

STEPPING Stones

MAY 2020

MARYLAND ASSOCIATION OF NONPUBLIC SPECIAL EDUCATION FACILITIES

MICHAEL CARDIN SCHOLARSHIPS AWARDED TO 44 SPECIAL NEEDS STUDENTS FROM MARYLAND NONPUBLIC SPECIAL EDUCATION PROGRAMS

Students' perseverance and hard work to overcome obstacles rewarded with summer enrichment activities and educational opportunities

In honor of their achievements, forty-four Maryland students with special needs will receive scholarship awards from the Michael Cardin Scholarship Committee of the Maryland Association of Nonpublic Special Education Facilities (MANSEF). The scholarship awards will be made on June 1, 2020.

The students -- who all attend or previously attended a Maryland nonpublic special education school -- are challenged by a range of physical, emotional and learning disabilities and were nominated for the awards by their schools in recognition of their perseverance and hard work. The awards will allow the students to take part in a range of academic, training or extracurricular activities.

"These scholarships recognize students who have overcome daunting challenges to move forward in school, at home and in their communities," said Dorie Flynn, executive director of MANSEF.

The scholarship fund was established in memory of Michael Cardin, son of U.S. Senator Ben Cardin of Maryland

and his wife Myrna, a former MANSEF executive director. The scholarship fund has grown annually since its inception in 1999 and has awarded more than \$375,000 to nearly 450 special education scholars.

"These students exemplify the achievement that is possible when students receive the proper supports," said Myrna Cardin. "We are proud to reward and showcase the successes of these young people, each of whom stands out in his or her own way."

For more information about the scholarship recipients, please contact Dorie Flynn at 410-938-4413, mansef@aol.com.

See page 14 for the full list of winners





MESSAGE FROM THE PRESIDENT

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Maryland **A**ssociation of **N**onpublic
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Susan McLendon - *Vice President*

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Dorie Flynn - *Executive Director*

Dear Colleagues,

"Unprecedented times". "Difficult circumstances". "New norm". "Today's reality". As Maryland's schools, including MANSEF's nonpublic special education schools, were ordered to abruptly close their doors in mid-March due to the coronavirus pandemic, these words became part of our everyday vocabulary. MANSEF schools kept up with, and in many cases, surpassed the quickly changing efforts of the public school systems to make the transition to distance learning for all students as seamless as possible. Continuity of learning plans were developed for each school and each individual student to identify how IEPs would be implemented. Laptops, Chromebooks and hotspots were gathered and distributed to students. Teachers and support staff were trained on web-based platforms, as their homes were transformed into classrooms. Related service providers, including mental health, speech, physical and occupational therapists, moved to incorporate telehealth options. Administrators learned to juggle new acronyms, such as CARES Act, PPP, EIDL, and GEER, to identify funding opportunities to sustain our schools to keep the staff employed. The Class of 2020 has challenged schools to find creative alternatives to celebrate and honor their incredible accomplishments. All MANSEF staff members became frontline champions as the key source of support and stability to thousands of the neediest students now receiving their Free Appropriate Public Education in their homes. MANSEF's Executive Director, Dorie Flynn, and the board, have devoted extensive time and effort advocating on behalf of our schools at federal, state, and local levels, as well as serving as a primary resource to support and bolster our schools within the new parameters at every level.

I will end my three-year term as the Board President in June during the pandemic. Each day I have witnessed the strength, creativity, and commitment of member schools and I have felt even more encouraged and hopeful for the future of our nonpublic special education communities, students, and families. MANSEF will continue to inspire dreams and change lives.

Sincerely,

Tania DuBeau

MANSEF President

Dear MANSEF Colleagues,

How lucky are we.....????

This might be a strange question to ask during this difficult time. Let me explain. I would normally share these sentiments at our annual awards luncheon, but I am pleased to share them here with a wider audience. For the past three years, we have been so lucky that MANSEF has been guided by a remarkable Board of Directors, and leading that charge has been Dr. Tania DuBeau. While this pandemic threw all of us off balance, Tania instantly steadied the ship with her extraordinary leadership. Her patience, availability and thoughtfulness have been and continue to be just that – extraordinary. She is a trusted resource responding to the numerous questions we faced on a daily basis and has become an overnight sensation guiding us on Zoom. Her calmness joined us all together.

Tania has moved our MANSEF mission forward, from advocating at lobby days in Annapolis, hosting conferences for 2000, emceeding the awards luncheons and recognizing the Cardin Scholarship winners all with unflappable, hard-working naturalness. Tania leads by example incorporating genuine sincerity with a touch of humor and a style that always puts the students first. She is magnanimous and principled.

We are lucky too that she was able to juggle the role of wife, mother, MANSEF Board President, DCASE Treasurer and Executive Director of Pathways with grace and confident composure. She handled these many roles all while ensuring Pathways Schools continued to be a highly respected program serving 100 students with special needs. A shout-out is indeed owed to the team at Pathways, a crew of high caliber professionals who work from the heart, who are to be commended for sharing Tania with all of us these past three years. Although Tania will step down as President, her time on the MANSEF Board is not over. Thankfully, she will continue to serve as the Immediate Past President guiding us in our efforts to ensure a safe “reopening” of our programs. As we have all chosen to work in the special needs community by surrounding ourselves with special people, we are so fortunate that Tania is indeed a special leader.

As we Zoom to new heights, and on behalf of the MANSEF family of nonpublic schools, we thank her husband, Ed and son Dylan, for allowing Tania the time to lead us through this challenge. Having her accessible to me professionally and personally has been essential to MANSEF’s noble cause. Tania, we are lucky to have you. You have our gratitude, and we thank you from the bottom of our collective hearts.

Fondly,

Dorie Flynn

Executive Director



MANSEF CELEBRATES STUDENT SUCCESS



Izzy

Glenwood Academy

Isabel Townsend, Izzy, is such a bright light at Glenwood Academy. She is extremely bright and brings such an energy to the classroom! I was able to witness Izzy's talents first-hand in our Drama class. She has such a flair for the arts and was never shy about revealing her talents. Izzy volunteered to sing and play the keyboard at one of our Graduation ceremonies. We are so proud of this young lady!

Katherine Thomas School

All KTS internship students completed a mock interview over Zoom, which may be the new wave of how interviews are conducted. In fact, since then, we've had a couple of students interview over Zoom for Project Search. For the mock interviews, all of the students showed up just ahead of their interview time and did a great job figuring out eye contact over Zoom and how to display enthusiasm when not in the same room with someone! They conducted themselves with maturity and confidence!

Kennedy Krieger

Before Noah started attending Kennedy Krieger's Montgomery County School a year ago, he was dysregulated and angry. Noah was frequently hitting others, throwing things and acting out. His behavior issues were a major source of tension in the family's home.

Within a few months of starting school

at Kennedy Krieger, Noah made a dramatic change for the better.

"I was blown away by how smart he is," Noah's mother says. "I'm so proud of my child and am in awe of what the school has accomplished."

In light of COVID-19, Noah's mother continues to witness her son's progress firsthand while assisting him with virtual learning. Noah, who is mostly non-verbal, is now using American Sign Language (ASL) to communicate and is continuing his studies via daily Zoom sessions. In addition to school, Noah receives occupational and physical therapy virtually.

Noah's mother isn't the only one happy with his experience at Kennedy Krieger. When Noah was first virtually reunited with his teacher, Ms. Elise, after weeks of no classes, he kissed his computer monitor!

"He loves seeing his teachers on Zoom. It's really important for him to know they're still there for him, and it's comforting for him to see Ms. Elise," his mother says. "Even with the Zoom lessons, he's engaged."

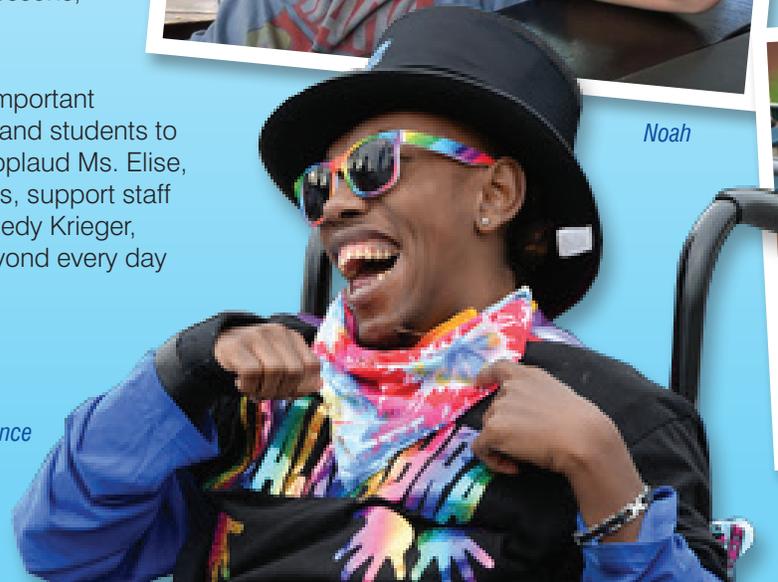
During these times of uncertainty, it's more important than ever for teachers and students to stay connected. We applaud Ms. Elise, and all of the educators, support staff and therapists at Kennedy Krieger, who go above and beyond every day for their students.

St. Elizabeth School

SES Student Terrence Ridley has been keeping very busy this semester! While attending classes at St. Elizabeth School through the distance learning program, Terrence also raised funds for the Athletes Serving Athletes (ASA) organization through their virtual RunFest. This event helps fund the program's WingMan Program, which trains athletes with limited to no mobility to participate in mainstream running events. With the help of several donors, Terrence quickly doubled his fundraising goal for the RunFest. Congratulations, Terrence, and thank you for making a difference in our community!



Noah



Terrence

SCHOOL News



Clockwise from top: Brenda Blattenberger, Amy Adams, Guadalupe Colorado, and Karen Longfellow

Harbour School

The Support Troops Make All the Difference - Harbour School staff were hard at work in the buildings getting ready for distance learning. We had a plan. Then the Governor issued a shelter in place order and all those plans changed in an instant. Within hours of the order, The Harbour School technology team had readied iPads for distribution to all 360 students at both campuses.

Michelle Drexler, the school's IT Coordinator worked to secure a technology platform for the delivery of related services according to each student's IEP. Amy Adams, Technology Coordinator at Baltimore and Karen Longfellow, Technology Coordinator for Annapolis made sure every student iPad and

staff laptop were connected to the school's network. They continue to provide technical support to students, their families and to staff. Our instructional staff could not do what they do without this backup.

The buildings needed to be more than clean. They needed to be sanitized and disinfected. Brenda Blattenberger (Annapolis) and Guadalupe Colorado (Baltimore) not only cleaned every single surface including walls and furniture, they continue to clean behind every staff member who comes into the buildings for supplies and to mail out instructional materials. Our buildings are safe and healthy because of the hard work of these two women.

Our instructional staff have been providing direct instruction from the first day of the shutdown. They are our frontline troops. But they could never do what they do without the support troops that keep the instructional army moving.



Our fabulous tech team!



Katherine Thomas School

Virtual Learning at The Katherine Thomas School - The Katherine Thomas is a full-time special education day school in the DC metro area that serves grades Preschool through grade 12. All the students at the Katherine Thomas School require full time special education outside of general education. Most of the students at The Katherine Thomas school have very significant language-based disabilities, 65% have autism spectrum disorders or present in a similar way. Half of the students at KTS are placed through their school districts while the other half are placed unilaterally by their parents.

Technology is a big part of who we are as a school. We use technology every day to meet the needs of our students with communication impairments and to support and scaffold students in learning. Walking into one of our face-to-face classrooms you would have seen students using technology like Chromebooks, alternative communication devices, iPads and platforms like google classroom. Because technology is so critical to how we support our students, we ensured that every student had the technology that they needed to participate in learning from home and that all students had access to the internet. Students have a regular online schedule.



The Baltimore Lab School

As BLS transitioned to eLearning, our faculty made many adjustments in a short period of time, exhibiting both perseverance and dedication. They are already collaborating on how to incorporate new ideas, instructional tools, and renewed energy from their eLearning practices into their classrooms and related service sessions when we return to school. We also remain fully committed to teaching through the Arts and engaging our students by capitalizing on their strengths. BLS students are meeting new challenges in ways that we would not have been able to see in the typical school setting, and we are so proud of them.

Fifth grader Ashlyn Z. participated in an eLearning American Revolution Club class with Goody Argent!



Virtual Occupational Therapy session with Ashlyn Z. and Ms. Jen!

More!

SCHOOL NEWS



Jay Gregorio

The Children's Guild School of Prince George's County

Jay Gregorio - "It is very important to focus on social and emotional learning right now and provide opportunities for students to have social interaction. I have weekly lunch dates with my students where we just eat lunch together and talk. We also make crafts, do yoga and prepare simple

meals together. I find creative ways to provide students with new experiences and keep them engaged. My students go on virtual field trips to learn about different continents and locations – a favorite is the San Diego Zoo which has live cameras on many of its exhibits," says Jay Gregorio, a high school science teacher for The Children's Guild School of Prince George's County.

"Online learning has given us the opportunity to collaborate with parents in their students' learning in a way that has not happened before. Parents are often in the room with their students experiencing how we teach, and through that, they gain a greater understanding of what we as teachers do and the kind of assistance their students need. We are educating parents along with their students and receiving much more appreciation from parents as a result. It has helped strengthen the partnership between home and school," says Jay Gregorio, a high school science teacher for The Children's Guild School of Prince George's County.

Catherine Perini-Cline - "We work with some students who have really significant needs, and their parents needed support to help them learn remotely. We were able to provide those students with a therapeutic behavior aid in their home, so they could continue their learning," says Catherine Perini-Cline, an instructional coach for The Children's Guild School of Prince George's County. "Another amazing thing our teachers have done is organize weekly cooking sessions that engage the student's whole family and help to create a sense of community outside of the brick and mortar walls of our school."

"The concept of my role has not changed; it is just the platform I am using," says Catherine Perini-Cline, an instructional coach for The Children's Guild School of Prince George's County. "There are different time constraints now, so we have to be more flexible, but I am still consistently working with teachers, sitting in on their classes and supporting them in implementing structural strategies that help them grow their skills. Online classes offer the opportunity to live chat with a teacher during a lesson and offer suggestions in real time to work on areas the teacher has targeted."



Cathrine Perini-Cline

Arrow Center for Education

The Arrow Center for Education Schools have been tackling the challenge of providing education and services during this crisis in so many ways. Throughout it all, we've seen heroes among our staff, our parents and families—and most of all, our students!

Our students have continued to surprise and amaze us during this time of the coronavirus. Though they are being asked to stay at home, away from many of their friends and family for this extended period of time, they consistently show up for school and therapy. They have shown adaptability and resilience through their willingness to engage in therapy over the phone and through video sessions. At times, they are bright and positive, while at other times, they are honest and articulate with their feelings of anxiety and uncertainty. Either way, they show up and they express themselves in the most beautiful way. They are truly the bright light that keeps us going as their therapists, and we could not thank them and their families and caregivers enough for their strength during this difficult time. Regarding our therapists, they have found creative and innovative ways to keep our students engaged. While maintaining strong communication with parents and outside providers has helped students feel supported, our therapists have also gone to great lengths to research telehealth strategies that educate and improve our students' emotion regulation and psychosocial skills in these unprecedented times.

We have had to think creatively about engaging our students academically! For some of our students with the most intensive needs, remote learning is not appropriate the way it is normally set up. Our teams have had to push themselves to be creative in every way—for instance, one school has created a YouTube account. For our students that prolonged engagement with remote staff can be hard, having educational videos on YouTube to watch when they are the readiest to learn was a great way to enhance the instruction. We have made sure our PBIS programming has also continued to support a learning environment, making sure our remote learning and communications still promote our values of Responsibility, Integrity, Safety, and Encouragement (RISE). We are so proud to have dedicated staff and students who exemplify the PBIS core value, RISE. Students are showing integrity by logging on and completing lessons—and enjoying “The Scoop”, a weekly interactive video where they can get the scoop on incentives to earn, social lessons on RISE, and fun trivia that challenges them academically along with their online lessons.

We also know that sometimes it is the extra-special that makes challenging times like this be OK. At one school, every month staff and the birthday committee would get together to plan small parties to make sure that each student has a special celebration for their birthday. When school buildings closed due to the pandemic, the staff still wanted to make sure that the tradition continued and the students got something special for their birthdays. They decided to put together birthday boxes. The eleven students who have had birthdays during the stay-at-home order each received a birthday box in the mail full of games, crafts, toys, and cards from staff. While this isn't a part of anyone's Continuity of Learning Plans, the students seeing that we still celebrate those special moments lets them know our staff are there for them throughout this crisis.

Last but certainly not least, our team for our residential school has made sure that the students while in their residence have as normalized and supported day as possible. That means joining up with our residential staff to provide instruction, and also keep our residential environments fun and engaging when the normal community-based activities have been very restricted. Our instructional staff have had to learn more about PPE, risk mitigation, and social distancing than they ever would have guessed in their instructional profession. But through it all, they have shown up each day and took on the challenge to keep our students in our residence feeling safe, supported, and engaged—they have been true heroes!



More!

SCHOOL NEWS

Forbush School at Hunt Valley

The Forbush School in Hunt Valley is providing Teletherapy for our students through Distance Learning. We are constantly surprised by degree of collaboration between related services and the creativity of treatment modalities used during sessions. It has been a pleasure working with family members of our students. We could not have done our services without them. Although we miss our face-face interaction with our students, we are pleased with the progress that our students are making. Selena and her mom are seen by OT and SLP. Selena is making progress with using her device and focusing on functional activities (i.e., hanging shirts and tying shoelaces).



The Forbush School at Anne Arundel

The Forbush School at Anne Arundel is a Type II Nonpublic School currently providing educational services using a virtual Distance Learning model. School staff work with and through the entire family regarding the education of the school's students. School staff provide behavioral supports, pre-instructional consultations, and phone or video virtual direct instruction to each student with an adult facilitator. Students attend class with their own teacher several times each week. Students receive and turn in hard copies of instructional materials (via the "no-contact front porch drop and pick-up methodology"). Though we are all looking forward to returning to school, we know that will also bring a NEW normal.



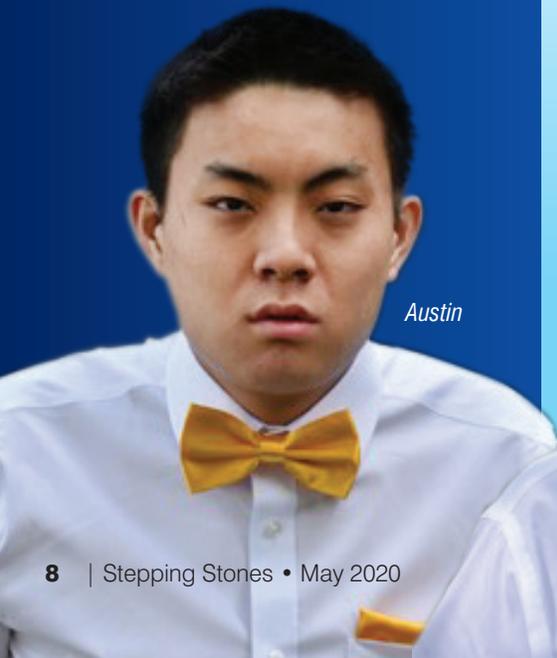
Forbush School at Anne Arundel
DOES Distance Learning



Selena and her mom

Forbush School at Oakmont Upper

We are so proud of our 2020 Graduates! Congratulations Austin, Philip, and Cody! You have worked so hard to accomplish your goals. It was an honor to know you and to share so many special moments with you. We wish you the very best as you continue to brighten the lives of everyone that you encounter.



Austin



Philip



Cody

Forbush School at Glyndon and Hannah More Center

Hannah More Center - While the physical school closure has not been easy, our staff members have worked to alleviate the disruption for our students by creating virtual opportunities to engage with one another. We've held an academic awards ceremony and multiple student social gatherings online. In addition, music teacher Amanda Dame organized a virtual *mixed matinee* student performance. One participant, John B., even performed an original song on electric guitar! Kudos to staff and students alike for embracing this unprecedented situation and finding new and effective ways to continue learning.



John B. has excelled with the transition to virtual learning! He finished the 3rd quarter with straight A's.

We haven't forgotten about our graduating seniors! Teachers, clinicians, resource staff, the educational director, and even our school mascot traveled throughout Baltimore City and the surrounding counties to visit our 11 graduates.



The Forbush School at Prince George's County

We have found creative ways to support our students' at-home learning, through mailing home doters and name stamps, and providing iPads for students in need of technology.

In addition, one of our speech therapists held a virtual class reunion - students visibly and verbally expressed their joy at seeing their classmates. Each student was eager to engage, using greetings, social communication, and even spontaneous speech!

Our program coordinator summed up this experience precisely: "Being an educator takes a special type of gift - a desire to help someone learn SOMETHING. This pandemic has not only shown us a new way of learning, it has exposed how VITAL educators are in our students' lives."



MANSEF

More!

SCHOOL News

MANY
Thanks

FOR ALL THAT YOU DO!



Ashley Jones



Kiela Outlaw



Meredith Kavney

High Roads Schools

High Road Schools Recognizes the following staff:

Ashley Jones is a Special Education Elementary teacher with High Road Academy. She has always used high leverage practices to teach and her students. Ashley's remarkable ability has also impressed her colleagues. She has demonstrated the ability to engage students virtually and they participate well in her lessons. The transition for parents has been so smooth and Ashley rolled out her classroom in a way that students enjoy every session. She has uploaded videos of Bill Nye and PEG writing assignment writing prompts that the students enjoy! She has been amazing and is excelling in teaching her students during these unprecedented times.

Ms. Kiela Outlaw started her new role as Teacher for the High Road Upper School on March 9, 2020. Four days later, it was announced that schools would close due to the Covid-19 health pandemic. She, barely got a chance to become acclimated to her new students including learning styles and accommodations. However, she jumped right into the difficult task of replicating her classroom virtually. We are proud of her resilience and improvisation to ensure her students continue to receive continued academic support. Ms. Outlaw has embraced the new normal and made the best out of a difficult situation!

The High Road School of Prince George's County would like to recognize **Ms. Meredith Kavney**, Special Education Teacher, for the outstanding job she's done during the COVID-19 school closure. Ms. Kavney has continued to connect with and educate her students through scheduled daily instructional sessions and individualized sessions that coordinate with parent schedules. By using resources such as Zoom and Google Classroom, Ms. Kavney has been able to engage students in meaningful lessons. Ms. Kavney has truly gone above and beyond to support her students during these challenging times, and she is greatly appreciated by her students, parents and staff at High Road.

Pathways

Pre-employment training program moves seamlessly online - When the pandemic closed Maryland schools, Pathways Schools was able to move its pre-employment training program (Pre-ETS) online with barely a hitch. The program, supported by a grant from the



"GOOD MORNING SCHOLARS! I HAVE HIGH EXPECTATIONS FROM YOU AND BELIEVE YOU WILL FINISH THIS SCHOOL YEAR STRONG! CHINS UP, SHOULDERS BACK, YOU ARE ALL CHAMPIONS."

Pathways teacher, Anna Cannon, starts every assignment in Google Classroom with an inspirational message.

Department of Rehabilitation Services (DORS), is made available through KP Scholars, a Prince George's County-based mentoring and workforce development organization. KP Scholars was already

using a state-of-the-art virtual classroom platform to provide instruction. The students simply needed guidance for accessing and logging onto the platform from home, and they were able to recover and resume their work and assignments easily. They could view videos, see the instructor's whiteboard, and interact with him or her. The students continued to develop their resumes, and practice interview skills. Using the tools of the program, one of the students submitted his application and started a job working at a grocery store during the pandemic. The students were all able to continue to make progress toward gaining skills to succeed in employment and career and to successfully complete the program.

Pathways Grads - The Pathways Class of 2020 seniors were able to come smile in caps and gowns for their traditional outdoor senior photo sessions at a safe distance. Staff members were able to virtually join the excitement.

Sheppard Pratt Schools

The Sheppard Pratt Schools have done a phenomenal job of pivoting our instructional and related service model while providing the same level of support and student and family engagement we pride ourselves on. Over the last two months, Sheppard Pratt administrators and school staff have embraced distance learning with the same enthusiasm and dedication they exhibit in person. We are proud of all of our 14 schools for learning how to use digital platforms such as google classroom and Zoom to meet each of our students' individual learning needs and implement their IEPs without missing a beat. Students have been socially engaged and motivated through virtual dance parties, school assemblies, class picnics, all school award ceremonies, PBIS Zoom etiquette lessons, parent support groups, lunch bunches, and more. We are so proud of the resilience our students and staff have shown during this pandemic. We are looking forward to a fantastic graduation month including many caravans all around the state to deliver caps and gowns, yard signs, and gifts to all of our graduates and a variety of promotion and graduation ceremonies to honor all of our students for successfully completing the school year.



Sheppard Pratt students have embraced distance learning with enthusiasm!





CMHM Chalk Art Festival

The Foundation Schools participated in the Children's Mental Health Matters #ChildrensMentalHealth AwarenessWeek campaign and Chalk Art Festival to share helpful mental health resources and spread positivity during these uncertain times. The Children's Mental Health Matters! Campaign brings together schools, non-profits, and other agencies with the following goals: raising public awareness of the importance of children's mental health and substance use, helping reduce the stigma of mental health, and connecting families, educators and providers throughout Maryland with resources to help children. We were proud to be a part of this important event.

Foundation School

Barbara Jennai, Teacher at The Foundation School

Ms. Jennai is tenacious; she cares so much about the kid's learning and wants to ensure the highest level of academic and emotional support to each family during this unprecedented time. She has taught parents how to do specific activities and checks in with them to ensure they have everything they need to ensure their well-being, knowing that their support is essential to our students. Ms. Jennai says this time of distance learning has shown her a side of the students that she did not necessarily see at school. "I am so pleased with the family support. Many siblings and moms/dads/grandparents are very involved with our students, helping them to attend a Zoom lesson, complete worksheets, or log onto our online program." Ms. Jennai has always been a thoughtful and compassionate teacher, and this has never been more evident than during this crisis.



Ms. Ellis, Dedicated Aide at The Foundation School of Montgomery County

Ms. Ellis shows initiative, patience, and ingenuity in supporting students in the distance learning process. One of her students has difficulty using technology and was having difficulty participating

consistently. Ms. Ellis assessed his ability to use technology, took extra time after class to support him, and procured supplies he needed. The support has helped ease the anxiety and stress of her student. Her efforts are also comforting to parents who have multiple children in different grades and schools. Ms. Ellis's commitment and planning for the Foundation students allows their parents to focus more on the siblings who may not have as much daily support.

Ms. White, Teacher at The Foundation Learning Center

Ms. Jessica White, like the other educators at The Foundation Learning Center, conducts her daily zoom lesson with a dose of creativity and positive energy. She collaborates with other teachers in our program and consistently finds ways to bring the world to her students through virtual field trips and community-based activities. From the beach to the post office, Ms. White has helped students to get to know the community even in the midst of social distancing. In addition, Ms. White offers additional time to work one on one with families and students struggling during this time of transition. We applaud Ms. White for being the educator our students need, even from afar.



More!

SCHOOL News



Ivymount

Given the uniqueness of each of its program models, Ivymount School teachers, ABA instructors, therapists, and other specialists had an additional challenge when rapidly re-envisioning classroom-based instruction for an online format.

Through a combination of synchronous and asynchronous classes, tele-therapy (speech, OT, mental health), adapted PE, and

art, Ivymount staff continue to prioritize the goals and objectives of individual IEPs by using creative approaches to mimic traditional classroom supports and connecting with students through new platforms.

For example, in the Multi-Learning Needs (MLN) model, where students have a structured 5-hour schedule, English Language Arts teachers provide visual supports within lessons to help students track reading voice (words in the text) or thinking voice (questions, ideas about the text).

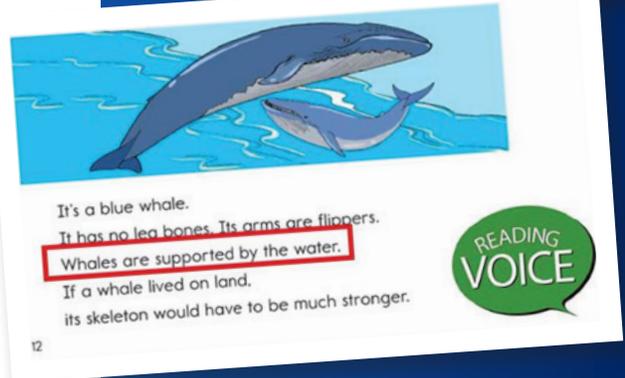
Teachers are using platforms such as Google Classroom and Microsoft Teams to deliver content and hold classes. Many are employing FlipGrid, which allows students to submit videos that other students can view and comment on. In Social Studies, students shared videos of what they would invent for new transportation. MLN is also using FlipGrid for its first Virtual Science Fair for elementary, middle, and high school students.

In the Model Asperger Program (MAP) model, staff continue to lead individualized grade level work, including a recent unit on human rights in which students submitted videos about bullying. MAP also provides social skills classes, and behavior skills training. For example, 8th grade students continue to access and work through the Accept, Identify, Move (AIM) curriculum, creating "yes... AND" statements to manage challenging thoughts.

Autism program teachers have provided students with color-coded daily content schedules and are receiving positive family feedback for their morning meetings, live classes, and vocational video series on topics such as household chores and financial literacy.

The School to Work Post High School teachers took on the challenge of pivoting a program that focuses on community-based instruction to remote learning in a time when students can't leave their homes. They created web-based lessons that involve games and interactive assignments to target skills critical for a successful transition, such as daily living skills and email communication.

In other novel ways of engaging students, speech therapists have developed an online "Jeopardy" game format to practice individualized speech goals, the Adapted PE/OT staff are creating a continuous stream of videos to help students practice their motor skills, and the Art teacher has launched a Virtual Art Show on the Artsonia platform. Ivymount School also plans to honor its 2020 graduates with lawn signs, drive-by gift drop-offs, and a virtual graduation ceremony that will feature graduate profiles and family video tributes



CARDIN SCHOLAR

The following 44 students were selected for exemplifying perseverance in the face of adversity and embodying the spirit that everyone can succeed with hard work and support.

William Allen, a previous Cardin Scholar from Montgomery County Public Schools who attended High Road Academy, will use his scholarship for tuition at Montgomery College.

Dylan Bittinger, an Allegany County Public Schools student, who attends The Jefferson School at Finan will use his scholarship for Allegany Driving School.

Javas Bohrer, an Allegany County Public Schools student who attends The Jefferson School at Finan, will use his scholarship to participate in a Jiu Jitsu course.

Micah Breeden, a previous Cardin Scholar from Prince George's County Public Schools who attended High Road Academy, will use his scholarship for tuition at Bowie State University and University of Maryland - Baltimore County.

Matthew Burnett, a Baltimore City Public School student who attends Baltimore Lab School, will use his scholarship to attend Sandy Hills Camp – overnight program.

Morgan Butler, a previous Cardin Scholar, from Charles County Public Schools who attends Kennedy Krieger School LEAP Program will use her scholarship to attend the Melwood Recreation Center – Camp Accomplish.

Kayla Buttner, a previous Cardin Scholar from Baltimore County Public Schools, who attended The Forbush School at Glyndon will use her scholarship for tuition at Community College of Baltimore County to continue a degree in nursing.

Benjamin Colly, a previous Cardin Scholar and a Harford County Public Schools student attending The Arrow Center - Tangram, will use his scholarship to participate in Easterseals Camp Fairlee – Cirque du Soleil.

Faith Colly, a previous Cardin Scholar, and a Harford County Public Schools student attending The Arrow Center - Tangram, will use her scholarship to participate in Easterseals Camp Fairlee – Cirque du Soleil.

Davontae Conner, a previous Cardin Scholar, who attended the Phillips School in Laurel will use his scholarship towards tuition at Virginia State University.



SCHOLARSHIP winners

Elijah Cotton, a previous Cardin Scholar from Prince George's County Public Schools who attended The Pathways School – Re-Entry at DuVal, will use his scholarship to continue to attend Prince George's Community College in the Visual Communications/Graphic Design program.

Jordan Creighton, a Chelsea School student from Charles County, will use her scholarship to attend McDaniel College's Summer Science Academy.

Angel Crowder, a student from Baltimore County Public Schools who attends the St. Elizabeth School will use her scholarship to attend Easterseals – Independence Camp.

Justice Davis, a Montgomery County Public Schools student who attends the Foundation School of Montgomery County, will use her scholarship to participate in the Art & Design camp at Montgomery College in Rockville, MD.

Olivia Dyer, a student from Baltimore County Public Schools who attends the Baltimore Lab School, will use her scholarship to attend Camp Red Eagle at the McDonogh School.

Seth Fortune, a Prince George's County Public Schools student attending the Kennedy Krieger School Fairmount Campus, will use his scholarship to attend a Robotics Coding ID Tech camp held at the University of Maryland – College Park.

Jenna Gould, a student from Fairfax, VA who attends the Katherine Thomas School will use her scholarship for a recreation and leadership program sponsored by USCJ's youth movement.

Jake Griffin, a previous Cardin Scholar from Montgomery County Public Schools, attending Baltimore Lab School, will use his scholarship to attend Camp Great Rock – Brainy Camps.

Colin Hogrefe – a student from the District of Columbia Public Schools who attends the Chelsea School, will use his scholarship to attend the Golden Horseshoe Ice Hockey School.

Austin Jarrett, a previous Cardin Scholar from Baltimore County Public Schools who attended Baltimore Lab School, will use his scholarship for tuition at York College of PA to pursue his four-year degree in Graphics Design.

Lucas Khelawan, a previous Cardin Scholar from Prince George's County Public Schools attending The Chelsea School, will use his scholarship to attend Terrapin Music Camp.



CARDIN SCHOLAR

Diego Krueger, from Baltimore City Public Schools who attends St. Elizabeth School will use his scholarship for Easterseals Camp Fairlee.

Justin Lunefeld, a previous Cardin Scholar from Baltimore County Public Schools attending Baltimore Lab, will use his scholarship to attend BBYO Chapter Leadership Training Conference.

Dae'lonte Mack, from Prince George's County Public Schools who attends New Vision Academy of Baltimore, will use his scholarship to attend Camp Brave Trails.

Geoffrey Manson, from Montgomery County Public Schools who attends the Katherine Thomas High School, will use his scholarship to attend Camp Summit.

Nathan Matheson, a previous Cardin Scholar, from Montgomery County Public Schools who attended The Frost School, will continue to use his scholarship to pursue an associate of arts degree in automotive technology from Montgomery College.

Aaron McLeod, a previous Cardin Scholar from Baltimore County Public Schools who attends Kennedy Krieger School Fairmount Campus, will use his scholarship to attend the Maryland Therapeutic Riding program for hippotherapy.

Khalil Oliver, a student from Baltimore City Public Schools who attends the Kennedy Krieger School Fairmount Campus, will use his scholarship to participate in a summer art camp at the Baltimore Clayworks.

Landon Passerini, an Anne Arundel County Public Schools student attending Kennedy Krieger Fairmont, will use his scholarship to attend Mayo Beach Day Camp.

Alexander Peacock, a Baltimore County Public Schools student attending the Arrow School for Education Tangram, will use his scholarship to attend Easterseals Camp Fairlee.

Savannah Robinson, from the District of Columbia Public Schools who attends the Chelsea School, will use her scholarship to participate in Education Solutions for reading fluency drills.

Jayden Sanders, a Howard County Public Schools student who attends High Road Academy, will use his scholarship for Howard County Community College's Project Access Summer Institute.

Benjamin Schuman, a previous Cardin Scholar, from Montgomery County Public Schools who attends The Benedictine School, will use his scholarship to attend Camp Greentop, a therapeutic recreation program.



SCHOLARSHIP winners

Maximilian Schwarzkopf, from Baltimore County Public Schools who attends Baltimore Lab School, will use his scholarship to participate in the Baltimore Golf Academy.

Angelrose Serry, a previous Cardin Scholar, from Prince George's County Public Schools who attended The Harbour School, will use her scholarship to attend Baltimore City Community College to continue her pursuit of a degree in Fashion Design.

Samuel Silverman, a previous Cardin Scholar from Frederick County Public Schools attending Kennedy Krieger High School, will use his scholarship to attend Summit Camp.

Desmond Smith, from the District of Columbia Public Schools who attends the Chelsea School, will use his scholarship to attend the McDaniel College Summer Science Academy.

Kyran Steele, a Baltimore City Public Schools student who attends Baltimore Lab School, will use his scholarship to attend camp at the Orokawa Y in Towson.

Hannah Story, a Prince George's County Public Schools student who attends the Chelsea School will use her scholarship to attend a driver's education course at Arrive Alive Driving School.

Lucas Walker, from Allegany County Public Schools attending The Jefferson School at Finan, will use his scholarship for a driver's education course at Allegany Driving School.

Niamya Wilson, from Howard County Public Schools who attends The Pathways School – Anne Arundel will use her scholarship to participate in the Lavner YouTube – Digital /Virtual Computer Camp.

Jason Wolf, a previous Cardin Scholar, and a student attending the Chelsea School, will use his scholarship to attend the 2020 Network Hockey Summer Development Program.

Kristin Wollenweber, a previous Cardin Scholar, from Harford County Public Schools who attended the Hannah More School, will be using her scholarship for tuition at Towson University.

Erin Young, a previous Cardin Scholar, from Anne Arundel County Public Schools who attended the High Road Academy, will use her scholarship for tuition at Anne Arundel Community College to pursue an associate's degree in art and science.

