# Plan for Continuity of Learning

During this time of school closures across the country and state, The Maryland School for the Blind (MSB) will continue to provide educational and related services through a variety of delivery methods and modes. Below you will find our plan and options for students accessing services from home.

## IEP Provisions and Team Meetings

Individual Educational Plans (IEPs) should be implemented as written whenever possible through distance education. However, amendments of goals and objectives will be necessary in some cases and will be facilitated through an amendment agreement between the educational team and the parent or guardian. These amendments will be reflected in the student’s file through an amendment plan uploaded to the IEP system. .

Annual IEP meetings will be held through a teleconference platform that will allow for team access through video and/or phone conferencing.

## Educational Programs

* Curriculum and IEP educational services will be delivered through a variety of platforms based on the needs of the student, his or her access to technology and ability to complete tasks with or without support.
* Teachers from each grade level have sent home information about distance learning and will continue to do so throughout this timeframe.  This will include specific assignments, activities, resources, and information. Many of our students will need adult structure and assistance at home, based on their age and ability to work independently. Creating a dedicated space and time for learning in your family routine is highly encouraged.
* Teachers will use a blend of non-tech, as well as asynchronous and synchronous teaching and learning. Asynchronous means teachers and students will not be online at the same time. When a synchronous class occurs, the teacher will notify families when that class will meet.  Some teachers may offer classrooms sessions through video or phone conferencing for students to see their faces or to maintain our classroom and school community.
* Assignments, instructions and support from teachers will be delivered through a variety of delivery methods including Google Classroom, Google Hangouts, Seesaw Learning and others. The system used will depend on the needs of the students and the type of instruction being done. MSB will use systems that maintain the privacy and confidentiality of our students. Zoom is not to be used for student facing meetings.
* Some teachers are creating video tutorials and instructions for students and parents to follow from home. Videos or links to the videos will be sent directly to the parent or student through email.
* Teachers and service providers are also, to the greatest extent possible, providing print and braille materials to those that do not have access to technology. Not all items will be available immediately or at all, but we will make every effort to provide materials to students in the best mode for their learning.
* For students whose classrooms use the Unique Learning System (ULS) teachers will be sending work packets either through the mail, in email or through the ULS online access system. This will be based on the needs of the student and his or her access to technology in the home.
* Teachers will provide, at a minimum, educational activities in the following manner each week: elementary – one to two English/Language Arts or reading, one to two math and one content; elementary special areas – 1 lesson; secondary – one to two lessons per week per course. These will be a combination of curriculum-based instruction and instruction to address IEP goals and objectives.

## Grading and Progress Monitoring

Students who typically receive a number or percentage grade will receive a grade of “Pass” or “Incomplete”. In order to earn a Pass, students are expected to participate in the course via computer, phone, and/or complete paper-based assignments with the teacher at least 50% of the scheduled times, as determined by the teacher. The student is expected to submit at least 50% of all assignments. If circumstances do not allow a student to complete or participate in their assigned courses, the student will receive an “I” (incomplete) for the 4th quarter and have the opportunity to change their grade to a Pass if they turn in the expected work load by the end of the first month of school, for the 2020-2021 school year. If the student does not complete assigned work as listed above, their grade may be changed to an “F” for the 4th quarter. Students and parents are encouraged to discuss needs and challenges with teachers as soon as they can so that a solution can be found that will help the student.

Students who typically receive a grade of Pass/Fail will continue to do so. Grading expectations will be determined by the teacher in partnership with the parent/guardian.

Students and/or guardians should reach out to the student’s case manager or an administrator, if they foresee any challenges in being able to participate in courses or fulfill the assignments.

## Related Services

* Tele-therapy will be provided through Google Meets, a HIPPA-secure platform that allows for video and/or audio interaction between therapist and student.
* Related service activities not requiring a HIPPA-secure platform may be provided in a variety of formats, based on the needs of the student, his or her access to technology and his/her ability to complete tasks with or without support.
* To the extent possible and to the extent necessary for the student to access his/her distance education program, related service objectives will be implemented as stated in the IEP
* To the extent possible and to the extent necessary for the student to access his/her distance education program, related services will be implemented with the frequency and duration indicated in the IEP.
* In some cases, IEP services may be delivered to students indirectly, that is, the related service provider may provide training to the parent versus working directly with the student.
* Changes to the IEP, including direct to indirect, adjustments to goals, objectives, frequency and/or duration will be made through agreement with the parent and reflected in the IEP Prior Written Notice (PWN).
* In situations where related services cannot be provided as indicated in the IEP, service providers will provide the student/family with activities, tasks, and/or strategies that support the student’s continued development in indicated areas. In some situations, this may include providing instruction in other areas of the Expanded Core Curriculum (ECC) in an effort to continue providing the student with instruction and resources related to his/her independence
* Support to families may be in the form of phone contact, video demonstration/observation, print/braille packets, and/or email.
* Some related services will be integrated and presented within the context of the educational program; e.g., seating strategies, use of adapted equipment, and communication systems may be facilitated by the teacher in the context of the educational program rather than through an independent session with a therapist. To the extent possible and to the extent it is useful for the student, equipment and devices necessary for students to access their educational program will be sent home to students/families.

## Social Work and Psychology Support

* Support phone line (410.444.5000, ext 1249)
* Messages left on this number will be returned by a social worker or psychologist within 24 to 48 hours.

## Family and Community Support

* Facebook groups
	+ Parent group – parent support groups, provision of resources, informal opportunities for parents to connect
	+ Student group – In addition to the provision of a site for informal student connection, Recreation and Activity Specialists will lead weekly on-line social opportunities for students
	+ Staff group

## Residential-based Services

* Residential staff will work with the teacher/case manager to determine methods for providing support/ information to students/families. This includes, but is not limited to, the following:
	+ Provision of task analyses, strategies for implementing residential objectives at home
	+ Contact with students/families at least once a week to answer questions/problem-solve issues related to implementing the students’ residential objectives at home.
* Weekly resources in the area of living skills will be offered to families through a variety of formats, e.g., email, print/braille packets, video demonstrations/observations, on-line resources.
* Given the nature of residential services, goals/objectives may need to be provided indirectly through training and consult with the parents/family.
* Change from direct to indirect service will be amended in the IEP as identified in the PWN

## Scheduling

As many parents are working from home during this time, scheduling for classes, 1:1 instruction and related services will be determined by the teacher or service provider in consultation with the parent or student in order to determine times and weekly schedules that work best for the parents, teachers and related service providers.

## Equity

In all areas listed above, MSB teachers, related service providers and other staff will work to ensure that all students have equal access to instructional materials regardless of access to technology or on the basis of a student’s disability. If a student requires an alternative form of access, the parent or guardian should contact his or her child’s teacher to discuss options.

## Outreach Services

### Non-contractual Services

Outreach staff continue to be available to offer consultative services to support local systems in IEP implementation and parents. This can include:

* Individual consultation by videoconferencing or phone conferencing.
* Scheduled open Q&A sessions to support LSS with delivering distance learning to students
* Scheduled open Q&A sessions for parents around promoting skills at home

## Tools and Resources

### [Google Classroom](https://support.google.com/edu/classroom/?hl=en#topic=6020277)

Google Classroom makes teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication. Educators can create classes, distribute assignments, send feedback, and see everything in one place. Classroom also seamlessly integrates with other Google tools like Google Docs and Drive. You can also access this [Quick start](https://docs.google.com/presentation/d/1Uq4d_woBqHoKufdJsx2JhDKcd5L-MIggOHN7n7IogS8/mobilepresent?slide=id.p9) guide for tips to get your classroom set.

### [Google Meet](https://gsuite.google.com/products/meet/)

Google Meet is a video conferencing app. It is the business-oriented version of Google's Hangouts platform and is suitable for businesses of all sizes. The solution enables users to make video calls with up to 30 users per high-definition video meeting**.** To get started, go to the [Google Meet support page](https://support.google.com/a/users/answer/9282720?hl=en).

### [Google Hangouts](https://support.google.com/hangouts/?hl=en#topic=6386410)

Use Hangouts to keep in touch. Message friends start free video or voice calls, and hop on a conversation with one person or a group.

* Include all your friends with group chats for up to 150 people.
* Say more with photos, videos, maps, emoji, stickers, and animated GIFs. Turn any conversation into a free group video call with up to 10 friends.
* Keep in touch with friends across Android, iOS, and the web, and sync chats across all your devices.
* Message friends anytime, even if they’re offline.
* Snooze your notifications so you can respond later.
* See what you chatted about in the past, including shared photos and your video call history.
* Keep a record of any conversation for just a short period of time by turning history off.
* Connect your Google Voice account to make calls, send and receive

### [Google Voice](https://support.google.com/voice/?hl=en#topic=1707989)

With Google Voice, you get a free phone number for calls, text messages, and voicemail. You can use the apps on smartphones and computers, and you can link your number to any mobile or landline number.

### [Office 365](https://www.microsoft.com/en-us/education/products/office/default.aspx)

Students and educators at eligible institutions can sign up for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. All you need is a valid school email address. It’s not a trial – so get started today.

### [Webex](https://www.webex.com/)

Video and phone conferencing with free or paid account options.

### [Remind](https://www.remind.com/teachers)

Texting and two-way messaging app for phone and PC. Allows communication with parents and students without sharing personal phone number. Remind will also translate messages into a variety of languages.

### [Free wifi](https://www.internetessentials.com/)

As the country deals with the effects of the Coronavirus (COVID-19), Comcast is taking immediate steps to help connect more low-income families to the Internet at home. Effective Monday, March 16, 2020, new Internet Essentials customers will receive two free months of Internet service. We are also increasing the speed of the program to 25 Mbps downloads, and 3 Mbps uploads for all new and existing customers.

After your first two free months expire, you can either cancel the service (which you can do at any time) or keep it as a regular paying Internet Essentials customer. You will receive an easy to use self-install-kit that includes a cable modem (to receive service at your home) with a WiFi router (to connect your devices without wires). There is no term contract or credit check and no shipping fee for equipment.

### [Seesaw](https://web.seesaw.me/)

Student-driven digital portfolios and remote learning. Early Learning program will be using Seesaw for instruction.

### [ClassDojo](https://www.classdojo.com/remotelearning/)

ClassDojo helps you instantly communicate and engage with all families and students, so you can keep building those relationships while school is closed.

### [Edmodo](https://go.edmodo.com/distancelearning/?utm_source=main&utm_medium=visitor-site&utm_campaign=2020-q1-teacher-distance-learning&utm_content=banner)

Distance Learning Toolkit

As the COVID-19 virus continues to spread and impact school communities, we want to do what we can to help. Teachers, students, and parents can use Edmodo to communicate and continue education—always for free—even when in-person learning isn’t possible.

### [Flipgrid](http://www.flipgrid.com)

Online meeting space for teachers and students to create video and text that can be shared with classes, schools or communities.

### [Newsela](https://newsela.com/about/solutions/?utm_source=google&utm_medium=paid-search&utm_campaign=DMG-OA-2020-Q1-Monarch-DEG&utm_content=nonoffer&gclid=Cj0KCQjwx7zzBRCcARIsABPRscPAQlOTMR1fMCU119PjlI9jywhp-pwmF0jzrJYkMoILkGyiBYdSxy0aAt6REALw_wcB)

Newsela is offering free access to all content during school closures.

Newsela is a data base of current events stories tailor-made for classroom use. Indexed by broad theme (e.g. War and Peace, Arts, Science, Health, Law, Money), stories are both student-friendly and can be accessed in different formats by reading level. Use Newsela to differentiate nonfiction reading. Newspaper writers rewrite a story four times for a total of five Lexile levels per story. All articles have embedded, Common Core aligned quizzes that conform to the reading levels for checking comprehension. An account is required to use Newsela, both for teachers and for students, but students sign up using a teacher or parent provided code rather than an email address. Teachers can create classes and assign reading-level specific articles to individual students or download printable PDF copies of the article in any of its reading-level versions. There is an upgraded fee-based Pro Version which allows teachers or administrators to track reading progress and students to take constructed response writing assessments, but many of the features are free and there is no outside advertising.

### [Khan Academy](https://www.khanacademy.org/)

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We've also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content.

### [ObjectiveEd](https://blog.objectiveed.com/2020/03/16/objectiveed-free-distance-learning-through-end-of-school-year/)

We are providing free access to our digital curriculum to schools and teachers to use with their students with vision impairments through the end of the current 2019/2020 school year.

ObjectiveEd’s distance learning help students practice many of the **Expanded Core Curriculum**, with skill-building games for **Orientation and Mobility**, **Assistive Technology** and **Braille Literacy**.

For example, students can improve their early braille literacy skills using ObjectiveEd’s **Braille Sheets**, where you place a sheet of braille on an iPad, and the iPad knows what’s on that sheet, and students play a game that improves their braille skills.  ObjectiveEd won the **Louis Braille Touch of Genius award** for Braille Sheets, as well as awards from the **American Council of the Blind**.

For advanced braille literacy skills, ObjectiveEd provides **Braille AI Tutor**, funded by a **Microsoft AI for Accessibility grant**.  As a child reads from their refreshable braille display, they speak as they read.  Using speech recognition, Braille AI Tutor listens to their speech, converts it into text, and compares that text to the original sentence sent to the braille display.  If they are the same, the child has decoded and read the sentence correctly.  This enables a child to practice their braille literacy remotely, between sessions with their itinerant teacher.

ObjectiveEd’s Orientation and Mobility games include building directionality skills, wayfinding skills, audio location and timing skills, sequencing, categorization, identification and memory.

### [Lakeshore Learning](https://www.lakeshorelearning.com/resources/free-resources?utm_content=B_A_FreeResources&utm_campaign=20200220_1689045_RetailWebSplit&utm_medium=email&utm_source=sf&sfid=gscojlol4gQ%3d&sfmc_j=1291&sfmc_s=7132675&sfmc_l=23&sfmc_jb=2479&sfmc_mid=110006712&sfmc_u=80270)

Free resources from Lakeshore Learning.

### [ReadTheory](https://readtheory.org/)

Improve your students’ Reading Comprehension. It’s free.

Personalized reading comprehension exercises for
K-12 and ESL students.

### [Paths to Literacy](https://www.pathstoliteracy.org/blog/coping-school-closures-during-covid-19?utm_medium=email&utm_campaign=Coping%20with%20School%20Closures&utm_content=Coping%20with%20School%20Closures%20CID_2c035826c8f20438801859518aa83bf0&utm_source=Paths%20to%20Literacy%20Newsletter&utm_term=More%20on%20Coping%20with%20School%20Closures)

Coping with school closures due to COVID-19. Lots of resources for online instruction and activities for students at home.

This is a frightening time for people throughout the world as the COVID-19 turns our routine lives inside out.  There is uncertainty for ourselves and our loved ones, and we are caught without having had time to get services in place for children with visual impairments. Fortunately, teachers, Orientation and Mobility specialists, parents, and others are rising to the occasion to share ideas and resources to help us all get through this!

### [National Homework Hotline for Blind/Visually Impaired Students](https://www.pathstoliteracy.org/resources/national-homework-hotline-blindvisually-impaired-students-nhh-bvi)

Homework telephone hotline for blind/vision impaired students in grades K-12 experiencing emergency school closures due to COVID-19.

### [VI Distance Learning Ideas](https://docs.google.com/document/d/1H589lC0M3s1C-lCeqkLoFoU_H7XkPuxC2iuET6IUbuQ/mobilebasic)

A list of distance learning ideas compiled by a Teacher of Students with Visual Impairments.

### [Hadley Institute Discussion Groups](https://hadley.edu/discussions/?utm_source=ESS+Learner+List&utm_campaign=8ce1f86770-3-16-2020-discussion-groups&utm_medium=email&utm_term=0_01363d0cec-8ce1f86770-47976657&mc_cid=8ce1f86770&mc_eid=9a9429ef05)

A variety of regular discussion groups that can be accessed free of charge by phone or computer

### [Virtual Book Club for Kids](https://www.virtualbookclubforkids.com/)

Weekly theme, with a featured book that you and your toddler/preschooler/kindergarten can share plus 5 simple activities that are easy to do at home.

### [Free Family Dinner Book Club](https://growingbookbybook.com/family-dinner-book-club/)

Share a great story, great art, great conversation and great food each month. A variety of picture books and chapter books chosen for your enjoyment. The project is perfect for children ages 4-8, but can easily be adapted for younger and older children.

### [PBLWorks](https://www.pblworks.org/)

Online resource for Project-based Learning

### [Corbett Harrison](http://corbettharrison.com/)

Free writing lessons and resources for writing teachers

### [Scholastic](https://classroommagazines.scholastic.com/support/learnathome.html?eml=SBC/e/20200323////28420_Z-PAR/////&ET_CID=20200323_SBC_PopUpShop_Z-PAR_RET_28420&ET_RID=1155653168)

Free remote teaching resources for K-12

### [PBSKids](https://pbskids.org/)

Educational games and videos from PBS Kids.

### [Virtual Expanded Core Education Learning (ExCEL) Academy for Students with Visual Impairments](https://www.pathstoliteracy.org/resources/virtual-learning-academy?fbclid=IwAR0brdmDwpPXlXQqxpvSYW4cujzm-Tr-FRptaInnULZiWTwWoruLXIJZH1w)

In this time of need, if you are looking for ways to provide virtual services or activities for your student or child who is visually impaired, please join us for the launch of free nationwide programming. We hope to offer engaging lessons for students with a variety of abilities. We also hope to model ways that online learning could be used for services. We understand that children’s needs are unique and that lessons may not apply for all kids, but we are dedicated to working out a plan to provide as much as we can. A schedule will be coming out shortly with a list of instructors’ names and topics.

### [Teaching Students with Visual Impairments Guide to Online Instruction](https://www.teachingvisuallyimpaired.com/online-instruction.html)

We are in an unprecedented time in our lives where many schools are closing or moving to online instruction. To support you as you transition into this new means of providing instruction, I have put together this page to provide you with strategies and resources. As I discover resources and develop activities, I will continue to share them with you.

### [Teaching Special Education Online During COVID-19](https://cec.sped.org/teachingonlineduringcovid19)

Webinar presented by CEC and associated [tools and resources](https://cec.sped.org/~/media/Files/Resources/Best%20Practices%20for%20Educating%20Online.pdf). The linked PDF gives an extensive list of tools and options for student, parent and teacher engagement.

### [Parent-Created Schedule for Home-Based School Activities](https://www.pathstoliteracy.org/blog/parent-created-schedule-home-based-school-activities?utm_medium=email&utm_campaign=Coping%20with%20School%20Closures&utm_content=Coping%20with%20School%20Closures+CID_2c035826c8f20438801859518aa83bf0&utm_source=Paths%20to%20Literacy%20Newsletter&utm_term=Parent-Created%20Schedule%20for%20Home-Based%20School%20Activities)

From Paths to Literacy

### [Scholastic Learn At Home](https://classroommagazines.scholastic.com/support/learnathome.html)

Even when schools are closed, you can keep the learning going with these special cross-curricular journeys. Every day includes four separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers. Just find your grade level and let the learning begin!

### [Story and Song Videos for Students with CVI](https://www.youtube.com/channel/UC-wZA4w-_Lz4_N_71vCzXLA/videos?app=desktop)

Short story and song videos with visual modifications for students with CVI.

### Dynamic Learning Maps At-Home Learning Resources

With an increased demand for resources to use in at-home learning settings, the Dynamic Learning Maps® (DLM) Consortium offers the following list of resources and ideas on using them. These suggestions are offered in appreciation for the work that our teachers do every day to assure that their students with significant cognitive disabilities are engaged, focused, and learning.

[Tar Heel Reader](http://tarheelreader.org)

Tar Heel Reader is an online collection of free, easy-to-read, and accessible books on a range of topics. Each book can be read using built-in speech synthesis and accessed using multiple interfaces including touch screens, switches (1-3), and eye-gaze. Read books without registering. To write books, request an access code at tarheelreader@cs.unc.edu.

Tar Heel Shared Reader uses books from the Tar Heel Reader library and includes on-screen communication supports. Read books without registering. To add comments to books, request an access code at tarheelreader@cs.unc.edu. To learn more about using Tar Heel Shared Reader during shared reading, check out <http://sharedreader.org>.

Shared Reading Vignettes

Grade 3 Shared Reading Vignette [My Father’s Dragon Unit](https://www.dropbox.com/s/yve404q8bjuk39n/Shared%20Reading%20Vignette%20%28Grade%203%29.pdf?dl=0) – [“Wild Island”](https://tarheelreader.org/2014/04/11/wild-island-2/)

Grade 4 Shared Reading Vignette [The Birchbark House Unit](https://www.dropbox.com/s/6sud4s263mqbm38/Shared%20Reading%20Vignette%20%28Grade%204%29.pdf?dl=0) – [“Omakayas”](http://tarheelreader.org/2014/04/11/omakayas-2/)

Grade 5 Shared Reading Vignette [The Secret Garden](https://www.dropbox.com/s/4dpvwgaehoaxgnm/Shared%20Reading%20Vignette%20%28Grade%205%29.pdf?dl=0) – [“Families”](https://tarheelreader.org/2019/12/04/families-17/)

Grade 7 Shared Reading [Vignette Hatchett](https://www.dropbox.com/s/lu21u4gt9q06cr8/Shared%20Reading%20Vignette%20%28Grade%207%29.pdf?dl=0) – [“Moose”](https://tarheelreader.org/2014/04/11/moose-6/)

Grade 9-10 Shared Reading Vignette [The White Heron](https://www.dropbox.com/s/2e05jltroro7bfg/Shared%20Reading%20Vignette%20%28Grade%209-10%29.pdf?dl=0) – [“Making a Dress”](https://tarheelreader.org/2014/04/11/making-a-dress-2/)

Grade 11-12 Shared Reading Vignette [To Kill a Mockingbird](https://www.dropbox.com/s/6gc6wl6vrvffpjb/Shared%20Reading%20Vignette%20%28Grade%2011-12%29.pdf?dl=0) – [“Dad Loved the Farm”](https://tarheelreader.org/2014/04/11/dad-loved-the-farm-2/)

These vignettes describe what a shared reading interaction might look like between an adult and a student with significant cognitive disabilities. These vignettes are especially helpful to those trying to engage in shared reading with children/students who have limited means of communication.

[DLM Familiar Texts](https://dynamiclearningmaps.org/erp_ie)

DLM alternate assessments use specific "familiar texts.” These books include fictional stories and informational text. The books are organized by grade level. They can be read in Tar Heel Reader or Tar Heel Shared Reader if a student needs communication support.

[Science Instructional Activities](https://dynamiclearningmaps.org/sci_resources)

These science activities support teachers who are using DLM science Essential Elements during instruction. Model activities for each grade band (elementary, middle, and high school) are included and can be adapted for use at home.

[Storyline Online](https://www.storylineonline.net/)

Storyline Online streams videos featuring famous actors reading children’s books. Children can see the book pages and read along with these award-winning books. Children of all ages and their parents will find new books to love and old favorites on this site.

[Precursor Essential Element Descriptions](https://www.dlmpd.com/initial-and-distal-precursors/)

This document lists Essential Elements with descriptions of the connection between Initial and Distal Precursors for both mathematics and ELA; includes links to helpful instructional suggestions and tools including the familiar texts listed above.

[Project Core](http://project-core.com)

This site provides communication supports for students as well as training and resources for adults. Project Core features a set of 36 core vocabulary words that reflect the DLM First 40, which are highlighted throughout the DLM system. This resource will be especially helpful to families and teams supporting students who are home without a means of communication and interaction.

[Writing Supports](https://www.dlmpd.com/writing-resources/)

Check out these resources to support writing with an alternate pencil. Then, support the student in deciding what or whom to write about before selecting letters that you record. You can learn more about supporting writing in the learning modules at <http://dlmpd.com>.

[Teacher Learning Modules for ELA, Mathematics, and Science](https://www.dlmpd.com/all-modules-in-alphabetical-order/)

These modules are available in online, on-demand formats to help adults understand how to teach ELA, mathematics, and science to students with significant cognitive disabilities. They were designed primarily for teachers, but have been used with great success by parents.

## Contact Information

Your primary point of contact continues to be your child’s teacher, but you may feel free to reach out to those listed below as well.

### Director of Education

Joshua Irzyk, joshuai@mdschblind.org

### Director of Residential and Related Services

Maureen Bisesi, maureenb@mdschblind.org

### Early Learning Coordinator/Principal

Karen Frank, karenf@mdschblind.org

### Principal, Autism Blind and Functional Academic Programs

Carol Seckington, carols@mdschblind.org

### Principal, General Academic Program

Nicholas Pagani, nicholasp@mdschblind.org

### Principal, Multiple Disabilities Program

Phyllis Simmons, phyllis@mdschblind.org

### Director of Statewide Outreach Services

Ruth Ann Hynson, ruthh@mdschblind.org