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ON THE COVER

MSD senior Ryan Bonheyo sports a Towson University t-shirt at the Harry T. Creager Athletic Field. On February 4th, Ryan signed a letter of intent to play Division I football at Towson University.

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When a child with limited language acts out, he/she is communicating. The challenge is to teach this child to communicate by using socially acceptable means. Traditionally in the field of education of the deaf, exposure to visual language is emphasized. It is often assumed that once exposed to the language, the deaf child will pick it up. Once they build enough receptive skills, then they will begin to use the language expressively. To encourage this input of language, a heavy emphasis is often placed on developing vocabulary, particularly learning the names (or signs) for many things. However, despite abundant input, some students do not use the language expressively.

The truth is that sometimes this process does not work. Some students fail to “pick up” the language and do not use formal ASL to communicate well. Often they do “pick up” some of the informal aspects of ASL, including facial expression, body language, gestures, etc., but are unable to use the formal ASL signs well and also fail to progress with reading and writing. Even those who do “pick up” enough language to get their wants and needs met, sometimes fail to develop more sophisticated language, such as dealing with the abstract and responding to “wh” questions (such as who, what, where, when, how, and why). When looking closely at the process of language acquisition for students who are successful, it can be concluded that they learn language the same way all children learn language. It is not through developing receptive skills that are somehow magically transformed into expressive skills. It is not through learning many vocabulary words that later just come out in the right order as expressive language. Instead, through a process of reinforcement and extinction (withdrawal of reinforcement), certain behaviors are learned, reinforced, and generalized to conform with the standard way that our community uses formal language.

Behavior analysis is the process of looking at behavior scientifically. Instead of providing anecdotes or looking at the behavior of many people or a group of people and seeing trends, patterns or correlations, the behavior analyst sets up experiments to confirm a hypothesis about what actually causes a change in behavior. An independent variable is manipulated to confirm its influence and causal effect on a dependent variable. Extreme care is taken to be sure that there is no confounding variable (a separate influence other than the independent variable) that is causing the change in behavior. From these experiments, basic principles of behavior are formed. It is these principles that are used to analyze the complicated process of language acquisition.

In 1957, B.F. Skinner wrote a detailed analysis of language in a book entitled *Verbal Behavior*. To be honest, what he wrote was quite difficult for many people to understand. However, in the last few decades, several behavior analysts (including Dr. Jack Michael, Dr. Mark Sundberg, Dr. James Partington, and Dr. Vincent Carbone) have studied Skinner’s work and have helped make this analysis of verbal behavior accessible to those of us who work with students who do not develop the normal use of language. In fact, it has helped to see how these basic principles of behavior are used when working with students who do develop good use of language.

In his analysis of verbal behavior, Skinner identifies basic behavioral units of language. He calls them verbal operants. These behaviors or operants are learned and maintained because of socially-mediated reinforcement (i.e. reinforcement provided by another person). Each verbal operant is different because of its function. Especially for individuals who do not develop language normally, being able to use a word or sign as one verbal operant does not mean that he is able to use the same word as another verbal operant.

Here is an example: A young child learns to sign or say, “Cookie,” because he/she wants a cookie. In a verbal behavior approach, this is called a mand. Mands are basically requests. When the individual receives what he/she requests, they are reinforced. The item requested is a reinforcer. Another child signs or says, “Cookie,” when they see a cookie. He is
On January 20, 2009, the Maryland School for the Deaf launched the Pilot Program for Deaf Students with Emotional Disturbance. The program was the result of a joint initiative between MSD and the Maryland State Department of Education (MSDE). Recognizing MSD’s excellence in educating deaf youth, Dr. Carol Ann Heath-Baglin, MSDE Assistant State Superintendent, Division of Special Education/Early Intervention Services, approached MSD Superintendent, James E. Tucker about the possibility of establishing a program to meet the needs of this underserved population.

The Individuals with Disabilities Education Act (IDEA) defines Emotional Disturbance as “a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.” [Code of Federal Regulations, Title 34, Section 300.7(c)(4)(i)]

In Maryland, 8.16% of students who receive special education services have an emotional disability. Generally speaking, students with emotional disturbance have higher drop-out rates, miss more days of school, fail more courses and have lower grade point averages than their peers.

Local school systems often find it difficult to provide appropriate services to students who are emotionally disturbed. When students are Deaf and emotionally disturbed, the challenge is even greater. Traditionally, Deaf students with emotional disturbance have been placed in programs in their home counties where they accessed their programs through sign language interpreters. Many professionals agree that this approach is ineffective and does not sufficiently meet the needs of Deaf students. Occasionally, Deaf students with emotional disturbance have been placed in out-of-state residential treatment facilities. The cost of an out-of-state placement can cost over $200,000 per student, per year. The student’s local school system bears the burden of this cost.

Fortunately, research has shown that the prognosis for students with emotional disturbance can be improved through interventions that are sustained, flexible, positive, collaborative, culturally appropriate, and regularly evaluated. With that in mind, the Maryland School for the Deaf dedicated itself to establishing a program that would provide high behavioral and academic expectations. A number of programs serving students with emotional disturbance were researched with site visits to Laurel Hall School, The Jefferson School, and Heather Ridge School. Working in collaboration, Dr. Patricia Hodgdon (Director of Student Support Services), Kathleen Setzer (Lead Teacher), Julie Hemstreet (Behavior Specialist) and Christina Vorreyer-Davis (Teacher Aide) developed a program that would allow the students to master academics, develop social skills, and

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Deaf Students with Emotional Disturbance

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increase self-awareness, self-esteem, and self-control.

Students in the pilot program receive maximum support in order to learn and achieve to their fullest potential. The staff focuses on each student’s existing strengths in order to enhance social skills, internalize coping strategies, and develop independent living skills. Students access their academic work through online courses and through direct instruction. Therapeutic support services are an integral part of the program and include individual, group, and family counseling. Students maintain a Daily Progress Report and work their way through a level system. As students move up through the level system, they earn additional privileges. The ultimate goal of the program is for students to mainstream into the regular high school classes at MSD.

Currently the Pilot Program for Deaf Students with Emotional Disturbance is a day program in which students return to their homes after school hours. MSD, MSDE and the John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA) in Rockville have begun discussion regarding Phase Two of the program. In Phase Two, students would attend the Maryland School for the Deaf for academic instruction, and, if needed, reside at JLG-RICA after school and at night time.

The Maryland School for the Deaf is committed to building and improving programs that will serve the needs of all deaf children in the State of Maryland.

Verbal Behavior

Continued from page 1

reinforced by others in the environment when they acknowledge, “Yes, that is a cookie.” The child is not requesting the cookie; he/she is labeling it as a cookie. This is called a tact. Because an individual is able to mand for (request) a cookie does not mean they know how to tact (label) a cookie.

When using Skinner’s analysis of verbal behavior to assist individuals who do not develop language normally, two basic techniques are generally used: Discrete trial training (DTT) and natural environment training (NET). Discrete trial training is done in a one-on-one setting where the trainer asks the individual to respond to a simple request. Each correct response receives immediate social reinforcement. Requests are made in rapid succession with only 2 to 3 seconds between requests. If the individual does not respond correctly, a zero-delay prompting technique is used. With this technique, the trainer provides the correct response to the individual, then immediately makes the request again. Once the individual begins to respond to the zero-delay prompt, a short delay prompt is used, until the individual is responding correctly and independently. This kind of training is generally a very positive experience for the individual because he/she basically is not allowed to make an error, and is thus successful.

Natural environment training takes place in the environment that the individual experiences everyday. Similar kinds of requests are made, and similar kinds of social reinforcement are provided. However, the trainer arranges the environment in a way that the individual is required to use his verbal behavior (in this case, formal language) to get the tangible and social reinforcement that is available. Part of the natural environment training includes the trainer deliberately setting up the environment differently than it might be usually. Thus the individual is required to use the language that he/she had not used previously in that environment. For example, things that the student may want can be kept in clear plastic containers out of the child’s reach. The child must mand to access the items.

In applying verbal behavior techniques, data is constantly being collected, particularly in the discrete trial training setting, to monitor which verbal operants have been presented and mastered. Then data is also collected in the natural environment to see which verbal operants have generalized to that environment.

There are other verbal operators other than mands and tacts. There are echoics (i.e. being able to say what was just said to you), mimetics (i.e. being able to copy the motor movements of another, including signs), and intraverbals, as well as others. Intraverbals are introduced after an individual has developed many, many mands and tacts. An intraverbal involves being able to respond to a “wh” question or talk about something that is not present. Example: “What did you eat for dinner last night?” Response: “We ate spaghetti and green beans.”

Some of our students, even if they can use mands and tacts very well, have some difficulty with intraverbals. Using specific verbal behavior techniques, this problem is dealt with directly by training for that behavior. Once this skill is acquired, then it is reinforced and work is done to have it generalized to the natural environment.

To many of the staff members at the Columbia Campus of MSD, these concepts and this way of analyzing verbal behavior are quite new. Staff has begun to apply the verbal behavior techniques with some students who have not developed verbal behavior in a typical way and have found it quite successful. To assist in this process, Dr. Stephen Colyer, a consulting behavioral psychologist and behavior analyst provides in-service training to some of the staff. It is hoped with this additional training, the School will be better able to assist those children who have not been able to developed verbal behavior in a typical way.

MB
I. Striving for Balance

The Maryland School for the Deaf (MSD) believes that all children “have the potential to achieve fluency in American Sign Language and English” (MSD Parent & Student Handbook). In support of this belief, program modifications for auditory learners include an expectation that all children use ASL in their specials (physical education, art, and drama) as well as during recess and in the cafeteria. MSD believes that the acquisition of ASL is a critical component of a deaf child’s overall language development and self-identity and makes every effort to support this important language acquisition in all students.

In support of the auditory component of a child’s education, MSD supports Maryland’s Early Hearing Detection and Intervention program which has resulted in the earlier identification—and thus earlier intervention—of deaf and hard-of-hearing children. As a result of their “1-3-6” month screening guideline, MSD is seeing more children at younger ages than ever before. An increasing number of these children are being recommended for early intervention. The Family Education and Early Childhood Department at MSD continue to expand their services to support programs for these infants and toddlers as well as their families. More families—hearing and Deaf—are opting for single or bilateral cochlear implants for their very young children. Decisions, such as these, directly impact the types of services MSD provides to children and their families. MSD strives to strike a cultural balance when providing all services.

II. MSD Board of Trustees

In order to address the needs of students who are auditory learners at MSD, the Board of Trustees this past summer approved the following: “For certain classes, Spoken English will be used as the language of instruction. American Sign Language will be utilized in the class for support and clarification” (MSD Parent & Student Handbook). This recent approval has led to three possible options for classroom instruction:

1. ASL as the language of instruction with written English taught as a second language.
2. ASL as the language of instruction, with spoken English support where spoken English is provided in either small group or in 1-on-1 situations within the classroom.
3. Spoken English Language Classroom where spoken English is the language of instruction, and ASL is utilized to clarify or enhance communication.

III. Family Education & Early Childhood Education Programs

Family Education programs are run on both the Frederick and Columbia campuses. To meet the needs of children and their families, Director Maryann Swann has expanded classroom services from three to five days per week. Her department has increased support from both speech-language specialists and this educational audiologist. Spoken English breakout is offered as a component on both campuses.

IV. Columbia Campus Elementary

Spoken English Language break-out: Under the direction of Nancy Downey, assistant principal for elementary, and with the support of the Director of Communications, Jen Mertes, Director of Communications, and her staff, the ability to provide Spoken English reinforcement, within the classroom, has been an option for all elementary education classrooms.
for the past several years. The language of instruction is ASL, but opportunities are provided for reinforcement through spoken English. Infrared sound field listening systems are provided for use in these classrooms.

V. Frederick Campus

The Pilot Spoken English Classroom: The first spoken English classroom was established this past fall on the Frederick Campus. This pilot classroom is a 1st grade class lead by Ms. Mari Ruiz. Her students are unique in that all of these children come with a strong language foundation in sign language. All children are from families whose parents are signers. Therefore, they have all had language access through sign prior to implantation or amplification.

An FM sound field listening system is utilized, and both the teacher and the students can use the microphones provided. All are expected to speak in English, but if a repetition is required more than once, then signing is to be used for the third expression so the message is understood. When new topics are introduced, care is taken to provide the sign for major concepts.

There are many challenges to implementing a spoken English component to classroom services while continuing to maintain a culturally and linguistically rich environment and providing for ease in communication throughout the entire MSD community.

Ms. Ruiz has commented, “This wonderful experience has opened my eyes to a different approach to providing education to Deaf and Hard of Hearing children. After this teaching experience, I have a better grasp of how to mold my teaching to the needs of my students, which may include a variety of modes of communication. I have been fortunate to have worked with such a great group of students and to have learned so much from them”.

**Spoken English Language break-out:** Under the direction of Mary Lynn Lally, assistant principal for elementary, and with the support of the Director of Communications, Sara Ryan, Director of Communications, and her staff, the ability to provide Spoken English reinforcement, within the classroom, has been an option for all elementary education classrooms for the past several years. The language of instruction is ASL, but opportunities are provided for reinforcement through spoken English. FM systems are provided for use in these classrooms.

VI. Technology Update

**Mapping**. Mapping is, in effect, an auditory tune up for a person with a cochlear implant. It is the process of programming the implant. MSD has the ability to program the three, FDA-approved, cochlear implant companies. For the first year post-implant, it is the policy of MSD to have the child followed by his or her implant hospital. After that initial year, mapping by one of MSD’s campus audiologists can be considered with parental approval and hospital involvement.

**Infrared and FM Technology.** Maryland School for the Deaf offers two different types of sound field listening systems which enhance the primary signal and improve the sound-over-background noise. Children who are deaf or hard-of-hearing generally have greater difficulty deciphering auditory input in noise or in rooms with a lot of echo. Sound field systems strive to improve this for a more relaxed and improved auditory environment. MSD utilizes both frequency modulated (FM) and Infrared technologies which can be linked to MP3 systems, audio/visual equipment, and web links.

VII. Support Group

Based on parent requests and consultant feedback, Cheri Dowling, Partners for Success Coordinator, has established a “Cochlear Implant Support Group” for parents which is open to all parents of children with cochlear implants whether or not they attend MSD. Topics covered have included rehabilitation strategies for families, FM and Infrared listening technologies, and mapping education. Parents from various counties and programs have been attending. Child care is provided, free of charge.

VIII. Training and Networking

Drs. Mary Ellen Nevins and Patricia Chute, cochlear implant consultants, presented a workshop to teachers and staff this past summer. This fall they followed up their workshop with meetings on both campuses which led to a sharing of ideas on how to best meet the needs of the children, particularly in the spoken English classroom.

Many staff members have attended workshops focusing on educating children with cochlear implants, and audiologists have attended training to learn how to program the implants. Workshops have continued throughout the year with an upcoming consensus workshop hosted by Gallaudet University this April at which various representatives from MSD will be in attendance.

Audiologists on both campuses work with all area implant hospitals, county audiologists, and hearing aid dispensing audiologists to further support the needs of our students and their families. Representatives from all three FDA-approved implants have come on site for teacher and parent training as well. In addition to implant companies, various hearing aid manufacturers are working with the audiologists for updates on the most current hearing aid technologies.

VIII. New Directors of Communication Departments

Two new Directors of Communication have joined the Maryland School for the Deaf staff:

**Frederick Campus.** Sara Ryan, who is not new to MSD, was selected to lead the Frederick Communication team. She brings to this position an understanding of the needs here at MSD. Ms Ryan previously worked for MSD.
Cracking the English Code . . .

Author’s Note: I recently read my below article in the spring of 1999 issue of The Maryland Bulletin and wish to emphasize the importance of reading English once again with our new generation of parents/guardians and their children.

Reading English has been, currently is, and will be in the foreseeable future a number one critical skill for Deaf students everywhere, including students at MSD. Better paying jobs in our society almost always require excellent reading skills. In the past 185 years, the field of Deaf Education has spent billions of dollars educating millions of Deaf students in North America. We believe we have an understanding of how some students develop into terrific readers, and why some students do not. Armed with a large body of reading development research literature, libraries, cutting edge instructional materials, and telecommunication technology, we often succeed but sometimes fall short in helping students achieve on-grade English reading skills. Let’s examine critical factors which lead to successful readers.

Educators now know it is “a race against the clock” when it comes to deaf babies and acquiring languages. Neurolinguists suggest that the window of opportunity for language learning is from birth to 3 years old, and if a child does not acquire language during this critical period, the child’s mind may become ‘ parched’. That is, the mind loses its ‘plasticity’ to acquire language, and may struggle for years to achieve adult fluency in American Sign Language and English. The first question MSD educators ask parents when their child visits MSD for an admission evaluation is, “When did your child learn language?”

The State of Maryland now has a law in place, effective October 1, 1999, requiring all hospitals to provide universal screening for hearing loss for all newborns. MSD’s Family Education/Early Intervention Program and Maryland counties’ Infants and Toddlers Programs (ITPs) emphasize early language acquisition. It is with great hope that the universal screening law will pave the way for MSD and all local ITPs to immediately and collectively provide programs/services to newly identified deaf babies and their families. Language acquisition cannot and must not happen only at school. It must happen at home.

There are 180 school days yearly, so a child spends the majority of the year at home—185 days. Parents have all the power in the world to mold their child’s environment at home. It is now common knowledge that parents play a very important role in developing their child’s reading skills. Parents model as readers themselves. Parents read to their children. Parents arrange their houses, so that reading materials can be found everywhere.

Television viewing must be kept to a minimum. Our society is saturated with the culture of television, and a child watches an average of anywhere from 20 to 30 hours of television a week. This is staggering if you add them up over a year and the child’s first 18 years. One may argue that closed captions help children read. They may to a degree for a more experienced reader; but, for beginning readers, they need real books where they can manipulate with their eyes and hands. The printed word, unlike television captions, can be re-read again and again. English language in books is expository or narrative, whereas in television it is more colloquial. One hour spent watching television is one hour lost reading books.

At MSD and many schools/programs for Deaf students, English is primarily taught through reading and writing. Different approaches are used ranging from word attack skills to whole language approach. Reading primers, reading skill series, textbooks, library books, newspapers, magazines, and even comic books are used to teach English. Students acquire American Sign Language (Language 1) and move to acquiring English (Language 2). There is interplay between acquiring both languages as they ’reinforce’ each other. We have observed students who move from L1 to L2 effortlessly while others struggle with the same transition.

Perhaps the most obvious trait in successful readers is that they love to read. They read hours and hours daily. I see some students at MSD walking from building to building reading a book. Sometimes, when I see students waiting in the lobby of the Ambrosen Building, they read magazines from the coffee tables. Why do they love to read? How do we encourage this? Can we encourage this in everyone? If we encourage a child ‘too much’, is there a danger of turning off that child? Can everyone learn to love to read? When a child does not enjoy reading, what should we do?

When I taught English at the California School for the Deaf at Fremont and at Gallaudet University, I tried every possible approach for teaching reading. I saw that different approaches worked for different students; however, I also saw that the most important factor in developing reading skills was the actual amount of time actually reading. Yes, this means holding up a book and putting your nose between pages. Time spent reading is so correlated to the reading level of a student. An old axiom still rings true today—you learn to read by reading...

I have this recurring fantasy that everyone in this world would freeze for a hundred years and I would be the only one walking around. I would then visit every library on earth and read every single book that was printed. Why do I have this wish? Was it taught to me? Or, is it my genes? Was it my parents who always encouraged me to read? Or, is it my irrational fear that I need to read so I would not be caught not knowing something?

The new millennium is around the corner. The English language continues to be the language of international commerce. Billions of dollars will be spent in our pursuit of successful instructional practices that ‘guarantee’ English reading fluency in all children. New reading theories will emerge, new educational approaches will be promoted, and school children will be given new reading materials. Learning English, or cracking the English code, will be a top national priority for years to come. Educators everywhere, including MSD instructional staff, will continue to doggedly pursue the ‘holy grail’ in Deaf Education: On-grade or above-grade reading level for all Deaf students.

James E. Tucker, Superintendent, james.tucker@msd.edu
Around the World

This January, students in the 5th grade class embarked on a map unit that took them “around the world.” They began by reading a book entitled “The Big Race,” by Shirley Glaser. In this tale, Harry Hare and Tommy Tortoise agree to race, not realizing it will take them to 23 locations across seven continents. Along the way they see many amazing things including volcanoes, people fishing on stilts, and a family of penguins sliding down hills of snow.

After reading “The Big Race,” each student was asked to select and research one of the places Harry Hare and Tommy Tortoise visited: Antarctica, Hawaii, Japan, Russia, and China were chosen. Students went to the library and used online resources to gather information on the population, food, plants, animals, climate, currency, and flag of their selected locations.

Several staff members helped to make this unit a success. Stella Antonio-Conley gave students an opportunity to role-play the story in drama class. Computer teacher Tim Karman taught the students how to put their research into a PowerPoint presentation. They learned how to insert text, add pictures from the internet, and modify the slideshow background. Afterward, John Gibson, ASL teacher, gave pointers on how to give a presentation using a Smart Board. The importance of eye contact was emphasized along with making correct sign choices. Finally, with assistance from Joan Richey, classroom aide, students created T-shirts that displayed the flags of their locations.

For one week, the students gave their presentations. Each day they highlighted a different location. On Monday, the class bundled up and “traveled” to Antarctica. On Tuesday, they put on leis and grass skirts and visited Hawaii. Wednesday’s journey took them to historic Japan. Students learned how to make sushi with rice, seaweed, and cucumbers. On Thursday, there was a stop in Russia. Mr. Dean Buck, the physical education teacher, showed the students a Russian doll, rubles, and many pictures that were taken while visiting Russia. China was the last stop on Friday. Students learned about the Chinese New Year and how to eat with chopsticks. Throughout the week, a variety of foods were tried including fried rice, egg rolls, borsch, pineapple, sushi, and macadamia nuts.

All told, this map unit was an adventure! Through literature, technology, and hands-on activities, it gave the students a taste of the world around them.

—Shannon Ambush, 5th Grade Teacher, CC, shannon.ambush@msd.edu

Spoken English

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in the role of Spoken English Teacher; prior to this she worked for Frederick County Public Schools as a communication specialist. Ms. Ryan will be awarded her AuD (clinical doctorate of Audiology) from the University of Florida this May. Sara is a graduate of Gallaudet’s Audiology program.

Columbia Campus. Dr. Jennifer Mertes comes to MSD from the River School in Washington, DC. Prior to this she was at Johns Hopkins as part of the Cochlear Implant team. She is a graduate of Gallaudet University’s Audiology doctoral (AuD) program. She provides expertise in mapping for all three FDA-approved cochlear implants.

There are many changes happening here at MSD as the school aims to stay current and provide support to all families and their children: deaf and hard-of-hearing, amplified and not amplified, native users of English and native users of ASL, children of deaf parents and children of hearing parents, auditory learners and visual learners. All are part of the Maryland School for the Deaf community and are deserving of the best education MSD can provide.
New Science Lab Opens

Well, it was a long time in the making, but it is finally here! This past month, The Maryland School for the Deaf at Columbia opened its first full school wide Science Lab.

Of course there have been several science labs over the years, but they were always specific to a department or classroom area and thus often incomplete in many ways. The new science lab was designed by MSD staff to meet the many different age levels and learning styles of students, and as such should meet all student needs – including those with special needs.

With some reorganization this past summer a rather large room was freed-up in our Main Building in which to set up the lab. Next the staff had to plan a design for the room that would allow for all ages and disabilities to be able to access the learning stations. Mr. Tim Karman took the lead on this and networked with many staff to be sure the design and equipment would meet the needs of all students. In addition to learning stations purchased, the front of the room was equipped with an adjustable Smart Board / computer system that can access the web and all that it has to offer.

The bulk of the remaining expenditures went into purchasing all of the support equipment/supplies like microscopes, aquariums, software for the computer, and too many specific learning theme kits to mention. Unfortunately, not all of these great enhancements are problem free. Now there is the new problem of trying to schedule the use of the lab when the entire school wants to use it at the same time. Compared to options of the past though, this is a nice problem to have.

—John Snavlin, Assistant Superintendent/Principal, CC, john.snavlin@msd.edu

The Gift of Giving

This past holiday season, students, staff, and the PTCA at the Columbia Campus came together as one for the good of many. The school’s staff decided to either forego gift giving among themselves or greatly reduce this common practice and instead contribute this money to a central pot for gifts for needy families. The PTCA provided funds for hats and gloves for 50 people as well as funds and supplies for a small student party. The dorm students under the supervision of Millie Russo went shopping for gifts for 50 children ranging in ages from 4-12.

Once all the gifts were purchased they had to be sorted by gender and age and wrapped. The whole school got involved. With the supplies provided by the PTCA, young students using glue, glitter, and their own creativity decorated gift bags. The older students acted as big brothers and sisters as they helped the young ones with their decorating. Staff then helped the older students wrap over 200 gifts. But it was not all work. Each of the students also had the opportunity to decorate his or her own cookie and then of course eat it along with a glass of punch.

The best part was yet to come—seeing the expression on Reverend Leo Yates’ face when he came to pick up his box of hats and gloves. The one box he had anticipated had become eight—way too many for his car. So the students loaded the gifts into the school’s van and delivered them to Reverend Yates’ church. Reverend Yates then saw to it that the families in need got the gifts.

It was a holiday to remember for both students and staff as they experienced what it meant to give as well as receive. All agreed it was a lot work but also a lot of fun and definitely something worth doing again.

—John Snavlin, Assistant Superintendent/Principal, john.snavlin@msd.edu

New Science Lab
(L to R) Joshua Cadondon, 6th grade; Jessica Roach, 7th grade; Brandon Garrett, 7th grade; Ryan Carr, 7th grade; Kayla Jarvis, 6th grade

Kyesha West, 6th grade and Brandon Garrett, 7th grade
Mother and Daughter Holiday Dinner at Shockley House

Shockley House, a house where eligible juniors and seniors learn how to prepare for their future (live independently, cook meals, and do laundry among other things.) Girls and boys alternate semesters throughout the year.

On December 11th the young ladies of Shockley House, (Crystal Arbaugh, Danielle Harris, Ellen Hardesty, and Vanishe Buchanan), invited their mothers for a special Mother & Daughter Holiday Dinner. The girls planned the dinner menu with their evening staff, Diane Kubey-Dunn and Dolly Gardner then went shopping with their teacher, Bonnie Vanbuskirk to purchase the necessary items for the special evening.

Diane and Dolly worked with the girls to prepare for the evening’s festivities. When the mothers began to arrive in the pouring rain, they were treated to an evening off from the kitchen as their daughters prepared the meal. The mothers spent time with each other in the living room. To kick off our lovely evening, mothers and daughters paired up to create their own gingerbread houses.

After the houses were completed, everyone sat down to a delicious buffet dinner of ham, broccoli, mashed potatoes and rolls. Throughout the dinner, there were a lot of laughter and stories swapped around the tables. After the entertaining dinner, the Shockley girls proceeded to clear the tables and set up cookies, hot chocolate and tea for dessert, while telling their mothers to sit back and enjoy their evening. After the mothers left, the girls continued to clean up and put the house back together.

The mothers were grateful for the opportunity to see their daughters put to use some of the skills they acquired during the semester of living at Shockley House. The mothers thought the Mother-Daughter Holiday Dinner was an annual event and were surprised to learn it was the first time such an event had taken place. They would like to see this kind of event continue. The night ended with a lot of wonderful memories and a closer bond with their mother/daughter.

—Diane Kubey-Dunn, Student Life Counselor, FC, kubeydi@msd.edu

OUT WITH THE OLD, IN WITH THE NEW When staff and students returned from their holiday break on January 5th, they were surprised when they entered the Ely Building lobby. The old gray mat has been replaced by a beautiful rug with an Anthracite background and the school's logo in October Rust.
New Frederick Campus Elementary School/Family Education and Early Childhood Department Complex awaits arrival of playground equipment and furniture in order to open. Photo courtesy Eric Mansfield, HS math teacher and licensed deaf pilot.

**MSD’s Continuing Progress**

A panorama of the new complex at 400 South Carroll Street in Frederick, Maryland

Old meets new as a building sign, designed identical to one in use since at least the early 1900’s, graces lawn to new building.

New building signs
New sign indicates the new focus of the Bjorlee Building.

Digital Photography instructor Lorraine Stoltz and Publication Specialist Larry Newman proudly display the new Bjorlee Museum sign which they designed.

Often Museum items travel to shows. Now MSD has a banner to take along, also designed by Mr. Stoltz and Mr. Newman.

Candlelight Tour of Frederick County Museums

Bjorlee Museum participated in the December Candlelight Tour of Frederick County Museums for its first public event. Although the Hessian Barracks were closed, luminaries also guided visitors around the outside.
Since the opening of the Museum in the spring of 2008, some visitors to MSD’s Frederick Campus have wondered what happened to the library. The Bjorlee Library is alive and well but in a different location. After 54 years of being housed in its own building, the Bjorlee Library moved to a large room on the first floor of the Ely Building in order to make room for a museum that would showcase MSD’s rich history.

Although the library is no longer located in the Bjorlee building, MSD has kept the “Bjorlee Library” name and even continues to stamp all books with the “Bjorlee Library” stamp.

The reduction of space required some modifications to the Library’s holdings. MSD’s subscriptions of teachers’ journals and academic magazines have been moved to the Curriculum and Instruction room where they can be accessed by all faculty members; all MSD yearbooks and other publications stayed in the museum. The library still receives magazines, newspapers, and bulletins from other schools for the deaf.

When you visit the library, you will notice a large collection of books related to Deaf issues such as deaf history, deaf culture, various sign languages, biographies of deaf individuals, and reference materials. The Library also has VHS tapes and DVDs which have recorded ASL storytelling, ASL poetry, deaf history, and interviews with deaf individuals.

Just like any other school library, you will also find many books for students of all ages: picture books, books for beginning readers, chapter books, novels, and non-fiction material. If you are looking for information on animals, pets, biographies, communities, fables and folklore, geography, space, sports, transportation—or a host of other topics—the library is the place to go. Books that focus on holidays such as Halloween, Thanksgiving, Kwanzaa, Hanukkah, Christmas, Ramadan, Diwali, Valentine’s Day, St Patrick, Easter, and Passover are featured every holiday season.

The Bjorlee Library has been the recipient of many books and video materials that have been donated by individuals and companies. The library staff is very appreciative of the people who have made these donations as they are making an impact on MSD students and their learning.

In order for MSD’s library collection to grow, Bjorlee Library depends on recommendations from teachers and students. Teachers tell the librarians what books they want them to obtain that will support their curriculum. Students ask that the library order specific books that they would like to read. The library staff is thrilled when student requests are received because that tells them that these students are interested in reading!

If you have books or DVDs you would like to donate to the Bjorlee Library, please contact the library or bring the books to MSD. Your donations will be greatly appreciated.

—Deanna Gibson, Library Teacher Aide, FC, deanna.gibson@msd.edu
—Mickey Palmer, Reading Recovery Teacher/Library Teacher, FC, mickey.palmer@msd.edu

Library Assistant Deanna Gibson works in new Ely Library beneath a sign from former library building (now Bjorlee Museum).
On February 19, 2009 Claudia L. Gordon, Esq. visited Maryland School for the Deaf –Frederick campus. Ms. Gordon, who is the first Black Deaf female to become a lawyer, spoke to an audience of middle and high school students. She challenged the students to never let obstacles get in the way of their dreams. Claudia Gordon knew exactly what she was talking about. Ms. Gordon was born in Jamaica and became deaf by the age of eight years old. She developed severe pain in her middle ears and there were no towns or big city hospitals nearby. She was taken to a small clinic that had no doctors but only nurses. It was at this clinic a nurse diagnosed Claudia Gordon with deafness.

After becoming deaf she was unable to attend school because it was believed her disability prevented her from learning. Ms. Gordon’s life changed dramatically. She initially had difficulty believing she was deaf. “When people talked, she attempted to read their lips and thought she heard their voices.” Claudia’s mother who had been living and working in the United States brought her to New York.

She initially attended a public school but because she could not communicate she was transferred to the Lexington School for the Deaf. At this school she learned sign language. She became involved in sports. She began believing she could become a lawyer. Upon graduation from this school she attended Howard University a historically black college located in Washington, D.C. She graduated with a degree in political science. She then attended law school at American University, Washington College of Law. She studied disability rights law and policy. After law school, she became a staff attorney for the National Association of the Deaf Law and Advocacy Center and a consulting attorney with the National Council on Disability.

Currently, Claudia Gordon is a Senior Policy Advisor for the Department of Homeland Security, Office for Civil Rights and Civil Liberties. She provides advice and technical assistance to the leadership of this organization. Most of her work involves implementing the executive order for Individuals with Disabilities in Emergency Preparedness, which makes sure federal agencies work together to make sure the needs of the disabled are included in emergency preparedness plans.

During the presentation Ms. Gordon showed pictures of herself with former President Bush and members of the White House. She talked at length about her involvement in developing policies for the victims of Hurricane Katrina so that emergency plans would consider the varied needs of those affected with disabilities. Claudia Gordon told the audience of students to go after what they wanted in life. She further encouraged students to never give up their “journey” and sometimes be willing to get out of their “comfort zones” if it means achieving their goals.

—Lisa D. Smith, LCSW-C
Jr. Black Deaf Advocates sponsor, lisa.smith@msd.edu

Claudia Gordon talks to MSD middle school and high school students about never giving up on their dreams. She reminds them that success sometimes means stepping “out of their comfort zones” and placing themselves in situations that they are not always comfortable in.

BACK (L-R) Sylvie Marc-Charles Weir (Social Work intern), Danielle Harris, Courtney Rideout, Christopher Shaw, Claudia Gordon (guest speaker), Mieasha Rahman, Gabrielle Smith, Alice Jones, Devon Rich, Lisa Smith (Jr. BDA sponsor), Tanya Perry (Social Work intern) FRONT Vanishe Buchanan, Cheti Senadhira, Lauren Simmons, Nadasha Harvey, Kevin Sumpter, Aleasha Harrington, Auder Morales
What a way to bring back the 50’s era! This nostalgic play got everyone rocking in their seats as MSD presented the high school version of the Broadway musical “Grease”.

Grease, written by Jim Jacobs and Warren Casey is about the way rock and roll changed American culture during the pivotal moment when America took its first tentative steps out of the conformity of the 1950s and toward the individualism of the 1960s. Grease embodies this cultural friction through its two leads, Sandy (as the 1950s) and Danny (as the 1960s). The show takes its name from the 1950’s United States working-class youth subculture known as the greasers. In Grease, those greasers are the Burger Palace Boys and the Pink Ladies who portray Rydell High School’s rebellious, happy, thrill-loving students.

Working with our largest cast to date, Grease was a dazzle to the eyes with Broadway-style choreographed musical-dance scenes like “Summer Nights”, “Hand Jive”, and the closing performance “You're The One That I Want”, as well as the creative performances of our set, and crew staff doing “open scene changes” in a comedic light.

It has been a delight, as well as much hard work for us all to perform, and present this fun musical to you and from both the cast and production staff, we thank you for your support, and all of the wonderful praise we have received for our presentation of “Grease”!

Rita Corey
Director
rita.corey@msd.edu


The Cast of Grease

ON THE STAIRS (L-R) Bethany Weiner (Frenchy), Tiffany Bridgett (Marty), Lauren Wahl (Jan), Reina Bravo (Rizzo), Eric Setzer (Extra/Crew), Leighason Liddle (Sandy), Maxwell Latin (Danny), Mark Cross (Johnny Casino/Crew), Nick Harrington (Kenickie), Todd Rewolinski (Roger), Asher Kirschbaum (Sonny), Andrew Biskupiak (Doody)

FRONT Carol Hirsch (Patty), Corinna Hill (Ms. Lynch), Shaina Steingieser (Cheerleader/Crew), Chanel Gleicher (Cheerleader/Crew), Ashlyn Witczak (Cheerleader/Crew), Ivana Genievksy (Cha Cha), Dan Mabashov (Eugene)

“COOL IT, LET ME HANDLE HER!”

On March 19, 2008, a team of Frederick City and County Officials met with Maryland School for the Deaf (MSD) personnel to brainstorm and discuss how to improve the provision of emergency services for the School’s Frederick Campus. Lt. Clark Pennington confirmed during a two year span, 2007-2008, the Frederick law enforcement officers responded to 184 calls to MSD. The Division of Fire and Rescue Services responded to 34 calls during the same time frame. Resulting from this conference emerged many partnering ideas including an American Sign Language (ASL) class and Deaf Awareness Seminar for the Frederick Police Department and members of Frederick County Fire and Rescue.

During the months of January through March, Frederick County First Responders participated in a two-hour tutorial that explained the social, historical, educational and cultural aspects of Deafness as well as instruction in sign vocabulary specific to emergency related situations. Essential buildings on the campus, including the infirmary, Principal’s and Dean of Students’ offices were highlighted on maps and later seen through a mini-walking tour of the campus. The lesson was instructed by MSD staff members Erin Buck and Kriste Hartman, high school seniors Mike Tota and Jarvis Grindstaff, and 8th grader Dalton Kramer.

Following the class, first responders had an opportunity to practice their newly learned signs with MSD students while role playing real-life based scenarios. These scenarios were developed by representatives from each agency and members of the deaf community with themes that included a fight, drug and alcohol usage and an emergency petition for hospitalization. Officers and Fire and Rescue personnel learned and applied key signing phrases including: “Are you hurt?”; “Are you allergic to any medications?”; “I am going to search you.” and “Do you need an interpreter?” Correspondence through pen and paper, text messaging and interpreters were also practiced.

These scenarios provided realistic situations which allowed room for positive interaction between MSD stu-

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Special Thanks

Over a series of nine dates in January, February, and March, Maryland School for the Deaf (MSD) participated in a joint venture with the Frederick Police Department (FPD) and the Frederick County Division of Fire and Rescue Services (DFRS). MSD students and staff provided ASL classes and scenario-based instruction to police officers, fire and EMS personnel on the Frederick Campus. Extensive coordination by representatives from MSD, FPD, and DFRS took place to organize this mutually beneficial event. This unique project could not have been accomplished without the remarkable support from each of these three agencies.

The below figures represent the numbers of people involved and hours worth of work devoted to carrying out this project:

- 134 members of the FPD
- Approximately 80 members of DFRS
- 25 MSD Faculty and Staff Volunteers
- 46 MSD Student Volunteers
- 18 hours of ASL Classes
- 27 hours of Scenarios
- 853.5 combined student volunteer hours

Project organizers from each of these agencies, Corporal Jay Brown of the FPD, Firefighter Elizabeth Lybarger of DFRS, and Kriste Hartman and Erin Buck of MSD would like to extend sincerest gratitude to all involved in making this project a successful one.

Special thanks go out to:
Frederick Police Department
Chief Kim Dine
Lieutenant Clark Pennington
Corporal James (Jay) Brown II
Officer Brian Wolf
All FPD program attendees
Division of Fire and Rescue Services
Director Gene Mellin
Battalion Chief Dennis Wenner
Volunteer Firefighter Elizabeth Lybarger
All DFRS program attendees

Department of Emergency Preparedness
Kathy Forrest

Frederick Community Planning Contributors
David Martin
Karen Sheffer

Frederick News Post Gazette
NBC25
WFMD

Maryland School for the Deaf
Dirk Albrecht
Alvin Amberg
Robin Ariosa
Chad Baker
Eren Boden
Trude Buck
Kris Davis
Marsha Flowers
Diane Kubey
Tom LeQuire
Keri Mays
Joan Miller
Larry Newman
Nursing Staff
Jane Redding
Richard Rosensteel
Karen Sigmund
Linda Stoltz
Nancy Verdier
Terri Vincent
Valerie Winn (former MSD employee)

—Erin Rae Buck, Outreach Coordinator, erin.buck@msd.edu
Kriste E. E. Hartman, Community Relations Specialist, kriste.hartman@msd.edu
As a senior at MSD, and the lead student ASL teacher for this project, I must say the experience of working with the Frederick Police Department (FPD) and Department of Fire and Rescue Services (DFRS) has been interesting. This is an amazing opportunity that most people have never had the chance to experience. Working with MSD students in mock-situation scenarios is a first-time experience for MSD, the FPD, and DFRS. I was able to experience being part of the scenarios, teaching them some ASL including the alphabet, numbers, and some useful signs such as Police, Fireman, calm down, and arrest.

Before I started teaching ASL classes to the FPD and DFRS, I never had the opportunity to actually talk and laugh with them. I used to imagine them as boring, mean, and scary. After working with them on this project, I found out that they aren’t the way I imagined. They are much cooler and are fun to talk to. This is just one example of many as to why I have found this experience to be very extraordinary, and I’m grateful for that.

As the ASL teacher for this project, I feel like I’ve developed a bond to the First Responders in the FPD and DFRS. For example, I’ve been waved at by a cop in Downtown Frederick because he recognized me from teaching him ASL. The realization that I actually gave something very helpful and useful to the hearing community makes me feel good. I couldn’t possibly thank Erin Buck, Kriste Hartman, and Jay Brown enough for working hard to get this together. This has been a great experience.

—Michael Tota, Senior
On January 22, 2008, MSD was saddened to learn that Mrs. Kathy Jo Meagher (nee Staab), 50, passed away peacefully after a lengthy and courageous battle against cancer.

Mrs. Meagher was born on June 22, 1958, in Mountville, Pennsylvania, to the late Joseph P. Staab and Kathryn P. Staab. In addition to her mother, she is survived by her husband of 21 years, Richard T. Meagher, and their children, Kathryn (18), Emily (17), and Matthew (13).

Mrs. Meagher received her bachelor’s degree in Elementary Education from Bloomsburg State College (PA) and her master’s degree in Deaf Education from State University of New York in Geneseo. She began her career in the field of education at MSD in 1981. She held numerous positions during her outstanding career. For most of her years, she was an English teacher in the High School department; she later became a supervising teacher for Middle School (formerly known as the Intermediate department) and High School (formerly known as the Advanced Department). But her first love was working closely with students, so she once more returned to the classroom. In the fall of 2003, she accepted the Principal position from which she retired in 2005.

Aside from being an innovative teacher, Mrs. Meagher was actively involved in several of MSD’s extra-curricular activities. She was a sponsor of several classes and advisor for the Academic Bowl and National Honor Society (NHS). It was at an NHS induction ceremony where Mrs. Meagher met her future husband, Rick, who was there as a photographer for the Frederick News-Post. It is nice knowing that MSD had a positive role in altering her personal life.

MSD will truly miss Mrs. Meagher and are genuinely grateful for her indefatigable dedication to our students and program. 

Mai elle support dans tranquillité—“May she rest in peace.”

—Melinda Padden, Principal, Frederick, melinda.padden@msd.edu

MSD Remembers…

Kathy Meagher

Evelyn Anthony

Ms. Evelyn Ester Anthony was born in 1939 in Puerto Rico where she grew up well-educated and fluent in English and Spanish. She married Mr. Gerald Anthony, Sr. and they had two wonderful sons. One of her sons, Matthew, was born deaf and became one of our first students at MSD-CC. Evelyn quickly became an involved parent at the Columbia Campus, and in 1978 she began working for the school as a substitute teacher’s aide, teacher, student life counselor, and/or secretary. It seemed like she just wanted to do anything to learn about deafness and to help—both her son and the School.

In 1981, Dr. Richard Steffan, Jr. recommended Evelyn for a permanent position as a teacher’s aide. His letter of support reads: “She has come on a moment’s notice and worked hard and long. She signs beautifully; is a native Spanish speaker. She has true empathy for the children and is the mother of one of our students. There is 100% agreement among the staff here that Evelyn would be a wonderful addition to our staff.” How very right he was, as Evelyn stayed with us for almost 30 years.

Because of her many talents, an endless supply of energy, and a heart that saw all things as good, her position evolved. Soon she was in charge of volunteers and made sure on a yearly basis that 20 plus interested adults always had a place in the School. As an outgrowth of this work, Evelyn became the coordinator for the after school religious education classes. Deeply religious herself, this became the perfect marriage for her as she worked closely with Reverend Peggy Johnson and others to be sure all those interested were given an opportunity to learn about their family’s religion, regardless of their faith. Evelyn was also a key member of the school’s transportation team. She met with the bus drivers daily and was considered a friend to them and a valuable link for us with the bus drivers.

Her next venture and contribution to the school also evolved as the need did. Evelyn as stated earlier was from

Continued on next page
Puerto Rico and was fluent in Spanish. As one can imagine, being fluent in English, Spanish, and ASL is indeed invaluable. Soon Evelyn was assisting all of our Spanish-speaking families with understanding the “ins and outs” of MSD and Deaf education. Her favorite part of this job was traveling with our Family Education Department on home visits, assisting with our new Spanish-speaking families to better understand their deaf children.

When Evelyn retired last year because of developing health issues (at age 68), I tried to classify her job – was she a teacher’s aide, a secretary, a clerical aide, an interpreter, what? What I realized was that she was all of these and yet so much more. All I wanted was someone to answer the phones; coordinate/assist with the bus drivers and aides; coordinate volunteers and the after-school religious education program; take parents and visitors on tours of the campus; be fluent in ASL, English and Spanish; and be willing to assist our Spanish-speaking families in all matters related to MSD and Deaf education, including joining Family Education on home visits. It was at this point that I realized that Evelyn Anthony was not only her own unique person, but also her own unique position. What I wanted, what I needed was not a teacher’s aide, or a secretary, or an interpreter, or a clerical aide. What I wanted and what I needed was another Evelyn Anthony.

I can think of no greater legacy for an employee to leave behind than the wish for another person exactly like them to take their place. Evelyn will be missed on so many levels – as a mother and a grandmother, a member of her church, an employee of the School, a member of the Deaf and Hispanic communities, but most importantly as a friend to all those who had the good fortune to meet her. We have been blessed to have known Evelyn Anthony.

—John Snavlin, Assistant Superintendent/Principal, CC, john.snavlin@msd.edu
After losing three key players from last year’s Academic Bowl team that made it to the finals at the Gallaudet University National Championships, this was meant to be a year of rebuilding and retooling for the next few years. Little did we know it would happen quicker.

The Maryland School for the Deaf 2009 Academic Bowl team captured their second straight Mid-Atlantic/At-Large Regional Championships the weekend of March 6-8 at host school Model Secondary School for the Deaf (MSSD) in a dramatic fashion.

Two players were carry-overs from last year’s runner up team, sophomores Todd Bonheyo and Christy Hediger. With three new rookies manning the buzzers in senior Nicholas Harrington and freshmen Andrew Biskupiak and Katie Millios, the goals were to improve with each match and ultimately compete for the championship.

At the pool drawing, MSD drew into the toughest pool with three other competitive teams: MSSD, New Mexico School for the Deaf, and Monroe BOCES #1 (New York). The NMSD coach called this pool the “pool of death,” and that was aptly named.

The first day of action saw MSD go undefeated as they defeated three deaf schools and one mainstreamed program. MSD students soundly controlled the first round of action (consisting of buzz first, answer first format) and they answered correctly a decent number of questions during the second round (each player on the team answers a set of 4 questions by himself/herself). MSD never fell behind in any of their matches and won all of their matches on the first day by comfortable margins.

The second day of action saw the first game at 8:00 a.m. — a time where many teenagers are still in bed on Saturday mornings. That was to their advantage as they pulled out a 4-point squeaker victory over NMSD. Things would get a little bit easier with a bigger breathing room with a 12-point victory over MSSD, only to face a tough challenge from Monroe with the number one seeding up for grabs in their pool. Both MSD and Monroe were 6-0 entering their final match of the pool competition.

MSD students were able to control the tempo of the game throughout the first and second round of competition against Monroe, but they were trailing throughout these two rounds. In the third round, they were behind by four points. On the seventh question (of ten total questions) MSD scored correctly to pull one point behind Monroe, 36-35. On the final question of the third round, MSD answered correctly to claim victory over Monroe, 38-36, with a number one seeding in the semifinals!

MSD faced long-time nemesis Mountain Lakes High School (New Jersey) in the semifinals and soundly defeated them with a 37-point margin of victory.

In the finals, MSD had a rematch of last year’s finals, facing W.T. Woodson High from Fairfax, Virginia. Last year they defeated Woodson by 14 points and they were confident that we would be able to do it again. Little did we know that by the end of the match, both schools would make Academic Bowl history.

Throughout the first round, MSD controlled the buzzers and crept up to a 12 point lead over Woodson. In the second round, Woodson scored more points than MSD did, but MSD was still ahead by ten points.

In the final round, consisting of 15 questions, the category was Literature and matching book titles/characters with authors — one area MSD students felt strong in.

By the end of the match, they had scored all fifteen questions correctly, and so had Woodson. The Gallaudet University judge announced to the audience that this was the first time in Academic Bowl history that both teams had gotten all fifteen questions correctly in the final round. MSD had captured victory by an 83-73 score.

By the time you read this, MSD students will have competed in the National Championships at Gallaudet University on April 26-27, and they hope to bring back the championship trophy to campus after four long years!

— Coach Christopher Kaftan, FC, christopher.kaftan@msd.edu
Winning the title of Mister and Miss MSD was a huge honor. We (Dan Mabashov and Corinna S. Hill who represented the Student Body Government) competed on December 8th, 2008, against two formidable competitors, and it was a very close win. The competitors were Michelle Mansfield-Hom and Roy Barron who represented the Class of 2010 and Bethany Weiner and Andrew Biskupiak who represented Jr. NAD.

We won Best Platform, while Best Talent and Best Dressed went to Michelle and Roy. Bethany and Andrew won the Most Friendly Award. And, at this printing, we will be attending Michigan in April for the Deaf Teen America pageant. As we go there and soak in new experiences, we hope to represent the Maryland School for the Deaf to the best of our capabilities. We have been rehearsing daily for the upcoming pageant, and we hope to be able to come home with the new crowns on our heads and huge grins on our faces. Wish us luck!

—Dan Mabashov, Sophomore and Corinna S. Hill, Junior

Janet Mertz-Witczak’s Art Class

*Grid Expansion drawings were done by high school Drawing and Painting students in Janet Witczak’s class.*

Silence, No More
Shane Brewer

Lovin’ That Strawberry
Isaac Cline

Yumm...What a Delicious Snack!
Kelly Kuhna
Jr. NAD’s Leadership Retreat Workshop

After the ski trip, we got back to MSD. Our sponsor, Mark Denton was nice enough to bring us dinner from Chick-Fil-A which we all were craving for! Afterwards, we had a special guest speaker from Gallaudet University, Dr. Jeffrey Lewis who is a professor at Department of Counseling. He gave us a presentation about leadership and organization structures. He also talked about how we can improve Jr. NAD organization and discussed about few ideas for the upcoming year. One of our favorite activities was the reversed role of a leader and follower and we were amazed at how they could be similar in different ways. We learned that we will need to be a follower before becoming a leader. Not only that, a leader will be always a follower. Both characters contribute greatly to any organizations. We also learned that one of those important qualities as a leader/follower is to be on time, being committed to the organization, listen to new ideas, and be proactive. As a result, his speech had truly inspired many of us and we all learned something new out of his speech; he also emphasized how important Jr. NAD was and still is. After Dr. Lewis’s marvelous presentation, we left MSD with a great feeling after a remarkable day!

I am completely sure that the leadership retreat will become a great MSD Jr. NAD tradition since I know the members definitely enjoyed the day very much. It is a wonderful event for the members to get together, enjoy skiing, and be inspired from the guest speaker. Not only that, it is a personal growth for us to see ourselves outside of MSD, and make a difference in our Jr. NAD experiences during leadership activities.

—Michelle Mansfield-Hom, Jr. NAD President

Jr. NAD’s Liberty Snowboarding Trip

On February 28th, we had an exciting trip to the Liberty Mountain, which is located in Pennsylvania. This trip was supposed to take place in Stratton, Vermont but due to unfortunate conflicts with plans and the timing wasn’t so good, so we decided to go to Liberty Mountain instead. It took lots of time to plan a trip like this but it was definitely worth in the end of the day! We started off our day by going to MSD in the morning where we all were dressed up and meeting the sponsors, then drove to Liberty Mountain. It was about 45 minutes drive before we were actually on the slopes. There were about eight of us, including two sponsors, Terri Vincent and Linda Stoltz. The weather was so perfect, not too cold but not too warm. We were out snowboarding all day long from ten o’clock in the morning until four o’clock.

It was amazing that the resort still had some fake snow left, even though we could see that other places were all green and brown outside of ski resort. After a long morning of riding, we took a lunch break at the lodge. It was a great time to catch up with others about the weather and slopes. After our lunch break, we went back on the slopes for the last three hours. Most of us were at the terrain park and doing all these crazy falls and jumping or kicking the rails. I am pretty sure that all of us had great fun at the Liberty Mountain.

—Tandy Lewis, Jr. NAD Leadership Retreat Chairperson
My Road to the National Signing

Every year, on the first Wednesday of February, there is a “mini-holiday” in college football called National Signing Day, the first day when high school senior football players sign with the college of their choice. Die-hard college football fans usually look forward to this day just to find out who will be playing for their teams for the next four years.

I have long been aware of this event, and I promised myself when I was six years old that I would work hard to be one of those fortunate high school seniors. I saw many high school football players from all over country placing the caps on their heads to declare colleges they would attend. I knew that I wanted a day like this to happen in my life.

The road to Signing Day is not as peaceful and easy as one would imagine. I began with a strike against me because I am deaf, so I had to be flawless at football to prove to the recruiters that I am the player they need. College recruiting is much like business because high school football players must “sell” themselves, so I attended combines and camps to make a name for myself. Combine is an event where top high school football players gather to show their athleticism in tests for skills like the 40 yard dash, the 20 yard shuttle, and the bench press. These days were probably the best in my high school career; the experience was amazing! During the recruiting process, I attended combines and camps at M&T Bank Stadium (home of the Baltimore Ravens), the Baltimore Ravens’ practice facility in Owings Mills, MD, Pennsylvania State University, Rutgers University, University of Maryland, University of Miami, University of Pittsburgh, Towson University, James Madison University, University of Richmond, Lafayette University, and more. In addition to extensive travel selling myself and making my name known, many coaches visited the head coach at MSD to discuss my athletic abilities and academics. They also often tried to convince me that their school is the best.

Throughout the journey to my goal, I learned that you must have the drive and a good work ethic in order to reach your dream. I have met many people with goals, but often they are unable to reach them. During my high school career, I had a long-term goal to receive a full scholarship to a division one school. With that in mind, I had to make short-term goals to lead me on the right path. The goals were things like setting up my workout program, making sure I did well in every class, contacting college coaches, and attending combines and camps. I practically lived in the weightlifting room throughout high school, maintained a strong G.P.A., and made many contacts with college coaches. In the end, I accomplished all of my short-term goals and my long-term goal—a full scholarship to Towson University!

I can not imagine going that far without the support from MSD community. The people here have been amazing as they wanted the best for me. Yet, the more support I received, the more pressure weighed on my shoulders. I did not want to disappoint the community, so I made sure that I was going to accomplish my goal.

I hope to see you next fall at the Johnny Unitas Stadium in Towson University, rooting for the Tigers and me!

—Ryan Bonheyo, Senior
The Clerc Classic IX National Girls and Boys Basketball Tournament and Cheerleading Competition were held at MSD the weekend of January 15-18, 2009. Participants included California School for the Deaf - Fremont, California School for the Deaf - Riverside, Indiana School for the Deaf, The Learning Center for Deaf Children, Lexington School for the Deaf (boys’ team), Maryland School for the Deaf, Model Secondary School for the Deaf, Ohio School for the Deaf (girls’ team), and Texas School for the Deaf.

The action kicked off on Thursday with all the games played at MSD’s Benson Gymnasium. After Thursday’s games, the final four were Indiana and Texas in the boys’ upper bracket and Fremont and Maryland in the lower bracket. The girls’ final four were Indiana and Model in the upper bracket and Fremont and Maryland in the lower bracket.

Friday’s games moved to the Frederick Community College Field House and began with the girls’ semifinal game between Indiana and Model won by Model with a score of 40 to 32. In the second girls’ semifinal game, MSD needed overtime to get by Fremont, winning 46 to 45. This game was very physical with several MSD and Fremont players sprawled out on the court after diving for loose balls and fighting over rebounds, showing that both teams wanted to win at any cost.

In the boys’ semifinal action, Indiana faced off against Texas and ran away from them by a score of 48 to 33. MSD boys got the better of Fremont with excellent defense and teamwork to advance to the finals by a score of 59 to 31.

On Friday night, with the support of SportsMX Company, the players and fans were surprised by having the EXTREMES, a professional aerobic slam dunk group, entertain them. It was a real hit and an inspiration to see all of the smiling faces in the gym.

Saturday’s cheerleading competition featured teams from Fremont, Indiana, Maryland, Model, Texas, and Riverside. Coordinators and MSD alumni Nikki and Emily Nowalski did an outstanding job getting the gym prepared for the competition with a full-floor cheerleader mat and an excellent booming sound system. Riverside captured the championship with Maryland finishing a close second followed by Indiana, who also won the coveted Cheer Stick.

In the girls’ championship game, Model ran over Maryland, which simply had no gas left in the tank after going to overtime in the semi-final game the previous night. Model is to be congratulated for winning the championship with a final score of 36 to 22. In the boys’ championship game, Indiana defeated MSD with a second half three-point barrage for which MSD had no answer. The final score was 57 to 38. Congratulations to Indiana for an excellent showing throughout the tournament.

Thanks are in order for tournament sponsors Purple Communications, Gallaudet University, Frederick News Post, and SportsMX and the attendees for helping the MSD Athletic Booster Club realize a healthy profit that will benefit the athletic program for future student athletes.

A large round of waving hands goes to everyone who worked on a committee or offered his or her time to ensure the success of the event. MSD could not have done this outstanding job without them!

—Lori Bonheyo, Chair
—Scott Morrison, Assistant Chair

Clerc Classic IX Final Standings and Awards

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<thead>
<tr>
<th>Place</th>
<th>Boys</th>
<th>Girls</th>
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<td>1st</td>
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Continued on page 27
The Fall, 2008, varsity cheerleading squad members were seniors Reina Bravo, Chanel Gleicher, Chenae Laldee, and Rachella Shephard; junior Karla Wiener; sophomore Nicole Gleicher; and freshman Kaliah Doe. The junior varsity squad consisted of junior Kevina Kerchner and sophomores Leighason Liddle and Rachael Richart.

Head Coach Janice Randall and her assistant Cheri Winnings were excited to see the fall cheerleaders working together to create cheers and sideline chants as well as new dances. The girls worked tirelessly to perfect the signing of “The Star Spangled Banner” which was done prior to every home game and was a crowd favorite.

In October, the varsity cheerleading squad traveled to the Texas School for the Deaf in Austin and gave an outstanding performance to the Texas fans as well as families from MSD that attended the game. The cheerleaders also traveled to the Model Secondary School for the Deaf in Washington, D.C., on Halloween night to ward off the ghosts and cheer on MSD football team to another victory.

During the Homecoming pep rally, varsity cheerleaders showed fans, students, and families their talents while running the Homecoming show. Chanel Gleicher and Rachella Shephard did a great job signing the Orioles song at the pep rally. Reina Bravo and Chenae Laldee also performed the song on the auditorium stage on Thursday.

November 7th was Senior Night where the seniors were honored with flowers and balloons for their dedication and contributions to the football season. Parents were also invited to participate in the ceremony which included congratulations by Superintendent James E. Tucker.

Ms. Randall would like to truly thank Ms. Winnings for being her wonderful assistant coach and devoting her time to work with the cheerleaders. Ms. Randall also wishes to thank the MSD Athletic Booster Club for purchasing a new CD player which was used to perform songs and accompany the signing of “The Star Spangled Banner” at home games.

— Coach Janice Randall, FC, janice.randall@msd.edu
The 2008-2009 Lady Orioles, under the direction of second-year head coach Terry Berrigan and assistant coaches Scott Morrison and Laura Lohmeyer, started the season with an optimistic outlook.

Through the leadership of tri-captains senior Danielle Berrigan and juniors Shayna Unger and Tandy Lewis, the team opened the season with seven wins and two losses before playing Heritage Academy in the Oriole Classic Tournament championship game, losing by a score of 62-40. The team then bounced back with five straight wins before playing in the Clerc Classic Tournament. In the semi-finals, the girls played a very physical game against California School for the Deaf – Fremont, fighting for loose balls and grabbing hard for rebounds, leaving both teams battered and bruised. In the end, MSD won in overtime, 46-45. In the finals, Model opened up a quick lead and MSD continued to fight valiantly but fell short in the end, 36-22. The Lady Orioles, exhausted from the previous day’s battle, were only able to make seven out of 41 field goal attempts.

When MSD faced Model again in February, the girls got their revenge by prevailing 52 to 42. This win brought a sense of inner peace to the players and coaches and, knowing the Lady Orioles were a legitimate force to be reckoned with, a renewed motivation to prepare for the upcoming Eastern Schools for the Deaf Athletic Association (ESDAA) Tournament.

The ESDAA Tournament, hosted by New Jersey School for the Deaf, was the climax of a long season. The team’s first-round game against Fanwood resulted in a convincing 49-20 win. The team marched on to the semi-final game, winning 54-16 against New Jersey—a tune up for the championship game against The Learning Center the following day. Unfortunately, the Lady Orioles again suffered from field goal struggles, making only 9 out of 47 field goal attempts and ending their season with a tough loss of 40-22.

Overall, the Lady Orioles had a successful season with an excellent record of nineteen wins and seven losses. Tandy Lewis finished with 414 points (15.9 average) along with 205 rebounds, 86 steals, and 20 blocked shots. Claire Tucker was second in scoring with 310 points (11.9 average), second in steals with 70, and had 45 assists. Shayna Rose Unger suffered a season-ending injury in early February but still managed 87 points and 51 assists. Danielle Berrigan led the team with 74 assists, had 74 points, and did a commendable job guarding the opponent’s best player when the team used a woman-to-woman defense. Trista Taylor was third leading scorer with 102 points.
and second with 177 rebounds, battling with players taller and bigger than herself but never backing down. Jessica Israel battled through knee injuries for most of the season, but when she played, she contributed with 119 rebounds and 89 points in 20 games. Brittany Frank added 96 points and led the team in three-point field goal shooting.

The coaches would like to say farewell to departing seniors Danielle Berrigan, Jessica Israel, and team manager Stephanie Kurth. Without any doubt, they will be sorely missed!

—Terry Berrigan, Coach, FC, tdberrigan@aol.com

_Frederick News-Post_  
Second Team  
Tandy Lewis

_Honorable Mention:_  
Claire Tucker  
Shayne Rose Unger  
Danielle Berrigan

_Frederick Gazette_  
First Team  
Tandy Lewis  
_Honorable Mention:_  
Claire Tucker  
Danielle Berrigan

_National Deaf Interscholastic Athletic Council (NDIAC)_  
2nd Team  
Tandy Lewis  
_Honorable Mention:_  
Claire Tucker  
Danielle Berrigan

_New Life Tournament_  
Tandy Lewis and Shayna Rose Unger

_Teddy Thanos Tournament_  
Tandy Lewis and Claire Tucker

_Oriole Classic_  
Tandy Lewis and Claire Tucker

_Clarc Classic_  
Tandy Lewis and Claire Tucker

_Eastern Schools for the Deaf Athletic Association (ESDAA)_  
Tandy Lewis, Claire Tucker, Danielle Berrigan

## Sportsmanship

### BOYS

- **Lexington**
- **Maryland**
- **Indiana**

### GIRLS

- **Learning Center**

## Cheerleading

### 1st—Riverside

- **Indiana**
- **Maryland**
- **Indiana**

### 2nd—Maryland

### 3rd—Indiana

### Cheer Stick Winner

- **Indiana**

## All-Tournament Teams

### Boys

- **Gabriel Paulone**  
  Indiana, MVP
- **Tony Dall**  
  Indiana
- **Tyler Crace**  
  Indiana
- **Ryan Bonheyo**  
  Maryland
- **Todd Bonheyo**  
  Maryland
- **Michael Mabashov**  
  Maryland
- **Brandon Dean**  
  Fremont
- **Joe Conrad**  
  Texas

### Girls

- **Zamica Gage**  
  Model, MVP
- **Ebony Love-Peel**  
  Model
- **Johanna Arrigo**  
  Model
- **Claire Tucker**  
  Maryland
- **Tandy Lewis**  
  Maryland
- **Arica Jones**  
  Fremont
- **Alex Brinkley**  
  Fremont
- **Ann Whitte**  
  Indiana
- **Katie Fetzer**  
  Indiana
- **Shaquana McDonough**  
  Learning Ctr
- **Ashley Sivils**  
  Ohio

### Cheerleading

- **Marco Duarte**  
  Riverside
- **Marilyn Rivas**  
  Riverside
- **Muriel Ortiz**  
  Fremont
- **Amber Miniard**  
  Indiana
- **Chenae Laldee**  
  Maryland
- **Matthew Parsley**  
  Texas
- **Sharice Baker**  
  Model
- **Isabella Kogan**  
  Model
For first year Varsity Boys Basketball Head Coach Jim DeStefano, the 2008-2009 season began with a lot of question marks concerning the young team and how it would fare over the season. The starting five consisted of 2 freshmen, 2 sophomores and a senior which in the first few weeks, went through a tough time losing 9 of their first 13 games.

Senior Ryan Bonheyo, made a remarkable recovery after breaking his leg on October 31st and having surgery in the first week of November. He returned to action on December 29 which was the same day senior Michael Mabashov severely sprained his ankle which caused him to miss the next three games. In the 11th game, MSD finally had the full team playing together for the first time and it took some time before they began to jell as a unit.

The Orioles started to play good basketball right before the Clerc Basketball Classic Tournament which the Maryland School for the Deaf hosted on January 15th to January 17th, 2009.

The teams’ opening game against The Learning Center was the first game that showed a lot of promise for the young Orioles. The Learning Center started the game on fire and took the lead after the 1st quarter ended 12-7. In the second quarter, the Orioles were losing 14 to 9 before going on a 12-0 run to take the lead for good. MSD ended up winning the game with the score of 69 to 37 due to the effectiveness of their full court press defense. That was the turning point for the team and MSD continued to play well in the semi final game by defeating California School for the Deaf-Fremont 59-31 with its smothering defense. The championship game against Indiana School for the Deaf was a seesaw game in the first half and ISD took a 4 point lead 22 to 18 at halftime. In the 2nd half, ISD came out hot by hitting three straight 3 point shots which MSD never recovered. They continued to stay hot by hitting 6 more 3 point shots in the second half. MSD finished in 2nd place in Clerc Classic losing to ISD by the score of 57 – 38.

MSD continued to play outstanding basketball in the last few weeks by winning 9 of the last 10 games of the season. During the streak, the Orioles beat Cumberland Valley Christian Academy, Broadfording Christian Academy, and Model Secondary School for the Deaf by more than 10 points to avenge an earlier loss to them. The lone setback in the last 10 games was a heartbreaking loss to Heritage Academy 45 to 42 at their home court where they finished the season with 22 wins and 5 losses.

Maryland concluded a strong second half of the season by winning the Eastern Schools for the Deaf Athletic Continued to next page
Association (ESDAA) Tournament for the 7th consecutive time which broke the old record of 6 by St. Mary’s School for Deaf by beating the Learning Center 61 to 35. MSD finished the season on a high note with 16 wins and 12 losses.

One of the team highlights for this year occurred when before the season started, the MSD basketball coaching staff set up a couple of goals for the season. One of the goals was to hold opponents to 52 points per game. MSD surpassed that goal by holding its opponents to 44.4 per game which broke the school record of lowest points allowed by opponents. The old record was 49.1 in the 2006-2007 season.

Michael Mabashov had an outstanding season where he averaged 15.4 points and 3.1 assists per game. He broke the school record of making most three-point field goals in one season with 72 this year. The old school record was 53 held by Derrick Williams.

Ryan Bonheyo was one of key factors of the team’s successful season. He led the team in rebounding with 6.8 rebounds per game. Ryan was MSD’S 3rd leading scorer on the team with 12.1 per game.

Clayton Grossinger was MSD’S invaluable 6th man coming off the bench doing little things to help MSD win games like playing good ball pressure defense, snatching key defensive rebounds, and hitting three point shots. His best game of the season was against California School for the Deaf at Clerc Classic where he hit three 3 point shots which gave MSD a comfortable lead that CSD-Fremont never recovered from.

Todd Bonheyo was the 2nd leading scorer on the team with 12.5 points per game. He led the team in assists with 5 per game. Todd led the team in free throw percentage with 69% which he also led the team in free throw attempts with 86.

Shawn Harrington played a vital role with great defense forcing the opponents to change their shots because of his aggressive presence in the paint area. Shawn increased his statistical output enormously in one year from scoring only 2 points to 197 points and from 10 rebounds and 1 block to 164 rebounds and 38 blocks.

Freshmen Jesse and James Stengieser saw a lot of action and played a significant role on the team. Their statistics may not show a lot but they played outstanding defense which was one of the reasons that MSD broke the school record of the lowest points average allowed.

Eric Setzer, DeAndre Gaskins, and Roy Barron didn’t see a lot of action but they displayed a marvelous attitude by putting 100% effort in practices and showing great sportsmanship on the bench.

Coach DeStefano would like recognize the hard work of the managers, Micah Traurig, Chris Shaw, and Michael Tota. They did an outstanding job of helping MSD on game management such as filling up the water bottles, providing towels to the players, helping the coaches with statistics, and videotaping the games.

The successful season was helped by a great group of assistants, Peter Badavas, Darrius Brown, and Clifford Geffen which coach DeStefano would to recognize for their efforts. He also wants to thank parents, fans and MSD staff members for their help in making his first year experience at MSD a pleasant one.

—James DeStefano, Head Coach, FC, james.destefano@msd.edu

Frederick News Post

The Frederick News-Post All-Area Second Team
Michael Mabashov
Honorable Mention
Ryan Bonheyo
Todd Bonheyo

The Gazette
Second Team
Michael Mabashov
Honorable Mention
Ryan Bonheyo
Todd Bonheyo

USADB HS East-West All Stars
Michael Mabashov

NDIAC All-American
First Team
Michael Mabashov
Second Team
Todd Bonheyo
Third Team
Ryan Bonheyo
Honorable Mention
Shawn Harrington

Frederick HS City-County All Stars
Michael Mabashov who won three point shooting contest

New Life Shootout
Michael Mabashov

Oriole Classic All-Tournament
Shawn Harrington

Clerc Classic IX All-Tournament
Michael Mabashov
Todd Bonheyo
Ryan Bonheyo

Deaf Digest All American
First team
Michael Mabashov

ESDAA All-Tournament
Michael Mabashov (Most Valuable Player)
Todd Bonheyo
Ryan Bonheyo
The 2008-09 Maryland School for the Deaf wrestling team had a great season with a final record of 16 wins and 8 loses. The team had only three seniors, Mark Cross, Tyler Dilks, and Brett Ches, who worked hard to lead the team to a winning season.

Head coach Chris vonGarrel and his assistants, Eric Woods and Tim Taylor, were proud of the team; they made a commitment to training hard, and as a result, there were six wrestlers who won over 20 matches each, compared to only three last year.

The notable accomplishments and records of the six wrestlers are as follows:

**Marquise Pleasant** .................. 112 lbs, 29 wins – 6 losses
**Brett Ches** ........................... 119 lbs, 27 wins – 7 losses
**Greg McConville, Jr.** ................. 125 lbs, 25 wins – 7 losses
**Maxwell Latin** .................................. 140 lbs, 22 wins – 13 losses
**Zachary Israel** ...................... 189 lbs, 21 wins – 10 losses
**Mark Cross** .............................. 215 lbs, 34 wins – 5 losses

The highlight of the season was Mark Cross, 215 lbs, who broke the school record for wins with 145 career wins and 31 losses. (The old record belonged to Robert Steele, ’01, 138 wins)

Mark Cross was the first MSD wrestler to reach second place in the Maryland Independent Schools wrestling championships at McDonough School. He qualified for the National Prep wrestling tournament at Lehigh University, won six straight times at the Holloway wrestling tournament, won all his matches at the National Deaf Prep Duals wrestling tournament, and was in second place at the Cadet Invitational wrestling tournament at Valley Forge, Pa. In addition, Mark is on the Deaflympic wrestling team and will go to Taipei, Taiwan, this fall with his Coach Chris von Garrel who is also on the Deaflympic team representing the United States.

Sophomore Marquise Pleasant won first place at the Bishop Ireton (BI) Holiday Classic and second place in the Holloway wrestling tournament. He also came in fifth place at the Cadet Invitational wrestling tournament. He improved significantly over the course of the season finishing with 29 wins and 6 losses.

Senior Brett Ches won first place at the Holloway tournament, third place in the BI Holiday Classic, and second place in both the Cadet Invitational tournament and the MWAL tournament.

On January 23-24, 2009, the MSD wrestling team finished in second place at the National Deaf Prep Duals wrestling tournament hosted by the Model Secondary School for the Deaf (MSSD). In the tournament, Zachary Israel, 189 lbs, pinned his MSSD opponent to help MSD advance to the finals with the score 42 -39. However, MSD lost in the championship match to Indiana School for the Deaf by a score of 48-24. The MSD coaches had never imagined their players would make

Continued to next page
Wrestling
Continued from previous page

it to the finals and were delighted that the team proved them wrong. Next year, MSD will host the National Prep Duals which is an exciting opportunity for the team to show MSD fans their talent.

Head Coach Chris von Garrel would like to thank his two assistants, Eric Woods and Tim Taylor, for helping the wrestlers learn the basic skills and polishing their techniques leading to a winning season. Chris would like to offer his best to the three seniors who will be missed: Mark Cross, Tyler Dilks, and Brett Ches.

—Christopher von Garrel, Head Coach, FC, christopher.vongarrel@msd.edu

Frederick News-Post
First Team
Mark Cross

Frederick Gazette
First Team
Mark Cross

Maryland High School Wrestling Classic
All-Star
Mark Cross

National Deaf Interscholastic Athletic Council (NDIAC)

Wrestler of Year
Mark Cross
1st Team
Mark Cross
2nd Team
Marquise Pleasant
Honorable Mention
Brett Ches
Gregg McConville
Zachary Israel
Tyler Dilks
BACK (L-R) Sierra McConville, Kristin Ames, Noelle Robinson, Assistant Coach Tamara Majocha, Head Coach Jeff Lewis, Assistant Coach Michelle Vigliotti, Justine Fontenot, Corbin Register  FRONT Caroline Wiley, Mia Goldberg, Tarja Lewis, Lauren Goldberg, Emily DeSimone

Cheerleading

Jehanne McCullough, Marika Lewis, Alexa Paulay-Simmons, Jacqueline Boese, Brittany Little
Middle School Varsity Boys
 BACK (L-R) Austin Cerasoli, Dalton Kramer, Dan John Kerchner, Evan Kurth, Ethan Sonnenstrahl, Head Coach Joseph DeSieri FRONT Cody Paulay-Simmons, Darrius Doe

Middle School JV Boys
 BACK (L-R) Head Coach Lindsey Heisey, Jake Grindstaff, Tarik Wallace, Lance Brewer, Carey Ballard, Brett Sonnenstrahl FRONT Cody Moers, Jake Bonheyo, Jad Gore NOT PICTURED Corey Rosko

Under 12 Boys
 BACK (L-R) Williams Millios, Coach Rex Moers, Tristan Hower FRONT Chaz Seremeth, Egan Seremeth, Bailey Moers NOT PICTURED Coach Nathan Caldwell, Jake Bortoletto

Under 12 Girls
 BACK (L-R) Coach Kevin Lawrence, Tessa Lewis, Jacqueline Boese, Alexa Paulay-Simmons FRONT Isabella Walker, Monique Johnson, Tayla Newman, Eve Wood-Jacobowitz, Gillian Lawrence

Under 10 Girls
 BACK (L-R) Anna Wood-Jacobowitz, Juliana Bahan, Karita Lewis, Brooke Bonheyo, Kaitlyn Weeks FRONT Coach Risa Lewis, Cassidy Perry, Rose Viola Shepherd, Freya Seremeth, Kaela Luttrell, Coach Tom Luttrell

Under 10 Boys
 BACK (L-R) Assistant Coach Rosemary Latin, Assistant Coach Robert Lewis, Coach William Johnson MIDDLE Manager Olivia Johnson, Austin Latin, Maverick Obermiller, Quincy Johnson, Jazob Monroe-Caldwell, Manager Davy Bahan FRONT Blake Brewer, Rory Lewis, Brady Perry
1940—Nettie Gardiner Elliott (nee Poe) passed away on February 3, 2009. She was the beloved wife of the late James Armstrong Elliott, devoted mother of Nancy Schulze and husband Merton and Mary Jo Wood and husband Bob. Nettie was a loving grandmother of Merton Schulze III and his wife Misty, Heather Schulze, James Wood and wife Liz, and Renee Stake and husband Marty. She was also the great-grandmother of Kolten, Isabel, and Carter. She is survived by a sister, Mary Imwold, and surrounded by nieces and nephews. Burial took place at St. Thomas Aquinas Church and interment at Gardens of Faith Cemetery.

1966—Irma Jane Eure of Royal Oak, Maryland, 61, died on Wednesday, March 4, 2009, at William Hill Health Care, Easton, Maryland. Irma, well-known as Janie, was born on February 24, 1948, in Easton, Maryland. She was the daughter of Jessie Hall Eure and the late Noble Stewart Eure. After graduating from Maryland School for the Deaf, she worked as a data entry clerk for Shore Health Systems, retiring in 2003. Janie enjoyed a variety of hobbies such as doing all kinds of puzzles, watching television, and sewing. She also cherished visiting with other deaf people. In addition to her mother, she is survived by two brothers, Stanley A. Eure and wife Nancy of Easton and Henry Eure of Berlin, and a sister, Claire Bailey, of Newark, Delaware. Burial took place at Spring Hill Cemetery, Easton, Maryland. Memorial donations may be made to the American Cancer Society, P.O. Box 163, Salisbury, MD 21801.

2007—Tamara Curel Morton (left) passed away early Tuesday morning, January 27, 2009, after a brief illness. Tamara was born on November 7, 1985. She was the daughter of Lori Anne Burgess of Baltimore, Maryland and Carlton Morton of Salisbury, Maryland.

Tamara was educated at the Maryland School for the Deaf in Columbia and the Maryland School for the Deaf in Frederick where she graduated in June of 2007. Tamara had many friends, both students and staff. The residential staff recalls how much Tamara loved the Great Frederick Fair with all the rides, the animals, and her favorite—eating funnel cakes. Another favorite activity of Tamara’s was snow tubing at Ski Liberty; she wore her lift ticket on her jacket quite proudly the next day.

Tamara had the opportunity to live in the Shockley House on the Frederick Campus where she learned many independent living skills such as shopping for meals and cooking, sharing in household tasks, and scheduling activities. Tamara and her housemates enjoyed Valentine’s Day parties and inviting friends to enjoy their homemade treats.

Tamara was a wonderful student, bringing much delight and joy to her classes. Her teachers recall special memories, such as Tamara’s love of job training, wood shop, bake sales, “girl talks” with her friends, and learning to ride the Frederick city bus. Tamara faced many challenges in her education, but she never became discouraged; rather, Tamara learned to laugh at her mistakes, learn from them, and then move on. Former teachers from the Columbia campus recall Tamara fondly: “She was that smiling face that could be seen poking around the corner, smiling and greeting everyone.”

Tamara was truly happy and proud to be a student at MSD. In Tamara’s honor, a tree will be planted in the yard at the Shockley House from donations recently raised. Anyone wishing to make a contribution should contact Ann Hirsch, assistant principal of the High School Special Needs Department at the Frederick Campus (301.360.2048). A celebration of life in Tamara’s name was held on Wednesday, March 11, in the Ely auditorium. Tamara would have loved such a party!

ATTENTION: CLASS OF 1998 & 1999

It is now time to celebrate our ten-year reunion during Homecoming 2009!

WHEN October 31st, 2009

FOR QUESTIONS Contact your Class President:

1998’ers: Allison Polk at Allison.Polk@yahoo.com

1999’ers: Terri Monroe Dietz at TerriDietz@aol.com

Spread the word to other members of our class; we hope to see you there to swap stories of accomplishments over the past ten years of our lives!

You may also find information about the reunion at www.msd.edu.
Student Alumni Receives Honor of Governor’s Award

Robert (Bobby) Harris, 2008 MSD graduate, recently received the distinct honor of the Governor’s Crime Prevention Award. During the spring semester of his senior year, Bobby undertook an internship with the Frederick Police Department. His main focus was to redevelop a visual translator to aid Frederick County’s first responders in communicating with individuals who use English as a second language.

Bobby spent countless hours during his senior year and throughout his summer break interviewing First Responders Command Officials including Fire and Rescue, the Frederick Police Department, and Emergency Preparedness. He then evaluated the needs of the county and implemented these provisions into a picture-based interview flip card booklet. Bobby worked closely with police officials throughout his graphically designed project.

Frederick Police Department’s Chief Kim Dine recognized Bobby’s dedication and devotion in creating a tool that will assist first responders in questioning subjects during critical moments, and he personally recommended Bobby for the Governor’s Award. Since Bobby was away at college and unable to attend the awards ceremony, the Chief of Police accepted the award on his behalf.

In addition to receiving the Governor’s Award, Bobby’s exceptional work was recognized with a Frederick Police Department Internship Award and praised in a variety of media publications including Police One Magazine, Baltimore Sun, The Frederick News-Post, The Herald Mail, The Washington Post, and the San Francisco Chronicle. Local television networks including Fox 5, NBC 25 and WBAL Channel 13 also covered his efforts.

—Kriste E. E. Hartman, Community Relations Specialist, kriste.hartman@msd.edu

PICTURED ABOVE Robert Harris, ’08 (left) worked under the supervision of Lt. Clark Pennington during his internship with the Frederick Police Department. A sample page of the visual translator (pictured right) will be used to aid in communication between Frederick County’s first responders and people who use English as a second language.
Golf Tournament Nets over $37,000!

Strong winds with heavy rain, flooding, and chilly temperatures was the predicted forecast on September 26, 2008, the day of the MSD Foundation’s 5th Annual Golf Tournament—a forecast that was likely to have been reason enough for the Hollow Creek Golf Club to cancel the annual fundraising event. However, the anticipated dreary weather conditions did not deter 147 golfers and 20 volunteers from coming out to support deaf education at MSD.

By a stroke of luck, barely a drop of rain fell throughout day. Many participants thought the cloud-filled sky made for a perfect afternoon to golf and take aim for a chance to win a new Mercedes Benz at the hole-in-one contest. Unfortunately, Lady Luck did not send anyone driving home in a new car, but spirits remained high as golfers enjoyed grilled sandwiches provided by the Canal Bar and Grill and cold beverages throughout the course.

After several hours of play, golfers were welcomed into the clubhouse for a luncheon and awards ceremony. Presenting Sponsor, Morgan Keller Construction, and Platinum Sponsors, Frederick Precast Concrete and MD Relay were recognized for their generous support of this year’s tournament. In addition, MD Relay also received an award for being a Five-Year Sponsor of the annual golf tournament as well as Shockley Honda, Airport View Signs, FrederickDj.com, and Powered by Purple.

Professional Auctioneer Robert Wilson followed the awards presentation with a fast-tongued bidding dialogue as he motivated the crowd to bid on Southwest Airlines and AirTran tickets, weekend getaway packages to Ocean City and Annapolis, and a 40” Samsung LCD HDTV donated by Best Buy. Bidders enthusiastically raised the bar on the live auction items as well as over 100 silent auction items to set a new auction net profit of more than $6,000.00.

This year’s event also set new records for the number of golfers and overall tournament net profits which exceeded $37,000.00! The total net profit from all five tournaments has earned the MSD Foundation over $134,000.00 to help support its projects. Much appreciation and gratitude is extended to all of the tournament’s sponsors, in-kind supporters, participants, and volunteers!

The 6th Annual MSD Foundation Golf Tournament will be held once again at the Hollow Creek Golf Club on September 18, 2009. Mark your calendars! For more information on how to participate as a sponsor, register a golf team, or donate auction items, please contact tournament director Kriste Hartman at Kriste.Hartman@msd.edu or V (240) 409-9462.

—Kriste E. E. Hartman, Community Relations Specialist, kriste.hartman@msd.edu

MARYLAND SCHOOL FOR THE DEAF FOUNDATION INC

5th Annual MSDF Golf Tournament Sponsors BACK (L-R) Myron Randall of The Frederick News-Post; Jim Maynard of Bray and Scarff; Robin Sipe of With Regards; Darby Jones of First United Bank and Trust; and Gwena West, MSD Foundation Program Coordinator FRONT Kriste Hartman, MSD Community Relations Specialist; Michael Mock of Morgan Keller Construction; Greg Ouimette of Frederick Precast Concrete; Brenda Kelly-Frey of MD Relay; Marisa Shockley of Shockley Honda
Van Alden Brewer, born to Ralph and Charline Brewer on April 6, 1953, in St. Louis, Mo. Both of his parents are deaf and attended the Tennessee School for the Deaf. Van comes from a large family where everyone in his family is deaf, including his uncles and aunts. Van attended public schools but struggled with note takers. He did not enjoy sitting in the front of the class, trying to understand what was going on. When Van was young, many deaf people had the opportunity to work at the Government Printing Office (GPO) in Washington D.C. so, in 1966 when Van's father, Ralph, got a job there, the family moved to Maryland. At the age of 13, Van was enrolled at MSD along with his sister, Jan ('74), and his brother, Ken ('79).

During his three years of high school, Van was on the track and football teams even holding a record in the 440 and 880 yard relays for a long time. Van recalls that MSD was an amazing place academically; however, he is disappointed that he never had a chance to be a student in the Old Main building (though he had the honor of breaking ground for the construction of the Ely Building).

Van has many great memories at MSD including the day in Mr. Wayne Sinclair’s physics class when the class did an interesting physics experiment. Mr. Sinclair had told the students that it would not hurt if a car tire ran over your feet, so he took his students to the parking lot and had every student take turns putting his or her feet out for Mr. Sinclair to run over with his car. Amazingly, it did not hurt! He also mentioned he would never forget how strict teachers were back then. One of the administrators actually ordered all of the boys with long hair to go to downtown Frederick for a haircut. The students could not argue back in those days.

After graduation in 1971, Van went to Gallaudet University. After completing his Bachelors degree in psychology/social work, he returned to MSD to work in 1977. He had originally wanted to work in the psychology department as a social worker but as there were no positions available, he sought another position where he could still work closely with children. He became actively involved as an elementary dorm counselor. In 1999, Van became a part-time teacher aide to free up time to study for his master’s degree at McDaniel College in Westminster, Maryland. After receiving his masters, he landed a full-time position as an auto body repair and automotive painting and refinishing teacher at MSD which has been his job for the past seven years.

Van mentioned that, although MSD has changed a lot since his time, it is still a great place for deaf children to learn and grow up. He married Diane Jevne in 1992 and has four deaf children—all currently attending MSD. Shane is a 10th grader, Paige a 9th grader, Lance a 7th grader, and Blake a 5th grader.

Van has some words of wisdom that he would like to share: “It’s always important to keep a positive mindset and a positive attitude. With these two, you will be successful and get what you want as long as you work for it. Study hard and be prosperous!”
The Maryland School for the Deaf is fortunate to have an original photograph of its first class taken at the end of the initial school year, 1868 — 1869, and even more fortunate to have the students identified. The photo from that spring contains 56 students and four staff members, but when school opened September 2, 1868 there were only 34 pupils.

There were changes during that year — more students and more staff and, unfortunately, one death. Little Simon Ramsburgh’s likeness is not found in the photo. Early in 1869 he succumbed to complications after a measles epidemic reached the school. One of the fears of both Principal William Cooke and school physician, William Baltzall, was the threat of an epidemic to the students. The school, opening in only two Revolutionary War era stone barracks and one additional wooden structure, was not designed for so many pupils and teachers, especially when no provisions had been made for much of an infirmary or a quarantine area.

John Trundle (first row, far right), one of the little barefooted boys, went on to be a widely respected alumnus. Born locally near Buckeystown he recalled such incidences as Confederate General James Longstreet and his corps camping on his father’s farm in 1862. John went on to marry another esteemed alumna, Annie Barry, and had a successful produce farm near Centreville, Maryland. Thanks to his recollections it is known that this photograph was taken in front of the western-most barracks building later demolished in 1874 to make way for the much needed new building, “Old Main”. John also recalled that the school grounds in the fall of 1868 still held old army wagons which the boys pulled here and there, as well as digging for mini balls, ammunition of the day. He wrote in a 1919 letter to Principal Bjorlee, “I think it is the greatest pity that the other part of the barracks had to be torn down to make room for the new wing of the school. It contained the Principal’s Office, parlor, bedrooms for the Principal and family, the girls’ dorm on the upper floor, the pupils’ dining room on the first floor.
Oh, I well remember how we slept in the other barracks now standing — good by, dear old barracks.”

Annie Barry (back row, fourth from left), John Trundle’s second wife, is there also in this picture. Annie’s father, William Barry, was influential in his support of a school for the deaf in Maryland and worked hard to find deaf children in the Baltimore area who needed the program. He went on to be a Board of Visitors member and later Board President. Annie taught at the school for several years before her marriage to John. She had no children of her own, but was much loved and respected by her two stepchildren from John’s first marriage.

The first two pupils to register, Mollie (fourth row, second from right) and her brother, Plummer Ijams (third row, second from left), were present that spring for the photo. Their mother, Eliza, is credited for approaching Maryland Delegate Henry Baker with the idea of a school in Maryland rather than sending students to Virginia or Washington, D.C. to be educated. Delegate Baker did, indeed, draft the successful bill which incorporated the School in 1867. Mrs. Eliza Ijams was a force to be reckoned with! She also served as matron of the school for several years. Mollie graduated in 1872 and returned to be the first alumna to teach at her alma mater. Unfortunately her brother, Plummer, succumbed to tuberculosis at the age of 19 during the summer of 1872. It was a blow to his family and also to the school as he had much promise.

The youngest boy and girl to register in September 1868 were Catherine T. Steigleman (8 years, 1½ months) and Michael Grebner (8 years, 2 ½ months). Kate is in the fourth row, second from the left, and Michael is in the first row, second from the right, another of the little barefooted boys. Sadly Michael would die the summer of 1872 from spinal meningitis.

Modern day descendents of the Blair children — Melinda, Sarah, and Laura also in the photograph — have recently visited the Bjorlee Museum. Their brother David would enter in the fall of 1869.

The first deaf teacher at the school, Mr. Charles M. Grow, is also in this priceless photo. The identification key mentions his position, but unfortunately he is hidden behind the foliage at the left though his hands are visible.

Students and staff struggled along in the barracks structures for four and a half years until the central portion and south wing of the new “Main Building” were finally completed and furnished January 1873. That must have been a wonderful, exciting day for everyone. Dr. Baltzell surely breathed a sigh of relief as the new building had facilities for an infirmary and students could finally be quarantined if necessary when illnesses occurred.

What few records this school has for the pupils in this wonderful photograph note what seem to be successful lives. As the Maryland School for the Deaf does now, so it did in its infancy — prepare students for productive, useful lives. May this first class always serve as an outstanding example.

— Linda Stull,
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FREDERICK CAMPUS

Melinda Padden, Principal
Lisa M. Houck, Principal Intern/Director of Curriculum and Instruction
Lori Bonheyo, Special Assistant to Principal
Amelia Pro, Administrative Assistant
Marsha Flowers, Lisa Flynn, Ann Hirsch, Mary Lynn Lally, G. Kevin Strachan, Assistant Principals
Scott Morrison, Director of Physical Education
Fredrick Campus
Special Assistant to Principal
Marsha Flowers, Lisa Flynn, Patricia S. Hodgdon, Ph.D., Curriculum and Instruction
Administrative Assistant
Student Support Services
Keri Mays, Linda Stoltz, Communication Services
Sheri Bergman-Galvez, Student Life Counselor
Susan Luttrell-Jordan, Lynn Ballard-Weiner, Sherry Bradley-Koo, Assistant Principals
Mary Eidukevicius, G. Kevin Strachan, Principal Intern/Dean of Students
Andrew Bonheyo, Dirk R. Albrecht, Brian Brizendine, Brian Brizendine, Teacher Specialist/Instructional Coach
Donna Brandt-Chappelle, Student Database Manager
Sara Ryan, Dean of Students
Andrew Bonheyo, Athletic Director
Kristopher Davis, Director of Nursing
Susan Luttrell-Jordan, Keri Mays, Linda Stoltz, William P. Thompson, Jr., Student Life Counselors
Janice Randall, Athletic Director
Kathleen Baker, Student Support Services
Carolyn Hediger, Yvonne Lease, Wanda Naylor, Secretaries
Donna Vogeler, Teacher Specialist/Instructional Coach
Maric Virts, Director of Communication Services
Dirk R. Albrecht, Dean of Students
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Lynn Ballard-Weiner, Gussie Belisario, Elisa Bennie, Sheri Bergman-Galvez, Andrew Bonheyo, Athletic Director
Dirk R. Albrecht, Dean of Students
Andrew Bonheyo, Athletic Director
Donna Vogeler, Student Database Manager
Kathleen Baker, Student Support Services
Carolyn Hediger, Yvonne Lease, Wanda Naylor, Secretaries

TEACHER AIDES
Maribel Aponte-Ortiz, Trude Buck, Jimmy Butler, Bobbie Connelly, Nancy Crawford, Tamara J. Ellis, Denise Gambill, Deanna Gibson, Kelly Green, Cassandra Harris, John Jones, Michael Kent, Thomas Korn, Renee Krotche, Leah Louallen-Taylor, Penelope Miller, Gertrude Moriga, Todd Newman, Jane Nowalski, Jo Ette Paulone, Janie Pearson, Winifred Pryor, Elizabeth Rewolinski, Ronnie Robinson, Sallie Romano, Julie Ross, Kelly Sicard

STUDENT LIFE COUNSELORS

ADJUSTMENT TEACHERS
Terri Dietz, Decadra Morrison

TRANSITION COORDINATORS
KC Russell Christy, Nancy Verdier

BEHAVIOR SPECIALISTS
Julie Hemstreet, Nancy Lewis, Ph.D., Vance Rewolinski, Marjorie Sonnenstrahl

STUDENT SUPPORT SERVICES
Della B. Hager, Guidance Counselor
Tamara Majocha, School Counselor
Adora Lehmann, Mental Health Counselor
Lisa Smith, Social Worker
Theresa Napoli, Psychometrist
Richard Sarles, M.D., Mental Health Consultant

MEDICAL
Celine Lowrie, R.N., Director of Nursing
Sajjad Aziz, M.D.
Joann Hueting, R.N.
Leesa King, R.N.
Joyce Rose, R.N.
Jacqueline Tota, R.N.
Karen Tuske, O.T.R.
Robin Weinrich, R.N.

PLANT OPERATIONS AND MAINTENANCE
Thomas LeQuire, Maintenance Supervisor
Stephen Allison, Maintenance Chief
Wayne Smith, Housekeeping Supervisor
Alice Lohshter, Secretary
Brent Bowers, Brian Brown, Lillie Goodsell, Linda Green, Robert Green, Edith Herrera, David Jones, Jr., James McKenner, Maria Meraz, Gary Milburn, John Murphy
Saundra Prestigiacomo, Nathaniel Rollins, Richard Rosensteel, Agnes Strakonsky, Gary Strakonsky, Timothy Unglebower, Robert Vaught, Wayne Wars

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David Main, Supervisor
Barbara Adcock, David Broggin, Jr., Cathy Capino, Bonita Goodwin, Susan Morgan, Renee Noel, David Olson, Nicole Plaza, Walter Sewell, Steve Thomas, Y. Sharon Wilson