Flower girl Karita Lewis and crown bearer Jake Bortoletto are all smiles moments before the announcement of the King and Queen and their court during halftime of the 2003 Homecoming Game between MSD and the Alabama School for the Deaf on October 18th.
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Howard Ashman

Music by
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signed with vocal interpretation.
This article provides an overview of the Maryland School for the Deaf Board of Trustees’ role in the supervision of the Maryland School for the Deaf. This article describes the role of the Board as determined by state statute and by the operating Bylaws of the Board. In addition, this article provides guidance as to the types of issues the Board typically addresses and the types of issues the Board leaves to the discretion of the Superintendent.

Applicable State Statutes

In 1992, the state legislature vested the governance of MSD in the Maryland School for the Deaf Board of Trustees by state statute. Specifically, the state statute provides, “The governance of the Maryland School for the Deaf is vested in the Board of Trustees of the Maryland School for the Deaf”. Education Article, § 8-304. Prior to 1992, the governance of MSD was placed in the hands of the Maryland School for the Deaf Board of Visitors. The 1992 state statute further establishes the requirements for the composition of the Board of Trustees; provides for the appointment of members to the Board of Trustees by the Governor with the advice and consent of the Senate; specifies the powers of the Board of Trustees to include establishing an annual operating budget and receiving and dispensing gifts or grants made to MSD and specifies the terms for Board members.

By state statute, it is the Board’s role to “govern” MSD. What this means can be determined first by examining the statutory language which includes the establishment of the annual operating budget for approval for submission to the General Assembly and the receipt and disposal of gifts and grants - as these matters are specific duties delegated to the Board. State statute further specifies that the Board’s role with respect to the “uniform pay plan” required for teachers and other professional personnel at MSD. The statute provides that the Board of Trustees, in consultation with the faculty and staff of MSD, shall review the salaries of public school teachers and other professional personnel in Frederick and Howard counties and make recommendations to the Secretary of Budget and Management for the establishment of a “uniform pay plan”. (Education Article, § 8-314). Accordingly, pursuant to State statutory law, it is clearly the Board of Trustees’ role to review the annual operating budget of the school, including the faculty pay plan submitted to the Secretary of Budget and Management for the Governor’s review and approval for inclusion in the annual budget request.

The Bylaws of the Board of Trustees.

In addition to these specific statutory duties, the Board of Trustees adopted the Bylaws of the Maryland School for the Deaf on May 15, 1993, as revised May 19, 2000, which sets forth the operating rules for the Board of Trustees and specifies how the Board will further govern the school. Section 1 of Article II of the Bylaws puts forth one of the most important powers of the Board of Trustees - the appointment of the Superintendent to administer the day-to-day operation of the school as detailed in the Superintendent’s job description. This section also requires Board members to evaluate the performance of the Superintendent.

Article IV of the Bylaws creates the Executive Committee and states that the Executive Committee has general supervision of the affairs of the school concerning matters that cannot wait until the next meeting of the Board and shall act as an advisory body with whom the Superintendent may confer when necessary.

Article V of the Bylaws specifies the powers and duties of the remaining committees of the Board of Trustees. The Trusteeship Committee is charged with the responsibility to solicit recommendations from the Board of Trustees of names of persons to be added to the Board. The Fiscal Matters/Facilities Management Committee is charged with the responsibility to review the Physical Master Plan, the Executive Plan, and...
Continued from previous page

the Capital Budget; to review the annual operating budget, audits, and other financial documents; and to serve on the Gift Fund Committee. The Education Committee reviews policies and standards relative to academic, vocational, and special education programs and accreditation. The Student Life Committee reviews policies and procedures, not related to academics, which affect student life on campus for residential and day students, including dormitory policies and procedures and extracurricular activities.

The Personnel Committee reviews the personnel manual, compensation, organizational structure, job descriptions, and other personnel policy documents for MSD employees. In addition, each year, the Personnel Committee evaluates the performance of the Superintendent in accordance with evaluation criteria established by this committee. Finally, Article V of the Bylaws permits the President of the Board to designate “Ad Hoc Committees”, as the need arises.

Matters Related And Not Related to the Board’s Role

Accordingly, the Board of Trustees “governs” the school by establishing and reviewing, mainly by committee, the overall policies and procedures of the school including: the operating budget, the physical master plan and other fiscal matters including the recommendations regarding the MSD Gift Funds held by the Maryland School for the Deaf Foundation, the academic programs, the dormitory programs, extracurricular activities, and personnel. In other words, the Board of Trustees sets the policies for the school and then hires the Superintendent to manage the day-to-day affairs of the school in accordance with these policies.

Parent/Student Issues

In establishing school policy, each year the Board reviews the MSD Parent/Student Handbooks for the Columbia and Frederick Campuses which puts forth the school’s policies for all student/parent issues. As part of this review, the Board makes sure all policies contained in these documents comply with the numerous and strict federal and state laws that regulate the education of all students at MSD, including the Individual’s with Disabilities Education Act, No Child Left Behind and the Family Educational and Privacy Rights Act, as well as others laws. As stated in the Parent/Student Handbooks, the Board believes that:

The establishment and evolution of the mission of the Maryland School for the Deaf is a shared responsibility of the following constituencies: students, parents, administrators, faculty, staff, the MSD Board of Trustees, the Deaf community, MSD alumni, and the community-at-large. (Pg. 8).

Accordingly, to the extent a member of the public has an issue with a policy or procedure in general, the Board of Trustees encourages anyone to share their concerns with school staff and to address the Board either during the open forum at any of the quarterly meetings of the Board or by submitting a written statement at any time for consideration by the Board.

However, to the extent a parent, student, or other member of the public has a disagreement as to the application of a policy or procedure as applied to an individual student at MSD, the Parent/Student Handbook sets forth the appropriate administrative procedures for the parent to appeal the decision. The Board of Trustees, which meets on a quarterly basis, is not part of this administrative review process for each individual student at the school. Rather, the Board of Trustees requires the Superintendent and school personnel to carry out these day-to-day responsibilities.

Personnel Matters

In establishing personnel matters, each year the Board of Trustees reviews the Maryland School for the Deaf Employee Handbook. Again, the Board of Trustees reviews the policies and procedures to make sure that they comply with federal and state laws that regulate the employment of state personnel. MSD, as an independent State agency, must work within the guidelines set forth by the Secretary of the Department of Budget and Management for recruitment, classification, compensation, paid leave, health benefits, pension, evaluations, discipline and grievances, applicable to all State employees.

As stated in the Employee Handbook, which puts forth the guidelines for open forums at the Board meetings: The purpose of the Maryland School for the Deaf Board of Trustees Open Forum is to provide personal access to the Board of Trustees by individuals concerned with the Maryland School for the Deaf. The forums provide an opportunity for people to bring policy issues or matters of general interest to the Board of Trustees. Everyone is welcome and encouraged to attend the Open Forum Sessions but due to State laws, Board of Trustees members are unable to participate in any personnel grievance issues which have other procedural means of solution. The Board of Trustees may or may not take action depending upon the issue presented to the Board...

Again, the Board encourages employees and former employees to address policy matters, not individual employment grievances, to the Board. Individual employment grievances must be addressed through the administrative procedures set forth in the MSD Employee Handbook.

Conclusion

The Board of Trustees looks forward to continuing to work with students, parents, administrators, faculty, staff, the Deaf community, MSD alumni and the community-at-large in its efforts to establish sound and effective policy for the operation of the Maryland School for the Deaf. The Board of Trustees leaves the day-to-day management in the hands of the MSD Superintendent and other administrators, faculty and staff.
The Maryland School for the Deaf’s re-accreditation effort formally began on October 1st, 2003 with Committee training presented by Mr. Steve Heft, Associate Director for the Committee on Institution-Wide Accreditation of the Middle States Association of Colleges and Schools. The first month of school had been spent identifying and confirming the Accreditation Planning Committee (APC), the Columbia Campus Steering Committee (CCSC) and the Frederick Campus Steering Committee (FCSC) memberships. (Please refer to figure 1). These committees are charged with the responsibility to develop MSD’s Strategic Plan to guide the school in the future.

These committees will also coordinate the in-depth review of the program and facilities here at school by reaching out and involving all constituent stakeholders during this school year. Part of this effort will be independent surveys in order to gain as wide a base of feedback as possible. There will be external surveys sent to alumni and community members as well as to parents. At the same time an internal scan will be conducted with employees and high school students. These surveys are to be mailed out, collected by an independent party and evaluated by a professional organization whose expertise is tabulating and analyzing school surveys. MSD is currently working on which vendor to hire.

In order to prepare for the validation team’s visit to MSD in the fall of 2004, faculty members have gone or will in the near future go to assist in evaluating other schools with the Accreditation For Growth (AFG) protocol. Middle School teacher, Stacey Farone, recently returned from evaluating a school in Washington, D.C.; Emily Simmons, an Elementary teacher, will be going to a program in Pennsylvania; Assistant Principal, John Snawlin, will be going to a school in New York; and Stanley C. Baker will be going to a program in Maryland. More faculty members will be visiting schools after January 1st, 2004. The experiences of these evaluation team members will assist in better preparing the documentation needed by providing guidance to the Steering Committees.

Committees are beginning work with an overall review and evaluation of the school’s mission and beliefs statements. Soon the committees will be turning to work on school objectives and evaluating the extent to which the Maryland School for the Deaf implements and maintains the 12 Middle States Standards of Accreditation. These areas will also be explained in future updates from this office both in the Maryland Bulletin and on the MSD website.

If the reader has any questions or comments, please direct them to the appropriate committee chairperson:

- Cathy Griswold
  Frederick Campus Steering Committee Chair
  (hcetedcon@aol.com)
- Maryann Swann
  Columbia Campus Steering Committee Chair
  (swannma@msd.edu)
- Chad Baker
  Accreditation Planning Committee Chair
  (bakerch@msd.edu)

There will be periodic updates on the MSD website (www.msd.edu) and everyone is encouraged to check in on this from time to time.
The hearing loss meaning that the hearing is termed an educationally significant. Out of every 1000 children have what severe or profound hearing loss while a hearing loss. One in every 1000 in- lion children in the United States have Speech-Language-Hearing Association success due to early detection of hear- less frustration and a higher degree of developmentally and academically without appropriate support.

Since infants are identified much earlier, families have more options they can pursue regarding education, method of communication, and amplification for their children. The explosion of information offered by the Internet has allowed parents to investigate their choices, and they have a much clearer picture of what they want for their children.

One choice that more and more families are choosing is to pursue a cochlear implant for their deaf child. Cochlear implants have become common in the field of deaf education. Indeed, more than twenty-five percent of the children enrolled in the Family Educa- tion/Early Intervention Department of MSD already have implants or are being evaluated for implants. Children are routinely implanted around their first birthday. Thus, this technology brings a new challenge to MSD.

In order to meet the needs of the increasing number of children who have implants, MSD has created a cochlear implant pilot program at the Columbia campus. This pilot program is presently underway in the toddler and preschool classes three mornings per week in the Family Education/Early Intervention Department (FE/EI). The program design is a work in progress. However, the pilot program maintains the integrity of American Sign Language by presenting new concepts and language to the children. Through creative sched- uling, and use of appropriate resources, the children with cochlear implants receive enhanced opportunities for develop- ment of their listening skills and their speech skills.

The program uses the FE/EI Early Learning Curriculum since the focus of the pilot program is to maximize communication for the children without mini- mizing their academic progress. Activities include music and movement, computer software to encourage language and speech development, voicing as appropri- ate, and reinforcing the children’s attempts to communicate. The learning centers in the classrooms are designed to reinforce the unit or concept being introduced using both visual and auditory modes.

Each classroom has two teachers (one deaf and one hearing). In addition, a speech therapist is assigned to the children three mornings per week. All of the staff members meet regularly to determine what techniques are successful, and what modifications may be needed. The staff will monitor the students’ progress in a variety of ways during the year.

FE/EI staff members have had several major trainings and attended several conferences focused on cochlear implants within the past several years. These exp- ortunities for training will continue throughout the year. The staff will att- tend a two-day conference sponsored by The Listening Center at Johns Hopkins Hospital in December. In addition, staff members will continue to visit and col- laborate with other programs that are pro- viding services to deaf children with cochlear implants in order to gather more information, teaching strategies, and sug- gestions that may be useful for our student population.

The expectation is that the pilot pro- gram will advance to the Pre-Kindergar- ten program for 2004-2005 school year and to the Kindergarten program for the 2005-2006 school year.

MSD first established a cochlear im- plant task force in 1999. The initial task force completed its work two years later. In the spring of 2003, the issue was revis- ited, and a new task force was appointed. Monthly meetings occur at the Colum- bia campus. Superintendent James E. Tucker reconvened the task force in Sep- tember 2003. Members of the task force include the following:

Continued on page 7
The State House on the corner of South Carroll Street and Clarke Place served many purposes during its 45 years. First, it was the Superintendent’s residence. Then, the Family Education/Early Intervention Department moved in. Now, the high school students in the Life Based Education Program at Frederick have taken over this beautifully renovated building. With the opening of the Shockley House, the dream for a group home to prepare students for independent or group home living in the world of work has come to pass.

At a cost of approximately $40,000, renovations included tearing down a wall between the former dining room and kitchen to create a beautiful and spacious new kitchen. The building was brought up to code and also compliance with the Americans with Disabilities Act. On dedication day, proud students showed visitors their handiwork in the house including putting up curtains and bulletin boards, painting, decorating their bedroom and much more. Male and female students will take turns living in the home. Each student will be assigned a bedroom for one quarter (9 weeks). While living there, they will learn cooking, money management, interior design, sewing, cleaning, and maintaining their space.

Following a day of torrential rains, November 20, 2003 dawned sunny and blustery, but perfect for the dedication with the sun shining through the windows and highlighting the students’ beaming faces. People came from as far as Texas for this celebration including members of the Shockley family. Dignitaries included Frederick Mayor Jennifer Dougherty, Maryland State Delegate Patrick N. Hogan, Maryland Board of Public Works representative, Sheila McDonald, Judy Nakada representing Comptroller of Maryland William Donald Schaefer, MSD Board of Trustees members and MSD Foundation members.

James E. Tucker, Superintendent, opened the dedication ceremony which was held in a tent next to the building. He spoke eloquently about the Shockley family and how thrilled MSD is to name the building for them. President of the MSD Board of Trustees, Barbara Raimondo, welcomed the Shockley family and honored guests. She spoke of the Board’s high regard for the Shockleys and its support to name the building for them. Samuel Sonnenstrahl (Class of 1975), Chair of the Board of Trustees Executive Committee talked about the Board’s choosing of the Shockley name to honor a family which has given so much to MSD for nearly 100 years and which fostered the strong traditions of MSD. He also spoke of the long tenure of Mary Jane Shockley Sanders on the Board of Visitors where she served as Treasurer. Delegate Stull spoke about attending school with Al and Mary Jane and his many years of friendship with them. Mayor Jennifer Dougherty talked about the long history of MSD in Frederick and its impact on the community. Mary Sue Boxer (Class of 1968), president of the MSD Alumni Association, told how she met the elder Shockleys when she was a student in the 1960’s and how much she looked up to them as wonderful role models for Deaf children. She said they were ever-present at school, never missing a sports event. Salvatore Fava, Vice President, spoke on behalf of the MSD Foundation about the Al Shockley’s dedicated service to the Foundation as a founding member and former President. He also spoke of the contributions of Al’s daughter, Marisa Shockley, who joined MSD Foundation last year. Bonnie VanBuskirk, LBE teacher, described the Life Based Education program at MSD and how much the students loved working on their new group home and looked forward to studying there.

The Shockley name is well known in the MSD community, the Frederick community and throughout central Maryland. The Shockley dynasty was founded by MSD graduates (Class of 1920), Bernice Pritchett Shockley and Uriah Shockley. Bernice came...
This past summer I had the opportunity to travel to New Zealand and Australia. I was selected by the People to People organization to represent my community as a student ambassador. This organization was founded by President Dwight D. Eisenhower in 1956 and gives students an opportunity to travel and learn about different world cultures. I was required to attend meetings once a month to learn about the cultures of New Zealand and Australia and to prepare for my trip. I was one of 29 delegates, and the group had three adult leaders. I was only deaf student to travel with this group and was fortunate to have Erin Buck, MSD Work/Study Coordinator, accompany me as my interpreter.

On Saturday, July 26, 2003 we flew to Los Angeles, California. We had to wait a few hours before we took off for New Zealand and during that time Ms. Buck and I taught the delegates how to sign the People to People creed. The overnight flight to New Zealand was 14 hours long, and we were glad to be on ground again.

On our first day we visited the Marine Education and Recreation Center in Auckland for a variety of activities, including rock wall climbing. Then we visited the Stardome Observatory to explore the sky of the Southern Hemisphere.

At Kelly Tarlton’s Antarctic Encounter and Underwater World we saw many penguins and traveled beneath the “ocean” on a moving walkway to see sharks, giant stingrays, and moray eels swimming around us. Later, we visited Waitomo Glow Worm Caves. We drifted on a river in an underground cavern and saw the beautiful star-like glow from the glow worms on the cavern walls and ceilings.

We visited Rainbow Farm and saw how “working” dogs are used to herd the sheep, and how sheep are sheared. New Zealand has many sheep, and wool from the sheep is used for clothing.

One of the most exciting adventures I had was riding on a speeding Huka Jet Boat at Waiotapu Thermal Wonderland. The boat traveled very fast to the beautiful Huka Falls.

At the Bay of Plenty we received a welcome at the Rotorua Council Chambers by a member of the Rotorua City Council. Afterwards, we continued to Mount Ngongataha aboard a sky rail. Later, we visited the Rotorua Museum of Art and History. That night, we were welcomed by the Maori people. The Maori are Polynesian people who came to New Zealand thousands of years ago. We learned about their culture through songs, stories and dances. Some of the warriors performed a haka, the traditional Maori war dance. In their culture, all women and girls must sit in the back of the audience. We ate meats cooked in a pit with hot rocks. Our group stayed in the Maori meeting house overnight. The next morning we were on our way to Australia.

Our first stop was Cairns, Australia. We rode in a gondola, which took us over a rainforest to the small tropical village of Kuranda. We visited the Rainforest Station, and I got to hold an adorable koala! After our visit to the rainforest, we learned about the culture of the Aboriginal people. The Aboriginals taught us how to throw a boomerang and demonstrated the didgeridoo, a musical instrument that can be played by blowing air into it.

One of my favorite places was the Great Barrier Reef. We snorkeled and saw many colorful and beautiful fish.

In Sydney, we visited New South Wales Primary School. Many of the students approached me and wanted to learn how to sign. I gave them cards with the American Sign Language alphabet on them.

We visited the famous Sydney Opera House and the Harbour Bridge. Later, we visited Berta’s Opal Factory and learned how opals are cut and polished. The opal is Australia’s national gemstone, and we learned that there are many different kinds of beautiful opals.

We traveled through Australia’s Blue Mountains to see the Three Sisters, a rock formation with three very tall rocks. We had to walk...
Australian Adventure

Continued from previous page

along a narrow trail on a high mountain. It was scary, but the view was great! During most of our tour we stayed in hotels. But this time we spent two days on an Aussie farm. We rode horses, learned how to crack whips, and learned about the different breeds of sheep in Australia.

On our last day in Australia we traveled back to Sydney and visited the Olympic Stadium. What a wonderful opportunity to stand in that huge stadium and look down on the field where so many Olympic events took place! Later, we visited “The Rocks”, an 18th century prison in the oldest part of the city. We dressed in historical costumes and wore cards with our “prisoner” name.

Our last night in Australia – we ate at the Hard Rock Café. It was quite a contrast to go from the oldest part of the city to the lights and music of the Hard Rock Café.

The next morning we were on our way home! Our exciting two-week adventure was over. By now we were familiar with exchanging money and traveling through customs. Meanwhile, anxious parents and friends waited for our return. Many had balloons and signs welcoming us home. I had so many stories to tell and I stayed up until 2:00 a.m. because of the time difference between Australia and America. After a week I was finally back on schedule.

I wish I could have stayed longer. There was so much to see. Thanks to my leaders, Mr. and Mrs. Blackiston and Mrs. Dorman for their guidance, and to my interpreter Erin Buck, who made sure that I didn’t miss a thing. A special thanks to the many people who supported me. Also, I want to thank the People to People organization for giving me the opportunity to be a student ambassador and experience this wonderful adventure. I shall remember it forever.

Shockley House Dedication

Continued from page 5

to MSD in the early 1900’s from the Eastern Shore of Maryland and lived fulltime in the dormitory at MSD. She only went home at Christmas and during the summer. One year the Chesapeake Bay froze over and she couldn’t go home for Christmas. All three of their offspring grew up near the MSD campus and went on to become prominent citizens, two remained in Frederick and one moved to Texas. Uriah, Jr., who was their first-born, retired as president of a food company in Texas. The middle son, Al, founded and owns Shockley Honda in Frederick and those Hondas carry the Shockley name far and wide throughout Maryland. He served on the MSD Board of Visitors and the MSD Foundation for many years. Mary Jane Shockley Sanders, the “baby” in the family, retired as Executive Vice President of Nations Bank in Frederick.

Uriah Shockley, Jr. spoke about growing up on the 800 block of North Market Street, his parents’ love of the school, and how much a part of the family’s life centered on MSD. Al Shockley spoke about his father’s work as a linotype operator at the Frederick News Post. He told how his father worked the night shift would walk home for lunch and back everyday – a distance of about 4 miles. Every night, Bernice would have a dish of ice cream ready for Uriah when he arrived home for lunch. He told how proud his father was when he became the first Deaf person in Maryland to obtain a driver’s license in the 1930’s. Mary Jane Shockley Sanders spoke about learning how to play basketball at MSD and how her parents helped many of the school’s graduates by giving them a place to live in their home until they got on their feet.

The ceremony ended with the three Shockley siblings unveiling a plaque naming the building Shockley House. Then, the three generations of Shockleys got together for a family picture on the steps of the house.

Future plans include building an addition to the back of the house to add more bedrooms so that more students can participate in the program. The opening of Shockley House will be of great benefit to MSD’s Life Based Education and Enhanced Program of Services students now and in the future.

Cochlear Implant Pilot Program

Continued from page 4

Dr. Richard C. Steffan, 
Deputy Superintendent/ Principal of Columbia campus
Ms. Paulette Stalling, 
Audiologist
Ms. Angela Dumouchelle, 
Speech Pathologist
Ms. Cheri Dowling, 
PTCA representative
Ms. Jody College, 
Kindergarten teacher
Mr. John Snavlin, 
Assistant Principal,
Transitional Department
Dr. Ruth Howell, 
Director of Family Education/ Early Intervention Department

Ms. Paula Ammons, 
Supervising Teacher, 
Family Education/ Early Intervention Department
Ms. Nancy Downey, 
Assistant Principal, 
Elementary Department
Ms. Megan Conaghan, 
PreKindergarten Teacher
Mr. James E. Tucker, 
Superintendent (ex-officio)

This group will continue its work during the 2003-2004 year, and will report to the Board of Trustees in April 2004 regarding the progress of the cochlear implant pilot program.
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 2003-2004 school year funds totaling $562,922 have been awarded to the school under the Individuals with Disabilities Act (IDEA), Part B, State Grant Passsthrough, ($530,054) and Preschool Passsthrough ($32,868). The increase is primarily due to a change in the funding formula used to determine federal funds for each agency. 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 five 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 throughout 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 2003-2004 school year, in the amount of $30,000. This amount represents an increase due to the number of children we serve and because of our interagency collaboration. 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 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 a Part B, Discretionary Grant. The purpose of all M-SIG grants is to provide intervention in the form of in-service training for teachers by Institutions of Higher Education to help them to improve their disabled students’ performance on the Maryland State Assessment (MSA). Hood College will continue its program to train MSD teachers in alternative instructional strategies to improve vocabulary and reading comprehension with some students in the Frederick Elementary Department.

New this year is an MSDE Staff Development Grant in the amount of $10,325 for MSD’s inclusion in the Maryland Model for School Readiness (MMSR) program. Sixteen teachers and seven administrators will attend 5 MMSR staff development training sessions in order to implement the State’s performance-based early childhood instructional and assessment practices to support school readiness.

For the 2002-2003 school year funds in the amount of $1,604 were 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 purchased one additional Pentium CD-ROM computer system. We anticipate nearly identical funds for the current school year. These funds will be designated for the Frederick Campus Library. The Title V funds 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 programs 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 2004-2005 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 Mrs. Kathy Meagher, Acting Principal of the Frederick Campus or Dr. Richard C. Steffan, Jr., Deputy Superintendent/Principal at the Columbia Campus.
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
- Ms. Kathy Meagher, 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.

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.
A Deaf or Hard of Hearing child growing up in America today will experience one or sometimes more types of educational placements. Some will attend a private, parochial or public center school like the Maryland School for the Deaf. Others will enroll in a local or regional public school, attending self-contained classrooms (with all deaf students) or attending classes where they are the only deaf student in the class. They may or may not have an interpreter present at those classes and their extra-curricular activities. A small but a growing number of Deaf children are now being home schooled by their parents.

Regardless of the child’s educational placement, many professional and advocacy organizations most notably the American Society for Deaf Children (www.deafchildren.org), the National Association of the Deaf (www.nad.org), and the Conference of Educational Administrators of Schools and Programs for the Deaf (www.ceasd.org) support full language and communication access for Deaf students. Acquisition of sign language is strongly encouraged for Deaf and Hard of Hearing children and their parents, siblings, and relatives as well as their school personnel. Early language learning paves the way for achieving language fluency, normal social and cognitive development, academic achievement, and eventually becoming contributing and successful members of the society.

When I see a Deaf child communicate with another person in American Sign Language (ASL) or in spoken English, it is like a game of table tennis or ping pong. When a Deaf child initiates a conversation, the child hits the ping pong ball or does a “ping”. Then, his or her conversational partner receives the child’s comments or questions, like a table tennis player receiving the ping pong ball. When the conversation or the ball goes back to the child, he or she receives a “pong”. Then the child does another “ping” hitting the ball back to the partner, and then receives another “pong”. In a five-minute conversation, there are maybe 10 to 15 communicative exchanges or “pings” and “pongs”. That is, the child and his or her communication partner would go back and forth 10 to 15 times, or achieve 10 to 15 “pings” and “pongs”.

Each successful “ping” and “pong” or communication exchange involves the child’s full access to the language used by the child and his or her communication partner, careful listening and clear comprehension of signed or spoken material, and appropriate and articulate response. Children will experience hundreds of conversations daily with his or her family members, friends, school teachers and teachers’ aides, and other individuals in their lives. I often wonder about what constitutes a rich language environment. How many “pings” and “pongs” should a child experience daily? At home in the mornings with his or her family members? At school and after school programs? With friends? And, finally, at home in the evening with family? When a child sends us “pings”, we must always stand ready to respond with “pongs”. Conversely, sometimes, we initiate our “pings”, and the child should be prepared to return to us their “pongs”.

At the Maryland School for the Deaf, ASL is recognized as the most biological (visually) accessible language for Deaf children. Much of faculty and staff members’ collective energies is devoted to ensuring that each MSD student have full, clear, and direct access to language and information. As language models in ASL and English, MSD faculty and staff members are able to engage in direct conversations with MSD students of all ages. For example, a three year old Family Education student discusses a painting project with his teacher. A fifth grade teacher explains the Bill of Rights to her students. A high school teacher reviews with his students greatest works of Shakespeare. Quality instruction involves hundreds and ultimately thousands of quality “pings” and “pongs”.

I dare say a child deserves over a thousand “pings” and “pongs” each and every day. Immersed in a language that a child can effortlessly understand and articulate brings the world and beyond to the child. In the foreseeable future, Deaf and Hard of Hearing children in America will continue to experience several if not one type of educational placement as they progress throughout their school years. It is our responsibility to see that each child, regardless of his or her placement, achieves early language learning and become active and vibrant participants in the game of language ping pong.
State of Maryland Service Awards

10-YEAR RECOGNITION — (l to r) Janet Mertz-Witzcak, C. Robin Massey, Jerry Bush, Loretta Ambush, Alice Lohoefer, Joyce Leitch, and Millie Russo.

5-YEAR RECOGNITION — (l to r) Stella Antonio-Conley, Jeannine Bernazani, Deborah Cumberland, Patricia Hodgdon, Mary Jo Palmisano, and Wanna Smith. Back row: (l to r) Ami Raveling, Dane Colbert, Robin Koontz, Gretchen Cronin-Duncan, John Rosmarino, Susan Kaplan, and Gentry Shortes. Absent: Karen Wiener.


30-YEAR RECOGNITION — (l to r) Barbara Kinzie, Brian Brown, Jerry Bush, Loretta Ambush, Alice Lohoefer, Joyce Leitch, and Millie Russo.

25-YEAR RECOGNITION — (l to r) Timothy Karman, Charlene Anderson, Kerri Lawler-Davis, Larry Johnson, Joan Richey, and William Thompson, Jr.

NANCY L. BENTON-RETIREE — Nancy L. Benton and Scott Morrison, Athletic Director.

CHARLES L. WEEDON-RETIREE — (l to r) Suzanne Schwertman, Chief Financial Officer; Charles L. Weedon; and James Cleaveland, Maintenance Supervisor.

MARLYS P. SCRIBNER-RETIREE — (l to r) Karin Polzin, Mental Health Coordinator and Ms. Scribner’s daughter; Marlys P. Scribner; and Stanley C. Baker, Assistant Superintendent of Student Achievement and Results; and Mary Lynn Lally, Assistant Principal, Elementary Department.

JENNY SUE BOURNE-RETIREE — (l to r) Stanley C. Baker, Assistant Superintendent of Student Achievement and Results; Jenny Sue Bourne; and Mary Lynn Lally, Assistant Principal, Elementary Department.

NANCY L. BENTON-RETIREE — Nancy L. Benton and Scott Morrison, Athletic Director.

LLOYD D. SPENCE — Maintenance Chief

2003 RETIREES

Nancy L. Benton
Teacher

Stella L. Bishop
Housekeeping Supervisor

Kathleen H. Calabrese
Secretary

Dwight B. Newbold
Teacher

Marlys P. Scribner
Teacher

William A. Sherman
Director of Support Services

Charles L. Weedon
Maintenance Manager

Linda M. Svarney
Student Life Counselor
Every October the Columbia Campus Dietary Department decorates and participates in the yearly “Halloween Extravaganza”. This year they cut-up pumpkins, made scarecrows and had a contest for the children. The contest was open to all grades. The idea was to come up with the special menu for Halloween.

Ms. Suzi Behun’s class: Chase Nolan, Brandon Foreman, and Sharon Jackson submitted the following first place menu:

- Boo Boo Dog 
  also known as Hot dog on a roll
- Worm Salad
  also known as Pasta Salad
- Skeleton Fries
  also known as French Fries
- Spider Milk
  also known as Chocolate Milk
- Bat Wich
  also known as Pumpkin Ice Cream Sandwich

Suzi’s class received certificates and a ribbon for first place.

Second Place Certificates went to Ms. Lisa Skaggs’ class: Donnell Collins, Vanishe Buchanan, Casey Johnson, and Wade Lawson.

Third Place Certificates went to Mr. Tim Karman’s class: Jonathan Briscoe, Matthews Sachse, DeAndre White, and Michael Maddox.

The winning menu was prepared and served on Halloween. It was scary, delicious and enjoyed by all the students.

Many children and adults dressed for the occasion; there were cowboys & cowgirls, nerds, monsters, superheroes and more. Everyone enjoyed the day! Many laughs were seen and heard but none more than when they were served by dietary’s own, Mr. Phillip Hall. Phillip was “Miss Hall” for the day. Although no one would want to keep that special “figure” for the year, it sure was fun for the day!

—Hazel Baldwin, Nutritional Services Manager, CC

On June 11, 2003 at 7 PM, the Maryland School for the Deaf at Columbia held its 29th Ceremony of Promotion. There were four students promoted to the middle school program either at Columbia Campus or Frederick Campus. They are Michael Haywood, Tyler Szymanski, Nicholl Lucky, and Shannon Murphy.

Five students were promoted to the High School at Frederick Campus. They are Ellen Hardesty, Crystal Arbaugh, David Canter, Carolyn Foster, and Joel Johnson. This was a rather small number compared to past years, but the atmosphere was just as festive and exciting.

In addition to receiving a certificate of promotion, each student participated in the evening events by giving speeches and/or performing in some small way for their family. Tyler Szymanski, Nicholl Lucky, and Michael Haywood reviewed their memories at Maryland School for the Deaf-Columbia Campus, and David Canter spoke about looking forward to high school at Frederick Campus.

Later in the evening, these students along with the other graduates performed a dance choreographed by Ms. Stella Antonio-Conley. The students also presented their parents with a flower as a gesture of appreciation for all of their support. This part of the evening is always very special to everyone as one by one, each student seeks out his or her parent(s) to present them with a rose. The ceremony finishes with a slide presentation of the graduates involved in various activities throughout the year.

After the ceremony, time is given to individually greet the graduates and partake in some well-deserved refreshments.

It was and always has been a very rewarding evening for all.

—Richard C. Steffan, Jr., Ed.D., Deputy Superintendent/Principal, CC

On Monday, September 15th, the Pre-Kindergarten and Kindergarten classes hosted a Grandparents’ Day celebration. Although not all the students’ grandparents could be there, they did have many coming from far and near to be with them that day. All of them felt special and included as they watched a surprise movie of their parents telling them short stories about their grandparents. They made mobiles with pictures of their grandparents and enjoyed their tea party. The best part of the party was the homemade cookies that they made.

—Adrienne Hiatt and Abbey Roin, Kindergarten Teachers, FC
MSD's Outreach Center: Partners for Success Celebrates its 5th Year

Partners for Success is an outreach and resource center, which opened October 18, 1999. The center is currently celebrating its fifth year of operation. The Center is staffed by a parent/educator team, Ms. Cheri Dowling, Parent Coordinator and Ms. Maryann Swann, Educator. With supervision provided by Dr. Ruth Howell, Director of the Family Education/Early Intervention Department, the team assists families, students, and educators by providing support, information and resources related to raising a Deaf or Hard of Hearing child.

The MSD outreach center is able to provide support to families who live throughout the State of Maryland. The center has a separate lending library of books and videotapes. The staff can provide information and referrals as requested. The center provides workshops on various topics such as Understanding Special Education, the IEP, and transition. The center provides specialized workshops such as Reading to Deaf Children, Transition from IFSP to IEP, Deaf Culture, and Technology, all based on the needs of families. The outreach center sponsors a Parent and Teen series focusing on teen issues. Workshops covering teen issues are provided bi-monthly at the Frederick Campus. The center staff hosts information booths at community events through the state. A newsletter is published bi-monthly and distributed to families in their child’s backpack. The newsletter is also available through the MSD website.

The office is located at the Columbia Campus, Steiner B Building, Room #207. The TTY/Voice phone number is (410) 480-4597 and the fax number is (410) 480-4598. Email is also available at Partners@msd.edu. The office is open every day. However, if you would like to visit, it is recommended that you call to confirm that the center is open. Partners for Success services will also be available at the Frederick Campus on the last Monday of each month: watch for flyers regarding times and location. Please contact the center if you would like more information about the MSD Outreach Center, Partners For Success.

—Cheri Dowling, Partners for Success Coordinator and Maryann Swann, Family Educator, CC

This year, the MSD Elementary School participated along with many schools throughout America to SAY NO TO DRUGS by Planting the Promise. The students planted 200 red tulip bulbs on October 23rd.

The students and teachers all came to school wearing red clothing and red ribbons. The morning started off with each class presenting a skit. The themes of the different skits touched such topics as developing good health habits, the dangers of alcohol, drugs and strangers, and the importance of valuing oneself as a special person. Each class developed posters on these themes, which were hung up in the Elementary School Lobby. It was a cold, blustery day when the students were outside planting the bulbs. With the help of Mr. Edward Griffith, first grader Sadie’s father, MSD students were able to dig 200 holes for the bulbs. Each student planted bulbs to affirm the PROMISE TO SAY NO TO DRUGS!

Many of MSD’s trees have red ribbons as a reminder of their PROMISE TO SAY NO TO DRUGS. The students and teachers are looking forward to spring, when they will see the Red Tulips blooming along the Elementary School Building facing the alley.

—Adrienne Hiatt, Kindergarten Teacher, FC
In April of 1993, “a plan of cooperation was entered into between the Division of Rehabilitation Services (DORS) and the Maryland School for the Deaf (MSD) for the purpose of establishing a positive working relationship between the two agencies in coordinating services to eligible citizens of Maryland who are deaf and hard of hearing in order that they might receive maximum benefit. This plan is also intended to facilitate the smooth transition of eligible MSD students from school to post-secondary education and/or training and employment”. This cooperative agreement was reviewed last spring and on Tuesday August 26, 2003, members of both agencies met to sign the revised version into effect.

DORS, frequently known as VR, offers programs and services to individuals with disabilities who want to work or become independent in their homes and communities. Some of the services offered include career counseling, aptitude testing, assistive devices, vocational training, independent living skill training, college or university studies and job placement assistance. Although DORS primarily serves students after graduation from high school, MSD students are encouraged to register for DORS during their junior year. Registering at this time allows the DORS Counselor Liaison to determine a student’s eligibility for services.

Eligibility for DORS is based upon a variety of factors indicating that the “applicant requires vocational rehabilitation services to prepare for, enter into, engage in, or retain gainful employment consistent with the applicant’s strengths, resources, priorities, concerns, abilities, capabilities, and informed choice”. The DORS counselor liaison partners with an MSD Transition Coordinator who is responsible for “informing transitioning students and their families of community programs which may provide continued assistance beyond the school”.

Over the years, MSD and DORS have worked together to increase the number and type of opportunities from which MSD students may benefit while still in high school. For example, the Workforce and Technology Center (WTC) developed a Transitional Life Skills Program (for deaf individuals) that offers training in decision making, financial management, social skills, time management, and self reliance. Many MSD students have taken advantage of this opportunity as early as the summer after their junior year. Other programs occurring during the summer prior to graduation may also be funded by DORS if a student is registered for DORS by this time.

Most recently, DORS has developed a specialized program that expands Way Station services to MSD Juniors and Seniors who wish to obtain work experience as part of their high school experience. In addition to assistance with off-campus job placements, this program will include “specialized community based skills assessments; individualized and group skill building with a focus on career explorations, problem solving skills and the development of work habits, attitudes and job skills; peer support activities; and benefit counseling. MSD is very excited about this opportunity and has selected a group of students to be the first to benefit from this program, targeted to be up and running by second semester of this year.

Achieving a smooth transition from MSD to post-secondary education and/or training and employment depends on a collaborative effort involving the family, school, and community resources. As Bona Achinanya, State Coordinator of the Deaf and Hard of Hearing Division of DORS states, the cooperative agreement between MSD and DORS “further reinforces our resolve and genuine commitment to work together.”

Quotes were taken from the Cooperative Agreement between The Maryland School for the Deaf and the Division of Rehabilitation Services of the Maryland State Department of Education.

—KC Russell, Transition Coordinator, FC
Space Camp

During the spring of 2003, MSD made its 10th trip to Space Camp at the U.S. Space and Rocket Center in Huntsville, Alabama.

This year, MSD had a large contingent of students – seven in total. At the Space Academy Level (Grades 7-9): Zachary Ennis, Eric Griswold, Meira Kirschbaum, and Allison Joy Weiner were the participants. At the Advanced Academy Level (Grades 10-12): Darren Hause, Bruce Persons, and Jennifer Timmons participated.

This year, MSD also had its largest contingent of teachers. Ms. Rita Spencer and Mr. Edward Schaberl have gone since the program began at MSD way back in 1990.

Halloween Event

Every year for the past several years, the Maryland School for the Deaf at Columbia Campus has hosted with the coordination and support from our PTCA, a school wide Halloween event. The evening is fast paced and very well attended. Normally included in the evening are activities such as: face painting, arts and crafts projects, painting pumpkins and then the chance to smash them from the balcony overlooking the gym floor, games, costumes galore to scare or make you laugh, and of course some of everyone’s favorite foods, but the centerpiece for the evening is and always has been the “Haunted House.”

In the past three years, the school has been blessed to have the support of a local contractor Mr. Dave Finneran and his crew. Mr. Dave Finneran who owns Maryland Deck & Hot Tubs, LLC has contributed his time in setting up and running the Haunted House. Another 40 or so staff members are needed to host other events for the evening.

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Last year, enough money was raised to help provide 15 students with scholarships. This is one main reason why the school goes to such lengths to sponsor this event. Other reasons why everyone works so hard is that it’s fun, while providing a nice safe night for all involved.

Again, many thanks to Mr. Dave Finneran and his crew for helping to create such elaborate sets for the Haunted House. Mr. Dave Finneran and crew – Kyle Nickles, Wayne Fowler, Paul Saunders, and Chris Morrison are pictured below in front of their most recent creation.

—John Snavlin, Assistant Principal, CC
Our Youth Leadership Camp Experiences

My experience as an YLC camper is fascinating and something I will share with my parents and friends forever. I’ve learned a lot during my stay at Camp Lakodia in South Dakota for three weeks.

Camp Lakodia, owned by Communication Services for the Deaf, is really beautiful and has brand new cabins designed for campers of all ages. Dr. Frank Turk, a long-time deaf advocate lives in a beautiful house at camp.

The camp provided many opportunities for the campers to enjoy water activities and fun games. We went on a field trip to visit Sioux Falls and Communication Services for the Deaf offices. At several workshop sessions, several outstanding leaders in the deaf community discussed current trends in leadership and education. The presenters let us know that we are a welcome addition to the deaf community. They taught us to assess the impact of alternative solutions before we make decisions. I spent a few minutes in conversation with each one of them afterwards.

My favorite part of the regular day was when we would be divided into groups to take part in each station for every thirty minutes. Discovery, my favorite station, offered fun activities for the campers to complete and maximize leadership skills.

When the camp was over in three weeks, we really didn’t want to go back home because we learned to get along to become better friends. I know that I will keep in touch with my fellow campers as time goes on.

—Kami Padden, 12th Grade, FC

On the first day of our arrival, we actually became very awkward with the campers/counselors. As time goes on, we became fast friends and shared many things in common. There were a lot of activities during the regular day such as Discovery, Daily Drum (camp newsletter), Drama/Deaf studies, outdoor living skills, and workshops. We find it challenging to work together in one diverse group.

Camp Lakodia also had several guest speakers who brought up interesting topics: leadership, education, community awareness, and Junior N.A.D. YLC scheduled an educational trip to Communication Services for Deaf Headquarters in South Dakota and the campers had an opportunity to formally meet Dr. Ben Soukup, CEO of C.S.D. We learned that every one should be a follower to understand how to be a leader and allow others to be a leader.

Every night, we said “Good Night, YLC 03” before we got back to our cabins. Our day ended everyday like that during the three-week term. Our experience at YLC will always be remembered forever in our hearts!

—Jade Sims and Kevin Gahagan, 12th Grade, FC

(l to r) James Markel, Jr., Kami Padden, Kevin Gahagan, and Krystle Berrigan. Absent: Jade Sims and Derrick Williams.
I attended the National Middlers Leadership and Literacy Camp 2002 last summer. I was so impacted that I decided to help other students learn and feel what I did a year ago.

I went to Camp Lakodia in Madison, South Dakota, from June 24 to July 21, 2003. I went as a Junior Counselor for both Beginner and Advanced sessions, which were from June 28 to July 21. Even though I went there to work, I also had tons and tons of fun; in fact, there was so much fun that most of what I went through is indescribable in words.

On June 24, I boarded an American Airlines flight and landed in Foss Regional Airport in Sioux Falls, South Dakota. I was nervous about starting a job, a long-term real job with a real paycheck. Tanya Miller, a CSD employee, picked me up from the airport. I met the interns at Camp Lakodia.

Ryan Zarembka, who attended MSD until his graduation in 2000, was a part of the event. I worked various tasks during the four days at camp. Three other Junior Counselors—Leila Hanaumi, California; Keith Doane, California; and Jennifer Kuehne, South Dakota also arrived at Camp Lakodia.

Camp began on June 28th. Everybody was introduced to each other. I had the chance to go to the airport with one of the staff to pick up campers and one more Junior Counselor, Rachel Benedict, who also attends Maryland School for the Deaf. Each camper was assigned to one of four separate groups that was to be his or her “Camp Family” for the session. My group for the Beginner session was the “Persistent Lizards.” The three other groups were called “Unstoppable Bees,” “Golden Chains,” and “Advancing Frogs.” The campers were youngsters from all over the country. I was fortunate to associate and learn several things from them! I was surprised at what I call “deaf accents” among the campers. A deaf accent is what I call several regional signs to describe the same thing. For example there is a lot of ways to say “birthday”, and that is what I call a “Deaf Accent”. It’s just like how hearing people speak with different accents. The campers had many various “Deaf Accents”, which I had to learn and get used to. In South Dakota, the sign for “outside” is our sign for “captain.” Each of the campers had various backgrounds, life stories, and lifestyles some of which were new to me.

My team, the “Persistent Lizards,” was excellent. The teammates all got along with each other all time, and none of them were scared to share his or her opinion. My task as a Junior Counselor was to motivate and encourage campers to search and discover the seed of leadership inside themselves. A well-used quotation repeated by each of the Junior Counselors and the Head Counselor during the camp goes “Plant a Seed not a Tree.” That is the perfect quotation to describe my job. I had to suggest or put an idea, then let the group process and expand it themselves without any unnecessary interruptions from us. By doing my job that way I could easily sprout leaders among the group. Everybody attempted to lead and became assertive with plentiful discussions and activities. I knew I had this great feeling of accomplishment. I was so used to leading from the front of the line, but at Camp Lakodia, I learned how to lead from the back of the line.

During the Beginner session we did so many activities related to leadership and literacy. We had literacy courses every day. Deaf professionals came and gave speeches on leadership. One of them was Roger Kraft who graduated from Maryland School for the Deaf in 1985. Other speakers were as follows: Brandi Rarus, Dr. Frank Turk, Linsay Darnall, and Christine Kraft. The campers were extremely fortunate to meet them. As a result of the interesting presentations, the campers became aware of various alternative strategies for everything they would
someday face. All of those campers currently are better off than when they all started! Through the camp the Persistent Lizards were awesome, so were the Advancing Frogs, Unstoppable Bees, and Golden Chains. We had a field trip to the Communication Services for the Deaf headquarters, which was incredibly enjoyable and fascinating! The Beginner session was successful, for every camper had the chance to improve and learn to become a better leader. And that’s exactly what they all did!

The most impressive thing about this camp was that it gave everybody a treatment called “Fun Learning” which helped us learn in and out of the classroom! Everybody had fun learning; it was not like being trapped in a hot classroom on a hot summer day with an instructor droning on and on. NMLLC provides what the school doesn’t provide—a Lesson on Life. The camp teaches you how to live, which is something every school lacks.

Some of the campers in the beginner sessions enjoyed causing mischief in the cabin during the night. I was forced to stay up late to stop the mayhem. I look back now and it makes me wonder how much trouble my peers and I caused our counselors in the past! That was a good awakening for me. I also had fun associating with Deaf professionals and well-known Deaf patriots. I had fun meeting people like Linsay Darnall, SBG President for Gallaudet University; Bo Acton, who works at Gallaudet University; Brandi Rarus; Benjamin Soukup, Chief Executive Officer of Communication Services of the Deaf; and Roger Kraft.

The Beginner session was excellent! During each day, each group attempted to earn points to win in the finals. My group, the Persistent Lizards came in third place. The beginner session was incredibly fun. On the last night of the camp, we had a closing banquet to end the camp session for the year. Many CSD employees, families, and friends came to watch as campers provided entertainment. Brandi Rarus gave a splendid speech there on “The Wizard of Oz” and how it applies on our necessary behaviors nowadays. The campers had a chance to perform different acts, which were based on their learning and teamwork development. I gave a speech, also, on my experiences as the National Camp Council President 2002-2003. Everybody seemed to enjoy the beginner session!

The beginner session ended on July 9, 2003. The advanced session started on July 10th. We had a day off during which we treated ourselves by attending Madison, South Dakota, a small town where Camp Lakodia is located in. Dr. Frank Turk treated campers to a night in his home—the “Turk Lodge.” Everybody enjoyed sleeping there; the house is incredible and Deaf-Friendly! What I mean by “Deaf-Friendly” is that there are no walls or some kind of barrier that prevents getting everybody’s attention. The entire house is incredibly open and it is easy for any Deaf person to sign from an end of the room to the other side of the house. That’s what I mean by “Deaf-Friendly”, by not having too much walls and doors to prevent any communication struggles. We all relaxed, prepared ourselves for the next day. Few campers remained behind for the advanced session. On July 10th, the few campers and staff went to a mall in Sioux Falls while the advanced session campers arrived. On the second day, they were assigned to groups again. My group was called “The Mighty Roots.” Other groups were “Trustworthy Turtles,” “Spirited Spiders,” and “The United Monkeys.” That session again was incredibly enjoyable! The session was more challenging as I was faced with an entirely new group. This session was easier with the introductions, for I already knew them all from previous 2002 session and beginner session 2003.

During the advanced session, I had the chance to meet some more Deaf professionals! I went to the CSD Headquarters with the NMLLC Advanced session campers, too. “Discovery” is a set of recreation activities that relate to teamwork and leadership development. On August 20th night, the banquet came! Nobody did even think of a way to sneak out and stay behind! The campers didn’t want to leave! They prepared and gave an awesome show for the audience in the brand new Dining Hall! Camp Lakodia had built a brand new fancy dining hall, and NMLLCers had the honor of being the first ones to accompany it! Dr. Benjamin Soukup, CSD CEO gave a nice speech, as did Dr. Bernard Bragg—the First Deaf Professional Actor and few campers with him! I gave another speech at the advanced session banquet. I also completed my term as the National Camp Council President 2002-2003 that year. Meghan Laughlin from Minnesota claimed my presidency.

The next morning, all campers left Camp Lakodia in a luxury coach at 4 a.m. By 2 p.m., everybody left the airport with wonderful unforgettable memories. Camp Lakodia is the perfect place for uses like NMLLC, YLC, and even weddings! The campgrounds have a beautiful lakefront, clean and beautiful cabins, an excellent dining hall, and the magnificent Turk Lodge. I really benefited a lot from my tasks, for I improved my leadership abilities, learned more, and became stronger mentally. After both the Beginner and Advanced sessions, everybody left the camp a winner, for they all improved their leadership skills, and they all acquired teamwork abilities, and—most importantly—new friends.

—Zachary Ennis, 9th Grade, FC
During the weeks of June 28-July 22, 2003, I was having a good time at National Middle Leadership and Literacy Camp (NMLLC) in South Dakota. When I arrived at Camp Lakodia, I didn’t expect it to be so beautiful; it had cabins and a lake. Camp Lakodia also had Frank Turk’s lodge which was really huge! During the day we exercised, ate meals, attended newsletter classes, participated in a camp bowl, provided community service, and went swimming. We went to Lakodia Hall where the camp staff announced team points, the Camper Director Award (CDA) and called out names of campers who received the letters. The last thing right before we went to sleep, the camp staff passed out newsletters. We took one day off and visited Communication Services for the Deaf office and went to a water park. Attending classes was one of my favorite memories because the classes were really fun. We listened to Frank Turk’s speeches, which were always magnificent. We also had an outstanding teacher, Deb Skjeveland who made her classes very enjoyable by using words to play with our brains.

The most thrilling part of the day was when the staff announced the CDA. Everyone wanted to win the award. The camp also had awards such as Camper of the Year for one girl and one boy each. The criteria for Camper of the Year were as follows: 1) respect, 2) motivation, 3) resourceful, 4) loyalty to the program, and 5) teamwork. It was announced at the end of the each session during the banquet. The staff voted on these awards. They also had other awards, “Mr. and Miss Congeniality” which were voted by the campers. The criteria for the awards were as follows: 1) friendliness, 2) easy-going, and 3) sweet, caring, and supportive of others. Among the CDA winners from the Maryland School for the Deaf (MSD) were: Allison Joy Weiner, Michelle Lapides, Jarvis Grindstaff, Brittany Frank, Shayna Unger, Brady Painter, and I, myself. During the banquet, Allison Joy Weiner was the girl who won the Camper of the Year! Coincidentally, I won “Miss Congeniality.”

When the 2nd session began, I realized that I really loved being at Camp Lakodia. Time went by too quickly and I was glad I stayed for the second session. The second session schedule was mostly the same as the 1st session, but different in formation and classes. We even added one more class with a renowned deaf actor, Bernard Bragg, in drama. It was kind of fun. We had the same awards. During the 2nd session, Rachella Shephard and Scott Lehmann won the CDA on the first day. On the second day, Tandy Lewis won the CDA. Daniel Fava won the CDA on the third day. On the fifth day, I won the CDA. On the ninth day, Sabrina Roult won. Brittany Frank won on the last day. Eventually, on the last day when they announced the Camper of the Year and Mr. and Miss Congeniality award, to my surprise, Scott Congeniality and I won Camper of the Year. Two campers from California and Texas won the Congeniality awards.

Another camp highlight was that we all went to Sioux Falls, which was about a 45-minute drive from the camp to visit the CSD office. We all became acquainted with CSD employees. I met Mr. Ben Soukup who was the Chief Executive Officer of the CSD. He was very tall and big. However, after talking with him, he was very fascinating to be with. He explained to us how he was successful in expanding the CSD.

When I got back home, I had so much to tell my family. My family told me that they knew that I had so much excitement because of what I said in my letters. In addition, my sister, Rachel, who was a Jr. Counselor at the Camp Lakodia during both sessions, could tell that I had a wonderful time. I really underestimated the camp because I originally thought it would be dull, but I was definitely wrong! I really encourage the younger kids to attend NMLLC! I, myself, certainly want to go back to NMLLC again because I learned so much. It was like an outdoor school, but the best part was that the camp staff did not expect us to do our homework. However, they gave us homework, which was for us, the campers, to bring back to our school what we learned at the camp.

—Lauren Benedict, 7th grade, FC
The Maryland School for the Deaf football team won the 2003 National Deaf Prep Championship with a perfect record, 11-0. It was the first time in school history that the football team finished the season undefeated. This super team broke many school records and two state records. Defensively, they recorded seven shutouts, setting another school record.

The team scored a total of 588 points, breaking the Maryland state record for most points scored in an 11-12 game season. This is also a new national record among deaf schools, breaking Texas School for the Deaf’s record set in 1947 with 516 points. The team also broke another state record for highest average per game with 53.45 points. A lot of credit goes to the offensive linemen: Jared Kingsford, Calvin Doudt, Chris Corrigan, Joshua Doudt and Mike Daze. These young men were the core of the offense.

For the first time, we had two running backs that ran for over 1,000 yards each. Martise Colston had 1,530 yards (15.8 per carry) and Davon Cook finished with 1,017 yards (14.7). Martise’s 1,530 yards broke DeJuan Hamilton’s record of 1,492 yards set in 1996. Martise broke several school records in rushing and scoring categories and was selected as National Offensive Player of the Year by the FRAT. Martise scored a total of 224 points and was the top scorer in the state of Maryland and top rusher in the Frederick County.

In regard to the passing game, Rob Sims set two new school records with the most touchdown passes in a season (21) and most career touchdown passes (28). James Markel, Jr. tied school record for the most touchdown receptions in a season with 9.

Our middle linebacker, Calvin Doudt, led the team with 128 tackles and 8 quarterback sacks. He was selected as National Defensive Player by the FRAT.

Our senior players contributed a lot to our successful season and they will be sorely missed. They are as follows: Rob Sims, Andre Cassell, James Markel Jr., Chris Corrigan and Bryan Oakley. We will have a large group of lettermen coming back next year and we are looking forward to another stellar season.

—Andy Bonheyo, Head Coach, FC

FRAT Offensive Player of the Year
Martise Colston
FRAT Defensive Player of the Year
Calvin Doudt
FRAT First Team All-Americans
Rob Sims—Quarterback
Martise Colston—Running Back
Davon Cook—Running Back
Joshua Doudt—Offensive Guard
Calvin Doudt—Linebacker
James Markel Jr.—Defensive Back
“Play Like There’s No Tomorrow” was the 2003 MSD volleyball team’s motto and this philosophy worked well. MSD Volleyball Varsity team had its most successful season ever with a record of 44 wins and 3 losses and all five tournament championships. MSD triumphed in the New Life Christian Tournament, Spike Out IV, Thomas Johnson Invitational, Eastern Schools for the Deaf Athletic Association (ESDAA) Tournament, and MD/DC Private Schools Tournament.

The Varsity team members were Malibu Barron (Freshman), Rachel Benedict (Freshman), Diana Berrigan (Junior), Krystle Berrigan (Senior), Priscilla Biskupiak (Senior), Larissa Clapp (Junior), Sigga Jonsson (Junior), Shana Lehmann (Junior), Kami Padden (Senior), Ursa Rewolinski (Junior), and Rachel Steingieser (Sophomore).

MSD blasted through the New Life Christian Tournament with a record of 6-0. Krystle Berrigan, Priscilla Biskupiak, and Shana Lehmann were selected on the All Tournament Team.

MSD squad was invited to the Thomas Johnson High School Volleyball Invitational, the 3rd tourney of the season. The team managed to win matches against Urbana, Thomas Johnson, and Westminster High Schools in its pool. Then MSD dropped Middletown High School in the semifinals and met Liberty High School in the finals. After trailing by so many points, MSD girls stopped making unforced errors and regained their composure. They made a huge comeback and eventually beat Liberty. Shana Lehmann was selected as the Outstanding Player of the Tournament. That moved MSD to number one ranking in the Frederick News Post’s Mid-Maryland rankings for the first time in the school history. It was the turning point of the season for MSD. They came to realize that they were one of the top powerhouse teams in Maryland.

In November, Liberty, ranked #1 in the Baltimore Sun, went on to win its State Division Finals, beating Glenelg High School, ranked #1 in Howard County. Also, Thomas Johnson and Middletown, two of few powerhouse volleyball schools in Frederick County, went on to their State Division Tournaments, but lost. Additionally, during the season, MSD beat National Catholic who later won the Independent Schools League Championship at the end of the season.

MSD defended the ESDAA Volleyball Tournament title for the fifth year in a row. The Lady Orioles swept all opponents with a record of 8-0. In the round robin tournament, MSD steamrolled over the American School for the Deaf, Lexington School for the Deaf, Pennsylvania School for the Deaf, New Jersey School for the Deaf, New York School for the Deaf, and Western Pennsylvania School for the Deaf. Krystle Berrigan, Priscilla Biskupiak, Shana Lehmann, and Ursa Rewolinski were chosen to the ESDAA Division I All Star Team.

Despite the three losses to CHEN during the season, those matches were the highlights of the season. The matches were very exciting with much rallying back and forth and each match went to full five games each time. At the end of the season, CHEN was ranked 8th in the Baltimore Sun.

At the MD/DC Private Schools Tournament located at Sportsplex in Frederick, MSD defeated Georgetown Visitation, Holton Arms, Spalding, and McNamara in pool play. MSD beat Chapelgate and Mount de Sales in the playoffs before meeting CHEN again for the finals. MSD finally downed CHEN to win the championship match. This feat clinched MSD as the 2003 FRAT National Team of the Year.

—Vicki Kitsembel, Head Coach, FC

FRAT Player of the Year
Priscilla Biskupiak
FRAT First Team All-Americans
Krystle Berrigan
Priscilla Biskupiak
Shana Lehmann

Spike Out V Volleyball Tournament

MSD welcomed the California School for the Deaf at Fremont, Indiana School for the Deaf, Kansas School for the Deaf, Minnesota State Academy for the Deaf, and Model Secondary School for the Deaf to the Spike Out V Volleyball Tournament at Frederick Community College on the weekend of September 26, 2003. A large crowd turned out for the tournament.

In the round robin playoffs MSD cruised past all opponents. During the first round of the playoffs, #5 MSSD beat #4 CSDF and #3 MSAD defeated #6 KSD. In the semi-finals #1 MSD beat #5 MSSD, 21-9 and 21-11. The first game between #2 ISD and #3 MSAD was close. ISD managed to beat MSAD, 22-20. Then in the second game MSAD was not able to keep up with ISD and lost. Then CSDF placed 5th, defeating KSD. MSAD conquered MSSD for 3rd place.

Before the championship match Frederick City Mayor Jennifer Dougherty welcomed the teams to Frederick and wished Indiana School for the Deaf and host Maryland School for the Deaf best of luck. The astonishing tournament ended with a sweet victory as MSD thumped ISD in the finals, 21-11 and 21-17. It was MSD’s 3rd tournament championship of the season.

Krystle Berrigan, Priscilla Biskupiak, and Shana Lehmann were selected to the All Tournament Team.

—Vicki Kitsembel, Head Coach, FC

High School Junior Varsity Volleyball

MSD Junior Varsity Volleyball Team finished their fourth consecutive winning season with a mark of 18 wins and 3 losses. The JV team’s highlight of the season was the New Life Tournament that the MSD JV was invited to along with the MSD Varsity. The JV team was excited but tremendously nervous about playing against all three varsity teams, Calvary, New Life and St. John’s at Prospect Hall in its pool. In the semi-final, MSD JV (1-2) went on to play and defeated the host team, New Life in three competitive games, 19-21, 21-17, 21-17. In the consolation game, MSD JV with burning passion and heart fought against CCS (Carroll) but lost the match 21-18, 9-21, and 26-28. It was the most impressive match that MSD JV played during the tourney. The JV team gained valuable experience playing at the varsity level of competition.

After that tournament, MSD JV, showing their confidence and potential, won all 16 regular season games. In addition, MSD had an annual tri-meet with Delaware School for the Deaf and West Virginia School for the Deaf varsity teams. MSD swept DSD with the score of 25-5, 25-10. MSD played almost flawlessly to beat WVSD 25-19, 25-17.

The two returning JV players, Sophomores Rachel Steingieser and Kara Andrade, welcomed new members, Juniors Masha Lahun and Marijana Surc (first-time volleyball players), Sophomore Jackie Doudt, and Freshmen Malibu Barron, Rachel Benedict and Phyllis Steele. The combination of players made the team a special one, because they never played together as teammates before. Still, they did an excellent job, demonstrating a true winning attitude throughout the season.

—Ray Lehmann, Head Coach, Vicki Kitsembel, Assistant Coach, and Sherry Bradley-Koo, Assistant Coach, FC

Front row (l to r): Jacqueline Doudt, Kara Andrade, Malibu Barron, Phyllis Steele, and Sabine Mueller.
High School Cheerleaders

After attending a summer cheerleading camp hosted by the American School for the Deaf, Juniors Jessica Frank, Leah Katz-Hernandez and Nikki Nowalski returned to MSD fired up and ready to share their newly developed skills and knowledge with the team. The girls proudly shared new dances, choreographic moves, chants and stunts with the other team members: Megan Erasmus, Amanda Amati, Jessica Tanner, Brittany Williams, Tiffany Cassner, Carolyn Huddleston, and Misella Tomita. Working together, the team then developed original dances, stunts, and cheerleading formations to inspire the football players and demonstrate spirit to the fans.

Their hard work paid off as fellow students, friends, families and MSD staff routinely applauded their cheers. A highlight of the season was the Homecoming pep rally planned and organized by the cheerleaders, themselves. The coaches would like to thank everyone for their support throughout the season.

—Donna Brandt, Head Coach and Cheri Winnings, Assistant Coach, FC

High School Junior Varsity Football


Middle School Football

Middle School Varsity Volleyball

Front row: Danielle Berrigan and Lauren Benedict. Middle: Tandy Lewis. Back row (l to r): Coach Wally Witczak, Jessica Feldman, Amelia Dall, Sabrina Roul, Michelin Barron, Brittany Frank, Jessica Israel, and Coach Nancy Lewis.

Middle School Junior Varsity Volleyball


Middle School Cheerleaders


Youth Football


Elementary Soccer

Front row (l to r): Austin Cerasoli, Sierra McConville, and Emily DeSimone. Second row (l to r): Coach Tim Taylor, James Doolittle, Jad Gore, Lance Brewer, Sadie Griffith, Jake Grindstaff, and Coach Alex Simmons. Back row (l to r): Cody Paulay-Simmons, Taran Taylor, Noelle Robinson, Katherine Millios, and Tarja Lewis.

Alumni

Linda Faye Bailey, ‘64, passed away peacefully in her sleep on July 3, 2003 in Germantown, Maryland after a lengthy illness. She was born in Birmingham, Alabama, on March 9, 1945 and was the eldest child in the family. Linda first attended the Alabama School for the Deaf in Talladega, Alabama and later graduated in 1964 from the Maryland School for the Deaf. She attended Gallaudet University for one year. Linda is survived by two Deaf sisters, Cheryl Ann Bailey Dickens, of Baltimore, Maryland, and Carole Sue Bailey, of Edmonton, Alberta, Canada, who graduated from MSD in 1967 and 1969, respectively. She also left behind her two nephews, Woody and Steve, her niece, Caroline, and numerous relatives who reside in various states including Alabama and Maryland. Her family and friends sadly miss her.

Beth Sonnenstrahl Benedict, 77, was awarded a doctoral degree in education from Gallaudet University in May 2003. Her dissertation title was Perceptions on Family Involvement among Deaf and Hard of Hearing Children.

Mark Bosley, ’84, and his wife, Pam, proudly announce the birth of their daughter, Alyssa Renee, who was born on November 8, 2003 at 1:08 p.m. at Carroll County General Hospital in Westminster, Maryland. She weighed 7 lbs. 10 oz. and measured 20 inches long. Mark works for C. J. Miller Company as a backhoe operator and the family lives in Manchester, Maryland.

Bonita Ewan, ’88, and Brian Thorn announce the birth of their son, Rainier Ewan Thorn, who was born on July 28, 2003 at 9:24 p.m. He weighed at 9 lbs. 3 oz. and measured 22 inches long. His sister, Denali, 2 ½, was thrilled to welcome Rainier. The family resides in Indianapolis, Indiana. Bonita was a former student in the Class of 1988.

Robert Rush, ’88, lives in Clearwater, Florida with his wife, Jill, of seven years. They have three sons, Tyler, 7; Damon, 5; and Cody, 4 months. Both Tyler and Damon are deaf and Cody is hearing.

Albert Marsh, ’89, received his master’s degree in Computer Science from Hood College in 2001. He has been employed with the Department of Defense since 1997. In February 2003, he was transferred to Wiesbaden, Germany and will be there for three years. It has been an interesting experience for him living in Europe. There are many more European adventures in store for him. By the way, Wiesbaden is the state capital of Hessen and it is probably the same area where the soldiers of the Hessian Barracks came from many years ago.

Teri Monroe Dietz, ’99, her husband, Jason, and their son, Rory, welcome an addition to the family, a daughter and sister, Jalina Shenandoah Dietz, into the world on March 2, 2003 at 5:39 p.m. in Frederick, Maryland. Jalina weighed at 7 lbs. 9 ½ oz. and measured 21 inches long. The Dietz family currently resides on the Kendall Green campus of Gallaudet University where Terri is majoring in Social Work and will graduate in May 2004.

Continued on next page

Community

Stella Bishop, Housekeeping Supervisor

Columbia Campus was saddened by the untimely death of one of its longtime employees, Ms. Stella Bishop. Stella was Housekeeping Supervisor at the time of her death in August 2003.

Stella was one of the first employees at Columbia Campus. She started as a Housekeeper in 1973. In 1983, she was promoted to supervisor. Her duties included supervising up to 7 employees at one time as well as students from the vocational training program in Howard County. She was responsible for the normal upkeep of the 3 campus buildings and also for cleaning up after special events.

Stella took great pride in the Columbia Campus, always ensuring that it looked its best at all times. On a funny note, one could always count on Stella storming into the Principal’s Office at the opening of school, upset that the staff was scratching the highly polished floors and demanding that something be done about it. That showed how much Stella cared about her job and the school.

Stella was always willing to go the extra mile for the students and staff. She enjoyed talking with the children, and sharing her latest mischievous adventures with the staff. Stella was a humble person who did not like pub-
Continued from previous page

The campus community was shocked by her early retirement due to her diagnosis of terminal cancer about 18 months before her death. When asked what the staff could do for her, she replied “nothing”. When told that everyone wanted to do something, to contribute to her hobby or anything, she said her hobby was spending time with her favorite people, who were her husband, her 3 children and her 4 grandchildren. They were the center of her life. Since it was just before the holidays, it was decided to do something that would make Stella’s last holiday the best it could be. Her MSD friends bought and gift-wrapped many gifts for the whole family. There were so many gifts that Stella said that she didn’t give all the gifts out, saving some for birthdays, etc.

Stella was a lifelong resident of Howard County and had a large extended family in the area. Stella had many, many friends, some of which spoke at the funeral service. They shared stories of Stella, they spoke of the jokes she loved to play on people, the way she loved to dance and the way she loved to cook. It was said that she made the best macaroni and cheese in the whole world. Standing room only at the funeral service at her church showed how much Stella was loved.

Stella Bishop was with us for 30 years and will be sorely missed. The Columbia Campus community will dedicate a garden to her in the spring.

Jeanne M. Bostwick, Former Teacher

Jeanne Mason Bostwick, 51, of Warrington, Pennsylvania died on June 14, 2003 after a long battle with cancer. Jeanne was a teacher at MSD for eighteen years. She first worked in the high school department at Frederick campus; she later worked as overnight dorm counselor at Columbia while studying for a second master’s degree and completed the remainder of her career at MSD as a teacher in the Family Education/Early Intervention Department. When her husband’s job required a transfer to Philadelphia, she became a teacher in the early intervention program at the Pennsylvania School for the Deaf for seven years.

Jeanne received her bachelor’s degree from Marquette University and her Master’s degree from Columbia University in New York. She was also a skilled sign language interpreter. She was also an excellent swimmer who swam across the Chesapeake Bay in races while she was at MSD. Her love of swimming was passed on to her children who participated in swim teams in Maryland and later in Pennsylvania.

Jeanne is survived by her husband, Richard Bostwick, and by their four children. Her children are Jennifer Claire, Anne Kathryn, Margaret Mason, and Thomas Joseph. She is also survived by her brother, James Mason and his wife, Colleen of Richmond, Virginia, and their son, Steven.

Hilda V. Dudash, Former Nurse

Hilda V. Dudash, 94, of Frederick died October 3 at Homewood Health Care Center in Frederick, Maryland. She was the wife of the late John Dudash. They were married 38 years. Born January 1, 1909 in Frederick, she was the daughter of the late Franklin Lorenzo and Lillian Galana Putman Goodman. She worked as a registered nurse at Frederick Memorial Hospital. She was a private duty nurse in the local community. Later she joined the nursing staff at the Maryland School for the Deaf Infirmary. Mrs. Dudash was a graduate of Frederick High School and studied nursing at Frederick City Hospital School of Nursing where she graduated in 1940. She was a Sunday school teacher at All Saints Episcopal Church for many years. She also served as a Girl Scout leader. She became a member of the Frederick Seventh-Day Adventist Church in 1988. She enjoyed knitting, crocheting, gardening, baking, Bible studies and musical concerts at her church. Surviving are two daughters, Sylvia D. Brouse and husband Barry of Frederick, and Joan A. Duffy of Flagler Beach, Fla.; one son, Dale P. Dudash and wife Nancy of Sykesville; six grandchildren, Stephanie Renner, Jason, Lindsay, and Andrew Dudash, Dawn Oakes, and Holly Stiles; and one great-grandson, Joshua. She was preceded in death by one sister, Catherine Goodman Hankey. Funeral services were held at the Stauffer Funeral Home in Frederick on October 7, 2003 where Rev. George Wennerberg officiated. She was buried in Mount Olivet Cemetery. Memorial contributions may be made to Frederick Memorial Hospital, 400 W. 7th St., Frederick, MD 21701 or to Maryland School for the Deaf, 101 Clarke Place, Frederick, MD 21701.
FALL 2003

Alumni and Community News

Edward C. Hartmann,
Former Work/Study Coordinator

Edward Charles Hartmann, 91, of Williamsville, N.Y. and formerly of Frederick, MD, died on November 7, 2003 at Millard Fillmore Suburban Hospital, Buffalo, N.Y. He was the husband of Kathryn Mary Moser Hartmann of Williamsville. Born October 28, 1912 in Philadelphia, Pa., he was a son of the late William Christian and Lillian Dorothy Eichorst Hartmann. He worked as a gas station attendant from 1928 to 1930; a store manager at Auto Gear and Parts Co. from 1930 to 1934; store manager at Sears Roebuck & Co. from 1934 to 1948; store manager at The smoke Shop in Frederick from 1948 to 1954; sales manager at Roney Motor Co. from 1954 to 1977; work-study coordinator at the Maryland School for the Deaf from 1977 to 1985 and consultant from 1985 – 1988. He served in the U. S. Navy during World War II. He was a member of All Saints Episcopal Church where he served as vestryman and Sunday school superintendent. He had many civic affiliations including past president, vice-president, and committee chairman of the Junior Chamber of Commerce: past president, vice-president and committee chairman of the Senior Chamber of Commerce; past president, vice-president, program chairman, and committee chairman of the Rotary club of Frederick; past member Board of Advisors and Scout Chairman of the Salvation Army; served on Mayor’s advisory committee in the areas parking and traffic, airport, and police reorganization; member and division chairman of Hood College and Frederick Memorial Hospital; member of the New Building Fund committee for YMCA; general chairman of board of advisory committee of Red Cross, U.S.O., and the United Fund; charter member, past director, and Players Agent of Little League; member of Frederick City Police Commission for four years; member of Mayor’s Police Commission; and former member of Maryland State Board of Trustees of Blind Industries and Services of Maryland. He was the recipient of the Paul Harris Fellow Award from the Rotary Club of Frederick in 1974; Employee of the Year Award – Direct Services from the Maryland School for the Deaf in 1984; the Reverend Louis W. Foxwell award for services to the deaf from the Maryland School for the Deaf PTCA in 1984; and Certificate of Merit from the Governor’s Committee for Employment of the Handicapped in 1985. Surviving are one daughter, Judith Hartmann; one son, Edward C. Hartmann II and wife Charlene; one grandson, Perry Hartmann; one great-grandson, Garrett Hartmann, two step-grandsons, Sean and Jason Fisher; two step-great-grandchildren, Ethan and Emily Fisher. He was preceded in death by a brother, William Hartmann and a grandson, Matthew E. Hartmann. Graveside services were held on November 13, 2003 at Mount Olivet Cemetery. Memorials may be made in Mr. Hartmann’s name to the Rotary Club of Frederick Signature Project, P. O. Box 13, Frederick, MD 21705-0013 or to Frederick Memorial Hospital, 400 W. 7th St., Frederick, MD 21701.

Please send news of marriages, births, deaths, anniversaries, awards, and special occasions to: Mary Sue Boxer
Editor, Alumni and Community News
Maryland School for the Deaf, 101 Clarke Place, P. O. Box 250, Frederick, MD 21705.

In Remembrance of...

Stella Bishop
Jeanne M. Bostwick
Hilda V. Dudash
Edward C. Hartmann

32 FALL 2003
Coming to this world as a future member of the Class of 1985, Martin Edward Caha was born in Baltimore, Maryland in 1965. He became deaf at nine months old by contracting spinal meningitis. His family consisted of his parents and two brothers, Mike and Mark. His father is the supervisor of a maintenance department. His mother is an office clerk. They live in Severna Park, Maryland.

Martin attended the Carver School in Crofton, Maryland from 1969 to 1976. He then was transferred to the Maryland School for the Deaf, Columbia Campus in the winter of 1976. His first teacher at MSD-CC was Ms. Sandra Brown. In the fall of 1978, he moved to the Frederick Campus. Ms. Nancy Swaiko was his first teacher.

In the Middle School at MSD-FC, Martin participated in the Boy Scouts. He was on the JV football team in 1980. He was a member of the Varsity football team in 1982 and 1983 when he was a high school student. Also, he was on the track and field team in 1983.

How did MSD help prepare Martin for his current job? It was Mr. Gary Gillard and Mr. Cameron Overs who encouraged him to go to NTID. Mr. Gillard introduced him to the world of computers. He became fascinated with the computers when MSD got about seven Apple IIe computers in Mr. Gillard’s classroom. Often he would let him stay after school for an hour or so to play with the computers. It was there that Martin decided to have a career in computer technology such as computer technician or programmer.

After his graduation from MSD in 1985, Martin returned home and attended the Anne Arundel Community College for two years to major in computer technology. Then in 1987, he transferred to NTID in Rochester, New York where he received his associate of arts degree in computer technology in 1991.

Martin’s first job was a custodian at a middle school near his home during his summer vacation when he was an MSD student. During his high school/community college years, Martin had a part time job working in the kitchen. After his NTID graduation, he was employed by the CompUSA store as a computer technician. His job responsibilities were to troubleshoot and repair the computers, setup and install software/hardware and follow work assignment orders. He was once named as the Employee of the Month by the CompUSA store. Then in 1994, he found a better job at the Pennsylvania State University in Harrisburg, Pennsylvania as a Network Coordinator. His current job responsibilities are to help staff/faculty members understand how to work on PCs, troubleshoot and solve problems with the computers, and setup/install hardware/software/network. He was given the Staff Service Award from Penn State University, Harrisburg, too.

During his adult years, Martin served as a vice president for the Maryland School for the Deaf Alumni Association for two terms/eight years. Currently, he is serving on the Board of Managers for the Pennsylvania School for the Advancement of the Deaf (PSAD) and the Board of Governors for the Greater Harrisburg Association for the Deaf (GHAD) and as a treasurer for the Greater Harrisburg Chapter of the PSAD (GHC).

Martin met Jill Willett at NTID and they were married on July 31, 1993. They reside in Harrisburg, Pennsylvania with their three children, Raymond, 8 years old; Norman, 3; and Kelly, 1. His leisure activities are: playing poker, playing video games, bowling, volleyball, surfing the internet, hiking, fishing, and visiting historic places.

Martin E. Caha’s words of wisdom for the MSD students are:

“Start dreaming what you want to do for a job or major. Don’t lose your dreams. Build your knowledge and skills that will help you to get a good job. Be involved in any deaf organization. Develop skills as a leader. Socialize with people. These skills are very important to help you have your dreams come true.”

Martin E. Caha
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COLUMBIA CAMPUS
Richard C. Steffan, Jr., Ed.D., Deputy Superintendent/Principal
John K. Snadvill, Assistant Principal
Nancy Downey, Assistant Principal
Brian F. Alles, Dean of Students
Deborah Colon, Assistant Director of Pupil Personnel Services
Suzanne Schwertman, Chief Financial Officer
Ann Miller, Fiscal Accounts
David Gardner, Fiscal Officer
Robin Koontz, Procurement Officer
Terrance L. Morris, Agency Buyer

Polly Coles, Iantha Dean, Laraine Hardy, JoAnn Kaulfuss

Faculty
Michelle Allstock
Richard Ballard
Myra Barbour
Suzanne Behun
Debra Brinker
Lori Britt
Dean Buck
Joyce Cohen-Scher
Jody Conaghan
Laura Crawford
Pierre Daze
Anne Drechsler
Angela Dumouchelle
John Felix
Joanne Hardesty
Barbara Herschman
David Hirsch
Holly Hoglund
Timothy Karman
Linda Kunz
Shelly Leilich
Joyce Leitch
Susan Maginnis
C. Robin Massey
Stephanie Ntaftaniel
Jenny Perry
William Pond
Ami Raveling
Paul Roul
t Shelly Santamaria
Colleen Shaw
Lisa Skaggs
Wendy Stanley
Marcia Unger

Teacher Aides
Evelyn Anthony
Stella Antonio-Conley
Carol Baker
Pamela Benson
Kathryn Burhkus
Donna Derkowski
Mihaela Gardner
Cindy Gilmore
Karen Goldhirst
Rebecca Greenwald
Sung Taim Kim
Gayle Mahn
Tanesha Marvin
Joan Miller
Mary Jo Palmisano
Annette Pitts
Jonathan Pitts
Rosa Portillo
Sandra Resch
Joan Richey
Teresa Scorton
Carol Snyder
Damon Sparrow
Karen Steele
Anessa Whitaker
Karen Wiener
Jeanine Zwick

Student Life Counselors
Janelle Berry
Travis Guenther
Jennifer Perlis

Don Petit-Homme
Jason Johnson
Cheryl Rasel
Hazel Rinas
Millie Russo
Jari Saavalainen
Ramona Saavalainen
Kevin Sanderlin
Leslie Schilling
Clarence Taylor

Family Services
Judith S. Pannier
Stephanie Reynolds

Librarian
Kathleen MacMillan

Behavior Specialists
Peggy L. Bruce
Christopher Duck

Mental Health Coordinator
Karin Polzin

After School Program
Daniel Rinas, Coordinator

Medical
Edward Cahill, M.D.
Allan Leffer, M.D.
Patricia Citro, R.N., Supervisor
Michelle P. Jones, R.N.
Kathleen Milne, R.N.
Pauline Yeaggin, R.N.
Ruth Nelson, O.T.R.
Elaine Persons, R.P.T.

Mental Health Consultants
Peter Coleman, M.D.
Stephen Colyer, Ph.D.
Joseph Poirier, Ph.D.

Plant Operations and Maintenance
Diana L. Phelps, Director of Support Services
Frank Rolen, Maintenance Chief
Connie Pierro, Housekeeping Supervisor
Ron Paraboe, Driver
Max Baker
Catherine Baptiste
Artega Dyer
Kenneth Kessler
George Ruhl
Wanna Smith
Donald Sturgill
Bonita Thompson
Benigna Yap

Nutritional Services
Hazel Baldwin, Manager
Angela Ali-Taha
Lewis Barnhart
Ray Branker
Mamie Bryant
Phillip Hall
Ronald Weisman
Crawmer, Yvonne Lease, Wanda
Director of Student Support Services
Craig Van Winkle, Linda Stoltz
Ann Hirsch, Mary Lynn Lally, Robert Padden,
Assistant Principals
Alan L. Marcus, Ph.D.,
Director of Student Support Services
Kathleen Baker, Scarlett
Communication Services
Gretchen Cronin-Duncan
Director of Curriculum and Instruction
Dirk R. Albrecht,
Dean of Students
Paul Ritenour
Computer Support Specialist
Donna Vogeler,
Student Database Manager
Scott Morrison,
Athletic Director
Andrew Bonheyo,
Extramural Sports Coordinator
Susan Luttrell-Jordan, Vance Rewolinski,
Craig Van Winkle, Linda Stoltz
Student Life Counselor Supervisor
Kathleen Baker, Scarlett
Crawmer, Yvonne Lease, Wanda
Naylor,
Secretaries
Faculty
Charlene Anderson, Laurie Anderson
Mike Averett
Lynn Ballard-Weiner
Nancy Barish
Arin Beals
Sheri Bergman-Galvez
Sherry Bevan
Randee Bickford
Tamar Bossler
Mary Sue Boxer
Sherry Bradley-Koo
Van Brewer
Brian Brizendine
Bruce Bucci
Erin Buck
Susan Burns
Rita Corey
Gretchen Cronin-Duncan
Nancy Cronk-Walker
Toby Daniels
Roberta Daniels
Mark Denton
Mary Eidukeycicus
Stacey Farone
Andrea Feldman
Peter Feldman
Michelle Fetterman
Harold W. Gamble, III, Ed.D.
Lisa Gastelle
Shannon Hare
Mathis Hediger
Adrienne Hiatt
Caroline Jones
Joe
S
Sarah Kenopic
Barbara Kinzie
Vicki Kristin
Sara Konkel
Kerri Lawler-Davis
Robert Lewis
Carolyn Lopez
Jerry Mabashov
Eric Mansfield
Janet Mertz-Witzack
Cheryl Morris
Deedra Morrison
Martin O'Brien
Maureen O'Brien
Cameron Overs
Judy Pfau
Janice Randall
Jane Redding
Denis Reen
Tammy Reinsmith
Abbey Reo
Adrienne Rubenstein
Dorothy Rust
Edward Schaberl
Kathleen Setzer
Michelle Shearer
Emily Simmons
Paul Simmons
Rita Spencer
Cynthia Streffenhof
Lorraine Stoltz
Guy Kevin Strachan
Jennifer Thomas
Bonnie VanBuskirk
Paula Van Winkle
Cathleen Viets
Jeanette Vincent
Julius B. Vokl
Jeffrey White
Teacher Aides
Maribel Aponte-Ortiz
Daniel Biskupiak
Mary Black
Juliette Brooks
Trude Buck
Bobbie Connelly
Barbara Cook
Suzanne Gamble
Joette Gasco
Deanne Gibson
Kelly Green
Craig Hanford
Carolyn Hediger
Mary Ann Kraft
M. Renee Krotsche
Karen McKenna
Gertrude Morita
Larry Newman
Mary Lou Novitsky
Jane Novilski
Janie Pearson
Winfred Pryor
Elisabeth Rewolinski
Sallie Romano
Nicole Szemore-Smith
Christine Stein
Ronnie Taylor
Cynthia Ulmer-Timlen
Cherri Watson
Noreen Williams
Cheri Winnings
Student Life Counselors
Alvin Amberg
David Anderson
Susan Angell
Harry Barnum
Ann Bartholomew
Terrence Berrigan
Bonnie Bingham
Donna Brandt
Peggy Braun
Robin Burrhus
Jerry Bush
Michael Chappelle
Jennifer Coleman
Yolanda Colston
Francis Cooney
Deborah Cumberland
Donna DiMarco
Daniel Fisher
Timothy Hanson
Gaye Heisey
Lindsey Heisey
Susan Hosman
Susan Kaplan
Susan Kirby
Diane Kubey
Leah Louallen
Elizabeth Luttrell
Keri Mays
Helen McClarin-Kearney
Jennifer Miller-Barron
Gary Phillips
April Saavalainen
Susan Scott
Gentry Shortes
April Smith
William Thompson
Timothy Vogeler
Christopher G. von Garrel
Patricia Weeks
Dylan Westbury
Jaron Whitehurst
Eric Woods
Gaye Woodward
Garrett Wooten
Student Development Coordinator
Lori Bonheyo
Crisis Intervention
James A. Angell
Transition Coordinators
Kristin C. Christy
Nancy Verdier
Behavior Specialists
Adebolade Desalu
Theresa Rollins
Librarian
Mary Margaret Kopcho
Guidance Counselor
Della B. Hager
Mental Health Counselor
Adora Lehmann
Social Worker
Lisa Smith
Art Therapist
Marie Williams, A.T.R.
Psychologists
Susanna Oliver
Dennis Hilker, Ph.D.
Patricia Hodgdon
Medical
Sajjad Aziz, M.D.
Adbul Majeed, M.D.
M. Kay Martin, R.N.,
Supervisor
Karen Hallaran, R.N.
Joann Hueting, R.N.
Leesa King, R.N.
Joyce Rose, R.N.
Jacqueline Tota, R.N.
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Richard Sarles, M.D.
Plant Operations and Maintenance
Bernetta L. Taylor
Director of Support Services
James Cleaveland,
Maintenance Supervisor
Wayne Smith,
Acting Housekeeping Manager
Steve Allison
Brent Bowers
Brian Brown
Harriett Dixon
Lillie Goodsell
Larry Johnson
David Jones, Jr.
James McKenen
Gary Milburn
Nathaniel Rollins
Richard Rosensteel
John Rosmarino
Agnes Strakonsky
Gary Strakonsky
Wayne Wars
Joan Weeden
Nutritional Services
Robin Ariosa,
Administrator
Maurice A. Jackson,
Supervisor
Loretta Ambush,
Supervisor
Judy Bostian,
Supervisor
Cathy Capino
Susan Morgan
David Olson
Helena Thomas
Steve Thomas
Robert Vaughn
On July 27, 2003, Troop 258 served as the honor guard for the tee ball game on the south lawn of the White House. After the game, President George W. Bush signed their programs and posed for pictures. From left to right: Jane Redding, Scoutmaster, Luis Figueroa, Bobby Harris, Patrick Weidig, and Alex Larson. Back row (l to r) Tim Vogeler, Assistant Scoutmaster; Andrew Weidig, Adam Baker, President Bush, Jared Kingsford, Hans Weidig, Assistant Scoutmaster. Photo credit: White House.