

# STEPPING Stones

MAY 2021

MARYLAND ASSOCIATION OF NONPUBLIC SPECIAL EDUCATION FACILITIES



## MICHAEL CARDIN SCHOLARSHIPS AWARDED TO 45 SPECIAL NEEDS STUDENTS FROM MARYLAND NONPUBLIC SPECIAL EDUCATION PROGRAMS

In honor of their achievements, forty-five 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 were made on May 10, 2021.

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 enable students to take part in a range of academic, training or extracurricular activities.

"These scholarships recognize students who have overcome daunting challenges, even during a pandemic, 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 \$400,000 to nearly 475 special education scholars.

**For more information about the scholarship recipients,** please contact Dorie Flynn at 410-938-4413, [mansef@aol.com](mailto:mansef@aol.com).

*See page 14 for the full list of winners*

*"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."*

## Inside This Issue...

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President

**Dorie Flynn** - Executive Director



## MESSAGE FROM THE PRESIDENT

Greetings to all MANSEF members, affiliates, and stakeholders, and happy Spring! This year, the time of rebirth and renewal has never seemed more fitting. As the world wakes up, it feels like we as a society and as a community of educators are slowly coming out of a long winter. Hearing the sound of student voices in classrooms, the vibrancy of the morning routine—even with the addition of temperature screenings—all brings life back into our buildings. It has been a long journey back to this point, and our membership has grappled with the most challenging questions: making access equitable, sharing the information families and staff need to know while maintaining privacy rights, and of course somehow maintaining social distancing among students who have not seen their friends in some while!

We are not done with this journey—as we look forward, questions about what our schools will look like this summer and fall loom. Decisions about how and if to provide virtual learning, navigating ever changing guidance from the CDC about masking and social distancing-- all will continue to stretch us as we face forward. But as the past year has shown us, we are strong together, have relied on each other's expertise, and have found the right way to make it work.

I would be remiss if I didn't end this letter with a tremendous thank you to the membership. Earlier this spring, there was a call to action from Dorie Flynn, Executive Director of MANSEF, to support legislation that would bring the salaries of teachers closer to their public school counterparts. Hearing the call to action, teachers and team members stepped forward and called their state legislators. Several amazing teacher representatives testified in the bill hearings, and so beautifully put the choices that teachers face every year to put calling over compensation and stay as teachers within the nonpublic setting. The heart and soul of what makes MANSEF special was there for all to see, and our legislative representatives responded by passing one of the most comprehensive bills for addressing nonpublic teacher salaries—and this was because of how the membership rallied. Thank you for being there when our advocacy needed support, and for what you all do each day.

Sincerely,

*Sue McLendon*

Sue McLendon

MANSEF President





The 2021 90-day legislative session of the Maryland General Assembly, which began under strict Covid-19 health protocols with no in-person testimony, did not dampen our advocacy efforts in Annapolis. These new pandemic guidelines only bolstered our resolve with a renewed sense of purpose and determination to ensure our voices were heard resulting in a most successful session for MANSEF members schools.

We have a few individuals to thank. These caring legislators and advocates, who are committed to the MANSEF mission, stood out as our biggest champions. Their leadership and support will have a lasting impression for the families and students we serve.

**Senator Craig Zucker** (District 14 - Montgomery County) was our lead sponsor on Senate Bill 958. Senator Zucker was first elected to the Maryland House of Delegates in 2011 and to the State Senate in 2016. He currently serves on the Senate Budget and Tax Committee and chair of the Education, Business, and Administration Subcommittee. And, **Delegate Marc Korman** (District 16 - Montgomery County) was our lead sponsor for the cross-filed bill - HB 1365. Delegate Korman was first elected to House of Delegates in 2014 and is a member of the House Appropriations Committee. (insert their pictures)

Board Chair, Kennedy Krieger Institute, **Dr. Nancy Grasmick**, always a champion of education, whose encouragement and tenacity paved the way to acknowledge, recognize, and value teachers serving in the MANSEF member programs.

**Pam Kasemeyer** and **Patrick Roddy**, who lobbied on behalf of Linwood School and Sheppard Pratt respectively, were exceptional partners in our efforts. Both provided technical assistance at every step. Special recognition goes out to Lee Oppenheim from Ivymount School, for her steadfast support.

As the gavel came down at midnight on April 13th we applauded and thanked these incredible partners who made a difference during these extraordinary circumstances. Lastly, I am grateful to the many member schools and families who contacted their legislators to promote the value of nonpublic special education schools all across Maryland. MANSEF remains dedicated and vigilant to our purpose—to realize optimum growth for students with special needs through a continuum of services and to advance support to their families. Again, I thank you for your hard work and advocacy.

For your reference, here is a list of key bills that passed relative to education. You can research these bills on the Maryland General Assembly website:

- **HB 588 – The Budget Bill** (Fiscal Year 2022) provided a supplemental Budget of \$3.6 million
- **HB 373 – Hiring Emergent Employees**
- **SB 958 (HB1365) – Nonpublic Special Education Schools** – State Contribution
- **SB 300 (HB 714) – Special Education** – Learning Continuity Plan

### THANK YOU

to the following partners and teachers who either provided testimony or met with legislators: Sue McLendon, MANSEF President – Arrow Center for Education, Regan Vaughn – Catholic Charities, Brooke Hess, Melissa Dogum from Ivymount; Claire Geinzer and AJ Trulock from the Katherine Thomas School and Shanel Jenkins from Sheppard Pratt Rockville.



*With much appreciation,*  
**Dorie Flynn**  
*Executive Director*

# MANSEF CELEBRATES STUDENT



*Jordan and Bella*

## *Cedar Ridge*

This year we have several students who have made progress with their corrective reading programs. Part of their success has been due to reading to Bella, our therapy dog. **Jordan Arthur** and some of his peers have enjoyed sharing their reading time with Bella and she has begun to look forward to this special time with the students!

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

Students at The Children's Guild School of Prince George's County are exploring a variety of project-based learning opportunities during distance learning. They are participating in virtual field trips and recently held a Museum Day where they presented their quarterly projects to peers, family, and community stakeholders. Their projects are based around building their community through activities such as creating a student government, becoming community helpers, and caring for the environment.

When **Lucas**, a non-verbal student in



*Maggie*

Mandarin. Initially, he had difficulty attending class for more than a few minutes. Now Lucas is independently verbalizing most of the alphabet and can answer questions about letters and numbers using his device

## *Ivymount*

Distance learning is a challenge on its own, but imagine being a student starting at a new school during distance learning. **Maggie** is a 10-year-old student who started at the Ivymount School in July 2020. Maggie has done a fantastic job adjusting to her new school and the virtual learning format with support from her teachers and parents. To ensure Maggie's success, her team put a reward system in place to encourage her participation throughout the school day. Maggie loves to earn special meals and watching car wash videos. Maggie is highly motivated by this reward system and puts forth her best efforts no matter the challenge. Maggie quickly became an expert at utilizing all of the technology and educational platforms. In March, Maggie started participating

in on-site instruction twice a week. Maggie again adjusted well to the new format of being on-site. She quickly formed new friendships and rediscovered her love for the swings during recess. Maggie is a great addition to Ivymount and her team is proud of all her hard work!

## *Kennedy Krieger*

At Kennedy Krieger High School, students and staff are raising funds to remodel the school store to be more accessible and more inviting for all of our shoppers and workers. The school hosted a virtual magic show with local magician, Adam Stone, on Friday, April 16. One lucky student, **Gregory Griffiths** won the opportunity to participate in a live magic trick. The magician sent a coin from his house to Gregory's kitchen table right in front of our eyes. Gregory and all audience members were in awe and disbelief. It was a fantastically fun fundraiser.

*Gregory Griffiths*



*A student project depicting community from The Children's Guild School of Prince George's County.*



# SUCCESS

## Pathways

### Pathways Volunteer Makes a Difference

In the summer of 2020, The Pathways School-Edgewood student, **Dream**, began a service-learning project with the Maryland Network Against Domestic Violence (MNADV). Due to COVID-19 concerns, Dream worked at home assembling packages with Personal Protective Equipment (PPE) that could be sent to jurisdictions across Maryland supported by MNADV. She was trained by her supervisor, Dr. Tony Korol-Evans, using Zoom.

Dream's service project continued and expanded in the school year and she became the volunteer intern at MNADV, working on tasks that made a real difference to the organization's staff in the field and to the survivors of intimate partner violence served by MNADV. For example, Dream assisted in putting together daily videos with information and material to support self-care. Dr. Tony Korol-Evans wrote about her recent work in an email,

"Dream's work has been integral to my ability - and therefore the organization's - to complete several time-sensitive priorities. In addition, she has done so well on these administrative responsibilities and the self-care project, that I have now tasked her with some research work that I simply have not been able to find the time to do myself, but which is extremely important.

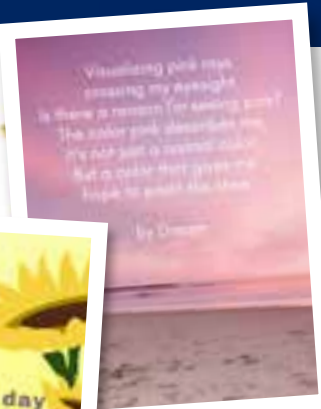
I hope that she is also getting a lot out of her participation and the knowledge that she is helping in the struggle against intimate partner violence."

## Katherine Thomas School

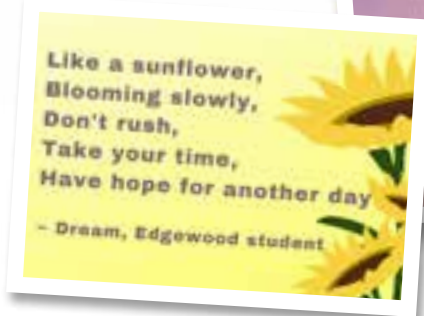
### KTS Students Recognized by Maryland First Lady Yumi Hogan

Recognizing the importance of mental health awareness and the expressive power of artistic pursuits, Maryland's First Lady, Mrs. Yumi Hogan, invites children and youth annually to participate in a statewide art project, "Celebrating Through Art: The First Lady's Mental Health Awareness Youth Art Display." The Katherine Thomas School is proud of the 3 artists selected to have their art showcased; **Holden** (Zones of Regulation), **Charlotte** (Mental Health Matters!), and **Ben** (Mental Health Matters!). The artists talked about their pieces and what makes them feel mentally happy, healthy, or hopeful.

Holden's artwork



Dream's project



## The Children's Guild School of Baltimore

Even with the challenges of the pandemic, there has been no shortage of student achievement at The Children's Guild School of Baltimore. For teachers Ms. Helen Magay and Ms. Cindy Beck one student in particular stands out. **Taveyon** came to the school as a very distant and upset child. Every morning he greeted staff with hostility. His lack of familiarity with technology and difficulty processing information drove him to detach from the school community. His team never gave up. They established regular communication with his family, and he was one of the first students to join the hybrid program. Now Taveyon comes to school with the biggest smile and happily reports to class. With the support of his team, Taveyon has increased his ability to manage technology for instruction and increased his attendance and academic productivity. Despite all of the obstacles, he has persevered and succeeded.

Charlotte's artwork



Ben's artwork

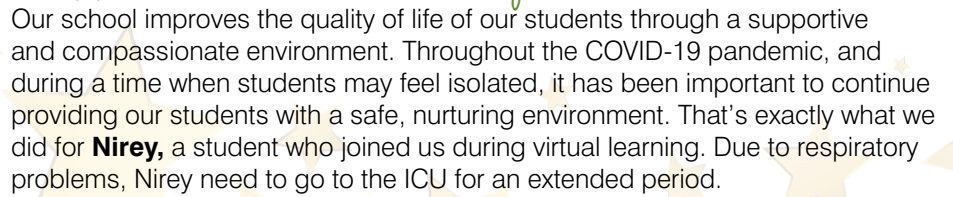


# STUDENT SUCCESS

**Justin is an extremely likeable, funny, and kind student who enjoys learning about brand logos and drawing. Since his admission to Sheppard Pratt School at Frederick, Justin has demonstrated growth in academic, social, emotional, and behavioral areas.**

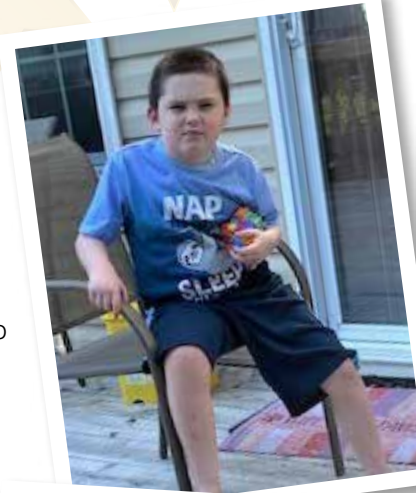
Since returning to in-person instruction Justin, has utilized coping strategies and accelerated his academic achievements. Justin currently attends specials and ELA with general education public school peers with support of Sheppard Pratt School staff. He consistently uses appropriate communication strategies and has started to self-monitor his reactions to upsetting events. The staff are so proud of the amazing accomplishments that Justin has made in the program and they cannot wait to see his continued growth.

*Justin*



Nirey relied on his school support system during this stressful time at the hospital. He signed on for virtual learning every day from his hospital bed, not because it was required, but because he was motivated to interact with people who helped him feel supported and safe. He was simply more comfortable when he was following his regular schedule online at school. Not only was his attendance superb, but his classwork and grades were better than ever.

*Peyton*



**Peyton** has made great strides in the Sheppard Pratt - Millersville Elementary School. Peyton is a kind student who challenges himself to do his best and made the giant leap from attending school in person to virtual learning. Peyton completes his work with school staff and rarely needs family support during the virtual school day. Peyton did so well this school year he now attends general education science and social studies classes with an educational assistant. In addition to being a star student, Peyton takes pride in giving back to his community. During a school fundraiser, Peyton and his family collected 67 pajamas for Casey Cares Foundation to distribute to critically ill children. Way to go Peyton!!

Ethan



**Ethan** is a graduating senior at Sheppard Pratt School - Severna Park High School. Ethan is graduating with a dual completer, as he completed the carpentry program at the Center for Applied Technology, and three years of Spanish. He is also graduating as a member of the Spanish Honor Society. In addition to his strong academic work, Ethan completed a Professional Career Internship (Introduction to Careers and Workforce Development Training) through the Anne Arundel County Workforce Development Corporation. Ethan plans to become a master carpenter and will attend classes at Anne Arundel Community College in the Radio Frequency and Construction Trades program and is on the waitlist for the Williamson Trade School in Pennsylvania to study carpentry.





## Sheppard Pratt Elementary School Type II

**Maddison Troyer** made the transition from the Sheppard Pratt Elementary School Type II program to Sheppard Pratt Middle School Type II program in the virtual setting. Over the past year, Sheppard Pratt School teachers, teaching aids, and staff have given Maddison the support she needs to succeed. Staff have witnessed Maddison grow and blossom in many ways both emotionally and academically and are incredibly proud of her. Maddison is now able to fully participate in all her lessons and engage well with her peers in class and socially. Maddison is also an avid reader on an array of subjects and brings a wealth of knowledge to her lessons which she eagerly shares with fellow peers and staff. Maddison will be moving away next year, and the staff would like to wish her all the best of success in her new school.



## Sheppard Pratt School and Residential Treatment Center

Sheppard Pratt School and Residential Treatment Center is extremely proud to share that one of our residents has earned a position at a well-known school for the arts!

Our young resident is a multi-talented performer who has an interest in singing and musical theater. She came to our program right before her auditions were due for this very competitive school. Our staff quickly pitched in to keep the auditions on track and help her complete this process on time.

Our resident worked long hours preparing for her audition. She performed a madrigal, two Broadway musical theater selections, and a soliloquy from Shakespeare, which was a new, challenging adventure for her to undertake. She did a beautiful job during her audition, maintained a great attitude throughout the process, and showed a lot of professionalism for a young performer.

Our staff had a lot of fun encouraging and coaching our resident to help her perform at her best. We are so proud of her!

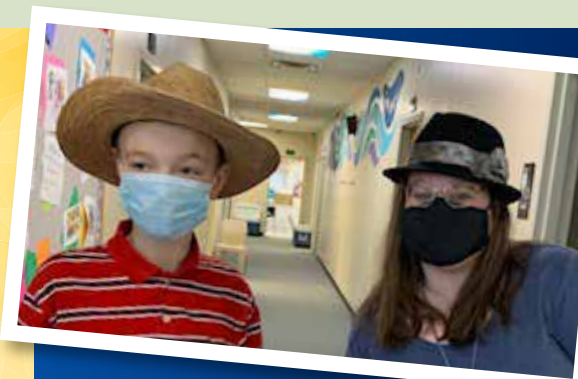
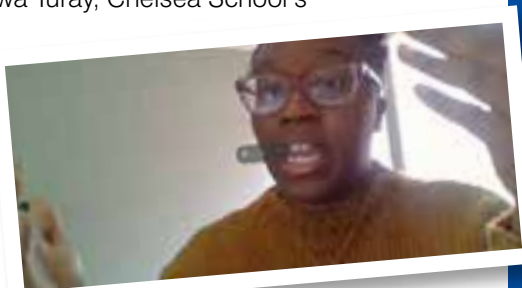
# SCHOOL News

## Chelsea School

On Tuesday, March 23rd, Chelsea School's month-long celebration of Women's History culminated in a remarkable school-wide event. A virtual panel of women from a diversity of occupations and professional backgrounds were brought together to discuss the importance of women's history with our students. The panel included educators, an economist, an entrepreneur, an attorney, an artist and a corporate executive.

The panelists were asked to weigh in on a variety of topics regarding women's history. Students learned about disparities and injustices that women have faced historically, and about the pioneers and heroes who fought for change and equity. "It is very important for our young ladies to see successful women from a variety of different professions," said Hawa Turay, Chelsea School's transition coordinator. "Hearing these women articulate their experiences and sharing gems of advice and experience with our students was so powerful."

Hawa Turay



Phineas Gilles and Mrs. Ashley Young

## Cedar Ridge

Even with the mandate of social distancing and mask wearing, Cedar Ridge School was able to have SPIRIT MONTH during March 2021. We had Hat day, Black and White day, Superhero day, Pajama day and Wacky and Wild Clothes day. Students, like Phineas pictured below, enjoyed a special treat each day!

More!

# SCHOOL News



*Celebrating Mental Health Awareness Week*



## *Foundation Schools*

### **Children's Mental Health Awareness Week**

The Foundation Schools are a proud participant of Children's Mental Health Awareness Week. As a therapeutic academic program, mental health and wellness are at the core of what we do. Our schools used this year's theme "Express Yourself... Create Connections" to inspire incredible art, classwork, and school-wide engagement opportunities to understand and celebrate our emotions. Staff at our autism school dedicated Children's Mental Health Awareness Week to wearing colors that represented fear, sadness, disgust, anger, and joy to spread awareness of our emotions. Students at our emotional disabilities' schools celebrated through yoga, creating bookmarks that list the healthy, coping strategies they can turn to when feeling overwhelmed, and developing beautiful works of chalk art at our schools to remind each other that they are cared for. We hope to inspire our students to practice these lessons in taking care of their mental health and supporting each other all year long.

### **FLC Community Service**

Our students with autism at The Foundation Learning Center showed their gratitude for our healthcare frontline workers. After watching a video on volunteering and a discussion of the vital importance of healthcare workers during the pandemic, our students felt inspired. Students assembled 60 bags containing tea, coffee, hand lotion, mask filters, stress balls, and candy. They also wrote letters to accompany each care pack, thanking the healthcare workers for all that they do to keep our community healthy.

One recipient said the act of kindness made her staff feel so special that she made copies of our students' letters. She plans to make a keepsake book for each nurse and doctor. Our students shared that they felt good to do something kind for our healthcare workers. We are so proud of our students for expressing their compassion and are excited to share with our community again in the future.







Teachers in protective wear

## Ivymount

Ivymount School staff joyfully welcomed students back to campus this Spring through a five-phase return plan. Students were excited to see their teachers, friends, and classmates in person, while continuing to interact via computer with some who remain at home. Staff and most students quickly adapted to masking and social distancing rules, making the return to school very positive and relaxed.

Throughout the shift from remote learning to on-site instruction, Ivymount School models have modified schedules and teaching approaches to support students in learning new skills and completing work. They have also increased attention to social emotional learning, giving students opportunities to discuss and record their feelings about the pandemic and its effect on their lives.

Following a January IvyMoves theme that focused on increasing physical activity, programs launched IvyCares month in February to create opportunities for students and staff to practice daily kindness, value relationships, embrace diversity, and make positive changes in the community. For example, elementary/middle school students sent virtual Valentine's cards to pediatric patients and healthcare workers, and Post High School students organized a donation after learning about shelters and food pantries. During Black History Month, students learned about the Civil Rights Movement and the contributions of Black Americans to science, art, literature, sports and business.

Students across programs also practiced research, writing, and communication skills while studying concepts around social justice and advocacy during Women's History Month, Autism Awareness Month, Earth Day, and Read Across America month.



On-site instruction and OT

## IN THIER OWN WORDS...

"Autism means people's brains work different. They have unique strengths, like math, science, engineering, and drawing."

- MLN student on "What Autism means to me"

"I would like to say thank you to all the teachers who have helped me during this time of crisis. I know things have been extremely hard since the virus broke out last year."

- Student thank you for Teacher Appreciation Week







*Social justice themes at KTS*

## *Sheppard Pratt School - Reisterstown*

The Sheppard Pratt School -Reisterstown has been fortunate to operate a greenhouse located on the lower campus in Glyndon. This greenhouse is open to the public in the spring. This student-centered greenhouse offers a variety of plants that are annuals, perennials and hanging baskets for customers to enhance their gardens and homes. The greenhouse provides an excellent worksite for students to learn the importance of dedication to a job and teamwork. The greenhouse opportunity allows students to work on developing their work readiness skills, bridging academic skills into real world experiences, and allowing students to have hands-on educational experiences. Students have the ability to practice their consumer math and customer service skills. The responses from the community have been amazing. We are grateful for their continued support of the work accomplished by our students.

*Greenhouse at Sheppard  
Pratt School - Reisterstown*



## *Katherine Thomas School*

### **KTS Students Participate in Social Justice Week**

Every year, the high school program enjoys an intersession week between the first and second semesters, led by an Artist-in-Residence. The students are grouped in cohorts, and they spend one period each day with the artist. For the rest of the day, they participate in supplemental classes and activities led by high school staff that support the week's theme and focus. In recent years, intersession week topics have included learning slam poetry, Capoeira (and Brazil), STEAM, and felting. This year, the high school staff were the Artists-in-Residence, with a focus on Social Justice.

During the Social Justice Week, the students followed frameworks from Teaching Tolerance to promote social justice and challenge bias. These frameworks included understanding what shapes our identities and how identity has many characteristics and affects relationships, understanding diversity and developing respectful ways to discuss similarities and differences with others, understanding justice and recognizing unfairness on the individual and institutional level, and learning different ways of understanding, experiencing, and taking action. After the students were immersed in these timely and significant topics, the learning was embedded in the academic and social-emotional curricula so that all of our students were "active participants in a diverse democracy." Going forward, social justice themes will be ongoing through academic curricula and special activities.





More!

# SCHOOL News

## Kennedy Krieger Institute

On Sunday, May 23rd, in partnership with Johns Hopkins Hospital and the Developmental Disabilities Administration (DDA), Kennedy Krieger Institute hosted a drive-through Vaccine Clinic for individuals with disabilities and their family members. On hand were behavioral specialists and other experts to assist with students with disabilities. Also on-site was special guest, Secretary Carol Beatty from DDA. Between 9am and 3pm, we delivered 271 shots in arms to these community members. Special thank you to Stacey Herman, Kennedy Krieger Neurodiversity and Workforce Development Programs for coordinating this event on behalf of the individuals we serve. One parent reported that she had taken her daughter to 3 other vaccine clinics but was unsuccessful in getting her daughter to cooperate to get the shot but, thanks to the expert volunteers at the Kennedy Krieger clinic, she finally received her first dose of the vaccination.

## St. Elizabeth School

SES Students in Ms. Hooker's Life Skills: Career Vocational Classes have been focusing on careers in healthcare this quarter. Ms. Karen Foard, who is a Support Service Manager for Labcorp, volunteered her time to answer questions from students about what goes on in a Labcorp workplace. In preparation for their interview, students came up with a variety of questions, such as describing what happens in a lab, what happens to the blood they draw, and what type of schooling is needed for lab jobs. Ms. Foard provided detailed answers to all the students' questions. She even mentioned that for many lab jobs, you need either a high school diploma or a GED, or occasionally one certification class. The interview was recorded to be shared with all the classes, so students would be able to have all their questions answered. Pictured: Ms. Karen Foard on Google Meets and SES Student Thomas Williamson asking his question.

Ben Bigelow, JHH, Sec. Carol Beatty,  
Maryland Department of Disabilities,  
Nicholas Burton, Central Region  
Director DDA, Stacey Herman, Kennedy  
Krieger Institute and Dr. Bradley  
Schlaggar, President and CEO Kennedy  
Krieger Institute



Ms. Karen Foard on Google Meets  
and SES Student Thomas Williamson  
asking his question.



# CARDIN SCHOLAR

*The following 45 students were selected for exemplifying perseverance in the face of adversity and embodying the spirit that everyone can succeed with hard work and support.*

**Sidney Berry**, a student from Harford County Public Schools who attends the Arrow Center for Education – Riverside, will use her scholarship for art classes at Amazing Glaze.

**Tyler Bloom**, a student from Harford County Public Schools who attends the Arrow Center for Education – Riverside, will use his scholarship for physical education at Justin Guy's Summer Sports and Conditioning Program.

**Laurence Brant**, a student from Harford County Public Schools who attends the Arrow Center for Education – Tangram, will use his scholarship for art classes at Artist Tree LLC Camp.

**Amyir Brown**, a student from Prince George's County Public Schools attending the High Road School of Prince George's County will use his scholarship for the ID Tech program for robotics classes.

**Araya Brown**, a student from Prince George's County Public Schools attending the Ridge School, will use her scholarship for equestrian lessons at Kay's Lessons and Training

**Ty'Asia Bryant**, a student from Howard County Public Schools attending the High Road Academy, will use her scholarship for driving lessons at Greg's Driving School of Columbia.

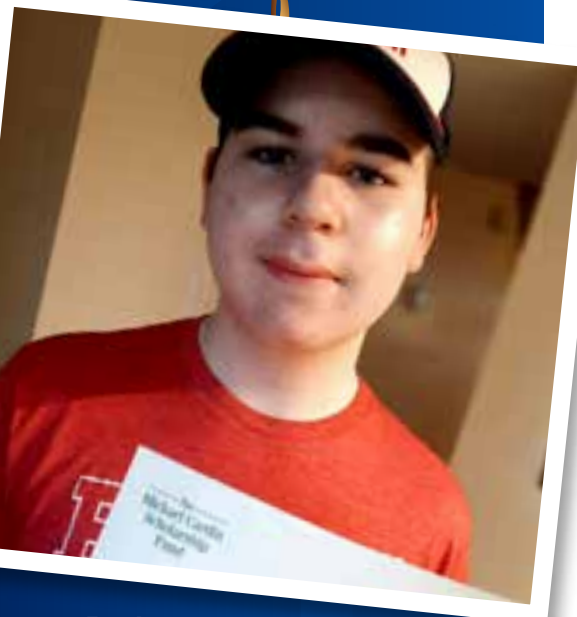
**Matthew Burnett**, a previous Cardin Scholar from Baltimore City Public Schools who attends Baltimore Lab School, will use his scholarship to attend Marine Quest in North Carolina.

**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 University of Maryland – Baltimore County to continue her degree in nursing.

**Cammille Cole**, a student from Baltimore County Public Schools attending the Youth in Transition School, will use her scholarship for a Leadership and Development program at University of Maryland Baltimore County.

**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 Cartoon Capers and Cirque du Fairlee.

**Wyatt Cook**, a previous Cardin Scholar, will use his scholarship to attend the Summer program at the Baltimore Lab School.



Tyler Bloom



# 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 attend Towson University to pursue a Bachelor's of Arts in Art and Design.

**Jordan Creighton**, a previous Cardin Scholar from the Chelsea School, will use her scholarship to attend ADHD College Success Guidance Program.

**Angel Crowder**, a previous Cardin Scholar and a student from Baltimore County Public Schools who attends the St. Elizabeth School, will use her scholarship to attend Summit Camp.

**Isaiah Devone**, a previous Cardin Scholar and a Prince George's County student attending the Pathways Schools – Horizon, will use his scholarship to attend the Young Terps Summer Youth Program.

**Malik Elzey**, a student attending the Sheppard Pratt School and RTC, will use his scholarship to attend the Young People's Studios and Summer Art Camp.

**Ethan Gebreyes**, a student attending the Chelsea School, will use his scholarship to attend the Play-by-Play Sports Broadcasting Camp.

**Jake Griffin**, a previous Cardin Scholar from Montgomery County Public Schools, attending Baltimore Lab School, will use his scholarship for lessons at the Shooting Star Skeet program.

**Prince Gonzalez**, a previous Cardin Scholar, from Prince George's County Public Schools attending Villa Maria School, will use his scholarship for art lessons at Zoll Studio School of Fine Art.

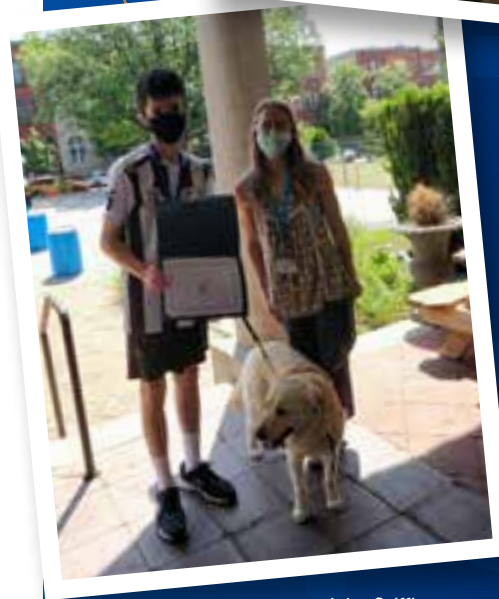
**Julia Gordon**, from Prince George's County Public Schools, attending the High Roads Academy of Prince George's County, will use her scholarship to attend Camp Sloomoo and dance classes through the Creative Dance Center for Hip Hop Dance Camp.

**Kaleb Holt**, a student from Allegany County Public Schools attending the Sheppard Pratt School – Cumberland, will use his scholarship for swim lessons at the YMCA.

**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.

**Alejandra Jones**, a student from Baltimore County Public Schools attending the Baltimore Lab School, will use her scholarship to attend the Genesee Valley Outdoor Learning Summer Camp.

*Ethan Gebreyes*

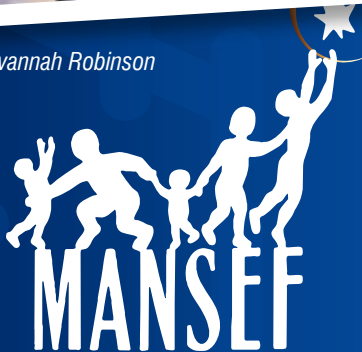


*Jake Griffin*

# CARDIN SCHOLAR



*Savannah Robinson*



*Matthew Burnett*



**Scott Jones**, a previous Cardin Scholar from Harford County Public Schools attending the Sheppard Pratt School – Reisterstown, will use his scholarship to attend Camp Southern Ground Summer Camp.

**Zieon Jones**, a student from Baltimore County Public Schools attending the Villa Maria School, will use his scholarship to attend Tae Kwon Do classes at Perry Hall White Tiger.

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

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

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

**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.

**Shaunna McBride**, from Baltimore County Public Schools who attends the St. Elizabeth School, will use her scholarship to attend The League at Camp Greentop.

**Fernando Perez**, a student from Baltimore County Public Schools attending the Arrow Center for Education – Tangram, will use his scholarship to attend Get Your Art On.

**Aaron Pinder**, a Baltimore City Public Schools student attending the Baltimore Lab School, will use his scholarship to attend Howard County Community College Project Access.

**Christopher Proffitt**, a student from Carroll County Public Schools attending the Villa Maria School, will use his scholarship to attend CCK Martial Arts.

**Malachi Randall**, a student from Baltimore County Public Schools attending the Villa Maria School, will use his scholarship to attend McDonogh School Rising Star Boys Basketball Camp.



# SCHOLARSHIP winners

**Savannah Robinson**, a previous Cardin Scholar from the District of Columbia Public Schools who attends the Chelsea School, will use her scholarship to participate in Lindamood Bell for reading fluency.

**Marciana Selig-Constant**, a student from Baltimore County Public Schools attending the Villa Maria School, will use her scholarship to participate in classes at the Moving Company Dance Center.

**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 The Center Program at Summit Camp.

**Kamryn Smallwood**, a student from Baltimore County Public Schools who attends the Villa Maria School, will use his scholarship to attend the MICA Young People's Studio Summer Art Camp.

**Rayne Spahr**, a student attending the Katherine Thomas Lower and Middle School, will use her scholarship to attend the Katherine Thomas Summer School Program.

**Kyran Steele**, a student who attends Baltimore Lab School, will use his scholarship to attend the Baltimore Lab School Summer Program.

**Skyler Sturgill**, a Baltimore City Public Schools student who attends the Villa Maria School, will use his scholarship to attend a Legos building program at Snapology of Towson.

**Joshua Thomas**, a student from Prince George's County Public Schools attending the High Road Upper School, will use his scholarship for driving lessons at Greg's Driving School.

**Arthur Venable**, a student from Baltimore County Public Schools attending the Villa Maria School, will use his scholarship for music lessons at Musika.

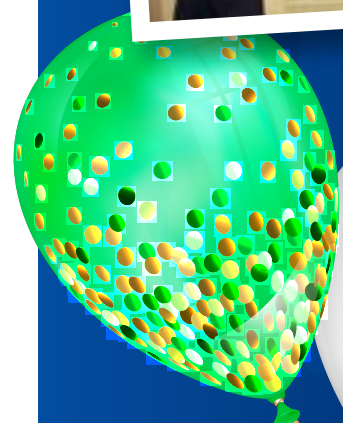
**Rasheed Williams**, a student from Baltimore County Public Schools attending the Villa Maria School, will use his scholarship for art classes at the Zoll Studio School of Fine Art.



Aaron Pinder



Jordan Creighton





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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.



SAVE THE DATE!

# MANSEF VIRTUAL CONFERENCE

FRIDAY, MAY 6, 2022

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## WELCOME NEW BOARD MEMBER

**Renee Flowers** from the Phillips School - Laurel was recently elected to serve on the MANSEF Board of Directors starting in July. Ms. Flowers will assist in guiding the Association's mission to strengthen our collective voice and be the essential resource for the nonpublic special education community. We send our very best wishes to **Sarah Headley Boyd**, who is stepping down from the Board to pursue new opportunities in Virginia.

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