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ON THE COVER—“Columbia Campus Students at Recess”
First row: (L-R) Ryan Elliot, Portia Gantt, Michael DeVito, Jason Green, and Courtney Rideout. Second row: (L-R) Donnell Jones, Tiffany Bridgett, DeAndre Gaskins, Alexandra McKee, Chantaye Green, Cinnette Perry, and Darika Williams.

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Maryland School for the Deaf
www.msd.edu

The Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting program, activities, or employment practices. Questions regarding this policy in terms of employment may be directed to Eva Staubitz, Director of Personnel (301) 360-2008. Questions regarding the school program may be directed to Dr. Deborah Clark, Director of Pupil Personnel Services (301) 360-2025. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705.
Seven years ago, Mr. Stanley C. Baker was quite unexpectedly asked during a Frederick Campus Administrative Team meeting what his vision for MSD was by the time of his retirement. He immediately responded – (1) a group home on campus, (2) a Middle School Science Lab, and (3) a Visitor Center/Alumni Museum. It is most gratifying to see two of these goals opening this school year, but they could not have been accomplished without a lot of help. This Grand Opening is the “end event” resulting in many years of planning and work by numerous individuals.

It has long been recognized that the Elementary and Middle School Departments needed Science Labs. Both began to receive attention in the late 1990’s as MSD worked on developing a 15 year Master Facilities Plan. When unveiled in May 2001, both labs were incorporated: the Elementary Lab to be in their new building and the Middle School Lab retrofitted here in the Ely Building.

Evaluating the enrollment projections, it was discovered that during the 2002-2003 school year, the space identified for the Middle School Science Lab could be removed from active use so renovations could take place. However, all work had to be completed and back in use within twelve months to meet expected Fall 2004 enrollment projections. Educationally timing could not be better. The “No Child Left Behind” Act mandates proficiency testing in science beginning in 2007.

Formerly Middle School students had the use of two classrooms that were not connected to each other and they now have the use of three connected rooms. The former lecture area was a regular classroom with over 600 square feet with only student desks and some storage. The new lecture area is more than 1000 square feet and it also has group worktables, a portable demonstration table with sink, six computer hook-ups and ample storage.

The former laboratory area has now been returned to a teachers’ lounge and was only slightly larger than 400 square feet. It did, however, have a small sink, stove, and refrigerator, but no gas hook-up. The new laboratory is over 700 square feet to just over 2000 square feet including almost all new furniture and equipment. Please make certain to stop by and see the before, during and after pictures in the hallway outside MSD’s new Science Lab.

Many people contributed in many different ways to make this vision a reality. MSD began planning by consulting with an individual experienced in retrofitting current school building space into modern lab facilities: Mr. Larkin Hohnke, then Secondary Science Curriculum Specialist for Frederick County Public Schools. Mr. Larkin came here to meet with MSD, particularly the Middle School Science teachers, Mr. Ed Schaberl and Ms. Rita Spencer, consulting on all aspects. He further arranged for the two teachers to visit facilities in the county to get first hand information and ideas. Finally, he was instrumental in having a fume hood given to MSD, allowing MSD to more quickly plan for offering AP Chemistry for the first time at the school. Mr. Hohnke is now the Principal of Walkersville Middle School.

Mr. Schaberl and Ms. Spencer then set out on a design mission for floor plans and to order equipment and furniture. The Lab today is the result of many hours of measuring, planning and monitoring construction progress after additional long evening hours and weekend work.

With planning underway, construction began. Almost everyone in MSD’s Support Services Department: Mr. Larry Johnson, Mr. Gary Strakonsky, Mr. Steve Allison, Mr. Jim McKenna and their Supervisor, Mr. Brad Cleaveland, helped in so many ways.

Continued on page 6
The Accreditation for Growth (AFG) committees have been hard at work since the beginning of the school year. Both campus Steering Committees meet at least every other week and the Accreditation Planning Committee meets monthly. A list of these committee meeting dates are on the MSD website (www.msd.edu) and all of them are interpreted as well as open to the general public if he/she would like to attend.

The Middle States Association of Colleges and Schools (MSA) originally accredited only the High School Department in 1984 from which a full ten-year accreditation was received. When the Maryland School for the Deaf was re-accredited in 1994, re-accreditation of the High School program and accreditation for all other departments was sought. At the time a K-12 accreditation protocol was used and the entire school was again awarded a ten-year period of accreditation by MSA. The Accreditation for Growth (AFG) format for re-accreditation for the entire PreK-12 program is now being used. The maximum period of accreditation under this plan is seven years.

Going into this re-accreditation effort, the current existing accreditation Action Plan Teams that were established in 1994 had been reviewed in terms of their continuance under the new accreditation effort. The Budget Committee formed in 1994 was successful in achieving a protected budget and the Communication Committee was successful in developing and implementing a bilingual policy. The Curriculum Action Plan Committee was also successful in implementing the then newly adopted Frederick County Public Schools curriculum. All three of these committees more than likely will cease functioning as accreditation Action Plan Committees by the end of this school year as the new Steering Committees and the Accreditation Planning Committee identify other areas for which new objectives will be developed. The past ten years of experience with working on action plans will serve the school well during the next accreditation cycle.

The first step towards identifying areas in need of action plan development was to send out the AFG Standards Survey to all stakeholders. Once these have been received, a summary of the results will be published in this journal as well as on the MSD website. These surveys serve as an instrument to identify not only areas of strengths within the school, but also areas in need of improvement as perceived by all stakeholders in the school’s community. Additionally, there will be another survey conducted by the University of Baltimore sometime later this spring. Again, data will be used towards the school’s improvement efforts that will be followed by action plan implementation teams.

The Accreditation for Growth contains much terminology that is helpful for everyone to be aware of so they better understand exactly what the school community is doing. Key terms are defined below:

**Accreditation**

Accreditation is a voluntary process whereby a school commits to continuous school improvement and evaluation by peers. Accredited status indicates that a school has clearly defined appropriate objectives, has established conditions under which they can be achieved, is working toward achieving the objectives now, and should be able to continue to do so for the foreseeable future.

**Action Plans**

A detailed set of methods, in specific detail, on how the school will achieve its objectives and realize its mission. Effective action plans include specific activities to be implemented, each with a timeline, a responsible person/group, resources (time, money, staff, etc.) needed, and evaluation/indicators of success. They describe the means to reach the ends – the objectives.
**Action Plan Team**

One or more committees of school and community stakeholders charged with the responsibility for designing complete and effective action plans with all key components. Action Plan Teams usually present their recommended action plans to the planning team for approval. Often, there is an Action Plan Team for each Accreditation for Growth objective.

**AFG Planning Document**

The document that is prepared in advance of the Validation Team visit and is forwarded to the Chair, all team members, and the Middle States office. Includes information on a) The Planning Process, b) The Content of the Plan and c) The MSD Accreditation Standards. It also includes the Validation Team visit schedule and school floor plan.

**Internal Coordinator(s)**

An individual or individuals chosen from the school staff to coordinate all activities associated with the Accreditation for Growth process. This includes assisting the principal/school head in selecting Planning Team members, organizing and carrying out the planning process, and working with the Implementation Team(s) in carrying out action plans.

**Mid-Point Review**

The on-site visit that takes place at the mid-point of the seven-year accreditation term. The purpose of the mid-point review is to assess the progress made by the school in achieving its student performance objectives.

**Mission**

The mission is a clear concise statement identifying the school’s audience, its action, its aim, and its unique identity. The mission defines why the school exists and describes both what the school is and is striving to become. The mission is the foundation of the entire plan and the primary focus of the organization. While the mission acknowledges reality, it must aspire to the ideal and reflect the vision of the Planning Team and the school community the Planning Team represents.

**Objectives**

Objectives are the desired and measurable end results in student performance that the school is striving to reach. They state the Planning Team’s commitment to achieve specific, measurable end results for students. Objectives must include measures of time, quantity, and/or quality. They spring from and define the mission in specific detail.

Work will continue throughout the school year in developing action plans and objectives to be followed in the upcoming years. Anyone interested in contributing to this work is encouraged to not only attend MSD’s public meetings, but to get in contact with the campus chairpersons:

**Columbia Campus**

Steering Committee
Maryann Swann, Chair
(swannma@msd.edu)

**Frederick Campus**

Steering Committee
Cathy Griswold, Chair
(hcedcon@adelphia.net)

**Accreditation**

Planning Committee
Stanley C. Baker, Chair
(bakerch@msd.edu)
This past summer the Maryland Report Card: 2003 Performance Report included data from Special Placement schools such as the Maryland School for the Deaf for the first time. This Report Card on MSD summarized the results of the Maryland School Assessment (MSA) and the alternative assessment known as Independence Mastery Assessment Program (IMAP) which were given to students last spring in the areas of reading and mathematics if they were in the third, fifth, eighth, or tenth grades. This is the first time these new assessment instruments were employed, replacing the ten-year-old Maryland School Performance Assessment Program (MSPAP). They combine multiple choice and short essay questions, and the High School mathematics test was only for those students who had taken geometry. New federal legislation known as the No Child Left Behind Act mandated these new assessments and MSD’s participation in them. This federal legislation required that all students become proficient in reading and mathematics by 2014. Adequate Yearly Progress (AYP) must be made each year toward this goal. Attendance requirements must also be met for Elementary and Middle Schools, and High Schools must meet graduation rate benchmarks along the way.

Intermediate Goals (IG) have been established for all school systems for the following years: 2005, 2008, 2011 and 2014. Between each of these Intermediate Goals there must be at least one third expected improvement each year. These are known as Annual Measurable Objectives (AMO) and are determined by the Maryland State Department of Education.

For small schools such as the Maryland School for the Deaf, it is possible that wide swings in passing or failing rates could occur based on the performance of a few students. In order not to overly penalize smaller programs for this, a statistical buffer has been developed. This is known as the Confidence Interval (CI). In order for the entire school to receive a passing grade on the Maryland Report Card, all eight subgroup areas must meet their Adequate Yearly Progress targets. These subgroups are: five ethnic subgroups, students in Special Education, students who are considered Limited English Proficient and students who participate in the Free and Reduced Meals program. If any of these subgroups have less than five students participating, the results are automatically excluded from the school Report Card.

Maryland School Assessment Results

There are three levels of Maryland School Assessment test results:

- Basic means a score below grade level and is considered not proficient. This score does not satisfy Adequate Yearly Progress requirements.
- Proficient and Advanced level results mean the student scored at or above grade level. Both of these meet proficiency requirements for Adequate Yearly progress.
- For the 2003 Report Card the Columbia Campus met two of six Adequate Yearly Progress sub-areas and the Frederick Campus met all nine of the sub-areas on which it was evaluated. The number of areas differed because there must be a minimum of five students in each evaluated category and because Frederick has High School students.

Parents of students who took the Maryland School Assessment (MSA) received a Home Report from the Maryland State Department of Education which indicated exactly how their child scored on the test. The reading and mathematics assessments were on a rated scaled score from 0 to 800, and students had to score according to the following chart in order to be considered proficient:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third</td>
<td>404 or above</td>
<td>379 or above</td>
</tr>
<tr>
<td>Fifth</td>
<td>405 or above</td>
<td>392 or above</td>
</tr>
<tr>
<td>Eighth</td>
<td>419 or above</td>
<td>407 or above</td>
</tr>
<tr>
<td>Tenth</td>
<td>374 or above</td>
<td>411 or above</td>
</tr>
</tbody>
</table>

Geometry (HSA)

Alternative Assessment Results

In order for students taking the alternative assessment, Independence Mastery Assessment Program (IMAP), to receive a ranking of proficient they had to receive a positive growth score which indicated a noticeable increase in accuracy of the skill evaluated or decrease in the intensity or amount of the support needed to demonstrate the skill. For the 2003-2004 school year the IMAP will be changed to the Alternative-Maryland School Assessment (AMS) instrument. Additionally all grades third through eighth and tenth grade will be evaluated in reading and mathematics.

If you are a parent who received an individual Home Report for last spring’s assessments, the results are best discussed with your child’s Assistant Principal or teacher. Detailed information including definitions and numerous graphics are available at the following Maryland State Department of Education websites:

- www.mdk12.org
- www.mdreportcard.org

Any questions regarding the No Child Left Behind Act of 2001 may be directed to the Assistant Superintendent for Student Achievement and Results, Mr. Stanley C. Baker, at bakerch@msd.edu or 301-360-2027.
The Maryland School for the Deaf Foundation has had a very active year, thus far, in raising money for educational projects at the Maryland School for the Deaf, as well as heightening local community awareness about the Foundation and the School.

In January, The MSD Foundation joined the Frederick Chamber of Commerce. Superintendent James E. Tucker, and the Foundation’s Coordinator, Kriste Kovarcik represent the Foundation at the Chamber’s monthly Business Card Exchange. This event provides an excellent opportunity to meet and recruit local business professionals to help support the goals of the Foundation.

The MSD Foundation continued the path of recognition and raising funds by participating in the Bosco’s “Campus of Courses” during February. Lynn Ballard-Weiner and Marsha Flower each volunteered to instruct a two-hour introductory ASL class with the assistance of Kriste Kovarcik and Cheri Winnings. The classes were advertised in the Frederick News Post, and interested Frederick Community members signed up and paid a $5 donation fee to learn basic communication with deaf individuals. The two separate classes were entertaining as well as informative and proved to be an excellent method in spreading awareness of Deaf Culture.

Also during February, Superintendent Tucker, along with Fred Weiner, President of the Foundation, and Kriste Kovarcik, gave an in depth tour of MSD to Frederick Magazine’s Editor, Dan Kovarcik, giving an in depth tour of MSD, as well as heightening local community awareness about the Foundation and the School.

The Board Members of the MSD Foundation are excited to announce future events. Mark your calendars now for the “2004 Annual Parent/Student/Staff Appreciation Picnic” to be held at the Frederick Campus on August 28, 2004. Also, the “1st Annual Maryland School for the Deaf Foundation’s Golf Tournament” will be held at Holly Hills Country Club on Monday, October 18, 2004. For more information about these events, please contact Kriste Kovarcik. Kris4M SDF@aol.com.

The Maryland School for the Deaf Foundation would like to recognize the 2003 Annual Giving Donors and give a special thank you for supporting student success at the Maryland School for the Deaf.

The Foundation’s ambition of earning money and spreading the word about their worthy cause continued to thrive during March. The Maryland School for the Deaf Foundation had two participants play in “Skittles III for Charity.” C. Wendel Workshops sponsored the $50.00 fee per contestant for Kriste Kovarcik and Kerry Adamik to participate in this event. “Skittles” is a game where local Frederick community members can have fun and raise money for a worthy charity. Frederick Magazine, Village Works Communications, and Dancing Bears Toys and Gifts presented this exciting charity event. The tournament was held at the Barcelona Room in downtown Frederick, above Sabella’s, with over 120 individuals participating to try and win money for their charity of choice. Mrs. Kovarcik placed second, winning a sum of $3,250.00 for the Maryland School for the Deaf Foundation.

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Three other members of the Department deserve special recognition: Mr. John Rosmarino, Mr. Gary Milburn, and Mr. Dave Jones. One often hears, “Well, what do you expect for a government job?” The answer from our Support Service Department is “Excellence.”

Mr. Gary Milburn patched and painted 32 year old walls and trim making the area look “new again”. Mr. John Rosmarino worked with assembling lab furnishings and discovered a new meaning to “some assembly required”. Mr. Dave Jones, the school’s electrician, spent countless hours with the wiring for the new facilities and endured many last minute changes.

Financing the project became a true partnership between using the school’s existing human and physical resources, adjusting annual fiscal planning to incorporate money needed for outside services and building supplies, and the private sector. Ms. Suzanne Schwertman, Administrative Program Manager, made certain that all financial resources arrived at the right place at the right time. Though her work is often overlooked, many projects such as this would not happen but for her contributions of time and fiscal talents in coordinating necessary resources.

What has made this project so special were the important contributions outside individuals made toward equipment acquisition.

One source donated several thousand dollars on the condition they would remain anonymous. While impossible to identify them publicly, MSD certainly recognizes the positive impact on the Middle School Science Curriculum.

The Prudence Holding Corporation stepped forward again. Mr. Baker says again because this organization identified the Maryland School for the Deaf as their yearly special project recipient several times in the past. Last year they donated $3,000 toward science equipment, which was used to purchase microscope cabinets – one in the High School Lab and one in MSD’s new Middle School Lab. Additionally, they donated another $1,000 for the new Shockley House project.

The final contributor to be recognized is also the first person to approach MSD, Ms. Kathleen Marrone.

Why would this woman contribute to MSD? She gave a gift in memory of her cousin, Ms. Margaret Kent, who passed away two years ago. Ms. Kent was a teacher and Principal here, and a member of MSD’s governing Board in her retirement years. The Elementary School building is named in her honor – altogether more than 60 years associated with MSD and her legacy continues. Ms. Marrone’s contribution of $10,000 jump-started the Science Lab project. Her generosity will benefit the Middle School students and faculty for many years to come.

The students and staff are very excited with the new Science Lab and look forward to many years of experiments and learning. MSD’s sincere thanks go to all who made this possible.
Last March I visited Russia with my husband and a group of hearing students for a 17-day stay in Moscow and St. Petersburg. We lived with Russian families and experienced the everyday life of Muscovites and the inner workings of a special hearing school that taught English to all students. It was wonderful visiting Red Square, the Kremlin, Lenin’s Tomb, museums, churches, and shopping areas. The Moscow of the Communist era has transformed into a city with a growing middle class with many restaurants and goods available to those who have the money. The city is densely populated with bustling traffic and the Americans either walked or rode the extensive subway system. It was quite exciting!

Most exciting were my trips to visit two schools for the deaf and hard of hearing in Moscow. Through Mr. Dean Buck, the PE teacher at Columbia, I was introduced to Boris Krochkin, a deaf coach in Moscow who has brought deaf Russian track teams to the United States to compete. Boris introduced me to people at the 2 schools, and my friend, Elena acted as my Russian-English translator during my visits to School #52 and School #1734.

Boris and his wife are deaf and their two children are hearing. Within his home the family uses Russian Sign Language but mostly he lip reads and speaks Russian. He and Elena spoke Russian and she translated into English for me. Boris told me there are eight schools in Moscow and four in St. Petersburg. There are other schools throughout Russia and Boris’ job is to visit all the schools in search of promising track athletes to compete internationally.

The administrators and teachers at both School #52 and School #1734 were delighted to have an American visitor and took great pride in showing me their programs. The administrators were all hearing women and both schools had very few deaf teachers; each of which is one in each school. School usually starts at age 7 in Russia, but School #52 had a special Kindergarten class for 6 year olds. There was no mention of programming for younger children or their parents.

The communication philosophy in Russian schools is oralism in the classrooms. I did meet one teacher who was a CODA and was fluent in Russian Sign Language, but she did not use signs in class. When I requested, the teacher and several students did demonstrate their 2-handed alphabet and some words and sentences. It was fun to compare ASL and RSL and to watch the students sign among themselves.

Students also had high-tech hearing aids but only one student from School #52 had a cochlear implant. They are very costly and there is no medical insurance program to cover the cost. Auditory training equipment and headphones were available in the classes and speech therapy rooms. Much of the equipment appeared older and reminded me of items from American classrooms in the 1980s.

When I visited a speech room there was a prize student preparing for a...
spoken poetry contest and I listened to him recite a poem in Russian. I was impressed!

In classes here at MSD, teachers provide very visual environments and have decorations and displays around the class and school. In these two schools I saw few decorations. Resources and books were not as prevalent and media centers were small and had few computers. Materials for hands-on learning, particularly for younger students were not visible. Teachers in the United States and at MSD experience much wealth of teaching and curriculum materials. Teaching styles and materials appeared very traditional.

Each school provided dormitories for the students but School #52 was primarily a day school while #1734 had a much larger dorm population. Unfortunately I was not able to view either dorm. There were two hearing females, “nannies” - one for the boys and one for the girls. At one point I was shown a series of newspapers similar to the MD Bulletin, which depicted a variety of school/after school activities such as skiing, dancing, sports, and drama and art activities. One article talked about students visiting deaf schools in other countries.

As the Americans shared sweets and exchanged gifts (a Russian tradition) they displayed pride in their students and their programs. I felt very privileged to have visited these two schools and to have met such wonderful and dedicated staff. Their love for the children and their drive for excellence were obvious.

Upon return to MSD, I realized just how fortunate American deaf children are. The opportunity for are 6 or 7 years of age. MSD views the first six years as the key language learning time for their children and for Russian children to miss out on that is unfortunate.

In America the opportunities for deaf people to hold positions of leadership, such as teachers and administrators, is taken for granted. In Russia this opportunity does not exist. MSD is fortunate to have a Deaf Superintendent; as well as many teachers, student life counselors, and other campus employees that are role models for our deaf children. Academic and career opportunities abound in the United States for deaf people and I was not aware of such opportunities in Russia. MSD is fortunate in America to have federal legislation like IDEA and ADA guaranteeing appropriate education and accessibility for all people with disabilities.

I truly enjoyed my travels to Russia and in particular, the visits to the schools for deaf students. Although MSD’s programs are different, the children are the same. School provides opportunities for developing self-esteem, knowledge, and independence. The children appeared happy and eager to learn. I was fortunate to have had this opportunity to experience another culture and learn about deafness in that country. I treasure and value all of the resources, opportunities, and the wonderful Deaf community here in America.
When asked why I wanted to go to the United Kingdom for a year of study abroad, the first word that came to my mind was adventure. In fact, it was my thirst for adventure that first made me ambitious enough to apply for the University of Bristol, located in southwest England, through the international program offered at California State University, Northridge. Needless to say, I was thrilled when I received my acceptance letter to study under Bristol University's political science department starting last September.

The months I have been abroad have truly been a time of learning and exploration. Studying British politics has proved to be challenging for me; yet, I have been very effective in immersing myself into British culture. Looking through their political lens, which is entirely different from that of the American viewpoint, has been a very fascinating and stimulating for me.

Are you wondering how I manage in classes considering that the deaf native language in Britain is not ASL, but BSL, British Sign Language? I have been using what they call speed text or the technology that uses operators to type in what the professors say on laptop computers. Still my skills in BSL have increased dramatically. A bonus for me is that at Bristol University there is a Deaf Studies program so there have been plenty of opportunities for me to interact with deaf British students. This led to the wonderful opportunity for me to stay with a deaf student and his family over the Christmas vacation in Wales.

I am an avid reader of history and have tried to grab all opportunities to visit the abundant historical sites and cities around Great Britain and Ireland, not to mention Europe. I have traveled extensively in the United Kingdom, Ireland, France, and Italy and, at the writing of this article, am preparing for a month long sojourn around the European mainland including visits to the Netherlands, Germany, Poland, Austria, and Switzerland.

I note that in Dublin I recently stayed with deaf Irish hosts whom I met at Gallaudet University during my filmmaking internship when I was a senior at MSD. Not only did MSD provide me with this connection, but, I say that the courses I took at MSD created the appetite for me to see all I have learned: in science where Galileo reportedly conducted his experiments off the Leaning Tower of Pisa, or in history where the fall of Bastille took place in Paris, or even in English where, of course, Shakespeare was born in Stratford-upon-Avon. All of those events I had learned about at MSD, I have now seen and touched.

My adventure is far from being over; I will not return to America for several months. I encourage all students at MSD to learn much, to develop a healthy sense of adventure, and to someday, like me, see the world!
Advocacy...

Educators of Deaf and Hard of Hearing students often have the dual role of being involved with the education of their students as well as with the advocacy of Deaf individuals’ rights. Although playing the role of an advocate is voluntary, this is often necessary if educators wish to help with improving the quality of their Deaf students’ lives.

This year, our country is celebrating the 50th anniversary of Brown v. Board of Education of Topeka, a landmark decision by the U.S. Supreme Court, which ruled that separate schools for African American and white students were unconstitutional. The Deaf Community and the Deaf Education Community need to remember that this decision provided a spark for the African-American civil rights movement, which in turn helped launch the Deaf Rights movement. The rich history of the long and hard struggle for Deaf Rights needs to be taught to Deaf students everywhere, and the preservation of these rights requires constant vigilance and advocacy.

Many rights that Deaf and Hard of Hearing individuals in our country are enjoying today were not automatic or universally recognized years ago. In 1880, the National Association of the Deaf (NAD) first met in Cincinnati, Ohio to fight against pure oralism, the suppression of American Sign Language (as a result of the 1880 Milan Manifesto), and the marginalization of Deaf people. Today, NAD, the largest Deaf consumer organization of, by, and for Deaf people, continues to advocate for the use of American Sign Language and sign language interpreters in Deaf people’s everyday lives. NAD also tirelessly advocated for the one of the most cherished right of Deaf people: the right to obtain driver’s licenses.

The Civil Rights Act in 1964 paved the way for the passage of the Rehabilitation Act of 1973. The Rehabilitation Act contained Section 504, which for the first time forcefully addressed discrimination against people with disabilities. Section 504 states that “no otherwise qualified handicapped individual shall be excluded from participation in program or activity receiving federal financial assistance.” This section later laid the groundwork for the Americans with Disabilities Act (ADA) of 1990.

With Section 504, thousands of Deaf students flocked to colleges and universities where sign language interpreters were provided in classrooms for the first time. As a result, Deaf students in record numbers received advanced degrees, which gave them the necessary academic and professional credentials to climb organizational ladders.

The Education for All Handicapped Children Act (Public Law 94-142) was passed in 1975. Although this federal law (later known as the Individuals with Disabilities Education Act (IDEA)) guaranteed the right of all students with disabilities to a public school education, its “least restrictive environment (LRE)” provision is often misapplied to Deaf and Hard of Hearing students. Many Deaf children today are relegated to public school environments with uncertified sign language interpreters, and must experience “academic failure” before they are allowed to attend center schools for Deaf students. As a result of such advocacy, Deaf students’ language and communication needs were later recognized by the U.S. Department of Education through a 1992 policy guidance addressing communication needs and later the “special factors” language in the 1997 reauthorization of IDEA.

In 1988, Deaf President Now (DPN) movement at Gallaudet University brought a worldwide focus on Deaf Rights and Disability Rights. Late disability rights leader and “father of ADA” Justin Dart praised DPN for re-igniting the disability rights movement resulting in the passage of ADA, the most comprehensive disability rights legislation to date.

Today, most Deaf people enjoy the rights afforded to all Americans: the right to learn academics and vocational technical skills, work, vote, drive motor vehicles, and use sign language interpreters in many facets of American life including courtrooms. Deaf Americans also have a right to marry, bear and raise children, adopt children, buy property, and travel abroad. These rights at the moment seem safe from government or social interference.

The Brown v. Board of Education of Topeka did not immediately end segregation, but energetic and vigilant leaders and citizens facilitated desegregation implementation plans over the years. Their work like our work remains unfinished. Although we now have ADA and other Deaf Rights legislation on the books, Deaf citizens from time to time continue to experience denial of their rights to sign language interpreters, telecommunications access, and television captioning in hospitals, police stations, prisons, and even classrooms.

Educators can do much by supporting NAD in advocating for systemic changes. For example, the fight to include captioning in television, movielaters, transportation videos, and emergency broadcasts remains far from finished. Functional equivalency is becoming a new buzz word when it comes to asking Federal Communications Commission (FCC) to support adequate funding for 24 hours 7 days a week Video Relay Service (VRS).

Educators also can do much by advocating for Deaf students’ rights. Perhaps one of the greatest gifts educators can give to students is teaching them how to advocate for themselves today and for the rest of their lives.
Tewodros “Teddy” Assefa started working at Tate’s Autobody Shop as part of Maryland School for the Deaf’s (MSD) Work-Study Program at the beginning of the 2003-2004 school year. His position became available as a result of an agreement Mr. Kenny Stine, Dr. William A. Sherman, Jr., and MSD’s Career and Technology Education Department began working on in the spring of 2003. Teddy is the first student to represent both MSD’s auto body classes and Work-Study Programs at Tate.

Teddy began his autobody classes at MSD under auto body teacher Mr. Van Brewer during the fall of 2002. Mr. Brewer recognized Teddy’s hard work and exceptional skill, and was sure that he would be a good candidate to begin MSD’s working relationship with Tate.

Teddy’s main job duty at Tate is prepping the cars to be painted. He tapes and sands, and is also learning how to paint. According to Mr. Stine, “this prep work is 75% of the job and Teddy is enjoying every bit of it.” During a normal workweek, Teddy eats his lunch on the way to work, arrives at 11:15 am and works until 5:00 pm. Teddy even works by himself for one hour while the other workers go on their lunch break.

Mr. Kenny Stine, General Manager of Tate Body Shop, presents Tewodros Assefa with his Employee of the Month award.

Mr. Stine, Teddy’s boss, has all positive things to say about him. Ever since Teddy’s first day on the job, he has been “well structured.” According to Mr. Stine, Teddy sets an example for all of the employees at Tate. “He sticks to the rules, he has no complaints, and his time card reads like a book.” Everyone in the shop likes Teddy and enjoys working with him. Although he is a hard worker, Teddy still participates in the banter around the shop, and has a good sense of humor. In regards to the communication barriers, Mr. Stine says that being in the same world together (the shop), they have learned how to work things out. “Even though there’s a lack of communication, everyone knows he’s a good person.” Mr. Stine feels that “because of his eye for detail and his mannerisms in the work place, Teddy has good potential. He has all the makings of a good painter, and can make a good living ... he can make as much as a vice-president of a corporation if he wants to.”

As a result of Teddy’s hard work and dedication, Tate recently granted him a great honor. Teddy received the employee of the month award for the month of January. Mr. Stine proposed that Teddy receive this award because of his wonderful work and pleasant attitude. Mr. Stine said, “he’s what we expected and more and that’s why we made him employee of the month. He’s someone who outperforms the expectancies of the job. Teddy’s setting the pace for

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Thinking Outside the Box: Making Math Real in the 6th and 8th Grades!

For many students, math can be hard to understand...an abstract concept with no clear connection to real life. Ms. Farone’s 6th grade math class was involved in an activity to help make the abstract become concrete.

The 6th grade students challenged 7th and 8th graders to donate cans to help people in need have food for the holidays. At stake was a pizza party for the winning grade along with a sense of pride that would come from winning. The students made a graph showing each grade’s total as well as a total for the entire middle school. They set an initial goal of collecting 250 cans. Before the first deadline of November 24, the middle school students had already surpassed that goal. They walked to the Frederick Food Bank, carrying with them almost 300 cans and boxes. Every day the students came hurrying to math class to count the days’ tally marks and record the results on the huge graph in the hallway. By the final deadline of December 15, MSD’s middle school had collected 540 canned goods for donation. The 6th grade had a commanding lead, as well as 100% participation and deservingly earned the pizza party. One student, Tyler Szymanski, really went above and beyond by making weekly donations, which totaled 156 cans. Every student in middle school who made a donation was treated to cake and ice cream.

Throughout the collecting period, the students practiced a variety of relevant math skills including graphing, counting tallies, finding percentages, counting by 5’s, estimating and extrapolating data from graphs along with basics such as addition and subtraction. Along with math skills, the students learned a valuable lesson about caring for others. A special thank-you goes out to all who donated!

—Stacey Farone, Middle School Teacher, FC

The 8th grade students were recently involved in a real life learning activity in math class. The focus of their project was earning money for their annual trip to New York City. Ms. Farone’s 8th graders worked hard to advertise, sell, order and distribute embroidered clothing showing their MSD spirit. The students became models, giving up countless after school hours to walk all around the Frederick campus showing off the variety of items for sale. They made order forms, decided on prices for each item, calculated profits for each item, calculated final costs when multiple items were ordered, kept a running graph of orders and wrote greater than, less than statements comparing items. Each week the students calculated the profit-to-date. The students were then responsible for organizing the data from over 75 order forms so that a precise and concise order was ready to be placed at the company. When the merchandise arrived, over 125 items, the students were then responsible for inventorying and delivering the merchandise as well as collecting the money from the staff after the sale. An entire lesson was taught related to banking. The students learned how to endorse checks for deposit and how to fill out bank deposit slips. The students were eager to check the accuracy of their predictions on total profits and were excited to learn that, thanks to several extra donations, profits were even higher than predicted. The students gained valuable practice in making change and writing checks as numerous staff members reinforced the math lesson by asking the students for help in writing their checks or totaling their order forms. A special thank-you to all of the faculty and staff who helped support the 8th grade trip by buying MSD items.

Remember, almost every daily activity involves math. Practice often and continue to “think outside of the box”!!!

—Stacey Farone, Middle School Teacher, FC
During the week of October 14-17, 2003, Ms. Stacey Farone, Middle School Teacher had the wonderful opportunity to visit Hyde Leadership Public Charter School of Washington, DC. She visited the school as a member of the accreditation validation team. While in Washington, DC she spent four days working with a team of professionals from three surrounding states. They interviewed school officials, faculty, staff, students and parents. The school had written a detailed self-report which they were then tasked with validating. It was an amazing experience to talk to such a wide variety of Hyde Community members.

One theme that was firmly resounded by all was “Hyde Pride” which was shown by the students’ professional dress, manners and attentiveness during classes as well as in the halls. During interviews with a random sampling of students, Ms. Farone was astounded by their ability to articulate their ideas pertaining to what they liked about H yde as well as what they disliked. They were excited to share their ideas and feedback, which the school had implemented for improvement. The parents were just as enthusiastic about the school and were actively involved in the school including required monthly community meetings. From the five-year-old kindergarteners to the cafeteria staff to the teachers, all members of the school community knew what accreditation was all about and why they, the validation team, were visiting H yde.

At the end of four intense days of validating the school’s accreditation process and writing an immense amount of reports, the validation team members announced their decision to support the school’s accreditation plan, stating that everything in their report was found to be true and currently happening at H yde. They were treated to a pep rally held in the auditorium, led by the cheerleaders and participated in by the entire school body. “Hyde Pride” showed loud and clear! The week spent at H yde not only served as professional growth, it was an invaluable experience in preparing Ms. Farone for MSD’s upcoming accreditation process.

—Stacey Farone,
Middle School Teacher, FC

Employee of the Month
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other MSD students and he’s a great role model.”

While juggling school, work, homework, and dorm activities, Teddy has also been studying to get his driver’s license. Teddy previously had a license in Ethiopia. Since moving to the United States, he has expressed a strong desire to get his license here. He has shown extreme dedication to studying, and doing whatever is necessary to obtain this goal. Teddy recently passed his test at the MVA with a score of 100% without the aid of an interpreter or reader. With his desire to succeed and his willingness to work hard to obtain his goals, Teddy will be a licensed driver before he graduates in June. Mr. Kenny Stine also deserves great thanks from the Maryland School for the Deaf. He has gone above and beyond his call of duty. Mr. Stine is always available if any questions or concerns may arise. He has frequently visited Mr. Brewer’s shop and has given demonstrations to our students at M SD. He welcomes our students at Tate for field trips as well. Mr. Stine continuously has a warm and positive attitude that makes it pleasurable to deal with him. He’s that pat on the back that makes your day that much better, the reassuring voice that makes you want to succeed. M SD is very fortunate to have developed a working relationship with such a kindhearted man that wants to see his entire staff flourish. Teddy has thrived under his supervision and has been thankful to have such a boss.

In closing, aside from all of his wonderful accomplishments in the workplace, Teddy has been an exceptional student. There have been many staff members, both at M SD and Tate, that have expressed the desire to have “ten more students just like Teddy.” In the words of Nancy Verdier, the Transitioning Coordinator for the LBE/ES Department, “Teddy is one of those rare individuals who can work well with anyone. He is someone that on any given day you are happy to know and are very glad you have met.” In the short time that Teddy has been a student at the Maryland School for the Deaf, he has shown remarkable motivation, work ethic, and a strong desire to succeed. In the process of doing so, he also manages to be pleasant to staff, his peers, his boss, and his coworkers. All of these qualities will guide Teddy to be an extraordinary young man who will succeed wherever his path may take him.

—Erin Buck,
Work Study Coordinator, FC
Kyrgyzstan is a nation of nomadic traditions, of hospitable people, and of mountainous architecture. As a landlocked nation, bordered by Uzbekistan, Tajikistan, Kazakhstan, and China, and a nation of the former Soviet Union, Kyrgyzstan gained political and economic independence from Russia in 1991. Through a highly competitive application and interview process, I was fortunate to have been chosen as a recipient of The United States-Eurasia Awards for Excellence in Teaching Program, sponsored by the American Councils for International Education and the U.S. State Department of Education. This award provided me the opportunity to act as an educational ambassador from the United States to the country of Kyrgyzstan, a program of international depth encompassing a two-fold goal: 1) to utilize teaching talents and expertise to improve the quality of education within countries in Eurasia; and 2) to establish learning partnerships between schools in Eurasia and schools in the United States.

After 32 hours of travel time, my journey to Kyrgyzstan began in the capital city of Bishkek. Staying with a local family host, my time in Bishkek included an orientation tour of the city, a visit to the State Museum of Fine Arts, meeting with students at the American University of Central Asia, attending a concert of traditional Kyrgyz music, and touring nearby historical sites.

Much of my time in Kyrgyzstan was spent in the town of Tokmok, a small town at the foot of the Tien Shan Mountains where I lived with a local family and worked with students and teachers at various local schools. While in Tokmok I taught lessons on American History, Government, and Geography to students at Ak-Bata Christian School, worked with teachers at Shopokov Gymnasium #1 in the nearby town of Shopokov, and visited Chui Oblast Gymnasium, a boarding school for academically talented children. I also met with students at the Uzbek School, a school which educates students who are mostly of Uzbekistan descent, and the Dungan School, a school which educates students who are mostly of Chinese descent. As an educational ambassador, observing classes, meeting with students and staff, and providing workshop training sessions to teachers on motivational teaching methodology were my main responsibilities.

I was also provided the opportunity to visit the Kyrgyzstan National School for the Deaf, a residential/day school program educating approximately 300 elementary through high school age deaf children in Kyrgyzstan. The Kyrgyzstan National School for the Deaf follows a total communication philosophy using both speech and Russian Sign Language in their educational approach. While visiting the school I observed classes, met with teachers and students, and met with the principal of the school, comparing deaf education and deaf cultural issues between Kyrgyzstan and America. As a gift, the principal was presented an ASL Sign Language book and a copy of the 2003 Maryland School for the Deaf yearbook. As my visit ended, the principal expressed his desire for his students to learn ASL, and his desire to form a continued relationship between their two schools. Making a lasting impact, the principal stated that history was made on this day for...
I was the first educator of the deaf to ever visit his school.

Even though the physical structure of the school buildings, the teaching equipment, educational technology, and the academic amenities throughout Kyrgyzstan cannot be equated to American standards, I was most impressed with the quality of education. I observed teachers who worked very long hours for meager pay, teachers dedicated to their profession, and teachers experimenting with innovative teaching methodologies in the classroom. I observed students engaged in lessons, students serious about learning, students striving to be accepted into the university, and students preparing to take stringent exams hoping for the opportunity to study in America.

My journey to Kyrgyzstan ended where it began, in the capital city of Bishkek. I am most grateful to the people of Kyrgyzstan. Their warmth and hospitality enriched each experience encountered while visiting their wonderful nation. The opportunity to travel to Kyrgyzstan has provided me with knowledge, information and experiences to be shared with the students at Maryland School for the Deaf, providing them with insight into a concept of a global cultural network.

—Martin O’Brien, Social Studies Instructor, FC

As a direct result of working with the staff and students in Kyrgyzstan, pen pal relationships have developed, gifts have been exchanged, and a Kyrgyzstan to MSD chat room has been designed allowing students to communicate online in a continued effort to learn the differences and similarities between two cultures.
I was chosen to become a delegate for the Junior National Association for the Deaf of the Maryland School for the Deaf, and Jackie Doudt was also a delegate. I went to the National Jr. NAD Conference in Washington D.C. hosted by MSSD on Nov 4-9, 2003. Delegates, observers, and advisors from seventeen different schools went to the National Jr. NAD Conference.

On the first day, we had an Ice Breaker party. I met many students from all over the United States, and we got to know each other’s names. We all felt like we knew each other in seconds and knew the people for who they already are. On the second day, Jennifer Yost gave us a presentation about Jr. NAD; one of her questions was, “Why do we need Jr. NAD?” She explained how the National Association for the Deaf was established and showed us the symbols of the NAD flags. It’s important to have Jr. NAD continue running and to teach young people to get themselves involved in NAD in the future. We must grab our opportunity to gain experience and to learn with confidence. We need to have NAD because of our rights, such as closed-captioned broadcasting, TTYs, pagers, driver’s licenses, interpreters, etc. NAD is a most important key for deaf people’s rights; it gives us the right to speak up for what we need today.

I learned a lot about NAD, and I realized who I am. I’m so proud of myself being a deaf person. We had many workshops to make us explore and learn how to do well in leadership and how to empower other people. We learned about prominent leaders, parliamentary procedures, and the power of being positive. Empowerment benefits us to help students to be involved and make a more effective population of Jr. NAD members. The members need to carry the message to others because we only have a small population of deaf citizens; we should be proud of ourselves for having the opportunity to have everything we need for a happy and successful life.

Charity Reedy gave us a very interesting presentation and she explained to us about Leadership and Advocacy. She invented a word “LEADVO” — two words, leader and advocacy, combined into one word. She also told us that we must be a leader and advocate at same time to be successful. The word Leader stands for Know Yourself, Communicate, Take Risks, Vision and Passion, and Get Results. The other word, Advocacy, stands for Know Your Rights, Educate Others, Courage to Change, Believe in What’s Right, and Compromise. The five days included workshops, the Mr. and Miss Jr. NAD pageant, and tours to the NAD Headquarters, Gallaudet University, MSSD, and Washington D.C. National Mall.

On Saturday night, we had a banquet, and the Rathskellar entertained us. On the same night, there was a pageant, and we enjoyed ourselves watching it. Jackie won an award for her poem and visual art. She also won 2nd place in the pageant. I got an award for the most outstanding student at the conference.

I was selected to become a delegate for Jr. NAD at the NAD conference this summer, which will be in Kansas. I look forward to going to the NAD conference and will share it with all of you. The next conference will be in two years and will be in Delaware or Indiana. It will benefit you all to learn how leadership works and how to empower other students to be successful in the future.

I would like to say many thanks to the Jr. NAD advisor, Jeanette Vincent, for taking Jackie and me to the conference. It did enrich my experience. All three of us came back to MSD and helped Jr. NAD’s parliamentary procedures to be accurate. Always keep the rights that we cherish, and pass them on to other students in the future. My favorite quotation from the Jr. NAD Conference: “Knowledge is Power, Know Yourself First.”

—Marijana Suric, 11th Grade, FC
BB&T Employees Learn Sign Language

BB&T bank employees see the need to learn sign language because they are confronted by deaf customers who do business with them daily. They know that Maryland School for the Deaf is located in their business community and they approached Ms. Bette Hicks, Assistant Principal of High School Department and Mr. Brian Brizendine, ASL teacher for professional advice in sign language teaching. Ms. H. Hicks and Mr. Brizendine selected us to work closely with BB&T bank employees.

When we met with those employees for the first time, we were surprised to learn that some of them had limited sign language training in the past. In our classes, some employees were thrilled when they were able to use facial expressions and sign short sentences. They also learned new signs that applied directly to their workplace. We also gave them an opportunity to discuss other deafness-related issues in class.

This assignment was a challenge to both of us to communicate with those who had no exposure to deaf culture and American Sign Language in general. We hope this will bring both the school and the business community closer in the area of high school level work/study.

—Martise Colston and Megan Erasmus, 11th Grade, FC
MD Girls Basketball team had its most successful season ever with a record of 20 wins and 2 losses and two tournament championships. MSD triumphed in both the Clerc Classic IV and the Eastern Schools for the Deaf Athletic Association basketball tournaments.

The MSD Girls’ Basketball Team was named the National Deaf Prep Champions for the fourth straight year by the FRAT magazine.

The Lady Orioles Varsity Team members were: Seniors Priscilla Biskupiak and Krystle Berrigan, Juniors Masha Lahun, Ursa Rewolinski, Shana Lehmann, and Marijana Suric, Sophomores Kara Andrade and Adonica Harris, and Freshmen Phyllis Steele, Rachel Benedict, and Malibu Barron.

While MSD defended its Clerc Classic tournament title for the 3rd year in a row. The Lady Orioles beat the California School for the Deaf, Fremont, 73 to 29, and the Model Secondary School for the Deaf, 44 to 27; and in the championship game, crushed the Indiana School for the Deaf, 68-16. Priscilla Biskupiak, Krystle Berrigan, and Ursa Rewolinski were chosen to the Clerc Classic IV All-Tournament Team.

MSD defended its ESDAA Basketball Tournament title for the 4th year in a row. The Lady Orioles beat the Western Pennsylvania School for the Deaf, 69 to 15, and the Lexington School for the Deaf, 65 to 23; and in the championship game, MSD had no problem disposing of the Marie Katzenbach School for the Deaf by a score of 66-13. Priscilla Biskupiak, Krystle Berrigan, Ursa Rewolinski, and Shana Lehmann were chosen to the ESDAA Division I All-Tournament Team.

Despite the two losses to Sidwell Friends High School (DC) and Allegany High School, MSD girls were on the winning end of mostly blowouts throughout the season. MSD assistant coaches, Lorraine Stoltz and Craig Hanford, both felt the team chemistry was the reason and that MSD players implemented their plan every game and a result, it all came together 20 out of 22 times! When they did what they practiced, they knew this could be possible.

Defense is the main reason for a successful season. The Lady Orioles’ defense allowed an average of 28.1 points per game. A good offense is lead by a great defense so this resulted in the offense averaging 59.4 per game.

Senior Priscilla Biskupiak totaled 1,447 points (top scorer in MSD History), 759 rebounds, 352 assists and 357 steals for her varsity career. Senior Krystle Berrigan was first on the team with 147 steals, (6.6 steals per game avg.) and 93 assists, (4.2 assists per game avg.). Krystle was known as “Spider Woman” for her success in tipping balls on defense. This led to numerous fast breaks and easy baskets.

MSD senior players contributed a lot to their successful season and they will be sorely missed. The coaches want to commend them for their leadership and dedication to MSD’s basketball program.

As for next season, MSD will have a large group of young players coming back ready to carry on its basketball tradition of excellence.

Thanksto the outstanding assistants, Lorraine Stoltz and Craig Hanford, for their dedication. Also, a word of thanks should be expressed to the parents and fans for their never-ending support.

—Daniel Biskupiak, Head Coach, FC

FRAT Player of the Year
Priscilla Biskupiak

FRAT All-American Team
Priscilla Biskupiak (1st team)
Krystle Berrigan (1st team)
Shana Lehmann (2nd team)
Ursa Rewolinski (2nd team)

Frederick News Post All-County Team
Priscilla Biskupiak (2nd team)
Krystle Berrigan (Honorable mention)
Shana Lehmann (Honorable mention)
Ursa Rewolinski (Honorable mention)

Frederick Gazette All Gazette Team
Priscilla Biskupiak (1st team)
Krystle Berrigan (2nd team)
Shana Lehmann (Honorable mention)
Ursa Rewolinski (Honorable mention)

Front row: (L-R) Krystle Berrigan, Masha Lahun, Ursa Rewolinski, Priscilla Biskupiak, and Shana Lehmann. Back row: (L-R) Assistant Coach Craig Hanford, Manager Diana Berrigan, Phyllis Steele, Rachel Benedict, Adonica Harris, Marijana Suric, Kara Andrade, Malibu Barron, Head Coach Daniel Biskupiak, and Assistant Coach Lorraine Stoltz.
The MSD boys’ basketball team started off the season with a record of 9-1. The team placed third at the Clerc Classic Tournament at Indiana School for the Deaf as Derrick Williams and Martise Colston were selected for the All-Tournament Team.

During the month of January, the basketball team experienced a seven game losing streak. MSD was down 12 points in its game against Carroll Christian Academy and rallied to snap its streak of bad luck. MSD then won 6 games in a row and finished 15-8 for the season.

MSD had a high-octane offensive team this year. The boys scored over 90 points six times including 102 points against Highland View Academy.

The most exciting moments of the season were when two players reached 1,000 points in their careers on MSD’s home court floor, Martise Colston and Davon Cook. Their families were here and had their pictures taken with Superintendent James E. Tucker who presented each with a basketball that had “1,000 points” painted on it.

Other thrills included beating Hancock High School at their home court, which had not been accomplished for a long time. Certainly beating rival Model Secondary School for the Deaf twice helped cap MSD basketball team’s season.

At the Eastern Schools for the Deaf Athletic Association tournament at the Western Pennsylvania School for the Deaf in Pittsburgh, Pennsylvania, MSD played very well in both games. MSD beat the Marie Katzenbach School for the Deaf and then won over Western Pennsylvania in the championship game. Derrick Williams, Martise Colston, and Davon Cook were named to the All-Tournament team. Davon and Martise also dunked in the championship game.

With five starters returning next year, MSD can look forward to a strong showing under the nets, and maybe even a National Championship.

Special thanks go to the assistant coaches Eric Mansfield and Mathis Hediger who worked hard to help the team win important games and also to Norma Clapp who assisted the team as the scorekeeper.

—Vance Rewolinski, Head Coach, FC

**FRAT All-American Team**
- Martise Colston (1st team)
- Davon Cook (1st team)

**Frederick News Post All-County Team**
- Martise Colston (2nd team)
- Davon Cook (Honorable mention)
- Derrick Williams (Honorable mention)

**Frederick Gazette All-Gazette Team**
- Martise Colston (1st team)
- Davon Cook (Honorable mention)
- Derrick Williams (Honorable mention)
- Andre Watley (Honorable mention)

The wrestling season’s highlights included the following teams/tournaments: McNamara High School, Gonzaga High School, St. Mary’s High School-Annapolis and the Eastern Schools for the Deaf Athletic Association Tournament (ESDAA) at MSD.

This season was a sweet one for the MSD wrestling team, with a team record of 14-2-1. MSD defeated McNamara with a team score of 32-27. Calvin Doudt (189 lbs.) managed to pin McNamara H.S.’s best wrestler, David Rook, helping MSD win the dual match. Jeff White, MSD wrestling coach celebrated his 150th career victory.

MSD and Gonzaga wrestled against each other evenly until MSD’s Ryan Curry (130 lbs.) saved the match, pinning his opponent and getting 6 points for MSD. The final team score was MSD 42 and Gonzaga 40.

The MSD - St. Mary’s - Annapolis match was like a “David vs. Goliath” story. The fans were impressed how MSD wrestlers managed to rally against heavily favored St. Mary’s wrestlers and tie the match. The final score was 37-37.

MSD hosted the ESDAA-Open Wrestling Tournament on Saturday, January 31, 2004. Maryland School for the Deaf, Florida School for the Deaf, Model Secondary School for the Deaf, American School for the Deaf, and Lexington School for the Deaf participated in the tournament. All schools had winning team records and performed very well at the tournament. Florida School for the Deaf with six seniors on its wrestling team won the championship with 185.5 pts while Maryland School for the Deaf finished second with 146.0 points. MSD’s Chris Peters (125 lbs.), Mike Daze (171 lbs.), and Calvin Daze (189 lbs.) captured individual championships.

Calvin Doudt, one of MSD’s best wrestlers, had a superb season this year. Calvin managed to win the championship title in 189 lbs at Grace Brethren Tournament without breaking a sweat. Also, Calvin pinned West Nottingham Academy’s best wrestler, Ricky Polansky, who won the Outstanding Wrestler Award at Grace Brethren’s Tournament (last year). Furthermore, Calvin surprised many fans at ESDAA, beating Florida School for the Deaf’s best wrestler, Paul Cuppy in the 189 lbs. championship match.

Coaches White, Chris von Garrell and Wayne Monroe are looking forward to another exciting season with many returning wrestlers! They would also like to thank all the parents, teachers, and fans that came out to cheer for the team.

—Jeff T. White, Head Coach, FC

FRAT All-American Team

Chris Peters (125 lbs.) (1st team)
Mike Daze (171 lbs.) (1st team)
Calvin Doudt (189 lbs.) (1st team)
Cody Reidy (140 lbs.) (2nd team)

Frederick News Post All-County Team

Chris Peters (125 lbs.) Honorable mention
Ryan Curry (130 lbs.) Honorable mention
Mike Daze (171 lbs.) Honorable mention
Calvin Doudt (189 lbs.) Honorable mention
The winter season started off with a bang for the cheerleaders. With less than two weeks of practice before the Clerc Classic cheerleading competition at the Indiana School for the Deaf, the squad finished a solid third behind defending champions Indiana and the nationally recognized California School for the Deaf, Riverside.

The team headed into the basketball season head-on, cheering for both boys' and girls' games, quickly switching back into competition mode for the Eastern Schools for the Deaf Athletic Association basketball/cheerleading tournament at the Western Pennsylvania School for the Deaf. Although MSD lost veteran Jade Sims (MSD's only senior) to a shoulder injury, MSD was determined to "represent!"

Rookie cheerleaders Monique Cottman and Amanda McGregor were given two days to memorize a full dance routine as well as perfect their techniques for the cheer/sideline portion of competition. When competition day came, the difference between veterans and rookies was unnoticeable as the team grooved on the competition floor. Team captain Megan Erasmus and Leah Katz-Hernandez were chosen for the all-tournament team. Megan also won the individual jump category with a hurdle, toe-touch, and a rare double-nine jump. The team placed fourth out of seven teams and left the competition with the girls' chins held high and prouder than ever to represent Maryland.

With a group of four strong juniors and three promising underclassmen, the forecast for next year is nothing but sunny skies and explosive basket tosses. Thanks to the fans, parents, and staff for all the support!

—Allison Polk, Cheerleader Coach, FC

MSD Student/Athletes Selected for 2005 Deaflympic Games

MSD’s tradition of athletic excellence continues as four of MSD’s student/athletes have been selected to represent the USA team at the 20th Deaflympics to be held in Melbourne, Australia this January 5-16, 2005. In addition, two others have a chance at being added to the teams.

Krystle Berrigan and Priscilla Biskupiak are on the USA Volleyball team; Shana Lehmann is a member of the USA Track and Field team; and Chris Peters is on the USA Wrestling Team. Martise Colston being on the development team may be added to the USA Men’s Basketball Team while Flave Dupree currently an alternate could also join the USA Wrestling Team.

Each team member needs to raise $5,000 in order to participate on his or her team. MSD is coordinating a fundraising drive through the Athletic Booster Club with donations now being accepted. MSD is asking interested individuals to make their checks payable to: MSD ABC, Inc. and send to: Scott Morrison, Athletic Director, Maryland School for the Deaf, 101 Clarke Place, Frederick, MD 21705. All donations are tax deductible. Please contact Mr. Morrison at his e-mail address: morrissc@msd.edu for additional information.

Let’s all pull together and help MSD athletes reach their goal! Go Orioles! Team USA!

—Scott Morrison, Athletic Director, FC
The Maryland Bulletin

A
thletes and coaches on middle
and high school MSD teams
now have new chairs to sit on
during volleyball, basketball and wres-
tling games. Various individuals and
organizations sponsored the chairs
and a handsome plaque has been
hanging in the gym front lobby since
November recognizing their generos-
ity. For those of you who haven’t
gotten the opportunity to view this
plaque, here is what it says:

**Benson Court New Gym Chairs**

In recognition of the following
individuals, families, and organizations
that have sponsored a “Court Chair”
to be used by our athletes and coaches
during athletic events held in the
Benson Gym. Your generosity is
greatly appreciated by the athletes of
the Maryland School for the Deaf.
GO ORIOLES!!!!!!

—Scott Morrison,
Athletic Director, FC

<table>
<thead>
<tr>
<th>Weight Class</th>
<th>Name</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>103 pounds</td>
<td>Thomas Francis</td>
<td>3rd</td>
</tr>
<tr>
<td>112 pounds</td>
<td>Mark Cross</td>
<td>2nd</td>
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<tr>
<td>119 pounds</td>
<td>Daniel Katz-Hernandez</td>
<td>3rd</td>
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<tr>
<td>125 pounds</td>
<td>Chris Peters</td>
<td>1st</td>
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<tr>
<td>130 pounds</td>
<td>Ryan Curry</td>
<td>2nd</td>
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<td>145 pounds</td>
<td>Cody Reidy</td>
<td>2nd</td>
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<tr>
<td>160 pounds</td>
<td>Andre Casselle</td>
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<tr>
<td>171 pounds</td>
<td>Mike Daze</td>
<td>1st</td>
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<td>189 pounds</td>
<td>Calvin Doudt</td>
<td>1st</td>
</tr>
<tr>
<td>275 pounds</td>
<td>Flave Dupree</td>
<td>3rd</td>
</tr>
</tbody>
</table>

At the end of the night, 152-pounder Jon Kessel
(M SSD) was selected as the Outstanding Wrestler.
Manuel Villar (FSD B) at 145 pounds was awarded the
Fastest Pin, 0:11 seconds. Mansur Ferrell, the Heavy-
weight from M SSD, had the most falls at 5, for a total
mat time of 10:02.

—Michelle Fetterman,
Chairman of ESDAA Wrestling Tournament

New Court Chairs a Big Hit

Five outstanding wrestling teams converged on MSD in late January to compete for the ESDAA Open
Wrestling Title. After an arduous day of grappling
and fellowship, Florida School for the Deaf and Blind
emerged victorious. They edged Maryland School for the Deaf by 39.5 points and Lexington School for the Deaf by
48 points. MSD was well represented with several indi-
vidual medal winners:

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Mike Daze (r) reaches the championship match by using the single-leg takedown.

The Jonsson Family
The Kelbaugh Family
Barbara Kinzie “BK”
Mary Lynn Lally
The Lehmann Family
The Mabashov Family
The McCullough Family
The Morrison Family
MSD Alumni Association
MSD Athletic Booster Club
MSD Elementary Department
MSD Foundation
MSD High School Department
The Rewolinski Family
The Roult Family
The Seremeth Family
Lorraine Stoltz
The Tucker Family
Jeffrey T. White
Girls’ Jr. Varsity Basketball  Boys’ Jr. Varsity Basketball


Youth Wrestling

Front row: (L-R) Head Coach Jeff White, Cody Paulay-Simmons, Jake Grindstaff, Daren Tharpe, Corey Rosko, James Doolittle, Jr., and Assistant Coach Carrie Harrington. Second row: (L-R) Michael Haywood, Jerrod Grill, Jennifer Rand, Jad Gore, and Kyle Tharpe. Third row: (L-R) Assistant Coach Andy Bonheyo, Justin Wiener, Tyler Szymanski, Shawn Harrington, Todd Bonheyo, Jarvis Grindstaff, Zachary Israel, and Assistant Coach Alex Simmons.
Boys Under 10 - MD1 First row: (L-R) Jesse Steingieser, Michael Stamper, and Chad Unger. Second row: (L-R) James Steingieser, Zachary Israel, and Tyler Lewis. Third row: (L-R) Assistant Coach Hank Steingieser and Head Coach Jeffrey Lewis.


Boys Under 10 - MD3 First row: (L-R) Cody Paulay-Simmons, Dakota Daniels, Alton Jake Markel, and Ethan Sonnenstrahl. Second row: (L-R) Head Coach Toby Daniels, Kyle Harpe, Austin Cerasoli, Dalton Kramer, and Assistant Coach Lee Kramer.


Sportscope
Elementary Basketball, Frederick Campus

Elementary Basketball, FC

Boys Under 12 - MD2 First row: (L-R) Myles Goldberg, Kyle Bingham, and Eric Setzer. Second row: (L-R) Ethan Kramer, Chad Unger, and Jonathan Clapp. Third row: (L-R) Assistant Coach James Bingham, Todd Rewolinski, Dan Mabashov, and Head Coach Lee Kramer.

Columbia Campus

Girls’ Basketball

Front: Nadasha Harvey. Back row: (L-R) Head Coach Clarence Taylor, Assistant Coach Kevin Sanderlin, Alexandra McKee, Leighason Liddle, Miesha Rahman, Tia Daval, Gabrielle Smith, Tiffany Bridgett, Assistant Coach Jennifer Perlis, and Dean of Students Nancy Downey.

Boys’ Basketball


Pep Squad

Front: Ryan Elliot. Second Row: (L-R) Vanishe Buchanan and Portia Gantt. Third Row: (L-R) Dean of Students Nancy Downey, Assistant Coach Peggy Bruce, Lauren Simmons, Darika Williams, and Head Coach Leslie Schilling.
Alumni

Evelyn Laverne Wener Amberg, ’34, passed away on January 10, 2004. She was 89 years old. She was born in Cumberland, Maryland. She was a beloved wife of Alvin L. Amberg, ’62, and mother-in-law of Christine Beverage Amberg, ’70. She was a loving grandmother of two grandchildren, Alvita and Jana. She graduated from MSD in 1934 and a long time faithful member of F. F. S. and Silent Oriole Club, Inc. She was inducted into the MSD Alumni Association Hall of Fame for basketball in 2003. The memorial service was conducted on January 23, 2004 at the Christ United Methodist Church for the Deaf with Rev. Peggy Johnson officiating. Memorial contributions may be made in Mrs. Amberg’s memory to the Maryland School for the Deaf, 101 Clarke Place, PO Box 250, Frederick, MD 21705.

Joseph Baer, ’85, and his wife, Julie, are proud to announce the arrival of their third child, Sarah Jane, who was born on February 10, 2004, in Fremont, California. She joins her two proud siblings, Jacob, 6, and Rachel, 3. Joey works as a curriculum specialist at the California School for the Deaf in Fremont.

Stacie Renfrew, ’86, and her partner, Cristy Erazo, proudly announce the birth of their son, Skyler Erazo Renfrew. He was born on August 19, 2003 at 1:33 a.m. at the Shady Grove Adventist Hospital in Rockville, Maryland. He weighed 8 lbs. 5 oz. and measured 22 inches long. Skyler is deaf. Stacie has been employed by the Montgomery County Police Department as a Principal Administrative Aide in the Records Division for almost fifteen years. The family resides in Poolesville, MD.

Audris Harris, ’96, announced her engagement to Gerald Davis who proposed to her on Valentine’s Day in Washington, D.C. Her fiancé, Gerald Davis, is from Pittsburgh, PA. He was a former student at the Western Pennsylvania School for the Deaf and graduated from Tariko Academy in Missouri in 1993. A wedding date will be announced soon.

Jason Gunderson, ’97, wishes to announce that he graduated from Gallaudet University in 2003 and got a job with CSD as Administrative Assistant working with USADSF Executive Board in Sioux Falls, South Dakota. He and his girlfriend, Arlene Garcia, became the parents of their son, Caleb Juan Gunderson, on June 19, 2003. He weighed 8 lbs. 5 oz. and measured 21 inches long.

MSD Alumni Association’s 2004 Hall of Fame Inductees March 6, 2004

Donalda Kay Ammons, ’70
Daniel Scott Frank, ’82
Pedro Sewlyn Jennings, ’74
William George Ward, ’55

Community

Nancy Louise Benton, Physical Education Instructor

Ms. Nancy Louise Benton, 58, of Frederick, Maryland died on December 6, 2003 at her home. Born on October 4, 1945, she was the daughter of the late James Garland and Edna Mae Porter Benton. She is survived by two brothers, James Lamar Benton Sr. of Powhatan, Va., and Travis Gene Benton of Duluth, GA. She was preceded in death by her sister, Norma Lanelle Benton. She was a physical education instructor and coached track and field and cross country at the Maryland School for the Deaf, and also coached track and field at several schools.

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, PO. Box 250, Frederick, MD 21705.
James Edward Haynes was born on April 4, 1943 at the old Sibley Hospital in Washington, D. C. He is also known as Jim to his family, friends, and colleagues. His father, Harry Haynes, was a master metal craftsman and his mother, Agnes Haynes, was a homemaker. He was welcomed by his four older half-brothers; Harry, Jr. who later became an independent businessman; Winston, a future Vice President of Amtrak; Don, a technical artist for IBM; and Bill, an electrical engineer. They lived in Wheaton, Maryland. James became deaf from a serious case of mumps when he was about seven years old.

James attended public schools where he depended on lip-reading to get through his classes. Because of his deafness, it was agreed that he should attend Gallaudet College. He then was transferred to the Maryland School for the Deaf in the winter of 1958 from Wheaton High School. There at MSD, he was able to complete his entrance requirements and learn sign language. He skipped from 9th to 12th grade making his stay at MSD for one and half years but the experience left a good, lasting impression on him during his short stay at MSD.

The first teacher James met at MSD was his homeroom teacher, Edith Fauth, who taught him English and Reading. He was on the varsity basketball team during his senior year. He was younger than most players on the team, so he spent a lot of time warming the bench! His special memories are the friends he made there, particularly his classmates, and the beautiful campus with its variety of historic buildings. He graduated from the Maryland School for the Deaf in 1959. He felt that MSD provided him with good background education that filled in the gaps and prepared him for college work, which allowed him to matriculate later at Gallaudet College.

James went on to Gallaudet College as a freshman in the fall of 1959. During his undergraduate days, he was Literary Editor of the Buff and Blue, the college's literary magazine.

He was also active and served as an officer in the Alpha Sigma Pi Fraternity. He received his Bachelor of Arts degree with a major in philosophy. Then he attended the University of Maryland at College Park where he earned both Master's degree of Arts and Doctoral degree in philosophy. Although there are now a few deaf individuals with Ph.D.s in other fields, James became the first deaf person to earn a doctoral degree in philosophy. To date today, he is still the only deaf person with a Ph.D. in philosophy.

After his graduation from Gallaudet College, James landed his first job with the United States Department of Agriculture as a clerk, then as a Fiscal Control Officer, and finally as a Technical Writer. He left his employment with U.S. Department of Agriculture for Gallaudet University as a Senior Programmer/Analyst. While being employed at Gallaudet, he attended the Graduate School at University of Maryland. He eventually became a philosophy instructor. He is currently holding the position as a professor of philosophy. He teaches upper level and honors courses in the Philosophy Department.

For his leisure activities, James likes to engage in reading, creative writing, photography, and especially furniture design and creation through woodworking in his basement workshop. Currently a resident in Bowie, Maryland, he is single at the present time. He has a daughter by his former wife, Irene, who is a Licensing Specialist for GEICO Insurance Company.

In conclusion, James offers his words of wisdom to the students at MSD:

“I would say think of the time you spend at MSD as a time to prepare for more advanced, educational, and career opportunities. A good school record opens doors for you—whether you want to pursue a university degree or a specific career. Your mind, like your body, needs exercise in order to function at peak capacity. Work hard, do your work well, and there will be no limit to how high you can rise. I look forward to seeing at least some of you in my classes at Gallaudet University in the near future.”

James Edward Haynes