# The Maryland Bulletin

**Volume CXXVII, No. 2**

**Winter 2006-2007**

**Contents**

1. Bringing Technology to MSD
2. Children with Cochlear Implants, Hearing Aids, and Usable Residual Hearing
3. Accreditation Mid-Point Review
4. Cyberbullying...
5. Around MSD
6. Junior Bulletin
7. Sportscope
8. Alumni News
9. MSD Alumni Profile—*Fleet William Bowman, ‘45*
10. MSD Flashback—*Harry Thomas Creager*

---

**The Maryland Bulletin (USPS 331-660)** is published three times a year. Subscription price is $8.00 per year by Maryland School for the Deaf, 101 Clarke Place, Frederick, MD 21705-0250. Second class postage paid at Frederick, MD Postmaster: Send address changes to **The Maryland Bulletin**, 101 Clarke Place, Frederick, MD 21705-0250.

**Maryland School for the Deaf**

www.msd.edu

**FREDERICK CAMPUS (MSD-FC)**

101 Clarke Place, P.O. Box 250
Frederick, Maryland 21705-0250
301.360.2000 (Voice)
301.360.2001 (TTY)
301.360.1400 (Fax)
frederick@msd.edu

**COLUMBIA CAMPUS (MSD-CC)**

Route 108 & Old Montgomery Rd., P.O. Box 894
Columbia, Maryland 21044-0894
410.480.4500 (Voice)
410.480.4501 (TTY)
410.480.4506 (Fax)
columbia@msd.edu

---

The Maryland Bulletin 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 Ms. Susanna Oliver, 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.
In January 2004 the Information Technology Department commenced a three-year project to improve the computer and related functions at MSD. The first part of this project was an evaluation to determine the school’s current configuration and identify the needs of the staff and faculty. From that assessment it was determined that all of the existing technology was either obsolete or not working as it should.

Using the results of the assessment, a plan was developed to correct the existing issues and build a strong foundation for the school to grow upon. That plan involved the following three phases: infrastructure, base architecture and classroom involvement.

The first phase was the longest and the most involved. The infrastructure of the existing network was failing. Communication from building to building was poor or did not exist. The network was very slow and cumbersome to interact with. Starting in the summer of 2004 and ending in the summer of 2006 all of MSD’s buildings were wired to meet current wiring specifications. In addition, each building was connected to all of the other buildings using fiber optic cabling. This allowed all of MSD’s network users to access their files, send email, and use video phones in a reliable fashion.

In addition to installing wiring throughout each campus, MSD replaced the existing servers. The first server to be added was email. The old email server was very unreliable and did not have any expansion capabilities. The email server that was installed has proven very reliable and has added capabilities of web mail and calendar sharing. A new file server was installed at both campuses to expand network storage capabilities.

The second phase of the project entailed upgrading or replacing all of the existing computers. In January of 2004 the school had about 250 computers between the two campuses. Many of them were in need of an upgrade; by the middle of 2005 all of the school’s computers met or exceeded current standards.

The final phase of the project was the most fulfilling. For almost two years, MSD moved to build a solid base to grow on. Then MSD made sure its existing computers met the needs of the user community. Now MSD was able to expand into areas that were not available to MSD before 2004. The first major area was getting Internet and network connectivity to the classroom. Achieving that, MSD added computers to 98% of all of its classrooms. The majority of those classrooms have projectors and interactive smart boards that allow MSD’s teachers to achieve greater results with its students.

Another exciting addition to the school was videophones. With the increased bandwidth and capabilities added by the infrastructure upgrade, MSD was able to add almost fifty videophones throughout each campus. These allow MSD students, authors, faculty, and staff to communicate amongst themselves and with the outside world.

Originally planned for three years, the school completed its upgrade plan in two and a half years. In that time, the network became faster and more reliable, email flowed more freely, the number of computers doubled, and smart boards and projectors were added to all of MSD’s classrooms and video was brought to the desktop.
Above Alex Simmons adjusts network rack system that consists of fiber optic connection with a converter, several patch panels and network switches that provide network connection in Ely Building.

Above right Teacher Lorraine Stoltz points to a photographic image on the brand new Smart Board that she had just acquired for her classroom.

Right The Board of Trustees’ meeting room in Ely Building also received a technology upgrade. A new Smart Board was installed along with a ceiling mounted LCD projector which is run by remote control.

Below High School students do their projects in the computer lab in Ely Building. Those computers were upgraded or replaced last summer.
Maryland School for the Deaf (MSD) is committed to serving the needs of all children who are deaf and hard of hearing, throughout the state of Maryland, from birth through 21 years of age.

The MSD Board of Trustees approved the establishment of services and programming to meet the auditory needs of children who can access auditory information for language learning. Implementation began in the Family Education Program in 2003, and has expanded annually to encompass the consecutive academic learning years on both campuses.

For those students with usable residual hearing, major concepts and activities are presented in American Sign Language (ASL) and then reinforced using Spoken English or Sign Supported English, in small groups or in one-on-one classroom situations. Throughout the day, the staff is able to work with the children, to meet their learning needs based on their individual educational goals.

Community Networking

The staff at MSD has met with several cochlear implant hospital centers, both on site and off, to share information about MSD services, as well as to learn more about their services. MSD staff has also met with representatives from the Food and Drug Administration’s (FDA) medical devices unit overseeing cochlear implants. In addition, various staff members have visited school programs which serve children with cochlear implants or are well recognized for their bilingual education programs. The result of these efforts is the broad ongoing professional networking being built, which further supports families with deaf or hard of hearing children.

In-service training opportunities are ongoing on both campuses, as well as off campus. Staff are also presenting at national conferences. This fall, Dr. Patricia Chute and Dr. Mary Ellen Nevins, authors of the book “School Professionals Working with Children with Cochlear Implants” will be joining the MSD staff for two days of observation and workshops. MSD is striving to bring together more of this type of training for MSD staff.

Highlights of the Family Education Program Services

Educators in the Family Education Program travel to homes throughout the state to cultivate language skills with children, their family members and friends. Home visits are individualized to meet each child’s family’s strengths and needs. During the home visit, appropriate communication and language acquisition strategies are modeled with the children and family members before, during and after the implant process.

Teachers in Family Education also offer center based classroom experience for children, their parents and siblings. These are offered on both the Columbia and Frederick campuses. These include an Infant Play Group, Toddler class, Preschool class, Parent Group as well as American Sign Language classes. For children who use cochlear implants or hearing aid devices and attend our classes, opportunities are provided to receive spoken language enrichment classes. These classes facilitate auditory skills and spoken language skills which serve to reinforce concepts in the curriculum with sign language support.

Last year a referral form was developed to facilitate consultation between the campus audiologists, the coordinator of cochlear implant services and the families in the Family Education Program. This has facilitated involvement in the classrooms, at home visits, outside pre-school observations and consultation as well as providing workshops throughout the state.

Through home visits, parent meetings and classroom interactions, the Family Education staff is able to work with the families in providing them support and consultation regarding language development in general as well as the role of sign language in establishing a language base. It has been noted that some families choose to switch from signing to speaking, immediately following activation of their child’s cochlear implant. While the cochlear implant does enhance hearing significantly, it takes time for the child to process these new sounds and make cognitive connections to understand his world and develop a language. The language foundation that has been built with the signs is critical in allowing the child to attach meaning to his new auditory sensations. The language learning window is still moving forward, so to imprint the brain with sign language is a critical piece in the overall cognitive language development.

Therefore, at the Maryland School for the Deaf, the educator who is deaf or hard of hearing, as well as those who are hearing, are critical providers of services and support to families. Auditory skills need to be developed and enhanced, but not at the expense of developing a language foundation. One language foundation builds the second language foundation. Assessments are utilized which monitor language growth in all aspects of language acquisition. These assessments combine input from parent assessments, questionnaires, teacher assessments, and outside providers’ assessments as well.
The Columbia campus expanded services to children with hearing aids, cochlear implants or residual hearing through the fifth grade this past fall. On the Frederick campus the expansion is currently through kindergarten at this time, and a recommendation is made to expand services in the fall to include 1st grade through 5th grade. In each classroom on the Columbia campus modifications have been made to incorporate spoken English into the curriculum as appropriate for each child.

In several of the classes, a sound field FM tower is being used to enhance the auditory environment for the children. This may be the teacher using the microphone, the students or the sound system connected to the internet for Smart Board activities. In other classrooms, time is set aside for a group of children to receive phonemic awareness related to curriculum learning.

The philosophy of the staff at MSD has always been to look at what the child can do, and build upon this strength. This theme continues with the speech-language and audiologic services provided.

Spoken Language sessions are available for students at MSD, as specified in their Individual Education Plan (IEP). A Speech-Language Specialist, Audiologist and/or Deaf Educator assess students’ communication skills. This information assists the team in developing a communication plan to enhance their student’s receptive and expressive English language skills. Direct therapy is provided in small groups or during one-on-one sessions, based on the individual needs of each student.

Audiologic services are provided on each campus by MSD’s campus audiologists, Dr. Susan Re-Veil Ottone, on the Frederick Campus and Nancy McIntosh, on the Columbia Campus. In addition to audiologic and hearing aid assessments, the audiology staff is making preparations to provide mapping services in the near future. Mapping is the term used when a person’s cochlear implant is modified or fine tuned, via a computer interface. This will be a significant addition to our delivery of comprehensive services. MSD will not provide mapping for the first year post surgery. Once the child has completed their first year of aural rehabilitation and mapping at their implant center, mapping services on site may be considered. All mapping procedures completed at MSD will be communicated directly to the implant center audiologist and family. There are times where having the child monitored on campus while the mapping is adjusted can be a valuable asset to the child. In addition, since MSD is a residential program, it has students who do not have easy access to transportation to and from the hospital centers for mapping. Cochlear implants manufactured by all three FDA-approved cochlear implant companies (Cochlear, Advanced Bionics and MedEl) can be mapped on site. Troubleshooting kits for all cochlear implants on the U.S. market are now available on both campuses, based on combined private donations as well as the Glenwood Lions Club. Enhanced listening systems, such as FM systems, are provided by both audiologists to the classroom teacher for further enhancing the auditory input these children can receive.

Mary Ann Kinsella-Meier is the coordinator of Cochlear Implant Services. A major goal of her work is to provide families who are considering a cochlear implant for their children, the opportunity to meet and discuss the cochlear implants, the technology, the audiologic benefit as well as the medical questions. The goal here is to have parents make decisions based on well-founded information, and then supporting them in whatever decision they choose. There has been a marked increase in the number of parents who are deaf considering cochlear implants for their children. MSD is here to support all families as they make these decisions for their children.
When the Maryland School for the Deaf received its full Accreditation from the Middle States Association in 2005 it was with the understanding that a member of that original evaluation team would return to campus during the 2006-2007 school year to review the progress the school had made in implementing its Action Plans. This Mid-Point Review occurred on February 22nd and 23rd, 2007.

The person assigned to conduct this review was Mr. Ken Morseon, Superintendent of the Cleary School for the Deaf on Long Island, New York. For the original visit Mr. Morseon was the Assistant Chair responsible for the Columbia Campus. This review visit began on February 22nd at Frederick and he then spent all day on the 23rd at Columbia, concluding with presenting a summary to the Board of Trustees.

During the two days Mr. Morseon reviewed all performance indicators of success as outlined in the three Action Plans: Reading, Mathematics and Information Technology. He interviewed the current Co-Chairs of these committees as well as all Implementation Team members. He interviewed randomly selected faculty members and for lunch each day Mr. Morseon ate with and interviewed students.

A Mid-Point Reviewer is charged with looking at the Action Plans and making a determination on the extent to which a culture of planning is evidenced as shown by the development of long term strategic Action Plans that integrate program, service, facilities and support to address the current needs of the school. Further he is looking to see if there is evidence there remains a climate of inclusiveness in terms of continued involvement and collaboration of stakeholders. Ultimately, the final concern is whether or not the school is on the right track for Re-Accreditation in 2012. The reviewer must make a recommendation in his report to the Middle States Association of what action, if any, he sees as being necessary between the Mid-Point Review and the Re-Accreditation application.

The options are that the reviewer feels the school is on course and has no specific recommendations for the school. Other actions that may be taken include requiring a stipulation (A report or visit again be conducted within one year), a repeat Review at the 4½ year mark, or it may choose probationary Accreditation in limiting the length of the current Accreditation period.

During Mr. Morseon’s report to the Board he indicated that he was very impressed with the school’s ability to implement the Action Plans in a very consistent way on both campuses, particularly when one considers that the two programs are a good distance apart. He was extremely complimentary of the school and of its commitment to the Accreditation Implementation Action Plans. He felt that the level of evidence for the performance indicators was exceptional, recommending that MSD remains on the course that it has taken with its commitment to the Action Plans.

Mr. Morseon will write a formal report of recommendations to the Middle States Association who in turn will send a final evaluation to Superintendent James E. Tucker regarding the results of the Mid-Point Review.
The Internet has been a boon for the Deaf and Hard of Hearing community largely because the “playing field” has been leveled in the workplace and classrooms. Around the clock, deaf individuals including deaf students gain access to thousands of websites online, participate in online chatrooms, post comments on blogs, and view vlogs.

I, for one, use the Internet daily to send and receive e-mail. At work, e-mail is a powerful communication tool and helps increase productivity and efficiency. At home, e-mails bring family members, relatives, and friends together. I often use search engines to do research on various deaf education topics and visit key websites for latest trends and directions in the field. Once in a while, I look up a blogsite but sometimes they are too “wild, wild west” for my taste.

Our forefathers envisioned “freedom of speech” as townsfolk gathering at a town square to discuss the pressing issues of the day. Everyone knew everyone else; and whenever someone rose to speak, this person was in full view. To dissent is quintessentially American. Freedom of speech after all is the First Amendment of our cherished Bill of Rights.

As an educator, I am thrilled every time a deaf student gets on the Internet. This means that he is reading and writing Computer use is an important part of today’s emerging literacy for students. Many of the e-mail exchanges result in intelligent and thought-provoking debates. However, with alarming frequency, certain posts are vicious and slanderous. This is an example of a new phenomenon now known as cyberbullying. It is often faceless and strikes anytime, and anywhere; at home, at work, and even on the road.

Social bullying in schools remains a chronic problem and cyberbullying has become a fast-recognized issue among school staff as well as parents. Cyberbullying is often difficult to track and control since it is mostly done during after school hours. At home, some parents may not be technologically-savvy enough to monitor their children’s Internet usage.

Some schools have attempted to regulate cyberbullying and have been accused of infringing upon an individual’s free-dom of speech. Other schools have been creative with the students’ signing of the use of the Internet form which includes anti-cyberbullying provisions.

Without doubt, the most effective deterrent is involved parents. When parents are fully aware of their children’s Internet use and cooperate with other parents and school authorities, the cyberbullying behavior is often curtailed. Years ago, a child could escape a schoolyard bully by going home to a safe sanctuary of watching television or playing games. Cyberbullies can send intimidating and sometimes threatening e-mails, steal passwords, or even hack into one’s computer while the student is doing homework.

Parents and schools can do much by teaching students Internet etiquette, also known as netiquette. Common courtesy used in “offline” face to face communications is also appreciated in “online” communications. Children are also encouraged to save and print threatening e-mails, instant messages, as well as telephone text messages and show them to their parents and if necessary to their school principal, Internet service provider (ISP) or local law enforcement agency. They are also encouraged to warn bullies to stop, and even “block” their messages. Anti-cyberbullying tips can be found on several self-help websites, including www.WiredSafety.org.

Traditional schoolyard bullying is at most effective when this behavior is done in secrecy. Cyberbullying is the same way. Parents and school staff need to give knowledge, skills, and tools to students and then they must be encouraged to protect themselves utilizing the very tools they learned.

There is very little external control in the world of the Internet, and the inherent democratic and sometimes rowdy nature of the Internet will endure probably for years to come. Children and youth will continue to surf into cyber places where they should not be, and parents will need to be vigilant of their children’s Internet use. Schools and local law enforcement agencies can be powerful allies with parents in protecting all children from the dark side of the Internet.
The Maryland School for the Deaf has embarked on a reading adventure called MSD Reads. Thirty-five copies of *Black Like Me*, by John Howard Griffin, were distributed to middle and high school staff and students in November with instructions to “Read it, sign it, pass it on.” It is a fascinating true story of one man’s brave adventure into racism in the 1960s.

*Black Like Me*, first published in 1961, is a non-fiction book by journalist John Howard Griffin, a white native of Dallas, Texas. The book describes Griffin’s six-week experience traveling throughout the racially segregated states of Louisiana, Mississippi, Alabama, and Georgia passing as an African-American.

In the late 1950s and throughout the 60s, race relations in the South were particularly tense. Griffin’s premise was that even well-meaning whites were woefully ignorant of the plight and lives of southern Blacks; but, whether the racism was a result of ignorance or blatant hatred, Griffin knew he had to do his part to combat it.

Griffin used Oxsoralen and ultraviolet tanning treatments to darken his skin. He did not change his name, occupation, or speech patterns. Griffin switched from black to white several times, comparing his experiences as both a white man and a black man in a 188-page journal which he used to write *Black Like Me*. Not wanting to endanger his family and friends, Griffin told very few people about his experiment.

After the publication of the book, Griffin became a close ally of leading civil rights activists Martin Luther King and Dick Gregory. He was hanged in effigy in his home town and threatened with death. His family was forced to move. Although the publication of his book earned him the hatred of many of his former friends, neighbors, and co-workers, it also earned him national and international respect and the right to speak out against segregation.

In 1976, Griffin suffered a heart attack during a lecture tour; he suffered several more in the final four years of his life.

The thirty-five copies of Griffin’s book have been traveling around the campus; a few have been through four readers! MSD is hoping that this project will become an annual event which celebrates and promotes literacy and the enjoyment of being a life-long reader. The school has already seen impromptu literary discussions between students and staff outside of class.

Perhaps this effort will alter the perception of many teens that reading is drudgery and be a small step toward the promotion of fluent writing skills as students become avid readers.

A copy of the book may be handed to the reader by a student. MSD hopes he/she will read it within about two weeks and then discuss it with the person who gave it to him/her. Then the reader gets to sign it and pass it on. MSD will keep him/her posted about its progress. Watch for a spring culminating activity.

Many thanks go to the MSD Foundation for providing the necessary funds to purchase the books.

—Nan Cronk-Walker, Assistant Director of Pupil Personnel Services

"Read it, sign it, pass it on"
Families are encouraged to include their hearing children in their deaf child’s life experiences. Hearing siblings can be active participants in family centered services and activities which will support their interaction with their deaf sibling. When a family has expressed interest or desire to include their hearing children in their family service plan, the family and the Family Education teacher will write outcomes, strategies, and criteria to achieve these family centered goals.

Families design outcomes related to language and communication skills which go to the heart of their family life. Families and teachers plan for weekly sessions together that will support the family in meeting their outcomes related to language and communication skills. Siblings are regularly included in the weekly home visit sessions with teachers from Family Education.

Families attending the Family Education parent support group, play groups and preschool classes at either campus of MSD have the option of also designing outcomes for their hearing children. While the deaf child attends designated playgroup or class, their hearing siblings are welcome to join in age appropriate playgroups or preschool age Family Education classes at the Frederick or Columbia Campus, Monday and/or Friday mornings. Concurrent with these activities, the parent attends a support group meeting on Monday morning and an ASL class on Friday mornings.

The hearing siblings attend the playgroups as fully integrated members with their own cubbies, carpet square for circle time, and photograph on the group arrival activity board. The teachers provide the communication supports needed by each hearing sibling so that they can participate fully in the life of the class. The siblings develop unique bonds with the teachers and children, and seem to view themselves as full members of the class community.

These levels of participation help meet the family outcomes and provide the hearing sibling with positive and fun experiences with their deaf or hard of hearing sibling. The children are learning communication strategies that support their family’s communication goals in natural ways. They learn through the natural play experiences of the preschool setting: story time, building with blocks, painting, playing in the housekeeping center, or sharing at the snack table. Field trips are an integral part of the preschool experience and support hearing siblings’ positive interactions with their deaf sibling in the community setting: i.e. pet store, playground, library or the pumpkin patch.

It can be said that childhood is seen from individual and separate lenses, and that brothers and sisters have individual triumphs, joys, disappointments, and challenges. True, but nonetheless, these siblings have been at each other’s side and share the same distinct family history. The hope is that, through the inclusion of hearing siblings in home visit sessions and as welcome members of the playgroups and preschool classes conducted by the Family Education teaching staff, that this unique and important bond between deaf and hearing siblings will be strengthened.

—Maryann C. Swann, Director, Family Education/Early Intervention, CC, swannma@msd.edu
The elementary school drama classes have been nothing but a roaring success. Production after production, elementary students get to experience what it is like to be on the stage for the very first time and some of them have found new passion for acting. The true core of this drama course is to expose students the fundamentals of drama and to increase their ability to emote words on the stage.

They are fortunate to have Tamara Jo Ellis as their Creative Drama Instructor. She arrived here with a heavy luggage of experience. She has been devising and revamping the drama program here at MSD. Other than weaving the drama program with the curriculum, she believes in entailing her courses with basic fundamentals, “without columns, the pediment will collapse.” She desires to give the children the opportunity to become creative, expressive, and free. In doing so, she overlaps activities that will allow the students to build their confidence on stage, and to understand the intricacies of play and appreciate theatre.

The students have been able to learn how to portray themes onto the stage through their acting. Example of some plays that they performed in:

- “Where the Wild Things Are” by Kindergarten students
- “Crow’s Potlach” by Second Grade students
- “Earth’s Seven Continents” by Second Grade students

The most basic part in developing the play requires the same ingredients. The students will learn how to mold themselves into different kind of characters. They will be exposed to different techniques such as pantomime, role-playing, and narrating. They will also learn the intricacies of roles in theatre like crew, voice interpreting, lighting, and different aspects that contribute to drama. The students will get to choose a specific character to portray on the stage and be involved with the stage set up as they will give out an open show. They will have an opportunity to metamorphose into their characters and bring them into life as they will perform in front of an audience. Plays that come up in the near future are as follows:

- “The Three Billy Goats Gruff”
- “Taxi the Turtle”
- “A Riddle-Maker Saves the Day”
- “SOS Titanic”

These exciting performances will take place on April 18 and 19, 2007 and June 6 and 7, 2007. Come and watch the actors and actresses in making.

—Patrick Rosenberg, Teacher Aide, FC, patrick.rosenberg@msd.edu

Elementary students mold themselves into different characters.

Back (L to R) Creative Drama teacher Tamara Jo Ellis, Jehanne McCullough, Elijah Needs, Teacher Aide Maribel Aponte-Oritz, Egan Seremeth Front Meghan Luebehusen, Rory Lewis, Isabella Walker

Fifth Grade students (L to R) Emily DeSimone, Tayla Newman, Sierra McConville, Corey Rosko, James Brooks, Jad Gore and Dzyanis Brodau participate in the upcoming play, “SOS Titanic.”
On Friday, March 2nd, the Middle School students at the Columbia Campus went swimming. Swimming doesn’t sound too different, but the thing was...some of it was under the water. Again, not too unusual, but they were breathing underwater, and had their pictures taken while they were at the bottom of the pool. Two Scuba divers took some time to come in and share their experience with the students. The students first learned about the use of the Secondary stage of the regulator. They had to learn to blow air into the yellow mouthpiece to clear out any water, and then to breathe through their mouths without losing the seal their lips had on the mouthpiece. The students loved it and took turns breathing from the Scuba gear. Some liked it so much, they did it three or four times. Some of the students only descended a few inches, some a few feet and the most adventuresome went to the bottom of the pool at 12 feet. A good, safe time was shared by all students in the class.

—Timothy Karman, Middle School Teacher, CC, karmanti@msd.edu

MSD Student Markeis Dobbins Visits the Washington Redskins Cheerleaders

And, 5 - 6 - 7 - 8. Step-step, kick-kick, and turn. Ok, let’s do it again!” Erin Buck interprets for MSD high school senior, Markeis Dobbins.

Markeis was learning one of the fast paced dancing routines of the Washington Redskins cheerleaders. As a member of MSD’s cheerleading team, Markeis wanted to learn more about what it was like be a professional cheerleader.

Erin Buck, Student Service Learning Coordinator, and Kriste Kovarcik, Community Relations Specialist, arranged a job shadowing opportunity for Markeis. The three of them went to FedEx Field to visit during a try-out practice for the Washington Redskins cheerleaders.

Veteran cheerleader, Jessica Pikulski, befriended Markeis as she taught him several dance moves and stretching techniques. Although Markeis gave it his best shot, he was unable to kick his legs as high as Jessica’s. He quickly realized that discipline and dedication were essential requirements to make this professional team and that the audition process was not only lengthy, but difficult. He also learned that personal commitment was important since some of the Redskins’ cheerleaders were performing for U.S. troops in Afghanistan.

Markeis had a fabulous time meeting some of the Washington Redskins cheerleaders and being able to practice side by side with them. They took the time to pose in pictures and sign autographs for Markeis. In the future, Markeis would like to experience the Baltimore Raven’s cheerleading practices where routines incorporate male cheerleaders and tumbling.

—Kriste Kovarcik, Community Relations Specialist, kriste.kovarcik@msd.edu
—Erin Buck, Student Service Learning Coordinator, FC, bucker@msd.edu

Markeis Dobbins practices a dance routine with veteran Washington Redskin Cheerleader Jessica Pikulski.
Mr. Robert Lewis’ Computer Graphics I students took an opportunity to draw and design a variety of illustrated artwork using Adobe Illustrator CS2 software. Mr. Lewis has remarked upon his students’ hard work and dedication. There is something that the reader can see as to how highly skilled and creative Mr. Lewis’ students are. Career and Technology Education Department recognizes Mr. Lewis for his fine teaching of these skills and for his guidance.

—Robert Padden, Assistant Principal, Career and Technology Education, FC, paddenro@msd.edu
Several years ago the Smithsonian Institute put together an exhibit, “History Through Deaf Eyes”, which traveled from city to city in the United States, with many artifacts donated by the Maryland School for the Deaf. For television, the Public Broadcasting Service (PBS) picked up the same theme also using many resources from the Maryland School for the Deaf. The premiere preview of “Through Deaf Eyes” was held on the evening of Friday, March 2nd, in the Seminar Room of the Ely Building.

With approximately 50 people in attendance, Mr. Jack Gannon, Curator for “History Through Deaf Eyes”, began with some opening remarks. He reviewed how the Smithsonian project began as an idea in the form of a student question about how to make the best of Deaf Way available outside the campus of Gallaudet. In other words, the current PBS production is a sequel to a series of events that began with the Deaf Way events at Gallaudet, moved to the Smithsonian exhibit which traveled to 26 cities and now with this production by PBS is available for everyone via television.

This two-hour special, which will be shown nationwide at 9:00 am EST on Wednesday, March 21st, on the Public Broadcasting Service Network, examines the development of Deaf culture as a reflection of traditional Schools for the Deaf, attempted cures, the development of American Sign Language as well as milestones in its history such as the movie, “Children of a Lesser God” and the Deaf President Now movement of 1988. Many current and former MSD students appear throughout the production, as do several current parents, and past and current Board members, administrators, and faculty.

The production does a masterful job of covering a rather broad array of the rich history of deafness and the many issues that are embedded within it, from the concept of identity as a community to the roles played by educational institutions and the influence of technology and political issues such as civil rights/self-determination.

PBS also provides for online companion guides. One, the high school Educator's Guide, is designed for classroom use, while another is a Discussion Guide for use in community settings. Both are intended to expand upon the broad concepts presented in the “Through Deaf Eyes” television production.

—Stanley C. Baker, Deputy Superintendent, bakerch@msd.edu
Tood Bonheyo, Tiffany Bridgett, Jonathan Clapp, Christy Hediger, Chelsea Morris, and Chad Unger of the 8th grade Algebra class joined middle school deaf and hard-of-hearing students from the greater New York area at the National Technical Institute for the Deaf (NTID) for a MathCounts® mathematics competition. The competition was held on March 24, 2007. This trip was not only educational, but also fun! The students were very excited to be going!

MathCounts® is a national mathematics program that was designed to help middle school students become more enthusiastic and increase achievement in the area of mathematics. Mathletes®, term used for the student competitors, are attracted to the MathCounts® program because of its rewarding competition. This program helps to make math exciting, but yet challenging, and rewards students for their achievements. It is designed to help students learn to work not only independently on various math problems and concepts, but also in groups and teams. The MathCounts® program was designed with the National Council of Teachers of Mathematics (NCTM) in mind. Every year the MathCounts® program creates a new handbook with over 300 problems that meet the NCTM educational standards for grades 6 to 8.

There are more than 500 oral and written local competitions held nationally each year. After these competitions the winners proceed to the state competition. After both the individual city and state competitions, the top team and coach have the opportunity of representing their school at the Lockheed Martin MathCounts® National Competition held in May.

The competition that MSD was involved in took place right after both the MSA Mathematics and MSA Reading tests. So, not only had the students been under pressure getting ready for the competition, but also under pressure getting ready for the MSA tests. Even though they had been focusing on both the MSA tests and the competition they were able to stay completely calm about each. The students were ready and had fun preparing for this competition.

There were seven teams that attended the competition at NTID. Each team brought four or five participants, while MSD brought six. MSD brought the largest team to the competition. There were a total of 35 Mathletes® involved. A couple of the schools came from as far away as California and Florida.

The competition consisted of four parts. The first part was a Sprint Round. During this round students worked alone, without calculators, on various mathematical problems. Upon completing the Sprint Round there was a Target Round. Again, students worked independently on eight problems that were given to them to complete within 20 minutes. During the Target Round students were allowed to use their calculators. The third round was the Team Round. Students competed in teams of four on various math questions. The fourth, and final round, was the Countdown Round. This round was for the top ten performers from the first two individual rounds.

Out of the top ten individual positions in the Countdown Round, MSD students captured 50% of the top ten places. It was very exciting as each name was read and MSD was mentioned five out of the ten times. Not only were the coaches and other teams impressed, but the coordinators of the competition were thoroughly impressed as well.

The team round was similar to the individual rounds. The only difference was that there were now four students (Todd Bonheyo, Christy Hediger, Chad Unger, and Jonathan Clapp) working on problems together rather than just one. The MSD team worked well together, strategically planning how they would conquer each problem. Each pair took five problems to solve and then compared answers to determine a final response for each of the 10 problems. MSD’s planning and team work paid off when MSD was announced the first place winner of the team round!

After all four rounds were complete and the judges had tallied the final points there was an awards assembly. Awards were given to the top three individuals from the Countdown Round, team spirit, and the team round. Todd Bonheyo came in second in the final individual round after a nail biting competition with another student from California.

The students were really proud of their success at the MathCounts® competition. The students worked hard and their efforts paid off in the end. It was an honor to win first place at this competition; especially since it was the first MathCounts® competition that MSD has been involved in!

—Laura Salak, High School Math Teacher, FC, laura.salak@msd.edu
The Maryland School for the Deaf welcomes the new Governor of the State of Maryland, Martin O’Malley. He was sworn in as the 61st Governor of Maryland on January 17, 2007. Mr. Tucker, Ms. Bonheyo, and several student representatives from the Maryland School for the Deaf attended his inauguration at the State House in Annapolis.

The student representatives were three high school students from the Frederick campus and three elementary students from the Columbia campus. The high school students attending the inauguration were: Michelle Lapides, president of the Student Body Government; Allison Joy Weiner, president of the Junior National Association for the Deaf; and Darrin Smith, spokesman for the Junior Black Deaf Advocates. The elementary students were: Madison Craig, Jerrod Grill, and Hasan Manzoor.

It was a bitter cold morning, but we had excellent seats with a spectacular view of the balcony of the Capitol. And the ceremony was unbelievable. Mr. Elijah Cumming, United States Representative for Maryland 7th District was the master of ceremonies, and Ms. Barbara Mikulski and Mr. Ben Cardin, United States Senators for Maryland, were two of the guest speakers. But it came to our surprise when, right after the governor was sworn in, Mr. Cumming introduced the keynote speaker: Ms. Nancy Pelosi, Speaker of the United States House of Representatives.

The highlight of the day was when Governor O’Malley gave a very moving speech with his “One Maryland” theme. The crowd loved it, clearly pleased with who the people had chosen to run the state. The day was filled with optimism for the state of Maryland—and for Maryland School for the Deaf—knowing that Governor O’Malley is at the helm.

—Darrin Smith, Senior, FC
A month before the annual MSD pageant, we really got things going. This year we had a great batch of contestants: Chanel Gleicher and Michael Tota who represented the sophomore class, Jackie Coffren and Jared Hoel who represented the junior class, and Brittany Frank and Brandon McMillan who represented Jr. NAD. The Masters of Ceremony were Zachary Ennis and I. Even with only three couples competing, it was really tough to figure out who should win. They all were great.

Contestants had to perform in four different areas: a platform presentation, a creative talent, evening wear modeling, and an onstage interview. The platform presentation was a brief speech on a topic that the contestants had picked and rehearsed ahead of time; for example, global warming or bullying in schools. The contestants were judged on content, clarity, and poise. Standing in the spotlight in front of parents and peers while trying to control your nerves and remember your speech is a real challenge!

When it came time for the talent performances, everyone was excited because this part is based on something creative that the contestant is an expert in. The audience was treated to several entertaining skits, mime, and A to Z stories.

Next was the evening wear. I think this was probably everyone’s favorite part; I know it was mine. All the girls had to get dressed up in their gorgeous gowns and all the boys had to get into their tuxes. Couple by couple, they strutted their stuff across the stage.

When they were finished modeling, they each had to answer two impromptu questions. The first question is always a warm-up question, but the answer to the second question is scored. This year’s scored question was a tough one: “What would you do to introduce a hearing friend to Deaf culture?”

In the end all of the contestants were nervous and anxious to see who had won the pageant. The winners were Mister and Miss Jr. NAD, Brittany Frank and Brandon McMillan. They were going to the Mister and Miss Deaf Teen America Pageant 2007, held at Texas School for the Deaf, to represent the Maryland School for the Deaf!

The experiences of being a chairperson and being a contestant are very different, but I enjoyed both experiences. I hope that everyone who is interested in helping or being a part of the Mister and Miss MSD pageant will consider joining next fall because it will definitely be an experience that you will never forget.

Céline Dazé, Junior, Chair, 2007 Pageant Committee and former Miss MSD (2006)
Zachary Ennis’ Office of the Mayor Internship

In the 2005 mayoral race, I volunteered for the Ronald Young campaign. I put up signs in yards, waved banners, showed up at events and much more. As some of you might remember, Mr. Young gave a speech to our students last year. I fully supported Mr. Young and hoped he would become victorious. I was so disappointed on election night when, before my very eyes, Mr. Young lost to Mr. William Jefferson Holtzinger, a virtual unknown to me and many others.

As the months passed, however, I began to take note of Mayor Holtzinger’s accomplishments at the Frederick City Hall. My desire to gain some experience in the political field led me to apply for an internship. My hopes were not high, as I believed that Mayor Holtzinger wouldn’t hire me because I aggressively helped Mr. Young campaign against him.

To my surprise, I was invited to meet with Mayor Holtzinger after I submitted my application. As I entered City Hall for my interview, I bumped into Mr. Young. Mr. Young was gracious enough to put in a few nice words about me to an Alderman with whom he had just been speaking. During my interview with Mayor Holtzinger, he introduced himself as a regular guy instead of a politician. We spoke together for a short time, and the Mayor approved my application as an intern.

I have my own office which is between the Mayor’s office and the City Attorney’s office. There are also doors between their offices and mine so I receive some friendly exchanges from the Mayor and the City Attorney every once in a while. My internship involves a lot of research time on specific issues. I find the work very rewarding as I learn about a variety of aspects of government and politics.

Most of my work involves communicating with officials from other municipalities to see how other municipalities face a similar issue to ensure that the City of Frederick treats their citizens and employees fairly. Some of the topics I have worked on are refuse/recycling collection, the City’s motor pool, city employee benefits and more.

My friends often ask me how I communicate with my colleagues. I say that it is simple: through the use of paper and pen.

I am proud of my work in the Mayor’s office. I did not do it alone; I had great help and support from numerous people at MSD and in Office of the Mayor. I cannot thank them enough. And of course I owe great thanks to Mayor William J. Holtzinger for granting me an opportunity to work in his office in Frederick City Hall.

—Zach Ennis, Senior, FC
This year’s exciting and competitive Varsity Cheerleading Squad practiced several weeks to get ready for the varsity basketball season and competitions at the Clerc Classic VII hosted by Model Secondary School for the Deaf (MSSD) as well as the Eastern Schools for the Deaf Athletic Association (ESDAA) Division I Tournament hosted by MSD.

The members of the squad representing MSD at the Clerc Classic VII were Céline Dazé, Markeis Dobbins, Channel Gleicher, Carolyn Huddleston, Emilia Nowalski, and Rachella Shephard. The Cheerleaders finished in second place in this competition.

Joining the above mentioned for the ESDA were: Adoncia Harris, Natalie Jones, Michelle Mansfield-Hom and Tykera Ward. This squad preformed before a full house as MSD hosted the event. The team put forth a fantastic effort and finished in 3rd place.

Head Coach Janice Randall would like to express her appreciation to senior Carolyn Huddleston for her devotion, motivation and loyalty during her years of cheering. She will be greatly missed. Coach Randall would also like to thank her assistant, Diane Kubey for her time and assistance.

The junior varsity cheerleaders were Hillary Frankowiak, Ashlyn Witczak, Karla Weiner, Jakia Crews, and Michelle Mansfield-Hom. They worked very hard to improve their moves and cheers.

—Janice Randall, Head Coach, FC, randalja@msd.edu
The young Lady Orioles were led by returning former Head Coach Daniel Biskupiak through an up and down season that culminated in a loss in the championship game of the Eastern Schools for the Deaf Athletic Association (ESDAA).

The 2006-2007 Varsity Girls’ Team consisted of lone senior Rachel Benedict; juniors: Andrea Amati, Brittany Frank, Stephanie Kurth, and Amelia Unger; sophomores: Amelia Dall, Lauren Benedict, and Danielle Berrigan; and freshmen Tandy Lewis, Trista Taylor, and Shayna Rose Unger.

The Lady Orioles participated in the Tip Off Classic at Berkeley Springs High School in West Virginia in early December. The team split the two games, losing to a powerhouse Berkeley Springs 59 to 26 and then returning the next day to whip Paw Paw High School (from West Virginia) by a score of 70 to 58.

MSD hosted the Oriole Classic Holiday Tournament during the first weekend in January and won the tournament by beating Chen 50 to 32 in the opening game and then winning against Cumberland Valley Christian in the championship game by a score of 37 to 31.

At the Clerc Classic VII hosted by Model Secondary School for the Deaf, MSD finished a heartbreaking second, losing to Model in the championship game by a score of 31 to 30. This was after the Lady Orioles cruised through the opening round game against California School for the Deaf - Riverside (CSD-R) by a score of 58 to 32 and then edged the Indiana School for the Deaf in the semi-final by a 24 to 23 margin. In the championship game, the score sawed back and forth with Model coming out on the winning side of the final score.

During the third week in February, the Lady Orioles traveled to the Learning Center in Massachusetts to finish their season by participating in the Eastern Schools for the Deaf Athletic Association (ESDAA) Basketball Tournament. Opening round action found the Lady Orioles beating Lexington School for the Deaf (NY) by a 73 to 32 score. In the semi-final game against The Western Pennsylvania School for the Deaf (WPSD), MSD spread the ball around and won handily by a 58 to 10 score. Thus for the second year in a row, MSD would face The Learning Center for the ESDAA Championship. The strategy of Coach Biskupiak and his assistants to slow down the game almost paid off before TLC scored some last minutes buckets to pull away and win by a score of 39 to 24.

MSD won the team lay up competition and Shayna Rose Unger won the hotshot competition.

For the season, MSD finished with 14 wins and 11 losses. Coach Biskupiak

Continued on page 23
The 2006-2007 MSD Orioles will be referred to as the greatest team in MSD’s hallowed history! Head Coach Vance Rewolinski knew his team was on the verge of greatness when it scrimmaged with Tuscarora High School in November. The defensive teamwork and unselfish play was evident and became the standard for the team to follow throughout the year. The pressing, trapping and fast breaking style of play made this an exciting team to watch at every game.

Coach Rewolinski and his assistants, Mike Kent and John Antal could see the potential for greatness as the team won the second game of the season over longtime rival, Hancock High School (MPSSAA 1A Classification) with a 94-41 blowout win! MSD then faced another 1A school, Poolesville High School and controlled the tempo of the game all the way for a 46-38 victory on its home court.

MSD’s next test came at the holiday break where it faced the defending PVAC champions Barrie High School in the opening game of the Rocky’s Pizza Shootout. A 77 to 48 win propelled MSD to the championship game against another rival, 1A school Bowling Brook. Bowling Brook jumped out to a big lead in the first quarter but the Orioles managed to come back and lead at the half, 25-19. Bowling Brook used an 18-8 run to get the lead in the 3rd quarter and MSD came back in the 4th quarter to lead by 7 points with a few minutes remaining. Defensive lapses allowed Bowling Brook to get a run of unanswered points and win the game, 51-49. This snapped the Orioles’ winning streak at 16 games, carrying over from last season.

The team regrouped and beat another rival, St. James High School in a thrilling overtime game at MSD’s Oriole Classic Tournament on January 5 and 6, 2007. This 65 to 62 win gave MSD confidence heading to the Clerc Classic Tournament hosted by the Model Secondary School for the Deaf (MSSD) during the weekend of January 11-13, 2007.

The high flying Orioles bombed Riverside School for the Deaf (CA.) in the opening game by a 78-13 score, trounced Indiana School for the Deaf in the semi-final game, 51-39 and then mauled the Minnesota State Academy for the Deaf 73-32 to capture the championship. Maybe MSD should be renamed the Vultures for the way it attacked and gobbled up other teams!

MSD hosted the 75th annual Eastern School for the Deaf Athletic Association (ESDAA) the weekend of February 16-18, 2007 and ran its winning streak to five titles in a row. Coach Rewolinski invited...
High School Varsity Wrestling

MSD Wrestling Head Coach Chris vonGarrel felt his second season was a success despite a record of 9 wins and 10 losses. He attributes this to the fact the team lost some good wrestlers due to injuries during the season. He and his assistants, Eric Woods and John Jones agreed the boys fought with pride and stayed together as a team regardless of the obstacles they faced.

The MSD wrestlers participated in the National Dual Deaf Prep Wrestling Tournament hosted by California School for the Deaf-Fremont (CSD-F) and came in 4th place. Mark Cross won all his matches in the 189 pound weight class.

The team also participated in the Mid-Atlantic Wrestling League (MAWL) Tournament held at the Model Secondary School for the Deaf (MSSD) and finished in 4th place.

The Eastern Schools for the Deaf Athletic Association (ESDAA) Wrestling Tournament this year was held at MSD and MSD finished in 3rd place with 158 points. This was a huge accomplishment as MSD did not have any wrestlers in 6 weight classes! Model Secondary School for the Deaf (MSSD) won the championship with 229.5 points. Florida School for the Deaf (FSDB) finished a close second with 226 points. For the Orioles, Brett Ches won the Fastest Pin Award (0.15 seconds) and Mark Cross won the Most Pins Award (4 pins in 3:50 minutes).

A highlight of the season was sophomore Mark Cross winning 6th place at the State Independent Tournament at McDonough School. This qualified him to enter the National Prep Tournament at Lehigh University where he won one match and lost two. This was a huge experience for Mark who has unlimited potential.

Coach vonGarrel wishes the best of luck to the departing seniors, James Cornish, Chris Phillips, and Gabe Sanchez. He also appreciates the help he received from his two dedicated assistants, Eric Woods and John Jones as well as the support from the MSD family of staff, parents, students, and fans who came out and cheered for the Orioles.

The coaches felt this was a young team and with the return of a few injured players, will be a team to be reckoned with in the future.

—Chris vonGarrel, Head Coach, FC, vongarrel@msd.edu

Awards
DeafDigest.com
All –American Team
Brett Ches
Mark Cross
Thomas Francis
Wesley Francis
High School Girls’ Varsity Basketball

Continued from page 20

Edwin Markel, (a member of the 1937 team which finished the season with a record of 22-4) to give a pep talk in the locker room before the opening round game against the American School for the Deaf (CT) which MSD soundly defeated 94-33. The next opponent for the ESDAA championship was Western Pennsylvania School for the Deaf (WPSD) and MSD won by the score 81-51.

Coach Rewolinski rewarded his players with a “Reese’s Fastbreak” candy bar after every game to encourage their running plays from game to game. He wishes to mention that this season is his most enjoyable and how proud he is of his players’ accomplishments. He also wishes to recognize the contributions of his assistants, Mike Kent and John Antal. His final thoughts are to bid farewell to two of the outstanding members of the team, seniors Daniel Fava and Scott Lehmann who played on the varsity for four years.

Finishing the season with a record of 26-1 and being named the DeafDigest.com Deaf Prep National Champions, as well as being ranked 5th in Frederick County by the Frederick News-Post were the icing on the cake! The last accolade for this team was the naming of Head Coach Vance Rewolinski as Co-Coach of the Year by the Frederick News-Post!

—Vance Rewolinski, Head Coach, FC, rewoliva@msd.edu

Awards

Oriole Classic All-Tournament
Rachel Benedict

Oriole Classic MVP
Andrea Amati

Clerc Classic VII All-Tournament
Andrea Amati

High School Boys’ Varsity Basketball

Continued from page 21

would like to thank the team managers, Danielle Harris and Vanishe Buchanan for their hard work.

He would like to convey a word of thanks to his two assistants, Laura Lohmeyer and Terry Berrigan who shared different perspectives with him. He also wishes to acknowledge Audrey Frank, Tim Taylor, Linda Biskupiak, and Tammy Kerchner for their assistance with scorekeeping and timekeeping. Finally, recognition must be given to senior Rachel Benedict who will be sorely missed for her leadership and dedication throughout the season. Much of the team’s success is from her contributions on both ends of the court.

—Daniel Biskupiak, Head Coach, FC, biskupda@msd.edu

Awards

DeafDigest.com All American 1st Team
Kevin Berrigan
Daniel Fava
Scott Lehmann

2nd Team
Mark Korn
Brandon McMillan

New Life Shootout All-Tournament
Kevin Berrigan
Brandon McMillan

Oriole Classic All Tournament
Kevin Berrigan

Most Valuable Player
Daniel Fava

Clerc Classic VII All-Tournament
Brandon McMillan

ESDAA First Team All Tournament
Andrea Amati, Shayna Rose Unger

ESDAA Second Team All Tournament
Brittany Frank

DeafDigest.com All American Team
Andrea Amati

DeafDigest.com National Player of the Year
Andrea Amati

Most Valuable Player
Daniel Fava

ESDAA All Tournament
Kevin Berrigan
Daniel Fava
Mark Korn

Most Valuable Player
Scott Lehmann

Frederick News-Post 2nd Team
Daniel Fava

Honorable Mention
Scott Lehmann

Co-Coach of the Year
Vance Rewolinski
High School Junior Varsity Girls Basketball

*Back (L-R)* Head Coach Laura Lohmeyer, Amelia Dall, Reina Bravo, Mieasha Rahman, Stephanie Kurth, Tia Duval, Assistant Coach Danny Biskupiak

*Front* Vanisha Buchana, Shayna Rose Unger, Trista Taylor, Tandy Lewis, Lauren Benedict, Danielle Harris

High School Junior Varsity Boys Basketball

*Back (L-R)* Head Coach Johnny Antal, Donte Thomas, Maxwell Latin, Clayton Grossinger, Kaeshun Wills, Rami Taurig, Darrel Cromwell

*Front* Micah Taurig, Chris Shaw, Colin Hill, Ty Heisey

Middle School Boys Basketball, CC

*Back (L-R)* Assistant Coach Karen Whittaker, Devin Rich, DeAndre Gaskins, Darius Jackson, Head Coach Danny Rinas

*Front* Sagar Patel, Carroll Barnes, Kratt Brown, Rhyshem Bagley, Marquise Pleasant

Middle School Girls Basketball, CC

*Back (L-R)* Chantaye Green, Amanda Ames, Nadasha Harvey, Shanta Hicks, Lee Ann Wadsworth

*Front* Cheti Senadhira, Gabrielle Smith, Head Coach Andrew Francis, Assistant Coach Clarence Taylor, Madison Craig, Kristen Ames
Middle School Varsity Girls Basketball

Back (L-R) Assistant Coach Laura Salak, Chelsea Morris, Christy Hediger, Raquel Roult, Bethany Weiner, Head Coach Patrick Rosenberg Front Tiffany Bridgett, Augusta Seremeth, Claire Tucker

Middle School Junior Varsity Girls Basketball

Back (L-R) Head Coach Jeff Lewis, Katherine Millios, Kaliah Doe, Assistant Coach Michelle Vigliotti, Janna Oshman, Lauren Goldberg, Assistant Coach Karin Polzin Front Sierra McConville, Tarja Lewis, Liv Polzin, Raquel Grindstaff, Mia Goldberg

Middle School Varsity Boys Basketball

Back (L-R) Head Coach Jerry Mabashov, Justin Wiener, Myles Goldberg, Joshua Withrow, Jonathan Clapp, Dan Mabashov, Derek Cerasoli, Assistant Coach Tim Monigan Front Todd Bonhoyo, Todd Rewolinski, Shawn Harrington, Eric Setzer, Ethan Kramer

Middle School Junior Varsity Boys Basketball

Back (L-R) Tyler Lewis, Jesse Steingieser, Assistant Coach Jeff Lewis, Head Coach Lindsey Heisey, James Steingieser, Kyle Tharpe Front Cody Paulay-Simmons, Andrew Biskupiak, DanJohn Kerchner, Derek Frank, Zack Barron, Darrius Doe
Middle School Varsity Cheerleaders

Back (L-R) Head Coach Dolores vonGarrel, Nicole Gleicher, Assistant Coach Debbie Doe  
Front Heather Mansfield-Hom, Paige Brewer

Under 12 Boys Basketball

Back (L-R) Head Coach Lee Kramer, Austin Cerasoli, Asher Kirschbaum, Dalton Kramer, Taran Taylor, Assistant Coach Tim Taylor  
Not pictured Evan Kurth and Michaelson Liddle

Under 12 Boys Basketball

Back Head Coach John Grindstaff  
Middle (L-R) Assistant Coach Jimmy Gore, Michael Schiller, Jad Gore, Lance Brewer, Corey Rosko, Assistant Coach Ray Brooks  
Front Jake Grindstaff, Jake Bonheyo, James Brooks

Under 10 Girls Basketball

Back (L-R) Head Coach Alex Simmons, Tessa Lewis, Alexa Simmons, Jehanne McCullough, Tayla Newman, Head Coach Risa Lewis  
Front Emily DeSimone, Marika Lewis, Karita Lewis, Eve Wood-Jacobowitz

Under 10 Boys Basketball

Back (L-R) Assistant Coach Laureen Obermiller, Head Coach Ben Bahan, Assistant Coach Sam Sonnenstrahl  
Middle Maverick Obermiller, Jake Bortoletto, Davy Bahan, Carey Ballard, Chaz Seremeth  
Front Eagan Seremeth, Austin Latin, Brett Sonnenstrahl, Blake Brewer

Sportscope—For complete win/loss records, go to www.msd.edu

THE MARYLAND BULLETIN, WINTER 2006-2007
Prior to the ESDAA Cheerleading tournament, Ms. Janice Randall realized that MSD did not have any mascot outfits. She decided to make an oriole head out of papier-mâché. Mr. Daniel Biskupiak, Girls’ Varsity Basketball Head Coach was enthusiastic about her project. Ms. Randall and Mr. Biskupiak worked so hard. They mutually developed a deadline to finish this project in two weeks, but the deadline was changed to three weeks due to inclement weather. Ms. Randall really appreciates Jane Nowalski for joining them to complete MSD’s oriole head project. At the EDSAA tournament, everyone enjoyed the mascot, which was worn by student Jared Hoel.

Janice Randall, Teacher/Head Coach, FC, randalja@msd.edu

Janice Randall and Daniel Biskupiak display an Oriole mascot that they had fashioned out of papier-mâché.

The Oriole mascot, worn by student Jared Hoel, stands between Daniel Biskupiak and Janice Randall.
1985—The four children of Debbie Anderson Myers and her husband, Peter C. Myers, joyfully welcome their little sister, Shantou LeBei Myers into their family. They flew to Guangzhou, China. They received her on January 16, 2007 and brought her home on the 27th. She became four years old in March and is a sweet delightful child. Her older siblings are Savannah, 14; Seth, 11; Summer, 9; and Sumangal, 4.

1985—Bridgetta Bourne-Firl and her husband, Les, are thrilled to announce the birth of their third son and fourth child, Elijah Bourne Firl. He was born on February 16, 2007 at 12:57 p.m. PST. His measurements were 8 lbs. and 9.6 oz. and 20 inches long. Elijah's parents and siblings (Jared, 12; Gideon, 9; and Sabrina, 2) moved to a new house in Livermore, California near where his parents work at the California School for the Deaf, Fremont.

1989—Tina Young and Gary Resch of Kearneyville, West Virginia became parents of their baby daughter, Geva Lee Resch, who was born on January 28, 2007 at 7:18 p.m. EST. She weighed 7 lbs. 13 oz. and was 19½ inches long. Her brothers, Luke, 7; and Kurt, 5; from Gary's former marriage were thrilled to have their new sister. Tina works for the U. S. Post office in Kearneyville while Gary is Mr. Mom for Geva.

1996—Audris Harris and her boyfriend, Gerald Davis, welcomed their first child, Qasim Gerald Davis, on May 29, 2006 at Bayview Hospital in Baltimore, Maryland. Qasim’s weight was 6 lbs. 12 oz. They live in Baltimore, Maryland.

1997—Trevor Betz wants his friends to know that he was selected to receive a Customs and Border Protection Commissioner’s Special Recognition Award at the Commissioner’s Annual Award Ceremony on January 12, 2007. This award recognizes Trevor’s professionalism and daily work ethic for reflecting positively on the Seattle Area Port. In addition, he was promoted to an Entry Specialist position with Customs and Border Protection at Port of Seattle. He resides with his wife, Carmen, in Spanaway, Washington.

1998—Timothy Riker was hired as an investment representative by the financial services firm, Edward Jones, to open a branch in Rockville, Maryland. His office provides accessibility to its clients and a face-to-face approach to investing that is hard to come by anywhere else in the financial services industry. Tim’s office is equipped with videophone and CapTel equipment that would help him communicate with his clients.

1999—Stephanie Gasco Roberts sent a birth announcement recently: “These days we are here in the Bradshaw mountains of Yavapai County, Central Arizona...Twas such a nearly full moon on November 12th (2006) wee morning when our son, Chisos Jack, came in his own form. He was born 7 lbs. 5 oz, at 22 inches. Big sister, Autumn Savana, 4 years old, was speechlessly delighted to greet her baby brother as she was anxiously anticipating for his arrival. Mama and baby were happy to receive the sunshine the day after baby arrived. Currently my husband, Jeff, has been attending an eco league college earning a bachelors degree in adventure education. I, Stephanie, go with the breeze of life as a mama, home-maker, cook, and artist. Life is beautiful. May it all be blessed for you all!”

MSD Community

William “Bill” Harvey Kline, 75, died suddenly on March 18, 2007 at Peninsula Regional Medical Center in Salisbury, Maryland. He is survived by his wife of 37 years, Florence Dallas Kline, his four children, his six grandchildren, and two great grandchildren. In 1980, Bill accepted the position of Electronic Technician with the Maryland School for the Deaf, Frederick Campus and retired in 1993. During his retirement in Salisbury, he was active with several organizations and held an amateur radio operator license. He loved and collected old radios.
Fleet William Bowman, an avid athlete and one of the six members of the Maryland School for the Deaf’s class of 1945, was born in Forest Hill, Maryland on November 30, 1924 to James and Stella Bowman. He was the second of four children, which included an older brother named Kenneth who was deaf and had been an MSD student until he left for a job in 1941. Fleet grew up in Aberdeen and Perryman, both in Maryland. When he was four years old, his father passed away at age 34.

That same year, his mother decided to enroll him in MSD. The superintendent at the time, Dr. Ignatius Bjorlee, welcomed Fleet with open arms, even though he was four instead of six years old like the other students. During Fleet’s years at MSD, he proved to be an outstanding athlete, participating in various sports such as basketball, baseball, wrestling, soccer, and track. He recalled with sadness that there was no football team, due to the school’s fear of liability because there was no insurance.

As one of Dr. Bjorlee’s favorite students, he would often allow Fleet to help the caretaker on the school grounds. Fleet spent every day after school trimming the lawns, raking the leaves, and keeping the school grounds in excellent condition. He was also often asked to drive the 1929 Dodge Brother truck around different places. There was a time when he nearly got into an accident due to the truck’s failing brakes. Thanks to his quick thinking, he was able to spare his and his own teammates’ lives. Apparently, it was a very cold day and he was driving the team back to the school from a soccer game in Brunswick. They were speeding down a hill and the brakes refused to cooperate, so Fleet instantly decided to swerve the truck sideways over the curb rather than driving straight to the end of the road and beyond to the slope down to the railroad tracks. After the incident, the boys hoped the school would get rid of the old truck and replace it with a new bus, but much to everyone’s disappointment, it came back fixed.

As a student at MSD, Fleet’s favorite subjects were language arts, math, and art. His favorite teachers were Ms. Marguerite Quinn and Ms. Lucille Neesam. Ms. Margaret Kent was someone he truly looked up to. Fleet said that everyday she showed the newspaper headlines to her students and talked about current affairs, enlightening them about what was going on in the world.

During Fleet’s commencement exercises in May 1945, a competitive military drill was held with officers from nearby Fort Detrick judging. He was awarded the Superintendent’s Gold Medal for Best Drill Officer. By that time Fleet had attained the rank of Cadet Major in MSD’s Cadet Corps which was signified by five stripes on the sleeve of his uniform!

After graduating from MSD, he first worked as an ambulance driver in the U.S. for almost two years during World War II. It is believed Fleet was the first and only American deaf ambulance driver. After several jobs, he was employed as a lithography darkroom technician for 26 years, until his retirement in 1990.

He has four children (Gary, William, Karen, and Debbie) with his wife, Rita, whom he married in 1949. Mrs. Bowman died in 1991. All of the children attended MSD. His son, William currently serves on the MSD Board of Trustees. Fleet is now the proud grandfather of eight, and has been living in Towson, Maryland for the last fifty years. His hobbies include cabinetmaking and crafting anything out of wood. He is also a big fan of the Baltimore Orioles and the University of Maryland basketball team.

Here is his wisdom to share with current MSD students: “Eat well, exercise, become involved in sports, stick to your studies, graduate, and go to college for a better future. Learn to obey authority, including your own parents.”
In the fall of 1883, two brothers from the Frederick area were admitted to the Maryland School for the Deaf. Little did the younger brother, Harry Thomas Creager, know that in the future an important part of the school's campus would carry his name in honor of his athletic achievements.

During Harry's later school years through the early 1900s he became noted for his prowess as a catcher on the baseball field. Working with friend and teammate, Harry Benson, who was a skilled pitcher, the two made quite an outstanding well known athletic duo on the diamond. There were no regulations for high school athletics back then, so Harry and other MSD students were able to play on other local hearing teams against similar teams from different areas. Harry became a catcher of note.

After leaving school Harry T. Creager eventually returned and accepted the position of Boys' Supervisor in 1909 and was considered "...a man well qualified by experience for the position" according to the Board Report for that period. He held this position for many years before taking employment with the Ox Fibre Brush Company in Frederick.

Harry’s brother, Charles F. Creager, also returned in later years to his alma mater as the school’s gardener responsible for much of the grounds keeping and beautification for which the school was so well known. Both brothers apparently enjoyed hunting together.

Harry T. Creager continued to excel in baseball, and together with Harry Benson, became professional players for a while (similar to today’s semi-professional baseball) playing for Norfolk in the Virginia League. A catcher in the early 1900s had no protective equipment or specific catcher’s mitt, so certainly had to be alert and “on his toes”! Many stories were told locally of the feats of the Creager and Benson duo.

In the spring of 1955 Harry was honored as the oldest living athlete of the school during the dedication of the gymnasium built in 1926. The gym was named in honor of his friend, Harry Benson, and Harry T. Creager along with Noah Downes performed the unveiling of the plaque.

During the 18th Quadrennial Alumni Reunion in the summer of 1963 Harry T. Creager was further honored when the new athletic field was dedicated in his memory as the Creager Memorial Athletic Field. The Benson Gymnasium and the Creager Field go hand-in-hand in MSD’s athletic program. It’s good to know that the former “dynamic duo” is still together at MSD.

—Linda Stull, Administrative Assistant,
Mr. and Mrs. Creager, the former Miss L. Staley, outside the Old Main building at their alma mater, Maryland School for the Deaf in 1915.

Harry T. Creager (center) was the oldest living athlete of the school in March 1955 when he helped to unveil the plaque honoring his long time friend, Harry Benson (left). The gymnasium built in the 1920s was that day named the Benson Gymnasium. Noah Downes (right) another MSD star athlete and recently named to the American Athletic Association of the Deaf Hall of Fame, was also on hand for the dedication.

Mr. and Mrs. Creager, the former Miss L. Staley, outside the Old Main building at their alma mater, Maryland School for the Deaf in 1915.

The present Creager Memorial Athletic Field. Thousands of athletic students have played and countless championships have been won here since the field opened in 1963.
BOARD OF TRUSTEES
Barbara Raimondo, Esquire
President
Benjamin Bahan, Ph.D.,
Vice-President
Anjali Desai-Margolin,
Secretary
William J. Bowman,
Treasurer
David S. Birnbaum, John Ertel
H. Mitchell Goldberg
Sandra Harriman, Robin Kittleman
Cynthia Neese-Bailes, Ph.D.
E. Bernard Palmer, Charles Poyer, Jr.
Director of Pupil Personnel Services
David S. Birnbaum, John Ertel
Cynthia Neese-Bailes, Ph.D.
Carol Stevens, Laurie Yaffe
Executive Committee
William J. Bowman, Chair
Barbara Raimondo, Esq.
Benjamin Bahan, Ph.D.
Anjali Desai-Margolin
John Ertel, Ph.D.
Charles E. Poyer, Jr.

FAMILY EDUCATION/ EARLY INTERVENTION
Maryann Swann,
Director
Donna L. McCoy,
Deborah Marquez
Supervising Teachers
Cheri Dowling,
Partners for Success Coordinator

FACULTY
Jeanine Bernazzani
Janell Bunn-Verdin
Sarah Fairbanks
Daniel Frank
Pamela Kraemer
Robyn Lafferty
Amanda Leiman
Amy Lindley
Jolene Whaley Luttrell
Mary Ann Richmond
Mary B. Stoll
Patricia Timm
Diane Vari-Alquist
Regina Wade
Sheryl Berrigan
Dianne Kirby
Carrie Shortt
Valerie Winn

COLUMBIA CAMPUSS
John K. Snavlin,
Assistant Superintendent/Principal
Nancy Downey,
Assistant Principal
Richard Ballard,
Acting Assistant Principal of Middle School/Enhanced Services/Dean of Students
Brian F. Alles,
Director of Student Support Services
Thomas Cooke,
Library Media Specialist
Nancy McIntosh,
Director of Communication Services
Jenny Perry,
Curriculum and Individual Education Plan Coordinator
Dane Colbert,
Enhanced Program Coordinator
Mary Ann Kinsella-Meier,
Cochlear Implant Coordinator
Helen Berke, Hazel Rinas,
Student Life Supervisors
Verna Kramer,
Diana DeVincenzo
Administrative Assistants

LANtha Dean, Mia White,
JoAnn Kaulfuss
Francis Lanasa,
Receptionist

FACULTY
Michelle Allstock
Shannon Ambush
Ami Anderson
Stella Antonio-Conley
Myra Barbour
Suzanne Behun
Debra Brinker
Lori Britt
Dean Buck
Stephanie Caplan
Joyce Cohen-Scher
Jody College
Megan Conaghan
Dreama Cook
Pierre Dazé
Anne Drechsler
John Felix
John Gibson
Cynthia Gilmore
Joanne Hardesty
Barbara Herschman
David Hirsch
Holly Hoglund
Timothy Karman
Kathryn Kramer
Linda Kunz
Shelby Leilich
Susan Maginnis
C. Robin Massey
Shelly McCully
William Pond
Elizabeth Reed
Lisa Skaggs
Peter Skarp

TEACHER AIDES
Evelyn Anthony
Carol Baker
Karen M. Coale
Peggy Dell
Donna Derkowski
Deborah Doe
Lashonda Gibson
Karen Golshiri
Rebecca Greenwald
Kevin Hall
Anessa Hughes
Joan Miller
Mary Jo Palmisano
Darrell Pfaff
Rosa Portillo
Sandra Resch
Joan Richey
Alma Rivera
Teresa Scorton
Brandi Seaman
Caryn Snyder
Karen Stimpson
Damon Sparrow
Karen Steele
Dolores vonGarrel
Elizabeth Walters
Karen Whittaker
Victoria Willard
Jeanine Zwick

STUDENT LIFE COUNSELORS
Janelle Berry
Edward Cheah
Michelle Deacon
Mark DeSantis
Andrew Francis
Sabrina Harberts
Jason Johnson
Cheryl Rasel
Millie Russo
Alfred T. Scanlon
Leslie Schilling
Clarence Taylor III

FAMILY SERVICES
Rudolph E. Gowlik
Catherine Rader

BEHAVIOR SPECIALISTS
Peggy Bruce
Lawrence Cohen
Christopher Duck

MENTAL HEALTH COORDINATOR
Karim Polzin

MEDICAL
Edward Cahill, M.D.
Allan Leffer, M.D.
Patricia Citro, R.N., Supervisor
Stephanie Leake, R.N.
Pauline Yeargain, R.N.
Ruth Nelson, O.T.R.
Elaine Persons, R.P.T.
Kathleen Waddell, R.N.

MENTAL HEALTH CONSULTANTS
Peter Coleman, M.D.
Stephen Colyer, Ph.D.
Joseph Potier, Ph.D.

PLANT OPERATIONS AND MAINTENANCE
H. Rachel Jenkins,
Maintenance Supervisor
Connie Pierro,
Housekeeping Supervisor
Catherine Baptiste
James Ellis
Donald Girodo
Kevin Jackson
Luis Pages
Lillian Pfeifer
George Ruhl
Darnell Swann
Bonita Thompson
Vincent Velotta

NUTRITIONAL SERVICES
Teresa Fawley, Manager
Latrina Wallace, Food Service Supervisor
Angela Ali-Taha
Lewis Barnhart
Ray Branker
Wilma Oliphant
FREDERICK CAMPUS

Melinda Padden, Principal
Lori Bonneyo, Special Assistant to Principal
Deborah Rice, Administrative Assistant
Marsha Flowers, G. Kevin Strachan, Ann Hirsch, Mary Lynn Lally, Robert Padden, Assistant Principals
Patricia S. Hodgdon, Ph.D., Director of Student Support Services
Lisa M. Houck, Director of Curriculum and Instruction
Dr. Susan ReVeal-Ottone, Director of Communication Services
Kerri Mays, Linda Stoltz, William Mathis, Kathleen Baker, Carolyn Hediger

FREDERICK CAMPUS

Director of Physical Education, Summer Camps, Frood Leadership
Andrew Bonheyo, Athletic Director
Scott Morrison, Director of Physical Education, Sonoma Camps, Facilities and Fields
Susan Luttrel-Jordan, Kerri Mays, Linda Stoltz, William P. Thompson, Jr., Student Life Counselor Supervisors
Kathleen Baker, Carolyn Hediger, Wanda Naylor

FACULTY

Frank Allnutt
Laurie Anderson
Natalie Arcara
Lynn Ballard-Weiner
Scher Bergman-Galvez
Ranlee Bickford
Tamara Bossler
Mary Sue Boxer
Sherry Bradley-Koo
Van Brewer
Brian Brizendine
Erik Buck
Paula Busanic
Cheryl Collier
Rita Corey
Mark Denton
Gretchen Cronin-Duncan
Mary Eidukevics
Tamara J. Ellis
Stacey Farone
Andrea Feldman
Peter Feldman
Lisa Gestelle
Mathis Hediger, II
B. Sue Hill
Edna F. Johnston
Joseph Jordan, Jr.
Cathleen Kettler
Vicki Kitsembel
Diane Kubeby
Kerri Lawler-Davis
Robert Lewis
Carolyn Lopez
Michelle Lord-Bojang
Jerry Mabashov
Eric Mansfield
Shannon Mccleary
Janet Mertz-Witzczak
Mary Lou Novitsky
Martin O’Brien
Cameron Overs
Michelle Palmer-Morales
Judy Pfau
Janice Randall
Jane Redding
Paul Roulit
Adrienne Rubenstein
Maria Ruiz
Dorothy Rust
Laura Salak
Kathleen Setzer
Dana Sipek
Shelby Stuart
Cynthia Stieffenhofer
Lorraine Stoltz
Abby Thiipgen
Jennifer Thomas
Bonnie VanBuskirk
Julius B. Vold
Jeffrey White
Jeannette Zarembka
Ryan Zarembka

TEACHER AIDES

Maribel Aponte-Ortiz
Ellie Berthold
Trude Buck
Colette Cabral
Suzanne Gamble
Deanna Gibson
Kelly Green
Cassandra Harris
Scott Johnson
Camela Klusza
Renae Krotche
Laura Lohmeyer
Leah Louallen
Wayne Monroe
Gertrude Morita
Jane Nowalski
Jo Ette Paulone
Janie Pearson
Winifred Pryor
Steven Quillen
Elizabeth Rewolinski
Julie Robbins
Sallie Romano
Patrick Rosenberg
Amanda Saia
Nicole Sizemore-Smith
Barbara Smith
Ronnie Taylor
Cheri Winnings

STUDENT LIFE COUNSELORS

Anna Amati
Alvin Amberg
Susan Angel
John Antal
Terence Berrigan
Eren Boden
Donna Brandt
Peggy Braun
Darrius Brown
Robin Burrhus
Michael Chappelle, Sr.
Yolanda Colston
Francis Cooney
Nancy Crawford
Deborah Cumberland
Kristopher Davis
Jeffrey Deja
Jason Dietz
Donna DiMarco
Avis DuPree
Jennifer Foust
Rachel Gerlis
Gaye Heisey
Susan Hosman
John Jones
Susan Kaplan
Rosella Kelly
Thea Levinson
Keri Mays
Helen McClarin-Kearney
Jennifer Miller-Barron
Todd Newman
Thomas Noh
George Papazis
Scott Perkins
Gary Phillips
Preston Ponder
Wendell Pratt
Larry Reedy
Judd Rextord
Kelli Sicard
April Smith
Troy Towers
Michelle Vigliotti
Terri Vincent
Timothy Vogeler
Christopher G. vonGarrel
Christina Vorreyer-Davis
Claudine Wänzer-Fehr
Eric Woods
Gayle Woodward

ADJUSTMENT TEACHERS

David Anderson
Decadra Morrison
Marjorie Sonnenstrahl

TRANSITION COORDINATORS

Kristin C. Christy
Nancy Verdier

BEHAVIOR SPECIALISTS

Nancy Lewis, Ph.D.
Theresa Napoli
Vance Rewolinski

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.

MEDICAL

Sajjad Aziz, M.D.
Nancy Manahan, R.N., Director of Nursing
Christina Bailey, C.N.A.
Joann Hueting, R.N.
Leesa King, R.N.
Joyce Rose, R.N.
Jacqueline Tota, R.N.
Karen Tushek, O.T.R.

MENTAL HEALTH CONSULTANT

Richard Sarles, M.D.

PLANT OPERATIONS

AND MAINTENANCE

Thomas LeQuire, Maintenance Supervisor
Stephan Allison, Maintenance Chief
Wayne Smith, Housekeeping Supervisor
Alice Lohoefer, Secretary
Brent Bowers
Brian Brown
Harriett Dixon
Linda Green
Robert Green
Lillie Goodsell
Larry Johnson
David Jones, Jr.
James McKenen
Gary Milburn
Nathaniel Rollins
Richard Rosensteel
Agnes Strakonsky
Gary Strakonsky
Eric Unverzagt
Robert Vaughn
Wayne Ward
Joan Weedon

NUTRITIONAL SERVICES

Robin Ariosa, Administrator
Judy Bostian, David Main Supervisors
David Broggin, Jr.
Cathy Capino
Bonita Goodwin
Susan Morgan
David Olson
Herbert Scott
Steve Thomas
Y. Sharon Wilson

SECRETARIES

FACULTY

Frank Allnutt
Laurie Anderson
Natalie Arcara
Lynn Ballard-Weiner
Scher Bergman-Galvez
Ranlee Bickford
Tamara Bossler
Mary Sue Boxer
Sherry Bradley-Koo
Van Brewer
Brian Brizendine
Erik Buck
Paula Busanic
Cheryl Collier
Rita Corey
Mark Denton
Gretchen Cronin-Duncan
Mary Eidukevics
Tamara J. Ellis
Stacey Farone
Andrea Feldman
Peter Feldman
Lisa Gestelle
Mathis Hediger, II
B. Sue Hill
Edna F. Johnston
Joseph Jordan, Jr.
Cathleen Kettler
Vicki Kitsembel
Diane Kubeby
Kerri Lawler-Davis
Robert Lewis
Carolyn Lopez
Michelle Lord-Bojang
Jerry Mabashov
Eric Mansfield
Shannon Mccleary
Janet Mertz-Witzczak
Mary Lou Novitsky
Martin O’Brien
Cameron Overs
Michelle Palmer-Morales
Judy Pfau
Janice Randall
Jane Redding
Paul Roulit
Adrienne Rubenstein
Maria Ruiz
Dorothy Rust
Laura Salak
Kathleen Setzer
Dana Sipek
Shelby Stuart
Cynthia Stieffenhofer
Lorraine Stoltz
Abby Thiipgen
Jennifer Thomas
Bonnie VanBuskirk
Julius B. Vold
Jeffrey White
Jeannette Zarembka
Ryan Zarembka

TEACHER AIDES

Maribel Aponte-Ortiz
Ellie Berthold
Trude Buck
Colette Cabral
Suzanne Gamble
Deanna Gibson
Kelly Green
Cassandra Harris
Scott Johnson
Camela Klusza
Renae Krotche
Laura Lohmeyer
Leah Louallen
Wayne Monroe
Gertrude Morita
Jane Nowalski
Jo Ette Paulone
Janie Pearson
Winifred Pryor
Steven Quillen
Elizabeth Rewolinski
Julie Robbins
Sallie Romano
Patrick Rosenberg
Amanda Saia
Nicole Sizemore-Smith
Barbara Smith
Ronnie Taylor
Cheri Winnings

STUDENT LIFE COUNSELORS

Anna Amati
Alvin Amberg
Susan Angel
John Antal
Terence Berrigan
Eren Boden
Donna Brandt
Peggy Braun
Darrius Brown
Robin Burrhus
Michael Chappelle, Sr.
Yolanda Colston
Francis Cooney
Nancy Crawford
Deborah Cumberland
Kristopher Davis
Jeffrey Deja
Jason Dietz
Donna DiMarco
Avis DuPree
Jennifer Foust
Rachel Gerlis
Gaye Heisey
Susan Hosman
John Jones
Susan Kaplan
Rosella Kelly
Thea Levinson
Keri Mays
Helen McClarin-Kearney
Jennifer Miller-Barron
Todd Newman
Thomas Noh
George Papazis
Scott Perkins
Gary Phillips
Preston Ponder
Wendell Pratt
Larry Reedy
Judd Rextord
Kelli Sicard
April Smith
Troy Towers
Michelle Vigliotti
Terri Vincent
Timothy Vogeler
Christopher G. vonGarrel
Christina Vorreyer-Davis
Claudine Wänzer-Fehr
Eric Woods
Gayle Woodward

ADJUSTMENT TEACHERS

David Anderson
Decadra Morrison
Marjorie Sonnenstrahl

TRANSITION COORDINATORS

Kristin C. Christy
Nancy Verdier

BEHAVIOR SPECIALISTS

Nancy Lewis, Ph.D.
Theresa Napoli
Vance Rewolinski

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.

MEDICAL

Sajjad Aziz, M.D.
Nancy Manahan, R.N., Director of Nursing
Christina Bailey, C.N.A.
Joann Hueting, R.N.
Leesa King, R.N.
Joyce Rose, R.N.
Jacqueline Tota, R.N.
Karen Tushek, O.T.R.

MENTAL HEALTH CONSULTANT

Richard Sarles, M.D.

PLANT OPERATIONS

AND MAINTENANCE

Thomas LeQuire, Maintenance Supervisor
Stephan Allison, Maintenance Chief
Wayne Smith, Housekeeping Supervisor
Alice Lohoefer, Secretary
Brent Bowers
Brian Brown
Harriett Dixon
Linda Green
Robert Green
Lillie Goodsell
Larry Johnson
David Jones, Jr.
James McKenen
Gary Milburn
Nathaniel Rollins
Richard Rosensteel
Agnes Strakonsky
Gary Strakonsky
Eric Unverzagt
Robert Vaughn
Wayne Ward
Joan Weedon

NUTRITIONAL SERVICES

Robin Ariosa, Administrator
Judy Bostian, David Main Supervisors
David Broggin, Jr.
Cathy Capino
Bonita Goodwin
Susan Morgan
David Olson
Herbert Scott
Steve Thomas
Y. Sharon Wilson

SECRETARIES
Janet Witczak's Drawing and Painting Class

Students in Janet Witczak's Drawing and Painting class were painting pictures in perspective in the way your eyes see them. The colors appear to fade the further away they are. Each student picked one color and added black for shades and white for tints.