improving junior varsity team! The future for MSD volleyball program is very bright.

The varsity team had eight girls, all returning players from last year. Coaches Andy Unger and Chevelle Barron agreed that the girls’ skills could lead to a successful season. MSD started by winning 8 games in a row until Covenant Life ended it. MSD was invited to Covenant Life Tournament and the girls were looking for sweet revenge against Covenant Life. In the championship game, MSD beat Covenant, which was the most exciting time for the girls.

MSD hosted the first ever Maryland Junior Athletic Conference Tournament. On the first day, it was a round robin format and MSD earned the top seed after beating all four teams. Next day, it was the double elimination tournament. MSD won the tournament in spite of losing early to New Life. In the last two matches against New Life, MSD had to win both matches and they prevailed.

Continued on page 29
Middle School Junior Varsity Volleyball

The MSD Middle School Junior Varsity Volleyball team consisted of seven 6th graders and two 7th graders. The head coach was Nancy Lewis and the assistant coach was Erin Buck.

The JV team ended the season with a record of 8 wins and 15 losses. The team improved with each game. Most of the time, MSD JV team played other teams that had many 8th graders, so MSD is really proud of its record. Also, in spite of having cancellations due to the sniper situation in the last few weeks in October, MSD managed to play a full schedule with games made up at the end of the season.

The highlight of the season was playing in two different tournaments, one at Covenant Life School and the second at MSD. This gave the players the opportunity to learn more about their abilities and skills. Also, they were able to play many games in the tournament along with different teams. The coaches would like to thank parents for their full support and participation in cheering for their girls throughout the season. This season was an enriching experience for the JV players. The coaches look forward to next year and JV players continuing to improve their volleyball skills. Below is a summary of MSD matches.

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12</td>
<td>New Life</td>
<td>1-2</td>
</tr>
<tr>
<td>9/19</td>
<td>Faith Academy</td>
<td>1-2</td>
</tr>
<tr>
<td>9/24</td>
<td>KDES</td>
<td>2-0</td>
</tr>
<tr>
<td>10/1</td>
<td>MSD ‘A’</td>
<td>0-2</td>
</tr>
<tr>
<td>10/15</td>
<td>Faith Academy</td>
<td>1-2</td>
</tr>
<tr>
<td>10/22</td>
<td>MSD ‘A’</td>
<td>0-2</td>
</tr>
<tr>
<td>10/29</td>
<td>Banner</td>
<td>0-2</td>
</tr>
<tr>
<td>10/30</td>
<td>Banner</td>
<td>0-2</td>
</tr>
<tr>
<td>11/4</td>
<td>Georgetown Day</td>
<td>2-0</td>
</tr>
</tbody>
</table>

Tournaments
10/26 Covenant Life School Tournament .......... 2-2
10/31-Nov 1 MSD Tournament .......... 4-5

Total: 8 wins and 15 losses

—Nancy Lewis, Head Coach and Erin Buck, Assistant Coach, FC

Covenant Life Invitation Tournament

Round Robin
MSD 15 15 St. Andrews 5 0
MSD 15 15 GBCS 4 6
MSD 15 15 WIS 3 4
Semi-finals
MSD 15 15 GBCS 3 2
Championship
MSD 15 15 Covenant 10 5

MJAC Tournament

Round Robin
MSD 15 15 MSD JV 4 8
MSD 15 15 New Life 7 8
MSD 15 15 Faith 8 7
MSD 15 15 Banner 1 4

Double Elimination Bracket
MSD 15 15 MSD JV 11 3
MSD 12 15 8 New Life 15 11 15

Loser Bracket
MSD 1 15 15 Faith 15 4 2

Championship Bracket
MSD 15 15 New Life 13 17 13

Second Championship
MSD 3 15 15 New Life 15 10 5

—the end—
High School Cheerleaders

This fall season swiftly came to an end during which the cheerleading squad had the most remarkable time cheering at football games. During several home games they cheered, it rained like cats and dogs. What does that say about MSD cheerleaders? Not only do they lead crowd participation, but their “never say die attitude” represents MSD’s support in its entirety.

MSD’s fall squad consisted of 3 seniors, 2 juniors, and 2 sophomores. Milana Grinman, MSD’s veteran senior cheerleader, exuberated great crowd charm. She represents the epitome of what cheerleaders are all about. Tanja Honkanen, MSD’s senior exchange student from Finland, was one of MSD’s biggest stars. She choreographed 90 percent of the Homecoming dance. Amy Dwyer, a senior, never cheered before, bravely joined the frontlines to lead crowd support. The drummer, Darren Hause, did a fabulous job keeping the cheerleaders together with his rhythmic beats on the drum. The other squad members were: Junior Jennifer Perry, Junior Jade Sims and Sophomore Nikki Nowalski. Each one did a fantastic job! Hats off to them all.

—Emily Simmons, Head Coach and Trudy Morita, Assistant Coach, FC

Middle School Cheerleaders

In spite of all the rain MSD had this fall, the middle school cheerleaders refused to let the rain dampen their spirits when it came to cheering the team on! The football cheerleaders were: Carolyn Huddleston - 8th grade (Captain), Amanda McGregor - 8th grade, Amelia Woodyard - 8th grade, Celine Daze - 7th grade, Stephanie Noguegas- 7th grade, Emilia Nowalski – 7th grade, and Rachella Shephard - 6th grade.

MSD started its season with summer camp and tryouts in August. Once the team was picked, the girls worked hard as a team to develop new cheers to show during the games. The highlight of the season was getting MSD’s new cheerleading uniforms! Every week the team was hopeful that it would not rain on game day. Much to the girls’ disappointment, it rained more than half the season. With all the rain and cold weather, the girls’ spirit shined through and kept the fans cheering MSD players on. Coach Diane Kubey is very proud of the girls and their determination to give 110% effort during the game and practices.

—Diane Kubey, Head Coach, FC
MSD Girls’ track and field team received the honor of winning the 2002 National Deaf Prep Track and Field Championship. Individual records were collected from schools for the deaf across the country, and the top six best times or distances in each track and field event were counted toward team totals. The announcement came during the summer of 2002 from the NFSD Deaf Prep Sports.

First Team All-American team honors went to Tomeka King, Discus 109’ 8”; Sheena Lyles, Shot Put 33’ 10”; Shana Lehmann, Triple Jump 31’ 4”; and Rachel Steingieser, 3200m 13:25 and 1600m 5:56. Rachel won both events for the second straight year.

The MSD track and field national winners deserve much recognition for their hard work, dedication, and success.

Final standings of the deaf school track and field teams are:

<table>
<thead>
<tr>
<th>Team</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland</td>
<td>122</td>
</tr>
<tr>
<td>Florida</td>
<td>106</td>
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<tr>
<td>Mississippi</td>
<td>74</td>
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<tr>
<td>Model, D.C.</td>
<td>57.5</td>
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<tr>
<td>Louisiana</td>
<td>56</td>
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<tr>
<td>Alabama</td>
<td>53</td>
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<tr>
<td>Rhode Island</td>
<td>19</td>
</tr>
<tr>
<td>Iowa</td>
<td>13</td>
</tr>
<tr>
<td>Minnesota</td>
<td>11.5</td>
</tr>
<tr>
<td>Texas</td>
<td>9</td>
</tr>
<tr>
<td>Riverside, Calif.</td>
<td>8</td>
</tr>
<tr>
<td>American, Conn.</td>
<td>8</td>
</tr>
<tr>
<td>Illinois</td>
<td>8</td>
</tr>
<tr>
<td>E North Carolina</td>
<td>8</td>
</tr>
<tr>
<td>W Pennsylvania</td>
<td>6</td>
</tr>
<tr>
<td>Missouri</td>
<td>2</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
</tr>
</tbody>
</table>

MSD Individuals

- **Discus Throw**
  - Tomeka King ----- 1st
  - Sheena Lyles ----- 2nd

- **Shot Put**
  - Sheena Lyles ----- 1st
  - Tomeka King ----- 3rd

- **Triple Jump**
  - Shana Lehmann - 1st
  - Krystle Berrigan - 3rd

- **Long Jump**
  - Krystle Berrigan - 4th
  - Shana Lehmann - 5th

- **400m Dash**
  - Shana Lehmann - 2nd

- **100m Hurdles**
  - Laura Lohmeyer - 4th

- **300m Hurdles**
  - Laura Lohmeyer - 6th

- **800m**
  - Kami Padden ----- 4th

- **1600m**
  - Rachel Steingieser - 1st

- **3200m**
  - Rachel Steingieser - 1st

—Head Coach
Nancy L. Benton, FC

Front row: (l to r) Jennifer Timmons, Brittany Branch-Smith, Jennifer Perry, Laura Lohmeyer, Lacey Wilhelm, and Megan Hartlove. Middle row: (l to r) Masha Lahun, Tomeka King, Rachel Steingieser, Carolyn Williams, Kami Padden, Anne Greener-Hage, and Kim Bruggerman, manager. Back row: (l to r) Peggy Braun, Assistant Coach, Yolanda Colston, Assistant Coach, Krystle Berrigan, Sheena Lyles, Ursa Rewolinski, Shana Lehmann, and Nancy Benton, Head Coach.
Anyone who knows anything about Deaf Schools’ wrestling programs, knows Maryland has a rich tradition of producing and winning championships. Since MSD head coach Jeff White took over the program, he has developed boys into men leading to seven National Deaf Prep Titles. This is while coach White works with youth wrestlers as well after the Varsity is done practicing at 5:45 every day.

To make this all the more amazing, is that he has accomplished this while practicing in a small area with weight lifting equipment pushed to the side of the room with mats placed against them to guard against accidental injury.

Last year, it became clear the success of coach White’s program outgrew his practice area. There were 24 varsity wrestlers sardined into space designed for maybe 18. Practices became as crowded as a dance floor on a Saturday night. When people also look at the growth of the youth wrestlers, with some 40 kids signed up, it became clear MSD needed to find another home for its wrestling program.

This year, the wrestlers are beginning practice in their new home, which coach White has christened “The Pit”. The former bowling alley located in Benson Gym has been converted into a much needed wrestling alley which enables MSD wrestlers to practice in a safe, comfortable, pride-filled area.

Coach White has added ice to his fire by convincing his former wrestling assistant, Chris vonGarrel to join ranks with him. This gives Maryland School for the Deaf grapplers an excellent staff of experienced coaches.

Finally, the nation’s top deaf wrestling program has a top-notch area to practice in! Congratulations to MSD grapplers on their new “Pit”.

—Scott Morrison, Athletic Director, FC

The Athletic Department is now seeking sponsors for court chairs that MSD student/athletes will use during athletic contests. These chairs will feature attractive, comfortable upholstered back and 2” thick seat pads. They will feature MSD designed letter “M” with the school’s mascot name “Orioles” running through the “M”.

The chairs will be used by MSD athletes on their volleyball, basketball, and wrestling teams on all levels to add to their Maryland pride in representing their school.

In return for sponsoring a chair, your name or the name of your family will be engraved on a gold plate and affixed to the back of the chair you have sponsored. The Athletic Department has sold 19 chairs, out of the 29 it plans to order. The chairs will come with a storage/transport cart and will be black with orange lettering.

The chairs are tax deductible and at a cost of $105.00 per chair, they are sure to last a long time in the years to come. If you would like to join MSD in sponsoring a chair of your own, please make a check payable to MSD ABC, Inc. and mail it to Mr. Scott Morrison at MSD’s Frederick address. Mr. Morrison will then pass it on to MSD Booster Club President, Ms. Vicki Kitsembel.

At this time, Mr. Morrison would like to thank those families that have sponsored a chair:

1) The Biskupiak Family
2) The Bonheyo Family
3) The Bush Family
4) The Doudt Family
   (2 chairs)
5) Bette Hicks
6) The Jonsson Family
7) Marsha Flowers
8) The Kelbaugh Family
9) Mary Lynn Lally
10) The Lehmann Family
11) The Mabashov Family
12) The McCullough Family
13) The Morrison Family
14) The MSD Booster Club
15) The Rewolinski Family
16) The Seremeth Family
17) Lorraine Stoltz
18) Mr. Jeff White

—Scott Morrison, Athletic Director, FC
Ricky Perry ‘88 and his wife, Jenny, belatedly announce the birth of their daughter, Cassidy Jade Perry. She was born on May 22, 2001 at 6:35 a.m. Her weight was 7 lbs. 1 oz. Her length was 20 ¾ inches long.

Julie Perry Whitehurst ’93 and her husband, Jaron, are proud to announce the birth of their second son, Jalen Tyree Whitehurst. He was born on May 11, 2002. He weighed at 8 lbs. 10 oz. and measured 21¼ inches long. His older brother, Jamal, welcomed Jalen. Julie is a full-time mother and works at MSD occasionally as a substitute teacher aide. Jaron is a Student Life Counselor in ES/LBE program at the Frederick Campus.

Autumn Savana Roberts graced herself into this world on the 29th of October 2002. Her arrival confirmed the beginning of parenthood for Stephanie Gasco ‘99 and Jeffrey Roberts. Autumn Savana weighed 8 lbs. 2 ½ oz. and measured 21 inches at birth. The family resides in Frederick, Maryland.

Larry Reedy ’66 and James House ’68 did contractual work as substitute teachers at the Maryland School for the Deaf during the first quarter of this school year replacing Van Brewer ’71 who did an internship as a teacher in the Middle School at MSD for McDaniel College. Larry taught Landscaping and James taught Auto Body. Under the supervision of Larry, his Landscaping class planted flowers in the time capsule square between Ambrosen Building and Ely Building donated by the MSD Alumni Association. Upon the completion of his teaching internship, Van assumed full-time teaching responsibilities in the Career and Technology Department. It was a rewarding experience for both Larry and James to work with high school students on a part-time basis.

The Smithsonian National Museum had a traveling exhibit regarding deafness, which toured the United States for a little over one year. “History Through Deaf Eyes” was a major attraction at each of the major cities on the tour. When the display was located on the Federal Mall, many of the items on the exhibit were on loan from the Maryland School for the Deaf. Probably the most recognized items from the Maryland School for the Deaf archives were the alphabet spelling hands carved of wood. While the School has two sets, only the miniatures were on display.

Many of the exhibits focused on the history of education of deaf children with such items as a medicine tin with a cure for deafness and an Octopus that was used by a teacher so that she could speak into one of the ‘arms’ of the Octopus while all of the students put the other ‘arms’ to their ears. A fractional teaching tool was also a main feature. A deaf teacher invented it and it is the only one known to be in existence.

MSD is extremely proud to have been asked by the Smithsonian Institution to be a participant along with several other schools across the nation.

—Stanley C. Baker, Assistant Superintendent/Principal, FC MB
The note inside *The Canadian Dictionary of ASL*, (published in 2002 and donated to MSD’s Bjorlee Library by one of the authors, Carole Sue Bailey, who graduated from the Maryland School for the Deaf in 1969) said, ‘It is my pleasure to donate this dictionary to your library to show my appreciation for having been educated at the world’s BEST school, Maryland School for the Deaf. I have always been a proud product of MSD!’ This is how Carole Sue feels about MSD.

Born to Deaf family in Birmingham, Alabama on October 19, 1949, Carole Sue was the youngest child of Elzie J. Bailey and Martha Sarah Johnston Bailey. Her parents graduated from the Alabama School for the Deaf in Talladega. Both her sisters Linda and Cheryl graduated from MSD in 1964 and 1967, respectively. Her father worked for the U. S. Government Printing Office and her mother was a homemaker. Linda lives in Germantown, MD and Cheryl lives in Baltimore, MD, working as a Community Support Specialist/Residential Assistant for People Encouraging People, Inc. Cheryl has three children. In addition, Carole’s three Deaf cousins, David, Clara, and Edna Johnston all attended the Maryland School for the Deaf. David and Edna graduated from MSD in 1977 and 1988, respectively.

The family moved to Bowie, Maryland in 1961 from Birmingham, Alabama. Then the three Bailey sisters were transferred from the Alabama School for the Deaf to the Maryland School for the Deaf. At MSD, Carole Sue was active in the extracurricular activities such as the girls’ basketball team, the New Era Club, the Library Club, the Pom Pom Team, and the Drama Club. She feels strongly that MSD was a place where she and her fellow students were allowed to broaden horizons by traveling outside of MSD. They were so fortunate to live near and travel to many interesting cities and small states for their educational trips, and sporting and leisure activities. During her high school years, MSD established a girls’ basketball team, which still exists today with outstanding records. MSD also provided her opportunities for strong leadership skills. She declares that she has always been a proud graduate of MSD!

Before the birth of *The Canadian Dictionary of ASL*, Carole Sue and her group of Deaf Canadians attended the 100th anniversary of the National Association of the Deaf in Cincinnati, Ohio in 1980. They were so inspired to see the beginning of recognition for ASL as a language. They saw the need for a dictionary of their own that would show regional sign variations across Canada. Canada at that time had no published ASL books. Their original vision for the dictionary was of a small scale but it ended up being very comprehensive. The Canadian Cultural Society of the Deaf made its commitment to the dictionary project.

Carole Sue and Kathy Dolby, a hearing person who is an Assistant Principal at the Alberta School for the Deaf, were chosen as co-editors to lead the dictionary project. It took them TWENTY YEARS to complete the dictionary project. They often worked from 5:00 A.M. to 5:00 P.M. on Saturdays and sometimes on Sundays, evenings, spring breaks, and summer vacations. They were full-time teachers and were grateful to the Alberta School for the Deaf and Edmonton Public Schools. For 2 1/2 years, they were given the afternoons to devote their time working on their dictionary project while someone else taught their classes at ASD. Carole had such high regard for Ms. Dolby that she created and donated *The Kathy Dolby Award* because she wants every citizen in Canada and in the United States to recognize the importance of Ms. Dolby’s participation in the ASL dictionary project for twenty years. The Canadian Cultural Society of the Deaf gives the award every seven to ten years to a hearing person deemed worthy.
Ms. Kathy Dolby has a very strong linguistic background and understands ASL as a primary language for Deaf people. She has spent 32 years working with Deaf children and adults. Other deaf women like Ms. Hilda Campbell, contributed an enormous chunk of her life to the writing and editing of the ASL dictionary and Ms. Angela Straity served the team in the capacity of ASL consultant.

The purpose of the 840-page publication, *The Canadian Dictionary of ASL*, was developed for both Hearing and Deaf people. It provides a wealth of information about ASL and English. It helps Deaf children improve their English as well as their ASL. It helps interpreters, teachers, and parents understand how ASL and English differ syntactically.

There were several achievements given to Carole Sue. She received the highest honor that is presented to a Deaf Canadian every five to eight years by the Canadian Cultural Society of the Deaf, *The Canadian Cultural Society of the Deaf Founder’s Order of Honor*, in 1988. She was inducted into the Canadian Cultural Society Deaf Hall of Fame in 2000. She was selected by the Alberta Excellence in Teaching Foundation as one of the 131 Award finalists and was chosen as one of the 22 Provincial Alberta Excellence in Teaching finalists in Calgary, Alberta.

This year, Carole Sue finally saw the publication of *The Canadian Dictionary of ASL* after twenty years. After the publication of the ASL dictionary, she and Kathy Dolby would like to undertake other projects but will not do so right away. They want to concentrate on their jobs at the Alberta School for the Deaf because their work with Deaf children is very important to them. After 50,000 hours of working on the dictionary project, Carole Sue is now spending her personal time researching her family tree and traveling.

When there was a job opening at Alberta College in Edmonton, Carole Sue thought that living in Canada would be an exciting adventure and she has been living there ever since. She became a citizen of Canada and still keeps her American citizenship. She considers herself a proud Amercanuck! She plans to continue living in Canada after retirement as she sees Canada as a beautiful country and a nice place to live. She does not see any difference between Canada and the USA, except for different governments. In conclusion, Carole Sue Bailey offers her words of wisdom for MSD students:

“You, MSD students, are so fortunate to have a bilingual program, ASL and English, at your school. You have the finest teachers (I know some of them)! Someday you will be grateful that you are bilingual. I remember very well that when I was an MSD student, there was no bilingual program, yet thanks to my family and schoolmates, I know I still grew up in a bilingual environment. Make the most of both languages. MSD is providing you with the best possible education. Above all, be proud of your deafness. Deaf people have a long and interesting history, and a colorful culture. It is definitely cool to be Deaf!”