

STEPPING Stones

May 2012

MARYLAND ASSOCIATION OF NONPUBLIC SPECIAL EDUCATION FACILITIES

NEW STUDY DEMONSTRATES EFFECTIVENESS OF MANSEF SCHOOLS FOR SPECIAL-NEEDS STUDENTS

Students from nonpublic schools have strong rates of post-secondary attendance; employment and independent living and low rate of interaction with law enforcement.

The value that MANSEF schools deliver every day is apparent to all of us who work with them. Now a new study quantifies some of the successes our students are achieving, showing that students attending our schools are achieving better outcomes than a broad sampling of U.S. students with less severe disabilities.

The study, "Post-school Outcomes of Students from MANSEF-Member Nonpublic Special Education Programs up to Three Years After High School," was conducted by Deborah Carran, Professor of Education at Johns Hopkins University.

The study followed students for three years after graduation and found that students had higher rates of post-secondary education, employment and living independently. And students who had attended nonpublic special education schools had less interaction with the legal system than students with disabilities who attended public schools.

The study found that:

- 59 percent of MANSEF students surveyed had enrolled in post-secondary education.
- 53 percent of MANSEF youth surveyed were employed within two years of high school graduation.
- 13 percent of MANSEF students were living independently.
- Only 13 percent of MANSEF students had had an interaction with the criminal justice system.

The results of this study demonstrate the value of investing in Maryland students by providing them with the specialized education and services that help them to thrive. MANSEF will share these results with policymakers and elected officials to underscore the successful role our schools play.

Interviewers from the State University of New York's Potsdam Institute of Applied Research contacted 210 MANSEF school students at yearly intervals for three years after they had graduated or left their schools. These results were then compared against the results of the National Longitudinal Transition Study-2(NLTS2).

The NLTS2 is a national study that

followed students who received special education services. Most of that study's sample were students with learning disabilities who were able to be served within a public school setting. By comparison, participants in the MANSEF study were youth with severe disabilities who were unable to experience success in their home school district. Most MANSEF participants were youth with emotional disturbance, autism, and/or multiple disabilities.



*"Keep your eyes on the stars
and your feet on the ground."*

-Franklin D. Roosevelt



A MESSAGE FROM THE PRESIDENT

Inside This Issue...

- 2 From Our President
- 3 Celebrating Student Success
- 5 School News
- 10 MANSEF Golf Tournament
Eleanor Jenks Retires
- 12 Sister Jeannette Murray Retires



Maryland **A**ssociation of **N**onpublic
Special **E**ducation **F**acilities

Phone: (410) 938-4413

Fax: (410) 938-5130

Email: mansef@aol.com

Website: www.mansef.org

Tania Dubeau - *President*

Mary Schaefer - *Vice President*

Stephanie deSibour - *Secretary*

David Stone - *Treasurer*

Dorie Flynn - *Executive Director*

Dear Colleagues,

As you visualize the process of preparing for a track and field event, you can envision the importance of having your eyes set on what's ahead and preparing for the hurdles along the way. Similarly, the MANSEF board is in the process of developing the association's strategic plan. We are setting our eyes on what stands before us in the future and we are determining the steps needed to jump the hurdles and reach the finish line for each goal.

Launching into this process, I find myself amazed by the extent of the work being done in our schools and the impact we have on Maryland's children with special needs. Although still in its early draft stages, the plan draws upon keywords to capture the purpose of MANSEF: education, children, families, community, unifying, diverse, advocacy, partnerships, collaboration, and resources. These are essential concepts driving the mission of MANSEF.

As we develop our plan, we will keep in mind the individuals we serve since it is their lives that are directly affected by the decisions we make. We will aim to remember not only the accomplishments MANSEF has had in collaborating with the Maryland State Department of Education and the local school systems, but also the achievements of the students in our schools. We will think about the young boy who was struggling to speak his first words long after his peers and now finds joy in talking with friends and saying, "thank you." We will think about the girl who was challenged by getting out of bed in the morning overcome by anxiety and now is the first one up and ready, waiting for the school bus. We will think about the boy who used to rely on his parents for all his basic care and now prepares for the day independently. We will think about the young woman who never believed completing high school was possible and is now deciding who to invite to graduation and which college to attend.

As we set our eyes on what lies ahead and our plan to get there, we will think about all the students who touch our lives through the work we do and remind ourselves of the value of our schools and the strength of our association.

Kind regards,

A handwritten signature in dark ink that reads "Tania Dubeau". The signature is written in a cursive, flowing style.

Tania DuBeau
MANSEF President

MANSEF CELEBRATES STUDENT SUCCESS



known advertising agency within the community and they consistently praise Kenji for his hard work and his ability to demonstrate effective work skills. Kenji is responsible for building maintenance, recycling and shredding. Sonic has requested Kenji back every year and they believe that he has a bright future.

chelsea

Jessenia Barron is a sophomore who has attended Chelsea since she was in the 6th grade. Her two brothers, Joseph and Jordan, also attend Chelsea. Since joining our school, Jessenia has excelled in all her classes, earning First Honors each quarter. In recognition of her hard work and outstanding academic performance, Jessenia was initiated into Chelsea's first ever chapter of the National Honor Society this past fall. At last year's Evening of Excellence, among other honors, Jessenia also received the Achievement Award for Matter and Energy class. Jessenia's favorite subject is art, and in her spare time, she enjoys drawing, watching anime, and chatting on Facebook with her cousin and best friend. Jessenia is known around Chelsea as a quiet, studious, and friendly young woman who takes academics seriously and strives to do her best in everything she



attempts. We look forward to seeing more good work from Jessenia in the future!

Harbour

James Walls, a student at The Harbour School at Annapolis, won the Optimist International Essay contest for the 2011-12 school year. He read his essay at the Awards Ceremony in Annapolis.

Cedar Ridge

Our Most Improved Student is Chucky Mick. His behavior, attendance, homework completion, and grades have all improved since the beginning of this school year. He responds well to the structure and support which he receives in his small classroom. He has started Therapeutic riding lessons and is making progress on overcoming fears and challenging himself to accomplish his goals. Chucky continues to make improvement and we are all proud of his accomplishments!

Forbush School at Oakmont Upper School

Kenji is a proud student at The Forbush School at Oakmont Upper School. As a member of the career training program at Oakmont Upper, Kenji participates in a community based employment opportunity once weekly for one hour at Sonic Promos located in Gaithersburg, MD. Sonic Promos is a very well



(410) 938-4413
www.mansef.org

STUDENT Success



Frost

Emily Meehan, a senior at The Frost School, showcased one of her oil paintings at an exhibit entitled “Autistic. Artistic. A Life Ahead “ hosted by the Johns Hopkins University’s Montgomery College Campus. Emily presented her painting of a “blue-bird perched atop an earthy branch” clearly and loudly stating “I pride myself in every detail of the bird... that’s why it looks so real.” Emily was featured in The Washington Post, and Fox 5 News. Emily was quoted in The Washington Post with the following statement “We can do things just like everyone else can. It just might take us more time.” Emily plans to attend Montgomery College in the fall and study veterinary medicine.



Ivymount

Ivymount is proud to share the news that Ivymount Model Asperger Program middle school student, Alex Li, placed FIRST at the Maryland state level competition, MathCounts, the largest math competition for middle school students. He scored higher than all the other students representing over 100 schools! The competition was held in March at Johns Hopkins University.

Alex placed #1 for both the individual and countdown rounds, and will be representing Maryland in the National MathCounts Competition in May in Orlando, Florida.



Gateway

Nicholas Johnson has a myriad of interests and loves to talk about his studies, his pastimes and his life. Meeting him today, it’s hard to believe that he didn’t speak a word until he was four years old.

Nicholas’ mom, Bernadette, knew that Nicholas was having trouble communicating and sought answers from every expert she could find. Eventually, Nicholas

was referred to The Hearing and Speech Agency. His first word, at the age of four, was kaleidoscope. Bernadette says, “Once he started talking, he never stopped.”

At the age of seven, he enrolled in Gateway School. Gateway’s small classrooms and individualized approach to learning were exactly what Nicholas needed. He stayed for three years and made lifelong friendships with his classmates. According to Nicholas, “It opened the door to everything.”

When Nicholas moved on to public elementary school there was a period of adjustment. He was put in special education classes that were not the right fit for him. He has an almost photographic memory – he remembers everything that he learns, but he has difficulty reading long strings of text. The advent of the Internet and the popularity of documentary films and YouTube videos changed the way Nicholas sought information. He began to read about history online and watched educational videos voraciously.

When Nicholas went on to college, it wasn’t always easy, but he made it, earning his Bachelor of Science degree in History from Coppin State University. He’s currently in a Criminal Justice graduate program.

St. Elizabeth

A Literary 180—Zach Becomes an Author

Sometimes, twelve pages can say more than an entire encyclopedia. When Zach first came to St. Elizabeth School, the thought of reading even one page of a book was a source of anxiety. With the help of SES teacher Ms. Debbie Brockmeyer, Zach began the long road to becoming a better reader—and perhaps to his own surprise, a writer! Zach’s reading skills have improved dramatically, so much so that he now spends free time writing a novel, currently a healthy twelve pages long, and growing. He says he has wanted to write the story down for a long time—a thriller about the zombie apocalypse. Zach is very proud of his accomplishment, and we are proud of him!



Zach, playing a video game during a school incentive day. Perhaps the inspiration for his novel?



Villa Maria

“Baltimore Heather”

Heather, a student from Villa Maria School in Timonium, loves learning about Baltimore. When Villa Maria School was asked to create artwork for a holiday fundraiser, Spotlight in Baltimore, Heather’s talent and interest came to mind.

Heather was selected by one of her art teachers, Melissa Sugar, to design an individualized art enrichment project in the theme of Hampden, Maryland. Heather’s efforts were endless, creating two large wall hangings for the event, one a Hon Lady and the other a giant flamingo.

To celebrate and recognize Heather’s efforts, Melissa Sugar as well as her therapist, Jill Sergott, accompanied her to the set up for the event.

Heather describes her experience in her own words:

“I painted a big picture of a pink flamingo and ‘Hampden Hon. We went to see my artwork downtown at a party. I met with people and felt happy that they liked my work. I introduced myself as Baltimore Heather and talked about my artwork. God bless the people that helped me show my art work and make me a more famous Baltimore artist. When I grow up, I am going to be a famous artist and a health assistant for children at Bayview and John Hopkins so I can hold their hand and tell them it is OK.”

Former Villa Maria School Student Serves on Quality Improvement Workgroup.

St. Vincent’s Villa has launched an effort to expand our Family Provider Partnership to include a Youth Provider Partnership. The goal is to engage a group of young people who can assist us in shaping policy, procedures and programs to better respond to the needs of the children we serve. As a first step in operationalizing our Youth Provider Partnership, St. Vincent’s Villa recruited Lafayette Cunningham, a 2011 graduate of Villa Maria School, to serve as a member of one of our Quality Improvement Workgroups. The Workgroup benefits from Lafayette’s student perspective as we move forward in shaping the future of St. Vincent’s Villa and Villa Maria School.

youth in Transition

Peter Andrew Leitch started at the YIT School in March of 2008 as a Certificate Tract student. Peter came to us with a history of verbal and physical aggression, which interfered with his academic and social progress. With hard work and determination, and the support from our staff members, the utilization of several behavioral interventions, and his mother, Ms. Nancy Leitch, Peter has been able to significantly decrease his aggressive behaviors, and successfully establish and maintain meaningful relationships with his peers. Given his academic and social progress, Peter was able to transition to the Diploma Tract program, complete his service learning hours, and successfully pursue his High School diploma in our highly structured self-contained classroom, where he has maintained excellent grades. We are happy to announce that Peter is scheduled to graduate with his High School diploma this June. We couldn’t have done this without the amazing collaboration and cooperation from our YIT staff, the nonpublic office in Baltimore County, and valuable input from Peter’s mother, Ms. Nancy Leitch.

Peter is a powerful example of what the NCIA Youth In Transition School has worked to achieve for many students since we opened our doors in 1994. We have a place for every student that walks through our doors, as we work to provide them with a structured learning environment that addresses their academic, social, and emotional needs. We also recognize and celebrate the close partnerships we have with students and their families, local school systems, and community-based organizations. The willingness of the special individuals that provide these essential resources to embrace our model of collaboration, have been key to the successes of our students.



Ivymount

Over the past few years, the Ivymount School and Imagination Stage have developed a unique and mutually beneficial partnership. Imagination Stage teachers come to Ivymount weekly to work with lower and middle school classes in the Model Asperger Program (MAP). Through a finely developed curriculum, Ivymount students learn drama-related skills and strategies that help address their challenges with communication and social skills. Ivymount's MAP Director, Monica Adler states, "by learning such dramatic skills as 'where to look, how loud to talk, and imitation,' as well as team building and cooperation, Ivymount students are able to build a repertoire of social skills that can be used in all areas of their lives."

Diane L. Nutting, Director of Access and Inclusion at Imagination Stage, shares this about the partnership, "theater is about ensemble and common ground - sharing the time and space with others - and it has been terrific for Imagination Stage to be able to work with Ivymount students as they explore and learn about these concepts."



Kudos to Ivymount for the national recognition and our sincere gratitude to parent Kathleen Atmore for her advocacy. Ivymount student Will Gilbertsen and his mom, Kathleen Atmore were participants in U.S. Representative Jim Moran's (D-VA) press conference last Friday to announce proposed legislation to pay for training for teachers who work with children with Autism.

Moran said that he was moved to propose the bill, "AUTISM Educators Act of 2012" by conversations with parents and school officials, including the many years of parent advocacy by Kathleen Atmore.

SCHOOL News

Children's Guild Baltimore

Welcomes New Principal and Clinical Director

Dr. Laurie Zimmerli has taken over The Children's Guild's Brooklyn Campus. Laurie has more than 15 years of experience, serving special needs children and has served as principal for both The Good Shephard and Hannah More Schools. M. Blake Kaiser has been named Clinical Director of The Children's Guild. Blake has 28 years of experience in social work and will work with the training and professional development of the clinical staff. Prior to joining The Children's Guild, she was director of clinical services for Adventist Behavioral Health, Center-For-Children Inc. and clinical services manager for Compass Health. In addition, Blake has held positions with the United States District Court, University of Washington, Whidbey Counseling, Whidbey General Hospital and Arizona State University.

Forbush School at Glyndon

Forbush Swimmers

Thanks to a grant from Care for Kids, the students at The Forbush School at Glyndon have been taking swimming lessons at the Brick Bodies Fitness Center in Reisterstown, Maryland. Students in the beginners groups are learning water safety, underwater swimming, bubble blowing, floating and gliding skills. They play a variety of water games to reinforce these skills. Students in the more advanced groups are perfecting their crawl, backstroke, breaststroke and butterfly techniques in deep water. They are also working on efficient breathing techniques and diving skills. In addition to becoming stronger swimmers, students have developed a sense of accomplishment and pride in their new skills. Therapeutically, these lessons have been a wonderful tool in helping our students believe in themselves, overcome challenges and trust the instruction of others.

New School Store Opens which the students named "The Green & Gold Shop". This will allow for a retail merchandising career completer. We are also excited to have the MICROS software installed in the school store and connected to the Falcon's Nest (school cafeteria). In addition to a touch screen the students now use a Gold merit card which has their behavior rewards, High Fives, and "paychecks" (earned in the Career completer classes) electronically transferred to a swipe card system for redemption in both areas. Staff and parents can also front load cash to a Green card for the students to swipe for lunch in the Falcon's Nest. A special thanks to our colleagues at the Kennedy Krieger HS who shared their school store operations and the Micros system as we were planning.

Phillips School

Students commemorated Black History Month with a theatrical production honoring past and present influential African Americans and other supporters of civil rights. Students portrayed a variety of prominent figures including: Harriet Tubman, Martin Luther King Jr., Eleanor Roosevelt, Frederick Douglas, Tupac Shukar and President Barack Obama; to name a few.

The setting was that of a wax museum where figures came to life and spoke of their contributions to history and the African American experience. Students and staff rehearsed tirelessly and performed before fellow students, parents and guests.





Foundation School

Zoo Scavenger Hunt: National Zoo -

On February 17, 2012, The Foundation School 3rd/4th Grade class embarked on a fabulous adventure to the National Zoo in Washington D.C., where students participated in a Zoo Scavenger Hunt.

The Scavenger Hunt offered students an opportunity to apply their skills and

knowledge of Reptiles, Amphibians, and Mammals, which was their most recent unit of study in Science class. Students carefully observed physical and behavioral characteristics unique to various animals and analyzed how these characteristics impacted their survival.

Along the Scavenger Hunt trail, students meandered from one exhibit to the next, intensely involved in writing down observations, asking questions, and communicating their results with their peers. Moreover, students could often be heard recalling facts and details acquired during science lessons as they encountered various animal species. For instance, students immediately categorized animals into two distinctive groups: vertebrates and invertebrates, which was a topic thoroughly discussed during science class. From a teacher's perspective, there is no greater joy than witnessing students making connections to content taught in the classroom and its effective application to a new situation.

During the zoo visit, students were awe-struck to observe species they had never seen before such as Sloth Bears and Red Pandas, found along the Asia Trail. A fourth grader, Harold Jordan, asked a myriad of thought-provoking questions relating to the habitat and physical features of the Red Panda. He asked a Zoo Specialist whether the Red Panda was related to the raccoon family, since they exhibit similar physical characteristics. As the Zoo Specialist responded, "Why indeed, yes," the excitable look on Harold's face was priceless.

The Zoo Scavenger Hunt at the National Zoo offered students an invaluable learning experience that will positively impact their journey as life-long learners. Not only did the trip to the zoo empower students to witness firsthand what they had only read about in textbooks and seen in videos, but also it helped foster inquiry-based learning and scientific reasoning and thinking. Whenever possible, it's important for students to engage in enriching learning experiences, where knowledge can be applied in real-world situations. Students deserve rich, meaningful experiences that will nurture the learning process.

Harbour School

Museum Day on April 20: The Harbour School at Baltimore hosted a museum day. The theme was energy. Students and staff featured the STEM curriculum in multiple interactive exhibits throughout the school. Students used the trans-disciplinary approach to tell the stories of their exhibits. The students served as museum curators and docents.

The Nuclear Diner was part of an exhibit on food energy and comparing the calories/energy in 3 different types of snacks, carrots with dip, fruit kabob and pretzels dipped in chocolate.

Middle school students at The Harbour School at Annapolis have been writing to a United States Air Force Captain serving in Afghanistan. As a token of his appreciation he sent the students bracelets made by street children. Harbour students donated money to the school program in Afghanistan supported by our troops. Students received dozens of thank you emails from U.S. military personnel deployed all over Afghanistan.



Cedar Ridge

This year we have rewarded students with a bowling trip, 4-wheeler rides, cook-out, movie outing, and even had our principal eat a live goldfish while students cheered him on! Our students love our weekly visits from our canine

friend. Her name is Bella, and she's a two year old, Australian Shepherd, owned by Miss Paula Hayes. Bella has graduated from several obedience classes. Staff and students view her as an asset to our program. Bella has been utilized in individual therapy sessions and in group counseling. She's a high-energy dog, and students have enjoyed having free time with her, both indoors and outside throughout this school year. Chasing and catching Frisbees are just a few of her strengths!



chelsea

Chelsea School upper division students took part in the school's first annual Museum Day field trip. Students traveled to the Smithsonian museums of the National Mall to take part in 90-minute seminars led by Chelsea School teachers. The seminar topics were as varied and unique as Chelsea. The science department led a fascinating seminar on the forensic study of bones, while our technology director led students on an alternative-reality gaming expedition. Students were given the opportunity to explore topics such as Impressionism, the Life Cycle and Communication Habits of Honey Bees, and the Understanding of Bias in Native American History.



(410) 938-4413

www.mansef.org



Principal Parsley pedals SES staff member, Ms. Jennifer Pritchett, and student Abby Rutz

SCHOOL News

St. Elizabeth

Pedicab Brings Big Rewards

On March 28, thanks to the creative thinking of Principal Andy Parsley, St. Elizabeth School participated in the Giant Foods A+ Bonus Bucks Challenge, earning the school \$1,000! Each year, Giant holds a contest for school principals to propose "challenges" which they agree to perform. The most creative proposals are then selected as winners, and those principals perform their challenge in the presence of a Giant representative. This year, Principal Parsley's challenge-- to pedal each of the 80 SES students who made the honor roll for a pedicab ride--won! As a result, Principal Parsley pedaled over 80 laps of our school parking lot, one lap with every honor roll student, cheerfully blowing a whistle and pedaling to our students' favorite music. He didn't even look winded! We'll look forward to see what creative idea he comes up with next year!



Hannah More

Science and Building Trades Students Collaborate to Care for Baby Chicks

As part of our school's STEM activities, students in our environmental science and building trades classes are collaborating on a project to care for baby chicks. The building trades students are working on constructing a coop which will house the chicks, and the environmental science students will care for the chicks when they hatch in early May.

Congratulations to Achievement of the Month Winners!

Recently students and staff were invited to "ZENTANGLE" – the first school-wide art project. Under the direction of art teacher Maria Wilson and teacher assistant Kofi Simmons, the entire school community was encouraged to start with a square and add their own "doodling" to create a fun work of art.

Students Participate in Local Work-Based Learning Programs

Our students work in the Owings Mills, Reisterstown and Glyndon business communities participating in a variety of work-based learning programs. Currently, we have students at Mars Supermarket, Rite Aid, Baltimore Humane Society, New Town Elementary and ARTI-ST Music Center. Thanks to these schools, organizations and businesses for providing a place for our students to learn important work and life skills.

Martin J. Smith Foundation Awards Grant for Technology

The Martin J. Smith Foundation recently awarded a grant in the amount of \$1,725 to purchase an interactive whiteboard for use in the classroom. The Martin J. Smith Foundation, founded in 1993 and based in Reisterstown, has a long history of support to Hannah More School.

Katherine Thomas

Inaugural High School Olympics

The first High School Olympics, organized by PE teacher Dustin Hartwigen, was an astounding success with some great feats of athleticism. Students trained in five different events: the high jump, standing long jump, vertical jump, and shot-put, culminating with the 40 yard dash finals, won by Kevin Williams in a time of 4.6 seconds. Other notable finishes were Alvin Stevenson; high jump, at 57 inches; Zach Range; shot-put, at 42 feet; and Yelena Simpson, girl's high jump, at 42 inches. All 1st, 2nd, and 3rd place finishers were awarded medals made by Mr. Hartwigen with student help, using materials provided by the KTHS art department.

Lower and Middle School PBIS Talent Show

On March 30th, students showcased their gifts and abilities during the monthly PBIS (Positive Behavior Intervention System) event, KTS Has Talent. Every middle school student earned bucks to be performers, judges or audience members. Students practiced public speaking skills, social skills, problem solving skills, and exhibited vibrant creativity preparing for this gleeful event.

New Psychiatry Intern

Through a new partnership with MedStar Georgetown University Hospital and Adventist Behavioral Health, a Child and Adolescent Residency Training Program now includes a rotation at KTS for residents in their second year of training, a rich school consultation experience. The program has twin goals of providing excellent education and training in the field and enhancing and expanding the delivery of child and adolescent services to the children and families in the Greater Washington, D.C. Metropolitan Area. This type of training experience teaches child and adolescent psychiatrists how to meet the critical educational and social/emotional needs of their patients. Dr. Melena Banks was the first resident.

Kennedy Krieger

Last spring, Cici's Pizza in Rockville, Maryland opened the door for a new, exciting internship experience for our transition-aged students at our Montgomery County school. CiCi Enterprises operates and franchises about 650 CiCi's Pizza restaurants, located in shopping malls and other suburban retail areas in more than 30 states. CiCi's Pizza offers several types of pizza along with salad, desserts, and pasta at an "all-you-can-eat price". Student interns perform general cleaning duties, bus tables, restock condiments, and construct pizza boxes.



Bill McNamee, Vocational Coordinator for the Kennedy Krieger Schools Montgomery County program noted that "this internship experience allows the students we serve to work in a competitive setting and meet the standards set by Cici's Pizza as a national restaurant organization."

Influenced by the enthusiasm, dedication, and capability of our staff at our Montgomery county school program, Cici's Pizza accepted a new work enclave program last fall at their Catonsville, Maryland location where two work enclaves from the Kennedy Krieger High School program work on a biweekly schedule. Jessica Grubbs, one of the teachers from the work enclaves is pleased with the work experience. "It has been invaluable for my students to experience a real work place and to gain awareness of what is expected in a real job. At Cici's, they encounter situations in the work place that allow them to practice and hone skills that will greatly increase their chances of being a successful employee after high school."

Pathways

The Pathways Schools Celebrates 30 Years

As a culminating event of the 30th anniversary year, The Pathways Schools will host a student art show the evening of May 23 at Busboys and Poets in Hyattsville. In addition to the display of creative student talent, Pathways will be honoring David Cunningham and GAVA/GATE (Greenbelt Association for the Visual Arts and Greenbelt Access Television, Inc.) for their continuing support of the arts through student-designed murals and computer animation.

Pathways partners with TEFCU and Crossland High School

The Pathways Schools was the catalyst for a collaboration together with Transit Employees Federal Credit Union (TEFCU) and Crossland High School (a Prince George's County public school). The result was the April 2012 re-dedication of the in-school credit union branch that will benefit students from Crossland, as well as Pathways. In 2009, the in-school student-run branch was the first of its kind in Prince George's County when it opened at the Pathways' Type II program located within Crossland. Its goals were to teach and promote fiscal responsibility and financial literacy, to encourage students to open and maintain savings accounts, and to provide career training. For the past two and a half years, Pathways students have been teller interns and student branch managers, receiving training and ongoing supervision from TEFCU liaisons and teachers. Now, as an expansion of the partnership between Pathways and TEFCU, students from Crossland High School will also work with Pathways students at the branch. The re-opening ribbon cutting and luncheon celebration were attended by Crossland High School Principal Charles Thomas, Pathways Executive Director/ CEO Dr. Helen Williams, TEFCU President/CEO Rita Smith, TEFCU Board Member and In-School Branch Liaison Percys Felder, and Prince George's County Executive Rushern Baker. A highlight of the event was when TEFCU awarded scholarships to the two Pathways seniors who had served as the branch manager and assistant manager.



Mann RTC

No Ordinary Field Trip for Mann Residential Students

Students in Ms. Sarah Kingston's History class, accompanied by the school Principal, Mr. Jeffrey Alperin, took a trip to Annapolis, Maryland this month to witness, first-hand, how the legislative branch of government works. They took advantage of an opportunity to attend the Maryland Education Tax Credit Legislative Day. Students were introduced to Maryland State Legislative Bill 844 which supports funding for private schools. Students listened to several delegates discuss the importance and impact of promoting fair practices and students participated in a rally to raise awareness of the significance of the Bill. What did the students learn? Word has it that they learned the process involved in advocating for a cause through the state legislature, but more importantly, they learned the importance of having a voice. Every voice can make a difference!

Villa Maria

Villa Maria School Artwork Displayed At MANSEF

Artwork from the students at Villa Maria School was proudly displayed at the Maryland Association of Nonpublic Special Education Facilities (MANSEF) Conference in November 2011.

The art display revealed the creativity and talent from students' at all three Villa Maria campuses. Projects included hanging Paper Mache fish, kaleidoscope name designs, hair name portraits, Alexander Calder sculptures, Pablo Picasso portraits, and Cubism/Realism comparative drawings.

Students learned how to work with Paper Mache and created fish hanging sculptures. Anthony explains this process in his own words: *"I am fascinated by making art. The Paper Mache fish has several steps. First, you have to blow up a balloon and tie it. Then, you take newspaper strips and put it in a watery paste. You can use your hands or a brush. The balloon is going to be the fish's body. It has to dry for a couple days. Then, you make the fins, tail, and other details with cardboard and other supplies. You add these parts to the body with newspaper and the watery paste. When that dries, you can paint it or use the tissue paper to cover it."*

The students enjoyed working with Paper Mache fish and have received many accolades. Many teachers, staff, administrators, and visitors have stopped to say how wonderful they are. Some students discuss their fish:

"I like making my Paper Mache fish, the Rainbow Great White Shark. I used a lot of color in my fish. I used layers of tissue paper squares and overlapped the pieces with different colors to make it colorful." – Lacie

"I made a silver, blue, and red metallic Beta. My fish has a wide-open mouth and you can see inside him. I used corks and newspaper to make the lips." - Dominic

"I made a black piranha with sharp teeth and red blistering metal eyes. He has Nemo trapped in his mouth under his teeth." –Brian



Villa Maria

"A Penny Saved will help a life in Japan" The Blue Room class at Villa Maria School at St. Vincent's, taught by Lucy Mwai, was watching current events on CNN when the catastrophe in Japan caught our interest.

We decided we had to do something meaningful for disaster relief in Japan. The class unanimously decided that "A Penny Saved will help a life in Japan" would be our motto. We set a goal to raise \$500 by collecting pennies and holding a bake sale.

Our sister schools Villa Maria at Timonium and Harford County, along with the St. Vincent's staff, provided tremendous support. Thanks to the generosity of students, parents and staff, together we raised \$620, surpassing our goal by \$120. The funds raised will be donated to the Red Cross Society. On August 5th, 2011. Ms. Susan L. Morseth, the Major Gifts Manager of American Red Cross of Central Maryland, attended a student awards ceremony during which our students presented a check to the Red Cross.



Gateway

In honor of Autism Awareness Month, the students and staff at Gateway School decided to Light it Up Blue for Autism. They donned blue outfits, armed themselves with blue glow bracelets and glowsticks, turned out the lights and took some photographs. The resulting images were made into a video that the students, staff and families can share on social networks to raise awareness of autism.

14TH ANNUAL MANSEF CHARITY GOLF TOURNAMENT



**MONDAY,
JUNE 18, 2012**

**Rattlewood Golf Course
13501 Penn Shop Road
Mt. Airy, Maryland 21771
301.607.9000
montgomerycountygolf.com**

**Benefiting the Michael
Cardin Scholarship Fund**

www.MANSEF.org

CARDIN

Scholarship winners

Forty four Maryland students with disabilities will receive scholarships from the Michael Cardin Scholarship Committee of the Maryland Association of Nonpublic Special Education Facilities (MANSEF) at a June 4th ceremony in Howard County.

The students, who all attend a Maryland non-public special education school, have overcome 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 2012 MANSEF *Inspiring Dreams, Changing Lives Award* winner is Burt Lohnes of Shepard Pratt and the Forbush Schools. Dr. Lohnes is a consummate professional and the field of special education is fortunate to have had his leadership for the past 30 years. This award is presented to an employee or a volunteer of a MANSEF school, who through consistent, ongoing service and dedication to children and youth with special needs has demonstrated a commitment to *"Inspiring Dreams and Changing Lives."*

MANSEF has also awarded the 2012 MANSEF *Distinguished Citizen Award* to Robert Cerkovnik of Anne Arundel Community College – STEM Center. This award is presented to an individual in recognition of his/her commitment to the highest quality of life for all of Maryland's children. The recipient's vision and leadership must support MANSEF's philosophy of the right of all individuals to an education that enables them to achieve their fullest potential.

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

Christian Allis, *The Chimes School*

Chaz Alston, *The Children's Guild*

Timothy Bond, Jr. *The Strawbridge School*

Markel Carroll, *Gateway School*

Alexis Collins, *High Road School of Baltimore Co.*

Lafayette Cunningham, *New Visions Academy of Baltimore*

James Curtis, *High Road School of Prince George's Co.*

Jequay Davis, *Pathways School*

Bryan Eggers, *The Chimes School*

Jerel Gaines, *The Foundation Schools*

Michael Galloway, *High Road Upper School*

Austin Gardner, *Kennedy Krieger High School*

John Good, *Kennedy Krieger High School*

Codie Hansley, *The Children's Guild*

Bradley Holland, *The Chelsea School*

Kerm Jackson, *Oak Hill House*

Eugene Kasey, *St. Elizabeth School*

Cameron Kelly, *Kennedy Krieger LEAP Program*

Trevor King, *The Children's Guild*

Breana Lamar, *Chelsea School*

Bradley Macpherson, *Chelsea School*

Rafael Marrow, *Kennedy Krieger High School*

Shamera McShine, *Hannah More School*

Antoneise Meissner, *Chelsea School*

D'Maree Miller, *The Children's Guild*

Tahrique Miller, *The Foundation School*

Damyus Morris, *Villa Maria School*

Pierce Nesbit, *Kennedy Krieger High School*

Ashley Pannell, *High Road Academy*

Qundre Payton, *The Foundation School*

Brandon Person, *New Visions Academy of Baltimore*

Bethany Pruitt, *The Foundation Schools*

Aaron Simon, *Lourie Center School*

Michael Slonin-Miller, *The Ivymount School*

Ryan Stabile, *Lourie Center School*

Stanley Makaile, *Kennedy Krieger High School*

Charles Strother, *St. Elizabeth School*

Joshua Taylor, *St. Elizabeth School*

Marlon Thomas, *Villa Maria School*

Dion Venable, *Kennedy Krieger High School*

Malik Walker, *The Chimes School*

DeAntre Watkins, *Chelsea School*

William Williams, *The Children's Guild*

Dobia Wright, *New Visions Academy of Baltimore*



Best wishes!

MANSEF extends warmest wishes to Eleanor Jenks on her retirement from MSDE

Eleanor Kopchick Jenks has been serving the needs of children with disabilities since 1975. She began her career working with young children ages 3-10 who were deaf and multiply disabled. . By 1984, Ms. Jenks began her work for the State of Maryland in the Department of Health and Mental Hygiene. There she worked in DDA and then the Governor's Office of Children and Youth. In 1989, Ms. Jenks began her career at the Maryland State Department of Education. Since 1996, Ms. Jenks has worked in monitoring and approving instate nonpublic schools serving children eligible for special education services. She served as technical expert and lead specialist in all aspects of approval and monitoring of nonpublic education programs for students with disabilities.

Many MANSEF schools know Eleanor best in this last role. Those of us who have experienced Eleanor as the lead specialist for our monitoring visits, know several things about her. First she is scrupulously fair. Secondly, her values are clearly "student first". And lastly, she is exacting. Ms. Jenks has always placed a strong emphasis on making sure the MANSEF schools are high quality programs for Maryland's special needs students. Her professionalism and ethics have never wavered from excellent.

Sister Jeannette's Benedictine Legacy: Pioneering Past, Bright Future

After 52 years of loyal and steadfast service, Sister Jeannette Murray, O.S.B. officially retired as the Director of the Benedictine School on March 7, 2012. She continues to play an active role in shepherding the completion of Benedictine's two new senior care homes, a project that fulfills her long-term dream of providing a lifetime continuum of care for children and clients with special needs at Benedictine.

Sister Jeannette, one of the School's Founding Sisters, has led the Benedictine School with enthusiasm, love and determination since 1960, shepherding the lives of both special needs' students and their families. From her executive director tasks to her role as dorm mother, her efforts have directly and positively affected the lives of the Benedictine School's students and adults daily. She has guided and nurtured more than 1000 students over the last five decades, and her "won't take no for an answer" attitude has helped the School become a state-of-the-art educational environment with pioneering programs for children and adults with special needs, as well as a spiritual place that gives hope to students and families.

After taking her vows in the Order of St. Benedict and earning a B.A. and M.A. in special education from Seton Hall University and Cardinal Stritch University, Sister Jeannette taught in parochial schools for seven years before co-founding the Benedictine School. Just a few of her accomplishments include leading the charge for the School's therapeutic aquatic center and spearheading a successful \$10 million campaign for capital projects and to increase and stabilize the school's endowment. In recognition of her work, Sister Jeannette has received numerous awards and honors including the Jessie Ball duPont Lifetime Achievement Award, Maryland House of Delegates Award, Special Olympics Award and the Maryland Association of Non-Public Special Education Facilities Award.

There are no words to fully express our gratitude to Sister Jeannette for her work, her love, and her inspiration. We will do our best to honor her legacy by meeting her high standards in serving the children and adults she loves for many, many years to come.



MANSEF is committed to creating optimum educational opportunities in the least restrictive environment for all Maryland children with disabilities through: **ADVOCACY, NETWORKING, COLLABORATION** and **INFORMATION/RESOURCES**.



6501 North Charles Street
P.O. Box 6815
Baltimore, Maryland 21285-6815