WHO WE ARE
The Maryland Association of Nonpublic Special Education Facilities (MANSEF) is a non-profit organization of special education schools which are approved by the Maryland State Department of Education, created to promote quality services for children and youth with disabilities. We serve more than 3,000 students between 2 and 21 years of age.

VISION STATEMENT
To realize optimum growth for students with special needs and to advance support to their families by ensuring access to a full range of educational opportunities

MISSION STATEMENT
MANSEF is the collective voice and essential resource for the nonpublic special education community to champion the continuum of services for students with special needs.

WHAT WE DO
MANSEF is committed to creating optimum educational opportunities in the least restrictive environment for all Maryland children and youth with disabilities. MANSEF unites a diverse community of educators, professionals, and parents into an accessible, visible, and effective organization that champions the continuum of services for special needs children and adolescents in Maryland.

WHO WE SERVE
MANSEF schools provide services for children and youth between 2 and 21 years of age who have at least one of the following cognitive, physical, sensory, emotional and/or behavioral disabilities:

01 – intellectual disability
02 – hearing impairment
03 – deaf
04 – speech or language impairment
05 – visual impairment
06 – emotional disability
07 – orthopedic impairment
08 – other health impairments
09 – specific learning disabilities
10 – multiple disabilities
12 – deaf-blindness
13 – traumatic brain injury
14 – autism
15 – developmental delay
HOW TO USE THIS DIRECTORY

MEMBER SCHOOL BY NAME: Use the Table of Contents – Alphabetical by School Name on pages 1 – 2.

MEMBER SCHOOL BY LOCATION: Use the Table of Contents – Geographical by County on pages 3 - 5.

MEMBER SCHOOL BY DISABILITY SERVED: Use the Table of Contents – By Disability Served on pages 6 -11.

MEMBER SCHOOLS OFFERING RESIDENTIAL: Use the Table of Contents – Schools with a Residential Component on page 12.

Individual school program descriptions begin on page 13.

To learn about how the special education process works in Maryland, read the information provided in the section titled “Understanding Special Education and Advocating for Your Child” on pages 117 - 120.

To reference regulations and COMAR Citations refer to pages 121 - 127

To learn more about Advocates, Attorneys and Educational Consultants available to help you understand the special education process, refer to the Appendix on page 128 - 129.

To find out more about the Additional Resources available to families with special needs students, refer to the Appendix on page 130.

This directory can be downloaded from our web site at www.mansef.org.

The MANSEF Directory (print version) is published in September of each year. Changes or revisions during the school year are posted on our web site and can be found at www.mansef.org
An Important Message About Nonpublic Special Education

The Friends of MANSEF serves in an advisory capacity to the MANSEF Board of Directors for two purposes: (1) to address matters of family involvement and communication, and (2) to act as a core group of advocates to help educate government leaders, policy makers and members of the general public about the educational needs of children with disabilities.

All parents are concerned about the quality of their child’s education, including parents of children with special needs and learning challenges. If your child has special needs and you have concerns regarding the appropriateness of the instruction your child is receiving, you have the right to discuss the possibility of her/his placement in a nonpublic special education school.

Key Points:

1) Nonpublic schools are vital to the fulfillment of IDEA, the Individuals with Disabilities Education Act. IDEA mandates a “continuum of alternative placements to meet the needs of children with disabilities for special education and related services.” Nonpublic schools are one component in that continuum, and fulfill a unique and essential role in meeting some students’ particular educational needs. Nonpublic schools serve an important role for Maryland to comply with federal law regarding education for special needs students. IDEA does not require every child to be placed in the public school classroom.

2) Nonpublic schools are uniquely equipped to provide the specific, multidisciplinary, frequently intensive resources students with special needs require. The scope and depth of staff expertise afford specialized, integrated programming that goes beyond academic education and encompass the social and emotional well-being of each student. In addition to the skilled, highly trained teachers and related service providers, nonpublic schools are staffed to provide other such critical services as behavior programs, crisis management and medical attention.

3) The least restrictive environment (LRE) is different for every student as outlined in IDEA and a nonpublic special education school may be the LRE for some students. The LRE is where the child’s educational needs can be met. LRE does not consider whether a public school, nonpublic special education school or a disability-only charter school operates the classroom. A separate public-based program is not less restrictive than a nonpublic special education school. LRE is not simply a matter of keeping students in local public schools. The least restrictive and appropriate placement for a student must have all necessary supports and services to enable him or her to learn and to fully participate as a valued member of the school community. Students should not need to fail in a less restrictive placement before a nonpublic program is provided.

“My son’s ability to successfully obtain competitive employment in the community and to successfully participate in a variety of community activities was made possible because of the intensive services and supports he received in a nonpublic program during his high school years.”

—Linda Carter-Ferrier, parent
4) Partnering is powerful. Nonpublic special education schools have reached out to public school systems to create partnerships that bring the highly regarded expertise and experience of MANSEF into local public schools via programming housed within those settings. Our goal is to implement specialized programs to support the educational success of students with special needs.

5) Placement must be individually determined. A local public school system cannot unilaterally decide to bring all students placed at a nonpublic special education school back to an in-district program, nor can it decide that all students with a particular disability must be educated within its schools. IDEA requires the placement decision for each student to be made individually by the IEP team. Parents are a part of the process.

6) Benefits of nonpublic special education. Students feel much more included and valued when they are truly part of their school community. In nonpublic special education schools, students have a real opportunity to fully participate in all aspects of school life—from sports, clubs, plays and school government to talent shows and the prom. They participate, not by being “assigned to a peer” or as someone’s “buddy,” but as a person, an individual—and often, as the leader.

7) Location of program is NOT an outcome. MANSEF collects data on what happens to students after they leave nonpublic schools. Recent data show that at least 85 percent of students in elementary and middle schools advance to the next grade each year with proficiency in curriculum-taught subjects; 63 percent of graduates have successfully enrolled in post-secondary education institutions or technical school and apprenticeship settings—nearly 20 percent higher than the national rate. Nonpublic special education school graduates go to college, trade schools, jobs and the military, and are linked with post-secondary service providers at impressive rates. It is the outcome that matters—not just where the services are delivered. (For more results, please see the MANSEF post-secondary outcomes study at www.MANSEF.org.)

8) Nonpublic special education is NOT more costly. This has nothing to do with LRE, but it has been the focus of many decisions that deny a student’s necessary services. Nonpublic special education schools deliver the mandated services in a way that is cost-effective, efficient and beneficial to the students. The nonpublic special education schools are financially responsible providers of vitally needed educational services delivered in small therapeutic settings that are community based—unlike their public school partners, which serve up to hundreds or thousands of students in one building.

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Please contact us if you have any questions:
Linda Carter-Ferrier – theferriers@earthlink.net
Laura Russell – laurainmd@gmail.com

For a directory of schools, visit www.mansef.org
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Program Descriptions
The Arrow Center for Education

1605 Cromwell Bridge Road  County in Which Program is
Baltimore, MD  21234-1416  Located:  Baltimore

Phone:  410-882-9133  Fax:  410-663-7092  Website:  www.arrow.org

Referral Contact(s):  Sue Barnes

MSDE Approval Category:  TYPE I Special Ed and TYPE III

Disabilities Served:  06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility:  45
Ages Served:  11 - 21
Grade Range:  6 through 12
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:30 a.m. to 3:00 p.m.
Length of School/Program Year:

10-month ( )  11-month ( )  12-month ( X )  extended school year ( )
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Arrow Center for Education is a small, nurturing, structured and supportive, self-contained middle and high school program that provides special education and clinical services to students who are primarily emotionally disturbed and in many cases may also have specific learning disabilities or mild intellectual limitations.  The curriculum includes English, language arts, math, science, social studies, physical education and electives.  The vocational program allows graduating seniors to complete their requirements for a high school diploma.

Related Services:  Individual, group, and family therapy are integrated into the program design.  Speech and language services, physical therapy, occupational therapy, psychological consultation, psychiatric evaluations and medication management are provided on a contractual basis as needed.  A full time registered nurse is also available.
The Arrow Center for Education Fair Meadows Campus

2416 Creswell Road
Bel Air, MD  21015-6508
Phone:  410-734-0560
Fax:  410-734-0561
Website:  www.arrow.org

County in Which Program is Located:  Harford

Referral Contact(s):  Kate Corbin

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility:  45
Ages Served:  11 - 21
Grade Range:  6 through 12
Private Pay Students Accepted:  Yes ( ) No (X)
Setting:  Day (X) Residential ( )
Before and/or After School Program:  Yes ( ) No (X)
Nurse on-site either part-time or full-time:  Yes (X) No ( )
Building and classrooms wheelchair accessible:  Yes (X) No ( )
Hours of Operation for school day:  9:45 a.m. to 4:15 p.m.
Length of School/Program Year:
  10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
  4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description:  The Arrow Center for Education is a small, nurturing, structured and supportive, self-contained middle and high school program that provides special education and clinical services to students who are primarily emotionally disturbed and in many cases may also have specific learning disabilities or mild intellectual limitations.  The curriculum includes English, language arts, math, science, social studies, physical education and electives.  The vocational program allows graduating seniors to complete their requirements for a high school diploma.

Related Services:  Individual, group, and family therapy are integrated into the program design.  Speech and language services, physical therapy, occupational therapy, psychological consultation, psychiatric evaluations and medication management are provided on a contractual basis as needed.
The Arrow Center for Education Tangram

8800 Orchard Tree Lane, Suite 8824-30
Towson, MD 21286

Phone: 410-657-2330
Fax: 410-663-7092
Website: www.arrow.org

Referral Contact(s): Beth Plumb

MSDE Approval Category: TYPE I Special Education

Disabilities Served: 08-other health impaired, 09-specific learning disability, 10-multiple disabilities and 14-autism

Capacity of Facility: 45
Ages Served: 8-21
Grade Range: 3-12
Private Pay Students Accepted: Yes ( ) No (X)
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:45 to 3:15

Length of School/Program Year:
- 10-month ( )
- 11-month ( )
- 12-month (X) extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: The Arrow Center for Education Tangram is a private separate day school designed to provide full-day special education and related services to a maximum of 45 students ages 8 to 21. Elementary School grades 3 through 5, middle school grades 6 through 8, and secondary school grades 9 through 12 are offered at The Arrow Center for Education Tangram.

The primary goal of the educational program is to help students reach their potential in the areas of academics, behavior, social skills, and life skills. Educational, emotional, and behavioral growth is achieved in the context of a well-structured environment. Additionally, each student's individual educational programming is created and implemented in the context of the whole child, with an emphasis on the student’s ability to access instruction and skills needed for long-term success. The school employs evidence-based practices such as those established through Applied Behavior Analysis. In this therapeutic, treatment-oriented context, each student is tested, identified, and treated as a unique, individual learner.

Related Services: Clinical, speech/language, occupational therapy, and one to one services are integrated within the program design. Service delivery occurs in the classroom in a collaborative model with the special educator and the related service provider.
The Baltimore Academy

3800 Frederick Avenue
Baltimore, MD 21229-3618

County in Which Program Is Located: Baltimore City

Phone: 410-233-8404, X142
Fax: 410-233-0278
Website:

Referral Contact(s): Kate Moxley
Mundrae White

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disability
Capacity of Facility: 45
Ages Served: 12 - 18
Grade Range: 6 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:30 a.m. to 2:30 p.m.

Length of School/Program Year:

10-month ( ) 11-month ( ) 12-month ( X ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Baltimore Academy is a 12-month school program serving students with emotional disabilities in grades 6 - through 12. Students with secondary conditions such as learning disabilities, mild mental retardation, substance abuse, and/or physical disabilities also receive specialized instruction and services. A wide range of instructional and related services are available.

The Baltimore Academy’s goal is to provide sound educational experiences, which ensure learning for every student by using state-of-the-art materials and teaching strategies. We seek to provide course work and other services to move students toward high school graduation while supporting the overall treatment goals, which led to their placement at the Academy. Finally, we strive to prepare students for successful adjustment to future educational placements in less restrictive settings.

Related Services: Social work, psychological consultation, psychiatric consultation, speech and language services, drug and alcohol counseling.
Baltimore Lab: a Division of the Lab School of Washington

2220 St. Paul Street
Baltimore, MD 21218

Phone: 410-261-5500
Fax: 410-366-7680
Website: www.baltimorelabschool.org

County in Which Program is Located: Baltimore City

Referral Contact(s): Jennifer Kelleher (410-735-0020)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04 – speech or language impairment, 08- other health impairment, 09-specific learning disabilities

Capacity of Facility: 150

Ages Served: 6 - 19

Grade Range: 1 through 12

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes (X) No ( )

Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:00 a.m. – 3:15 p.m. 8:00 a.m. to 12:30 (w)

Length of School/Program Year:

10-month (X) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school (X) 5-week summer school ( ) 6-week summer school ( )

Program Description: From first grade through high school, Baltimore Lab School provides a dynamic, stimulating environment that fuels the quest for knowledge. Our award-winning curriculum is multisensory, experiential and challenging. Students benefit from small classes and an exceptionally low teacher/student ratio. Individual attention, recognition, and positive reinforcement give young learners the support they need to succeed academically and socially.

Related Services: Speech/language pathology, occupational therapy, psychological services.
The Benedictine School

14299 Benedictine Lane
Ridgely, MD 21660-1434

Phone: 410-634-2112
Fax: 410-634-2640
Website: www.benschool.org

Referral Contact(s): Jodi King – Education Director
Julie Hickey – Principal
Cindy Thornton – Admissions Coordinator

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism
Capacity of Facility: 78 residential; 8 day
Ages Served: 5 - 21
Grade Range: non-graded
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential (X)
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. to 3:00 p.m.

Length of School/Program Year:
10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Benedictine School is a 12-month day and residential facility for autistic, intellectually disabled, and multi-disabled children and youth, ages 5 to 21. Founded by the Benedictine Sisters, the school is located on 500 acres in Caroline County on the Eastern Shore of Maryland.

Benedictine provides an individualized and multi-disciplinary approach with regular communication and collaboration amongst all team members – school, residential, therapists, family, local school systems and placing agencies. The mission of The Benedictine School is to assist individuals with disabilities in becoming as independent or semi-independent as possible; to make wise use of leisure time; and to live and work in a community setting.

These goals are achieved through educational, social, and vocational tasks. Services are provided in a highly structured, highly supervised educational and residential setting. Environmental structuring of physical spaces is provided to maintain safety and includes study carrels, quiet areas, and sensory rooms. On-site supports to assist students with behavior management and crisis intervention are integral parts of our program. Small class sizes and a high staff student ratio (1:3 or better) is provided.

Learning is enhanced by the variety of settings available. These include large classrooms, therapeutic room, sensory areas, motor room, full size gymnasium, indoor pool, computer lab, updated playground and athletic fields, and both on-and-off campus living environments.
Career development and vocational programming are offered in several on-site stations and in several off-site stations that are identified based on the individual needs of the student.

Residential placement is available for students who need a 24 hour educational environment. Residential services and goals focus on developing and improving functional living skills, self-help skills, life skills, social skills, and communication skills. A strong emphasis is placed on consistency and carryover of learned activities including standardizing the teaching techniques of the staff in the day and residential settings.

**Related Services:** Speech, occupational, physical therapies, individual and group counseling, psychological, psychiatric, medical, home management, leisure education training, vocational and pre-vocational, assistive technology, adaptive physical education and aquatics, and transition services.
Cedar Ridge School

Box 439
12146 Cedar Ridge Road
Williamsport, MD 21795-3031

Phone: 301-582-0282
Fax: 301-582-4756
Website: www.cedarridge.org

Referral Contact(s): Paula Hayes

MSDE Approval Category: TYPE I Special Ed and TYPE I General Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairments

Capacity of Facility: 64 (boys only)
Ages Served: 7 - 21
Grade Range: 2 through 12

Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:
- 10-month (X)
- 11-month ( )
- 12-month ( )
- extended school year (X)
- 4-week summer school ( )
- 5-week summer school (X)
- 6-week summer school ( )

Program Description: Cedar Ridge School is located on the 100+ acre campus of Cedar Ridge Children’s Home and School, Inc. The school has a Type I Special Education program that primarily serves students with emotional disabilities and other health impairments. Many students may also have learning disabilities, intellectual disabilities or a diagnosis on the autism spectrum. The TYPE I General Education program predominantly serves male students who have been placed in the Cedar Ridge Children’s Home. These students may or may not have an IEP. Students are co-mingled to maximize the benefits of both programs.

Cedar Ridge provides a safe, nurturing environment that is highly structured and predictable, with low student to staff ratios. A school-wide, positive behavioral management system is utilized, which incorporates social skills training and natural consequences, as well as crisis management as needed. School staff makes every effort to partner with parents and any agency working with enrolled students in order to help each student make academic, emotional, social and behavioral growth.

The Common Core curriculum is utilized along with resources from local counties such as Washington County Public Schools to provide the most appropriate instructional materials for our student body, taking into consideration the individual needs of each student. Elementary and middle school students receive instruction in Language Arts, Math, Science, and Social Studies. Related Arts includes keyboarding, music and art classes, as well as opportunities for social skills training and service learning projects. High school students receive instruction for all required courses in English, Math, Science and Social Studies, as well as PE, Health/Life Skills, Fine Arts, Foundations of Technology and German. Two completers are available to meet graduation requirements: University of Maryland completer and Career Research and Development. Whenever possible, Cedar Ridge School endeavors to prepare students to succeed in a less restrictive
environment, whether that is a public school setting or a community based work program. Remediation and reading intervention programs are made available on an on-going basis.

**Related Services:** Individual and group counseling are built into the program, utilizing a variety of modalities that include experiential learning, access to animals and nature, exploring vocational interests through community involvement, as well as traditional talk and play therapies. Washington County Public Schools provides speech and occupational therapy services as needed and the school has a nurse available to oversee medication and other health related concerns.
Chelsea School
2970 Belcrest Center Drive    Suite 300    County in Which Program is Located: Hyattsville, MD 20782
County in Which Program is Located: Prince George's
Phone: 301-585-1430
Fax: 301-585-0245
Website: www.chelseaschool.edu

Referral Contact(s): Debbie Lourie, Director of Admissions

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 04-speech or language impairment, 08-other health impairments,
9-specific learning disabilities

Capacity of Facility: 90
Ages Served: 10 - 20
Grade Range: 5 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. to 3:30 p.m. (M, T, W, Th) Friday 8:30 to 1:00
Length of School/Program Year:
10-month (X) 11-month ( ) 12-month ( ) extended school year (X)
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: For over 35 years, Chelsea School has prepared students with language-based learning disabilities for higher education. Most of our students have a disability that affects their acquisition of basic reading, writing, and math skills. Additionally, a number of our students have deficits in executive functioning. Our mission is to prepare our students for higher education by providing a school that embeds literacy remediation, technology, and creative teaching practices in all aspects of the curriculum.

At Chelsea School, all students receive targeted remediation in reading through our three-tier program. Students are grouped in classes that focus on their specific needs: sound-symbol recognition and decoding, fluency, and comprehension. The rigorous academic program at Chelsea School includes classes in higher level math, science, and technology. Students have the option to choose from three advanced technologies pathways for graduation: computer graphics, information systems management, and television production.

Chelsea School also offers a well-balanced educational program that includes after-school enrichment opportunities through various sports and clubs. To prepare students for life after Chelsea, all students complete individualized transition programs based on Maryland's Career Development Content standards. Over 90% of our graduates attend college or a post-secondary educational program. Our middle and high school programs are approved for funding by Maryland and District of Columbia departments of education.

Related Services: Speech and language therapy, social skills training, occupational therapy, individual and group counseling, career counseling, academic remediation/study skills, and tutorials.
The Children’s Guild, Inc. Baltimore Campus

410 East Jeffrey Street
Baltimore, MD 21225-2094

County in Which Program is Located: Baltimore City

Phone: 410-444-3800
Fax: 410-444-4695
Website: www.childrensguild.org

Referral Contact(s): Sarah Davis - 443-801-5467

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 130

Ages Served: 5 - 21

Grade Range: preschool through 12, and non-graded certificate program for ages 10 - 21

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:30 a.m. – 3:30 p.m. (M,T, Th, F), 8:30 a.m. – 1:15 p.m. (W)

Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )
4-week summer school ( X ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Children’s Guild, Inc. serves special education students in grades K through 12. Each classroom serving children in grades K through 12 is equipped with a Smart Board and each student has access to a personal computer. The Guild stresses parental involvement, as parents take part in an orientation process, receive regular contact from members of the education team, and are provided opportunities to be involved in parent activities.

In addition to serving students diagnosed with emotional disabilities, programs are available for children with autism, multiple disabilities and intellectual disability. One of these programs, School to Work, a non-graded certificate program, is provided for students age 14 through 21. Another is the non-graded functional program for students age 10 – 13. The Autism program is also available for students with multiple disabilities. The Autism program uses a highly structured classroom environment known as the TEACCH model and regularly scheduled daily activities to educate the students enrolled.

The educational program is aligned with the Maryland Core Curriculum Standards and DC Standards. It is enhanced through project based learning techniques. The classroom team consists of certified special education teachers, social workers, and IEP aides, as needed. A medical team oversees crisis and medication management, as well as seeing to emergency and minor medical issues. Individual, group and family counseling are available as specified in the child’s IEP. A transition program is available for students to assist them in being successful after discharge. A vocational program which includes an assessment of prevocational skills through internships in the community. Students who are at risk of regression during the summer attend an extended school year program.
Related Services: Speech/language therapy, psychiatric care, school health services, social work, occupational therapy, physical therapy, diagnosis and assessment, transition services, behavior management, crisis intervention, medical management, physical education, art, music, breakfast and lunch. Transportation services are available to meet the needs of each student and each school system.
The Children’s Guild, Inc., Prince George’s Campus

5702 Sargent Road  County in Which Program is Located: Prince George’s Campus
Chillum, MD  20782-2321

Phone:  888-824-4534
Fax:  301-853-7376
Website:  www.childrensguild.org

Referral Contact(s):  Sarah Davis  - 443-801-5467

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  06-emotional disabilities, 10-multiple disabilities, 14-autism
Capacity of Facility:  140
Ages Served:  5 - 17
Grade Range:  K through 10
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X ) Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( )  No ( X )

Hours of Operation for school day:  8:30 a.m. – 3:30 p.m. (M, T, Th, F), 8:30 a.m. – 1:15 p.m. (W)
Length of School/Program Year:  10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X ) 4-week summer school ( X ) 5-week summer school ( ) 6-week summer school ( )

Program Description:  The Children’s Guild, Inc. serves special education students in grades K through 8 diagnosed as autistic, emotionally disabled, or with multiple disabilities. Each classroom is equipped with a Smart Board and each student has access to a personal computer. The Guild stresses parental involvement, as parents take part in an orientation process, parent activities and a parent group.

The educational program is based on Prince George’s County Public School’s curriculum, aligned with the Maryland Core Curriculum Standards and DC Standards. It is enhanced through project-based learning techniques. The classroom team consists of certified special education teachers, a social worker, and IEP aides, as needed. A medical team oversees crisis and medication management, as well as seeing to emergency and minor medical issues. Individual, group and family counseling are available as specified in the child’s IEP. A transition program is available for students to assist them in being successful after discharge. Students who are at risk of regression during the summer attend an extended school year program. The Autism program provides a highly structured classroom environment that uses the TEACCH Model component and regularly scheduled daily activities.

Related Services:  Speech/language therapy, psychiatric care, school health services, social work, occupational therapy, physical therapy, diagnosis and assessment, transition services, behavior management, crisis intervention, medical management, physical education, art, music, breakfast and lunch. Transportation services are available to meet the needs of each student and each school system.
The Chimes School

4810 Seton Drive  County in Which Program is Located: Baltimore
Baltimore, MD 21215  Baltimore City

Phone: 410-358-8270  
Fax: 410-358-0895  
Website: www.chimes.org

Referral Contact(s): Lisa Corona

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 72 (COACH Program capacity 18)

Ages Served: 5-21

Grade Range: Graded K,1,2,3 and non-graded program for ages 5 – 21

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:30 a.m. – 2:30 p.m. M - F

Length of School/Program Year:

  10-month ( )  11-month (X)  12-month ( )  extended school year ( )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Chimes School, which has been in continuous operation since 1947, is an 11 month nonpublic coeducational special education facility, approved by Maryland State Department of Education. The school provides educational services to students between the ages of 5 and 21 with intellectual disability, multiple disabilities and autism, and grades K,1,2 and 3. The student population has not only a wide age range, but also a wide range of functioning levels.

Classrooms are located in one building in the Seton Business Park in Baltimore City. They are primarily self-contained, with student groupings based on functioning level and age. All classroom teachers are certified in special education. At least one teaching assistant is assigned to every classroom. The curriculum includes functional academics, practical living skills, pre-vocational and vocational training and self-help skills. Related services include speech/language therapy, social work, counseling, nursing, occupational therapy and physical therapy. Behavioral supports and crisis intervention are also provided. Emphasis is placed on developing socialization skills with a focus on socially acceptable behavior.

Community-based instruction is fostered throughout the program, in order to encourage generalization of skills across environments. As skills are learned, they must be utilized in naturally occurring situations to make them truly useful.

Pre-vocational training is provided within the self-contained classrooms appropriate to the age and functioning level of the students. While basic skill development is stressed, the development of appropriate work attitudes and habits is equally important. Mobility training, both walking and the
use of MTA, is an important part of overall vocational training and is begun early with walking mobility on the school grounds.

As students reach the age of 14, an individual transition plan is developed as part of the IEP. Programming then focuses on vocational experiences, with many of the groups having regular assignments in the community. These assignments are made at a variety of community placements where students work as volunteers. This not only provides opportunities to explore areas of vocational interest at actual sites, but also encourages the development of personal commitment to community service.

For some students, particularly those who are 17 or older, transition plans specify an actual vocational assignment for a designated number of hours per week as determined by the IEP team. Chimes School links with Chimes Adult Vocational Services to provide an appropriate work/study placement in the community. Individual students may meet the specified criteria for a paid community position for the hours indicated in the IEP. Training and job support services are provided by Chimes School staff.

**COACH PROGRAM**

COACH (Chimes Opportunities for Autistic Children), focuses on 3 classes of students: elementary, middle and high school levels requiring intensive communication and behavioral supports. This program uses researched based tools of Applied Behavioral Analysis (ABA) and Applied Verbal Behavioral Programming (AVB).

Students being considered for this programming will have a history of behavioral needs, crisis intervention, communication challenges, sensory difficulties and needs for career development related to Autism.

Under the direction of a Board Certified Behavior Analysis, students with the COACH program become more independent in their learning, work and home environments. The use of AVB/ABA is incorporated into services to address intense skill development and behavioral needs. The value of participating, tolerating and performing successfully within the group situation, among peers and co-workers, is an essential element for our COACH students. To support this effort programming includes Behavior Analysis, Speech Language Therapy, Occupational Therapy, Social Work, Nursing, and Transition Planning. It is our philosophy that each student can develop appropriate means of communication, to reduce negative behavior and promote positive means of expressive language, coupled with generalizing such skills to the home and work settings.

**Related Services:** Social work, speech and language remediation, counseling, behavioral support, occupational therapy, physical therapy, nursing.
Community School of Maryland

21515 Zion Road  County in Which Program is Located: Montgomery
Brookeville, MD  20833-1009

Phone:  240-912-3694  Fax:  301-208-7259  Website:  www.csaac.org

Referral Contact(s):  Sirin Yilmaz, Educational Director

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  14-autism
Capacity of Facility:  40
Ages Served:  6 - 21
Grade Range:  non-graded
Private Pay Students Accepted:  Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( X )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )

Hours of Operation for school day:  9:30 a.m. – 3:30 p.m.
Length of School/Program Year:

| 10-month ( ) | 11-month ( ) | 12-month ( X ) | extended school year ( ) | 4-week summer school ( ) | 5-week summer school ( ) | 6-week summer school ( ) |

Program Description:  Community Services for Autistic Adults and Children, Inc. (CSAAC) is the non-profit entity that operates and manages the Community School of Maryland. The Community School of Maryland is comprised of a day and residential school for seven (7) through twenty-one (21) year olds.

The Community School of Maryland provides non-graded 12-month residential and/or day school program for students ages 7 through 21. The primary goal is to prepare students for inclusion in their communities and for positive post-secondary outcomes. There are currently six classrooms, each with a capacity of seven students. In addition, there is a gymnasium, computer lab, media center, resource room, a lunch room and a fully equipped kitchen. Instructional focus is on functional academics to include mathematics, reading/language arts, handwriting/word processing, science and social studies, and health; communication; self-care and independent living skills; recreation and leisure skills; and vocational skills. There are a number of school-based work experiences which include clerical, janitorial, landscaping and food services training opportunities. A variety of paid and non-paid community-based work experiences are developed each year, consistent with the interests of the students. Additionally, all students participate in weekly community-based activities during school and/or residential hours of operation, like swimming, bowling, movies, 4-H Club; field trips; shopping; eating out; banking; and a number of other activities designed to more fully integrate them into the community, generalize classroom skills to the community and improve the quality of their lives. Each student follows an individualized schedule that includes behavioral and instructional programming to maintain continuity in the school and/or residence.

Related Services:  Speech and language therapy, occupational therapy, psychological support, adaptive physical education, horseback riding and additional related services and/or consultations are provided, as indicated on students’ IEPs.
Delrey School

3610 Commerce Drive
Suite 804-807
Baltimore, MD  21227

Phone: 410-314-5000
Fax: 410-314-5015
Website: www.delreyschool.org

Referral Contact(s):  Dorothy Lemon-Thompson

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 07-orthopedic impairment, 10-multiple disabilities
Capacity of Facility: 60
Ages Served: 2 ½ - 21
Grade Range: pre-primary, non-graded
Private Pay Students Accepted: Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program: Yes ( X )  No ( )
Nurse on-site either part-time or full-time: Yes ( X )  No ( )
Building and classrooms wheelchair accessible: Yes ( X )  No ( )
Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.
Length of School/Program Year:
   10-month ( )  11-month ( X )  12-month ( )  extended school year ( )
   4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: Founded in 1964, the Delrey School was the first nonpublic, nonprofit school in the state whose full day program was designed to provide a strong education curriculum with a full array of services. Delrey’s goal is to provide students the skills needed to become as independent as possible and to transition into community school as appropriate.

Related Services: Physical therapy, occupational therapy, speech/language therapy, therapeutic feeding program, total communication program, social services (counseling and support services), school health services, parent education and training, community day care, assistive technology, mobile dental service, sensory integration therapy and wheelchair and adaptive equipment clinic.
The Forbush School at Anne Arundel

648 Old Mill Rd.  
Millersville, MD  21108

County in Which Program is Located:  Anne Arundel

Phone:  410-729-9181  
Fax:  410-729-9182  
Website:  www.sheppardpratt.org

Referral Contact(s):  Robyn Nesmith  443-797-9021

MSDE Approval Category:  TYPE II Special Ed
Disabilities Served:  01- Intellectual Disability, 14-autism
Capacity of Facility:  12
Ages Served:  10 - 21
Grade Range:  5 through 12
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  9:00 a.m. – 3:40 p.m.
Length of School/Program Year:
   10-month ( )  11-month ( X )  12-month ( )  extended school year ( )
   4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Forbush School at Anne Arundel County is a program of the Sheppard Pratt Health System Inc. The school serves students with developmental disabilities with a primary diagnosis of autism. This program is for students ages 10-21 and is an 11 month program. The school follows the Anne Arundel County School System schedule with full days throughout the summer session. The student to staff ratio is 2:1 with class sizes of 6 students. The program is a TYPE II placed in the Ruth Parker Eason Special Education Center. The students who attend The Forbush School at AAC will participate in specials with the public school staff and students. These specials include art, music, physical education and aquatics. The programs utilizes applied behavior analysis (ABA) techniques for instructional and behavior management program development. This is a certificate program that will focus on communication skills, self-care, individualized academics, fine and gross motor skills, socializations skills, recreation skills and vocational skills. All the students will participate in off-site job training and in house prevocational skill development. Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate.

Related Services:  Related services include occupational therapy, speech therapy, ABA therapy, psychological services, psychiatric services including medication prescription and over-site, school nursing, parent trainings, home observations and recommendations, vocational training and transition support. These services are provided by direct therapy and/or consultation as indicated in the student’s IEP.
The Forbush School at Glyndon

407 Central Avenue
Reisterstown, MD 21136

County in Which Program is Located: Baltimore

Phone: 410-517-5400
Fax: 410-517-5598
Website: www.sheppardpratt.org

Referral Contact(s): Kathy Ourand, Lindley Corcoran
Lynn Canterbury – Autism Program

MSDE Approval Category: TYPE I General and Special Ed
Disabilities Served: 06-emotional disabilities, 14-autism
Capacity of Facility: 190
Ages Served: 4 – 21
Grade Range: Kindergarten through Grade 12

Private Pay Students Accepted: Yes (X)  No ( )
Setting: Day (X)  Residential ( )
Before and/or After School Program: Yes ( )  No (X )
Nurse on-site either part-time or full-time: Yes (X)  No ( )
Building and classrooms wheelchair accessible: Yes (X)  No ( )

Hours of Operation for school day: 8:30 am -2:30 pm
Length of School/Program Year:
   10-month ( )  11-month ( )  12-month (X)  extended school year ( )
   4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Forbush Day School in Glyndon is comprised of two programs, an ED program and an Autism program. The ED program is composed of two divisions: Primary and Secondary. In the Primary Program, all classes are self-contained covering kindergarten through grade 8. The Secondary Program, serving grades 9 through 12, offers both self-contained and departmental programming as well as career and technology education in horticulture, food service, and building trades.

The Autism Program serves students between the ages of 12-21. Educational programs are individualized and focus on vocational preparation. Evidence-based strategies are utilized to teach critical skills in the areas of academics, vocational preparation, social skills and behavior management. A trans-disciplinary approach enables opportunities for generalization across staff and settings.

The Forbush School is a fully approved special education facility. Secondary Program students earn credits toward high school graduation. The program integrates highly structured academic programming with an extensive array of related services. Each student has an individual treatment team comprised of the classroom teacher, social worker, psychotherapist, and any other related service professional involved in the provision of the student’s Individualized Education Program (IEP).

Related Services: Individual and group psychotherapy, family therapy, social work, speech therapy, occupational therapy, transition services, medication management, school health services, behavior management and 1:1 classroom aides as needed.
The Forbush School at Hunt Valley

11201 Pepper Road
Hunt Valley, MD 21031

Phone: 410-527-9505
Fax: 410-527-0329
Website: www.sheppardpratt.org

Referral Contact(s): Tim Yearick

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 14-autism
Capacity of Facility: 72
Ages Served: 5 - 21
Grade Range: non-graded
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )

Length of School/Program Year:
- 10-month ( )
- 11-month ( )
- 12-month (X) extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: The Forbush School at Hunt Valley is a program of the Sheppard Pratt Health System, Inc. (SPHS) and under the auspices of SPHS Board of Trustees and Administration. The Director of Education is responsible for the governance and operation of the education program. The students attend classroom and community-based instruction individually and in small groups. A student to staff ratio of 1:2 is maintained at all times. Instructional areas, which are determined by each student's IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, and recreation/leisure skills. Each student has an individualized schedule for programming in school that outlines his or her instructional day.

Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. The school implements the Maryland State Curriculum and the Syracuse Community Reference-Curriculum Guide for Students with Moderate and Severe Disabilities.

Related Services: Related services available include case management, speech and language therapy, psychological services, school nursing services, and occupational therapy. These services are provided by direct therapy and/or consultation as indicated in the student's IEP.
The Forbush School at Oakmont Upper School

610 East Diamond Avenue, Suite E  County in Which Program is Located: Montgomery
Gaithersburg, MD  20877

Phone:  301-330-4359  Fax:  301-330-0533  Website:  www.sheppardpratt.org

Referral Contact(s):  Karen Spence

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  14-autism
Capacity of Facility:  24
Ages Served:  12-21
Grade Range:  non-graded
Private Pay Students Accepted:  Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  9:00 a.m. – 3:00 p.m.

Length of School/Program Year:
- 10-month ( )
- 11-month ( )
- 12-month (X)
- extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description:  The Forbush School at Oakmont Upper School is a program of the Sheppard Pratt Health System, Inc. (SPHS) and under the auspices of SPHS Board of Trustees and Administration, the Director of Education is responsible for the governance and operation of the education program. The students attend classroom and community-based instruction individually and in small groups. A student to staff ratio of 1:2 is maintained at all times. Instructional areas, which are determined by each student’s IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, career development, and recreation/leisure skills. Each student has an individualized schedule for programming in school that outlines his or her instructional day.

Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. The school implements the State Curriculum using the same instructional materials and equipment as the local school system. The library media service of the local school system supports the instructional program. Therefore, students are provided opportunities to experience life in their community in compliance with their IEP.

Related Services:  Related services available include case management, speech and language therapy, psychological services, school nursing services, and occupational therapy. These services are provided by direct therapy and/or consultation as indicated in the student’s IEP.
The Forbush School at Prince George’s County

4949 Addison Road
Capitol Heights, MD 20743

County in Which Program is Located: Prince George’s

Phone: 240-667-1423
Fax: 240-764-6764
Website: www.sheppardpratt.org

Referral Contact(s): Mark Rapaport - Principal

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 14-autism
Capacity of Facility: 49
Ages Served: 5 - 21
Grade Range: 1-8, nongraded high school

Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.
Length of School/Program Year:

- 10-month ( )
- 11-month ( )
- 12-month ( X ) extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: The Forbush School at Prince George’s County is located in the Robert Gray Elementary school and provides special education and related services to children ages 5 to twenty-one with autism spectrum disorders and other related disorders. The school serves up to 49 students. Skills are taught in highly structured settings and program components include: massed practice, direct instruction, motor skill development and sensory integration strategies, natural aided language stimulation, community based instruction, and positive behavioral support. Professional staff includes certified teachers, teaching assistants, 1:1 instructional aides, licensed speech and language pathologist, licensed occupational therapist, licensed psychologist, and behavioral support staff.

Related Services: Related services available include case management, speech and language therapy, psychological services, school nursing services, and occupational therapy.
The Forbush Therapeutic Preschool at Towson

6501 North Charles Street
Baltimore, MD  21285-6815

County in Which Program is Located:  Baltimore

Phone:  410-938-4411
Fax:  410-938-4412
Website:  www.sheppardpratt.org

Referral Contact(s):  Diann Butler, M.S., Principal

MSDE Approval Category:  TYPE I, Special Education

Disabilities Served:  04-speech and language impairments, 06-emotional disabilities, 08 - other health impaired, 14-autism, 15-developmental delays

Capacity of Facility:  24
Ages Served:  3 – 8
Grade Range:  Nursery through third grade

Private Pay Students Accepted:  Yes ( X )  No (   )
Setting:  Day ( X )  Residential (   )

Before and/or After School Program:  Yes (   )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No (   )
Building and classrooms wheelchair accessible:  Yes ( X )  No (   )

Hours of Operation for school day:  8:45 a.m. – 2:45 p.m.  M - F

Length of School/Program Year:

10-month (   )  11-month (   )  12-month ( X )  extended school year ( X )
4-week summer school (   ) 5-week summer school (   )  6-week summer school (   )

Program Description:  The Forbush Therapeutic Preschool at Towson is a program of the Sheppard Pratt Health System, Inc. (SPHS) and under the auspices of the SPHS Board of Trustee and Administration; the Director of Education is responsible for the governance and operation of the education program.  The students receive instruction in large and small groups, dyads, and individually. A student to staff ratio of 1:2 is maintained at all times.  The primary instructional focus is on early intervention using Applied Behavior Analysis (ABA) approach in conjunction with a variety of other known techniques, such as, differentiated instruction, natural environment training, visually cued instruction, sensory integration, Verbal Behavior (VB) instruction, Social Thinking curriculum, and play based interventions.  Individual programs are created that educate students in learning academics, social skills, communication, and basic life skills.  A primary focus is to reduce undesired behaviors and increase functional skills that will ensure the students long term success.  Each student has an individualized schedule that outlines his or her daily instruction.

Related Services:  Speech and language therapy, occupational therapy, physical therapy, behavior management, social work, school nursing, and child psychiatrist.  These services are provided by direct therapy and/or consultation as indicated in the students’ IEP.
The Foundation School

1330 McCormick Drive  County in Which Program is Located: Prince George’s
Largo, MD  20774

Phone:  301-773-3500
Fax:  301-386-4479
Website:  www.foundationschools.org

Referral Contact(s):  Anne Roy (301-773-3500, ext. 1118)

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  01-intellectual disabilities, 06-emotional disabilities, 08 – other health impaired, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility:  300
Ages Served:  6 - 21
Grade Range:  1 through 12
Private Pay Students Accepted:  Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( )  No ( X )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:20 a.m. – 3:05 p.m. (M, T, Th, F)  8:20 to 12:30 (W)
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( )  extended school year ( X )
  4-week summer school ( X )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Foundation School provides a full continuum of educational services and therapeutic supports to meet the academic and emotional needs of each student. The school curriculum includes all subjects required by the state and local school systems, and a specialized Career Research and Development Program of Study. The comprehensive psycho-educational day program includes educational, psychiatric, psychological, social, and medication evaluations. Individualized educational and clinical programs are designed to meet the diverse needs of students and include drug and alcohol education, prevention, and counseling. Case management services ensure collaboration with outside agencies and students outpatient treatment providers. Transition services provided to students ensure a smooth transition to less restrictive environments and post-secondary supports and services. Our intensive behavior management program includes peer mediation, conflict resolution and intensive crisis intervention. Staffing includes a school director, education director, clinical director, director of behavior management, psychiatric consultant, certified special education teachers, licensed clinical therapists, licensed speech/language therapist, licensed occupational therapist, certified behavior management specialists, and program assistants.

Related Services:  Individual therapy, speech and language therapy, occupational therapy, one-to-one supplementary aides and services, counseling services, and job coaching.
The Foundation School of Montgomery County

220 Girard Street, Suite 300
Gaithersburg, MD 20877

County in Which Program is Located: Montgomery

Phone: 301-740-7807
Fax: 301-740-7809
Website: www.foundationschools.org

Referral Contact(s): Rebecca Green (301) 740-7807, ext. 104

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06 - emotional disabilities, 08 – other health impaired, 09 - specific learning disabilities, 10 - multiple disabilities

Capacity of Facility: 115
Ages Served: 8 - 21
Grade Range: 3 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes ( ) No (X)
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:20 a.m. – 3:05 p.m. (M, T, Th, F) 8:20 to 12:30 (W)

Length of School/Program Year:
- 10-month (X)
- 11-month ( )
- 12-month ( )
- extended school year (X)
- 4-week summer school (X)
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: The Foundation School of Montgomery County provides a full continuum of educational services and therapeutic supports to meet the academic and emotional needs of each student. The school curriculum includes all subjects required by the state and local school systems. The comprehensive psycho-educational day program includes educational, psychiatric, psychological, social, and medication evaluations. Individualized educational and clinical programs are designed to meet the diverse needs of students and include drug and alcohol education, prevention, and counseling services. Case management services ensure collaboration with outside agencies and students outpatient treatment providers. Transition services provided to students ensure a smooth transition to less restrictive environments and post-secondary supports and services. Our intensive behavior management program includes peer mediation, conflict resolution, and intensive crisis intervention. Staffing includes a school director, education director, clinical director, director of behavior management, psychiatric consultant, certified special education teachers, licensed clinical therapists, licensed speech/language therapist, licensed occupational therapist, certified behavior management specialists, and program assistants.

Related Services: Individual therapy, speech and language therapy, occupational therapy, one-to-one supplementary aides and services, counseling services, and job coaching.
The Frost School
4915 Aspen Hill Road
Rockville, MD  20853-3700

County in Which Program is Located:  Montgomery

Phone:    301-933-3451
Fax:      301-933-0350
Website:  www.frostschool.org

Referral Contact(s):
Claire Cohen, Director (ccohen@frostschool.org)
Carol Hobbes, Admissions Coordinator (chobbies@frostschool.org) – Frost School
Mark Hajjar (mhajjar@frostschool.org) – Oakmont Secondary Program
Laura Pickard (lpickard@frostschool.org) – Oakmont Primary Program

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  04-speech or language impairment, 06-emotional disturbance,
                   09-specific learning disabilities, 10-multiple disabilities, 14-autism
Capacity of Facility:   125
Ages Served:             5 - 21
Grade Range:             1 through 12
Private Pay Students Accepted:  Yes (X) No ( )
Setting:                 Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X)  No ( )
Building and classrooms wheelchair accessible: Yes (X)  No ( )

Hours of Operation for school day:  8:45 a.m. – 3:15 p.m.
Length of School/Program Year:
  10-month ( )  11-month ( )  12-month (X)  extended school year ( )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Frost School is a nonpublic special education day school serving students age
5-21 with emotional and behavioral disabilities and autism spectrum disorders. The Frost School is a program
of Sheppard Pratt Health System, Inc. and contains four programs each providing a supportive and structured
environment integrating specialized academic instruction, counseling, transition services, and behavioral
modification specific to each student population.

The Therapeutic Community Program serves elementary, middle, and high school students utilizing a
therapeutic community/group model. The model incorporates special education and group counseling,
individualized academic and therapeutic support, family counseling, and psychiatric services. Students are
taught communication skills, personal accountability, problem solving, conflict resolution, and relationship
building skills through the daily group counseling sessions and community meetings. This program works
primarily with students who have emotional and behavioral disabilities and autism spectrum disorders, but is
appropriate for students with learning disabilities, speech and language impairments, mild intellectual
disabilities, or attention deficit disorders whose problem solving, social skills, and communication skills
impede their ability to access the general education curriculum.
The Frost School
(continued)

The Lodge Program also works with students with emotional and behavioral disabilities and autism spectrum disorders. This model utilizes individual counseling techniques, family counseling, and group counseling once a week. Both programs offer small classes, related services, vocational training and internship opportunities, and transition services for students starting in middle and high school.

We have expanded our elementary school program to offer students a classroom model that includes a combination of behavioral and therapeutic approaches in addition to specialized academic instruction. The model provides students with a structured and predictable learning environment utilizing positive behavior supports, visual activity schedules, child directed and play based therapy, integrated sensory motor activities and techniques, introduction to individual and group counseling as appropriate in addition to other related services.

The Oakmont Secondary Program offers a unique program for students with autism spectrum disorders including Asperger’s Syndrome in middle and high school who are on a diploma track. Students are integrated with all other middle and high school students from the other Frost School programs for classes and social opportunities. Content area courses are taught by certified and experienced special education teachers with the support of trained educational assistants. Students in the Oakmont Secondary Program are self-contained for social skills training, resource support, and related services. Individualized behavioral programs are developed by a team that includes a behavioral psychologist, behavior specialists, and special educators and all students are placed on a motivational system incorporating high levels of positive reinforcement.

The Oakmont Primary Program serves students ages 5-15 with autism spectrum disorders and other related disorders. Students are taught in highly structured self-contained classrooms utilizing a variety of strategies including: discrete trial, direct instruction, play based instruction, motor skill development, sensory integration strategies, natural aided language stimulation, community based instruction, and positive behavioral support. Individualized behavior and academic plans are formulated by a team of certified teachers, licensed psychologist, behavioral support staff, licensed speech and language pathologists, occupational therapists, educational assistants and 1:1 assistants.

Related Services: Individual, Group, Family Counseling, Speech and Language Therapy, Occupational Therapy, Psychological Services, Academic Remediation, Psychiatry, School Nursing.
Gateway School

5900 Metro Drive  County in Which Program is Located: Baltimore City
Baltimore, MD 21215

Phone: 410-318-6780
Fax: 410-318-6754
Website: www.hasa.org

Referral Contact(s): Jill Berie

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 02-hearing impairment, 03-deaf, 04-speech or language impairment, 08-other health impairments, 10-multiple disabilities, 14-autism, 15-developmental delay

Capacity of Facility: 78
Ages Served: 2 - 12
Grade Range: Pre-K through Grade 6
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes (X) No ( ) Wednesday PM only
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:00 p.m. (M, T, Th, F) 8:30-12:30 (W)
Length of School/Program Year: 10-month ( ) 11-month (X) 12-month ( ) extended school year ( ) 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: Gateway School offers a program of fully integrated special education and related services. The program seeks to help each child reach his/her potential academically and socially and, when appropriate, promotes transition to a less restrictive or inclusive educational setting. Small classes are staffed with a special education teacher and one or more instructional assistants, providing a teacher-student ratio of 1:3 or less.

A multidisciplinary team addresses each child’s unique profile of strengths and needs, and strives to work closely with parents in the development and implementation of the Individualized Education Program (IEP). Intensive speech/language therapy is provided both individually and in small groups. Other related services offered include audiology, occupational therapy, physical therapy, counseling, school health services, social work and psychological services.

A full-day pre-school program for 3 and 4 year olds emphasizes language development, social skills training, and school readiness. Classes for 5-12 year olds provide a structured program geared to the development of language, academic skills and appropriate social behaviors. Emphasis is placed on expanding and refining language skills that, in turn, support social growth and academic progress.

Related Services: Speech/language therapy, audiology, counseling, nursing, occupational therapy, physical therapy, school health services, social work services, and psychological services.
Good Shepherd School

4100 Maple Avenue  
Baltimore, MD 21227-4007

Phone: 410-247-2770  
Fax: 410-247-1353  
Website: www.goodshepherdcenter.org

Referral Contact(s): Terri Schindler

MSDE Approval Category: TYPE I General and Special Ed, GED Test Preparation

Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities

Capacity of Facility: 105 Boys and Girls

Ages Served: 13 – 21

Grade Range: 8 through 12

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential (X)

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:30 a.m. – 3:30 p.m.

Length of School/Program Year:
  10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
  4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Good Shepherd School is a part of the Good Shepherd Center which has been serving youth for more than 145 years. Approved by the Maryland States Department of Education (MSDE) to serve general and special education students, as well as offering a G.E.D. test preparation program in a day school or residential environment. The Good Shepherd School offers high academic standards, individualized vocational programming and social/emotional support to the students and their families. The School leverages the resources of the Good Shepherd Center offering psychiatric and medication management, family support and nursing care on an individualized basis.

Related Services: Individual, group and family therapy. Speech/Language and Occupational Therapy. Crisis behavior management. Other services as deemed necessary and appropriate by a student IEP or 504 plan.
Hannah More School

12039 Reisterstown Road
Reisterstown, MD 21136-3042

County in Which Program is Located: Baltimore

Phone: 410-526-5000
Fax: 410-526-7631
Website: www.hannahmore.org

Referral Contact(s): Michael Kerins

MSDE Approval Category: TYPE 1 Special Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities and 14-autism

Capacity of Facility: 155
Ages Served: 11 - 21
Grade Range: 5 through 12
Private Pay Students Accepted: Yes ( X ) No ( )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:25 a.m. – 2:55 p.m.
Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )
4-week summer school ( ) 5-week summer school ( X ) 6-week summer school ( )

Program Description: The program at Hannah More School (HMS) is a co-educational program designed to maximize each student's ability to obtain his/her high school diploma in a nurturing and supportive environment. HMS offers both a traditional middle and high school curriculum and a high school career and technology education program. The career and technology education program provides training in auto, building trades, culinary arts, computer technology, and horticulture/landscaping. Graduates are prepared to enter college or the work force.

Related Services: Individual, group, and family counseling, creative arts therapy, speech and language therapy, occupational therapy, physical therapy, psychiatric services, educational evaluation, crisis intervention, behavior management planning and special education services.
Hannah More at Millersville Elementary School

1601 Millersville Road
Millersville, MD 21108

Phone: 443-608-2361
Fax: 410-222-3802
Website: www.hannahmore.org

County in Which Program is Located: Anne Arundel

Referral Contact(s): Leslie Kee

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18
Ages Served: 5-11
Grade Range: 1 through 5
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 9:00 a.m. – 3:25 p.m.

Length of School/Program Year:
- 10-month (X)
- 11-month ( )
- 12-month ( )
- extended school year ( )
- 4-week summer school (X)
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: This program is designed to meet students’ special education needs while providing maximum opportunity to integrate the students in Millersville’s general educational program. From the Hannah More classroom, students mainstream into classes within this public school and have access to all school facilities and programs (e.g. media center, cafeteria, computer lab, etc.). The Anne Arundel County Public Schools curriculum is implemented in the Hannah More classroom. Students spend as much or as little time in the Hannah More School program as necessary to meet their special education needs.

Related Services: Individual, group, and family counseling, speech and language therapy, resource room, and psychiatric consultation. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student’s Individualized Education Program (IEP).
Hannah More at Severn River Middle School

241 Peninsula Farm Road
Arnold, MD 21012

County in Which Program is Located: Anne Arundel

Phone: 443-608-2361
Fax: 410-315-8006
Website: www.hannahmore.org

Referral Contact(s): Leslie Kee

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18

Ages Served: 11 - 14

Grade Range: 6 through 8

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 9:10 a.m. – 3:40 p.m.

Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school (X ) 5-week summer school ( ) 6-week summer school ( )

Program Description: This program is designed to meet students' special education needs while providing maximum opportunity to integrate the students in Severn River’s educational program. From the Hannah More classroom, students mainstream into classes within this public school and have access to all school facilities and programs (e.g. media center, cafeteria, computer lab, etc.). The Anne Arundel County Public Schools curriculum is implemented in the Hannah More classroom. Students spend as much or as little time in the Hannah More School program as necessary to meet their special education needs.

Related Services: Individual, group and family counseling, speech and language therapy and crisis intervention. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student's Individualized Education Program (IEP).
Hannah More at Severna Park High School

60 Robinson Road
Severna Park, MD 21146

County in Which Program is Located: Anne Arundel

Phone: 443-608-2361
Fax: 410-647-2978
Website: www.hannahmore.org

Referral Contact(s): Leslie Kee

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18

Ages Served: 14 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 7:17 a.m. – 1:55 p.m.

Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school (X ) 5-week summer school ( ) 6-week summer school ( )

Program Description: This program is designed to meet students' special education needs while providing maximum opportunity to integrate the students in Severna Park’s educational program. From the Hannah More classroom, students mainstream into classes within this public school and have access to all school facilities and programs (e.g. media center, cafeteria, computer lab, etc.). The Anne Arundel County Public Schools curriculum is implemented in the Hannah More classroom. Students spend as much or as little time in the Hannah More School program as necessary to meet their special education needs.

Related Services: Individual, group and family counseling, speech and language therapy and crisis intervention. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student's Individualized Education Program (IEP).
The Harbour School at Annapolis

1277 Green Holly Drive
Annapolis, MD  21409-4676

Phone:  410-974-4248
Fax:    410-757-3722
Website:  www.harbourschool.org

County in Which Program is Located:  Anne Arundel

Referral Contact(s):  Dr. Linda Jacobs, Amy Sherlock

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  04-speech or language impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility:  165
Ages Served:  6 - 21
Grade Range:  1 through 12
Private Pay Students Accepted:  Yes (X)  No (  )
Setting:  Day (X)  Residential (  )
Before and/or After School Program:  Yes (  )  No (X)
Nurse on-site either part-time or full-time:  Yes (  )  No (X)
Building and classrooms wheelchair accessible:  Yes (X)  No (  )
Hours of Operation for school day:  8:20 a.m. – 3:00 p.m. (M-Th), 8:20 a.m. – 1:00 p.m. (F)
Length of School/Program Year:  10-month (X)  11-month (X)  12-month (  )  extended school year (  )
                                      4-week summer school (  )  5-week summer school (  )  6-week summer school (  )

Program Description:  The Harbour School is an individualized diagnostic program. Students completing the high school program have the opportunity to earn a public school diploma, an accredited private high school diploma or a certificate of high school achievement. Program emphasis is on providing an academically challenging program while meeting individual needs in a psychologically supportive setting. Graduates are prepared to enter college or the work force. An honors program for gifted learning disabled students is available.

Services provided include self-contained special education, diagnostic-prescriptive evaluation, speech and language therapy, counseling, psychological service, small-group therapy, transitional programming and social skills training, art, music, drama, dance, vocational assessment and training occupational therapy and physical therapy.

The copyrighted Village Curriculum is available at this campus.

Related Services:  Individual, group and family counseling, speech and language therapy, psychological and educational evaluation, transition program, job coaching, occupational therapy, physical therapy, vocational assessment and training.
The Harbour School at Baltimore

11251 Dolfield Boulevard
Owings Mills, MD 21117

Phone: 443-394-3760
Fax: 443-394-3765
Website: www.harbourschool.org

County in Which Program is Located: Baltimore

Referral Contact(s): Dr. Linda Jacobs, Martha Schneider

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 125

Ages Served: 6 - 21

Grade Range: 1 through 12

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:20 a.m. – 3:00 p.m. (M-Th), 8:20 a.m. – 1:00 p.m. (F)

Length of School/Program Year:

- 10-month (X)
- 11-month (X)
- 12-month ( ) extended school year ( )
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Harbour School is an individualized diagnostic program. Students completing the high school program have the opportunity to earn a public school diploma, an accredited private high school diploma or a certificate of high school achievement. Program emphasis is on providing an academically challenging program while meeting individual needs in a psychologically supportive setting. Graduates are prepared to enter college or the work force. An honors program for gifted learning disabled students is available.

Services provided include self-contained special education, diagnostic-prescriptive evaluation, speech and language therapy, counseling, psychological service, small-group therapy, transitional programming and social skills training, art, music, drama, vocational assessment and training, occupational therapy and physical therapy.

The copyrighted Village Curriculum is available at this campus.

Related Services: Individual, group and family counseling, speech and language therapy, psychological and educational evaluation, transition program, job coaching, occupational therapy, physical therapy, vocational assessment and training.
High Road Academy

9705 Washington Blvd., N.  County in Which Program is Located:  Howard
Laurel, MD  20723

Phone:  301-483-8605
Fax:  301-483-3182
Website:  www.sesi-schools.com;  www.highroadacademy.net

Referral Contact(s):  Ellen F. Gaske, Matthew S. Cooper

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  09-specific learning disabilities
Capacity of Facility:  90
Ages Served:  9 - 21
Grade Range:  4 through 12
Private Pay Students Accepted:  Yes ( )  No (X)
Setting:  Day (X)  Residential ( )
Before and/or After School Program:  Yes ( )  No (X)
Nurse on-site either part-time or full-time:  Yes (X)  No ( )
Building and classrooms wheelchair accessible:  Yes (X)  No ( )
Hours of Operation for school day:  8:50 a.m. – 3:20 p.m.
Length of School/Program Year:

10-month ( )  11-month (X)  12-month ( )  extended school year (X)
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  High Road Academy specializes in serving the educational, social, and emotional needs of students with Specific Learning Disabilities in grades four through twelve. The program offers personalized, interactive, multi-sensory instruction in reading, math, writing, and content areas. Each highly individualized student plan is designed with a focus on reaching the highest standards possible in keeping with the State Curriculum. Students earn credits towards a Maryland High School Diploma. In addition to students with Specific Learning Disabilities, High Road Academy also serves students with Speech and Language Impairment, Other Health Impaired, Nonverbal LD, Asperger's Disorder, as well as students with secondary Emotional Impairment.

High Road Academy students are afforded a highly individualized, multi-sensory academic program based on careful assessment of strengths and needs. Pre- and post-test measures for word identification; word attack; vocabulary; comprehension; spelling; writing; math calculation; math problem solving; listening comprehension; receptive and expressive language; auditory processing; and memory provide the basis for instruction, materials, and intervention decisions. Primary emphasis is placed on intensive remedial reading programs, such as: Orton-Gillingham Based Programs (including The Wilson Program and Phono-Graphix) Language! Comprehensive Literacy Curriculum; Glass Analysis; Rewards; Morphographs; Software Programs: Fast forWord; Lexia; Brain Train; Skills Tutor; Inspiration; Read Naturally & Other Fluency Programs; Guided Strategic Reading; Content Enhancement Strategies; LINCS Vocabulary; FRAMING Routine; Unit Organizers; Visualizing & Verbalizing

Related Services:  Speech and language therapy, counseling, occupational therapy, physical therapy. In addition, High Road Academy employs three Reading Specialists for additional individualized instruction.
# High Road Academy at Annapolis Middle School

**1399 Forest Drive**
**Annapolis, MD 21403**

**County in Which Program is Located:** Anne Arundel

**Phone:** 301-483-8605
**Fax:** 301-483-3182
**Website:** www.highroadschool.com  www.highroadacademy.net

**Referral Contact(s):** Jordan T. Pugh

**MSDE Approval Category:** TYPE II Special Ed

**Disabilities Served:** 09-specific learning disabilities

**Capacity of Facility:** 10

**Ages Served:** 10-14

**Grade Range:** 6 through 8

**Private Pay Students Accepted:** Yes ( ) No (x)

**Setting:** Day (x) Residential ( )

**Before and/or After School Program:** Yes ( ) No (x)

**Nurse on-site either part-time or full-time:** Yes (x) No ( )

**Building and classrooms wheelchair accessible:** Yes (x) No ( )

**Hours of Operation for school day:** 7:55 a.m. – 2:55 p.m.

**Length of School/Program Year:**
- 10-month (x)
- 11-month ( )
- 12-month ( )
- extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

**Program Description:** High Road Academy at Annapolis Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through eight, while providing maximum opportunity to integrate the students in Annapolis’s educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Annapolis Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

**Related Services:** Speech and language therapy, counseling, occupational therapy, and physical therapy.
High Road Academy at Bates Middle School

701 Chase Street
Annapolis, MD 21401

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 09-specific learning disabilities
Capacity of Facility: 10
Ages Served: 10-14
Grade Range: 6 through 8
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:05 a.m. – 2:50 p.m.
Length of School/Program Year:
10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: High Road Academy at Bates Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through eighth, while providing maximum opportunity to integrate the students in Bates’ educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Bates Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.
High Road Academy At Brooklyn Park Middle School

200 Hammonds Lane
Baltimore, MD 21225

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 09-specific learning disabilities
Capacity of Facility: 10
Ages Served: 10-14
Grade Range: 6 through 8
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 7:50 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: High Road Academy at Brooklyn Park Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through either, while providing maximum opportunity to integrate the students in Brooklyn's educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Brooklyn Park Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.
High Road Academy at Hillsmere Elementary School

3052 Arundel on the Bay Road
Annapolis, MD 21403

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Staria C. Alexander

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 09-specific learning disabilities
Capacity of Facility: 20
Ages Served: 6-11
Grade Range: 1 through 5
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 9:15 a.m. – 3:40 p.m.
Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: High Road Academy at Hillsmere Elementary School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades one through five, while providing maximum opportunity to integrate the students in Hillsmere’s educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Hillsmere Elementary School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.
High Road Academy At Lindale Middle School

415 Andover Road
Linthicum, MD 21090

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.highroadschool.com  www.highroadacademy.net

Referral Contact(s): Jordan T. Pugh

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 09-specific learning disabilities
Capacity of Facility: 10
Ages Served: 10-14
Grade Range: 6 through 8
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 7:55 a.m. – 2:55 p.m.
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( ) extended school year ( )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: High Road Academy at Lindale Middle School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades six through either, while providing maximum opportunity to integrate the students in Lindale’s educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Lindale Middle School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.
High Road Academy at Linthicum Elementary School

101 School Lane
Linthicum, MD 21090

County in Which Program is Located: Anne Arundel

Phone: 301-483-8605
Fax: 301-483-3182
Website: www.highroadschool.com www.highroadacademy.net

Referral Contact(s): Staria C. Alexander

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 09-specific learning disabilities
Capacity of Facility: 20
Ages Served: 6-11
Grade Range: 1 through 5
Private Pay Students Accepted: Yes (x) No ( )
Setting: Day (x) Residential ( )
Before and/or After School Program: Yes (x) No ( )
Nurse on-site either part-time or full-time: Yes (x) No ( )
Building and classrooms wheelchair accessible: Yes (x) No ( )
Hours of Operation for school day: 9:15 a.m. – 3:40 p.m.
Length of School/Program Year:
   10-month (x) 11-month ( ) 12-month ( ) extended school year ( )
   4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: High Road Academy at Linthicum Elementary School is designed to serve the educational, social, and emotional needs of students with specific learning disabilities in grades one through five, while providing maximum opportunity to integrate the students in Linthicum’s educational program. The program operates intensive academic interventions, offering personalized, interactive, and multi-sensory instruction. Specific research-based interventions provided are individually designed to accelerate reading, math skills, writing skills, as well as strategies for content enhancement and mastery.

From the High Road Academy classroom, students mainstream into classes within Linthicum Elementary School and have access to all school facilities and programs. The Anne Arundel County Public Schools curriculum is implemented in the High Road Academy classroom.

Related Services: Speech and language therapy, counseling, occupational therapy, and physical therapy.
High Road Academy of Prince George’s County

5100 Philadelphia Way                      County in Which Program is
Lanham, MD  20706                          Located:  Prince George’s

Phone:  301-429-6191                      Fax:  301-429-6194
Website: www.highroadschool.com          www.highroadacademy.net

Referral Contact(s):  Corrine Anyanwu; Annette Mercer

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  08- other health impairments, 09 – specific learning disabilities 14- autism
Capacity of Facility:  150
Ages Served:  8-21
Grade Range:  3 through 12
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( )  No ( X )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:00 a.m. – 2:40 p.m.
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( )  extended school year ( X )
  4-week summer school ( )  5-week summer school ( X )  6-week summer school ( )

Program Description:  High Road Academy of Prince George’s County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of students with specific learning disabilities in grades six through 12.

The program provides a supportive and structured environment designed to focus on personalized academic and behavioral goals with a specialization in reading, writing, math and content areas. The High Road Academy staff focuses on each student’s academic issues and devotes intensive instruction to meet each student's educational goals.

Related Services:  Individual and group counseling, transitional services, occupational therapy, speech and language therapy, and behavior management.
High Road School of Anne Arundel County

1131 Benfield Blvd.  
Millersville, MD  21108

County in Which Program is Located: Anne Arundel

Phone: 410-282-8500  
Fax: 410-282-1047  
Website: www.sesi-schools.com

Referral Contact(s): Clare Plantholt

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 14-autism

Capacity of Facility: 60  
Ages Served: 5 - 21  
Grade Range: K through 12

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( ) No ( X )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year: 
   10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )
   4-week summer school ( ) 5-week summer school ( X ) 6-week summer school ( )

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.
High Road School of Baltimore County

7707-7709 German Hill Road
Baltimore, MD  21222-1525

Phone: 410-282-8500
Fax: 410-282-1047
Website: www.sesi-schools.com

Referral Contact(s): Danielle Peck

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities,
08-other health impairments, 09-specific learning disabilities, 14- autism

Capacity of Facility: 90
Ages Served: 7 - 21
Grade Range: 2 through 12

Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( ) No ( X )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:30 a.m. – 2:30 p.m.

Length of School/Program Year:
   10-month ( X )  11-month ( )  12-month ( ) extended school year ( X )
   4-week summer school ( )  5-week summer school ( X )  6-week summer school ( )

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.
High Road School of Cecil County

3035 Singerly Rd
Elkton, MD 21921
(Located in Providence School Building)

County in Which Program is Located: Cecil

Phone: 410-398-6900
Fax: 410-398-7322
Website: www.sesi-schools.com

Referral Contact(s): Gary Hunt

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities,
08-other health impairments, 09-specific learning disabilities,
10-multiple disabilities, 14-Autism

Capacity of Facility: 45
Ages Served: 11 - 21
Grade Range: 6 through 12
Private Pay Students Accepted: Yes ( ) No (X)
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. – 4:30 p.m.

Length of School/Program Year:
- 10-month (X)
- 11-month ( )
- 12-month ( )
- Extended school year (X)
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, and behavior management.
High Road School of Perryville

636 Broad Street  Suite 101  County in Which Program is
PO Box 76!  County in Which Program is
Perryville, MD 21903  Located:  Cecil

Phone:  410-642-9191  Fax:  410-642-9196
Website:  www.sesi-schools.com

Referral Contact(s):  Josh Strzegowski

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  06-emotional disabilities, 08-other health impairments,
                      09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility:  60
Ages Served:  6 - 21
Grade Range:  1 through 12
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:30 a.m. – 4:30 p.m.
Length of School/Program Year:

10-month ( X )  11-month ( )  12-month ( )  extended school year ( )
4-week summer school ( )  5-week summer school ( X )  6-week summer school ( )

Program Description:  High Road School of Perryville is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services:  Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, and behavior management.
High Road School of Prince George’s County

1441 McCormick Drive
Largo, MD 20774

County in Which Program is Located: Prince George’s

Phone: 301-636-6615
Fax: 
Website: www.highroadschool.com

Referral Contact(s): Carmen McGinnis, Tierra Davis

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 90

Ages Served: 7 - 21

Grade Range: 2 through 12

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:00 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )

4-week summer school ( ) 5-week summer school ( X ) 6-week summer school ( )

Program Description: High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.
High Road School of Southern Maryland

95 Catalpa Drive, Unit 100
LaPlata, MD 20646

Phone: 301-392-6377
Fax: 301-392-6371
Website: www.highroadschool.com

County in Which Program is Located: Charles

Referral Contact(s): Darin Sipe, Ericho Little

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities

Capacity of Facility: 75
Ages Served: 12 - 21
Grade Range: 6 through 12

Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:00 a.m. – 2:30 p.m.

Length of School/Program Year:
- 10-month ( ) 11-month ( X ) 12-month ( ) extended school year ( )
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: High Road School of Southern Maryland is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment. The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.
High Road Upper School of Prince George’s County

12050 Baltimore Ave.                                      County in Which Program is
Beltsville, MD  20705                                      Located:        Prince George’s

Phone:  301-210-4860                                      Fax:             301-210-4863
Website:  www.highroadschool.com

Referral Contact(s):  Michelle Anderson, Maleeca Bryant

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities

Capacity of Facility:  100
Ages Served:  13 - 21
Grade Range:  9 through 12

Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X )  Residential ( )

Before and/or After School Program:  Yes ( )  No ( X )

Nurse on-site either part-time or full-time:  Yes ( X )  No ( )

Building and classrooms wheelchair accessible:  Yes ( X )  No ( )

Hours of Operation for school day:  8:00 a.m. – 2:40 p.m.

Length of School/Program Year:

10-month ( X )  11-month ( )  12-month ( )  extended school year ( X )
4-week summer school ( )  5-week summer school ( X )  6-week summer school ( )

Program Description:  High Road Upper School of Prince George’s County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment.

The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Parental participation is encouraged and integrated into the school setting.

Related Services:  Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, psychiatric consultation and behavior management.
The Ivymount School

11614 Seven Locks Road
Rockville, MD 20854-3261

Phone: 301-469-0223
Fax: 301-469-0778
Website: www.ivymount.org

Referral Contact(s): Jan Wintrol, Stephanie deSibour

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 04-speech or language impairment,
08-other health impairments, 09-specific learning disabilities,
10-multiple disabilities, 14-autism

Capacity of Facility: 230

Ages Served: 4–21

Grade Range: Non-graded (ages 4–21) and Elementary and Secondary Grades K-12

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:45 a.m. – 3:15 p.m. (M, T, Th, F), 8:45 a.m. – 12:45 p.m. (W)

Length of School/Program Year:

10-month ( ) 11-month (X) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Ivymount School is a non-profit, non-public, co-educational, special education and related services program which serves students with autism spectrum disorders, intellectual disability, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment in Elementary School (Grades K-4), Secondary School (Grades 5-12), or non-graded (ages 4 through 21) programs. Most of the students have multiple learning needs and require a program that includes and integrates academic, social, and pragmatic skills programming in classrooms with low student/teacher ratios. Students receive related services as determined by their Individualized Education Program (IEP). A student's IEP determines the level of services, supports and modifications necessary to access the curriculum as well as the level of participation in statewide assessments. An Assistive Technology/Curriculum Technology team works with classrooms providing services to students and families and training to staff. A Behavior Services team works with students who demonstrate interfering behaviors by conducting functional assessments, developing individualized behavior plans, monitoring student progress, and providing staff training. Art, music, adapted physical education, library, and computer technology are offered to all students.

Multiple Learning Needs Program

The Multiple Learning Needs Program serves students with autism, intellectual disability, specific learning disability, speech/language impairment, other health impairment, and multiple disabilities. The program consists of a Lower/Middle Division (students ages 4-14) and a High School (students ages 14-18) which
The Ivymount School
(continued)

includes students with the potential to earn a high school diploma. The school provides therapeutic, academic, social and pragmatic skills programming depending on the ages and learning needs of the students. The program incorporates the general education curriculum (Maryland State Curriculum) and social skills programs so that students master their individual annual academic, life skills and social/emotional goals.

Post High School Program (School-to-Work)

The Post High School Program is a community focused, life skills program that prepares students ages 18-21 for a successful transition from school to employment and adult life. Students work at community job sites which provide them with challenging opportunities to acquire and utilize life skills in practical ways, as well as accessing program and educational support in the Young Adult Center.

The Post High School Program is designed to allow students to match their abilities and interests with community job placements, leading to productive and independent futures. Students acquire pragmatic educational skills and employability skills that will lead to successful transitions.

Autism Program

The Ivymount School Autism Program is designed for students diagnosed with Autism. The program employs a highly structured teaching environment including the use of evidenced based practices and Applied Behavior Analysis (ABA). The program's Primary Division serves students ages 4 to 6, the Elementary Division serves students ages 7 to 12, and the Secondary Division serves students ages 13 to 21 in middle, high and post high school homerooms. The goal of the program is to increase desired skills and decrease interfering and inappropriate behaviors to enable each student to function independently across multiple settings.

Individualized programming is developed for each student, including skill acquisition programs within a functional life skills curriculum (e.g., daily living, communication, socialization, recreation/leisure, career/vocational), motivational systems, and behavior reduction programming while giving the students access to the general education curriculum (Maryland State Curriculum). The proactive generalization program ensures that students progress transfers to school, home and community settings. Augmentative and alternative communication systems are used as needed. Related services (e.g., speech and language and occupational therapy) are delivered in an integrative and collaborative model based on individual student needs and determined by the IEP. Students exiting the program at age 21 receive a Certificate of Completion.

Model Asperger Program

Ivymount's Model Asperger Program (MAP) serves students at both the elementary and secondary levels (grades K-12) who are diagnosed with an Autism Spectrum Disorder, have average to gifted cognitive abilities but struggle in mainstream learning environments due to difficulties with social skills, executive functioning, flexible thinking and self-regulation. MAP is a graded program for students earning credits toward their high school diploma. The Maryland State Curriculum is utilized to provide a dynamic, rigorous and experiential program that integrates social learning into all aspects of the school experience. Integrated related services provide structured and supported opportunities for MAP students to successfully acquire and practice emotional regulation and social skills.
The Jefferson School: A Program of Sheppard Pratt Health System

2940 Point of Rocks Road
Jefferson, MD  21755

Phone:  240-315-0200
Fax:  240-315-0332
Website:  www.thejeffersonschool.org

Referral Contact(s):  Sherry McCall Ross, M. Ed

MSDE Approval Category:  TYPE I General and Special Ed
Disabilities Served:  06-emotional disability
Capacity of Facility:  53 residential; 50 day
Ages Served:  11 – 21 (must be in 6th grade)
Grade Range:  6 through 12
Private Pay Students Accepted:  Yes (X) No ( )
Setting:  Day (X) Residential (X)
Before and/or After School Program:  Yes ( ) No (X)
Nurse on-site either part-time or full-time:  Yes (X) No ( )
Building and classrooms wheelchair accessible:  Yes (X) No ( )

Hours of Operation for school day:  8:50 a.m. – 3:10 p.m.

Length of School/Program Year:

10-month ( )  11-month ( )  12-month (X)  extended school year ( )
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Jefferson School is a residential treatment center and special education school that provides therapeutic and educational services for youth ages 12-21 with emotional and behavioral disabilities. Located fifteen minutes outside Frederick, MD, the 30-acre school campus includes baseball, softball and soccer fields, a barn and rink for the Equine-Assisted Therapy Program, and a ropes course. The remaining wooded property affords opportunities for hiking and horseback riding. The Jefferson School promotes a residential milieu based upon the principles of Response Ability Pathways and clinical, special education, and prevocational services.

The program operates a MSDE approved school and a licensed residential treatment center. The school has a full size gymnasium, a library/media center, greenhouse, visual and performing arts classrooms, a graphic arts lab, and wood shop. In addition, there are dining, recreation and health services, along with a fully equipped OT clinic that provides traditional OT services as well as sensory integration approaches. There are medical staff and a full time psychiatrist available for medication management and psychiatric crisis management.

The residential units are single gender houses generally split by age. There is a special program for sexually reactive boys, and a program focused on life skills designed for students pursuing a Certificate of Completion.

Related Services:  Individual and group psychotherapy, family therapy, social work services, speech therapy, occupational therapy including sensory integration approaches, educational assessment, psychological assessment, psychiatric assessment/medication management, therapeutic recreation services, school health services, behavior management, equine assisted psychotherapy services, and participation in the dramatic arts productions which has a therapeutic emphasis.
The Jefferson School at Finan Center

10100 Country Club Road, SE  
P.O. Box 1722  
Cumberland, MD  21502

County in Which Program is Located: Allegany

Phone: 301-777-2258  
Fax: 301-777-2066  
Website: www.sheppardpratt.org

Referral Contact(s): Bonnie Fetzer, M.Ed., Principal

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disability, 14-autism

Capacity of Facility: 74

Ages Served: 5 - 21

Grade Range: K through 12

Private Pay Students Accepted: Yes (X)  No ( )

Setting: Day (X)  Residential ( )

Before and/or After School Program: Yes ( )  No (X )

Nurse on-site either part-time or full-time: Yes (X)  No ( )

Building and classrooms wheelchair accessible: Yes (X)  No ( )

Hours of Operation for school day: 8:00 a.m. – 2:00 p.m.

Length of School/Program Year:

10-month ( )  11-month ( )  12-month (X)  extended school year ( )

4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Jefferson School at Finan Center, located in Cumberland, Allegany County, is a collaboration between the Allegany County Board of Education and the Sheppard Pratt Health System. Special education and other mental health services are provided to special education students. Instructional areas, which are determined by each student’s IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, and recreation/leisure skills.

Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. The school implements the Maryland State Curriculum and the Syracuse Community Reference-Curriculum Guide for Students with Moderate and Severe Disabilities.

Related Services: Individual and group psychotherapy, family therapy, social work services, educational assessment, psychiatric assessment/medication management, therapeutic recreation services, school health services, behavior management, and intensive treatment services are available. Speech and language, occupational, physical, mobility and vision therapies and psychological assessment provided to Allegany County students through contracted service agreements with Allegany County Public Schools.
The Katherine Thomas School

9975 Medical Center Drive  
Rockville, MD 20850

County in Which Program is Located: Montgomery

Phone: 301-738-9691  
Fax: 301-738-8897  
Website: www.ttlc.org

Referral Contact(s): Marjorie Theard

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language impairment, 09-specific learning disabilities, 14-autism

Capacity of Facility: 200

Ages Served: 4 - 21

Grade Range: Pre-K through 12

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes ( ) No (X)

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: K-8: 9:00 a.m. – 3:30 p.m.; Gr. 9-12: 8:00 a.m. – 2:45 p.m.; Pre-K: 12:30 – 3:30 p.m.

Length of School/Program Year: 10-month (X) 11-month (X) 12-month ( ) extended school year (X)

4-week summer school ( ) 5-week summer school ( ) 6-week summer school (X)

Program Description: The Katherine Thomas School serves students with moderate to severe language and learning disabilities and/or mild to moderate autism. Staff utilize auditory, visual, tactile and kinesthetic movement-oriented learning and infuse lessons and activities with developmentally appropriate and language-based experiences. Social skills development is addressed through all aspects of the student’s day. Art, music and drama classes are offered.

The Katherine Thomas School preschool program uses a developmental model and blends typical preschool activities -- social interactive play, experiential learning activities and daily language lessons -- with an intense emphasis on communication, interaction and problem solving. Our multidisciplinary team (including a special educator, teacher assistant, speech-language pathologist, occupational therapist and social worker) work together to support maximum individualization and encourage excellent outcomes.

Both The Katherine Thomas School Lower/Middle School Program and the diploma-based High School Program offer a safe, nurturing environment for each student’s emotional growth and educational development. The programs provide instruction in reading, oral and written expression and math, as well as the strategies needed for academic, social and post-graduation success. The positive, success-oriented curriculum supports students who, with specialized help transition to an educational or employment setting. Our integrated, multidisciplinary classroom team includes a special educator, teacher assistant, speech-language pathologist, occupational therapist, social worker and administrator.
High school students may participate in opportunities to build leadership skills through activities such as the SGA and Peer Mediation programs. After school activities are available for athletic, social and homework support.

**Student Transition Readiness through Intensive Developmental Education (The STRIDE Program)**

The STRIDE program is designed to meet the needs of lower middle school students in grades K–5 with moderate to severe language and learning disabilities and/or mild to moderate autism, who also display difficulties in other developmental areas, including significant challenges in perspective-taking, engagement, attention, regulation, group process and social interactions and require more intensive support to succeed academically and socially than in the KTS Lower Middle School Program. An interdisciplinary team serves the STRIDE classroom, consisting of a special education certified teacher, teacher assistant, speech-language pathologist, occupational therapist, social worker, and behavior consultant. The goal for this transitional program is for students to successfully transfer into the KTS Lower Middle School Program or a less restrictive environment.

**Excellence in Educational and Emotional Learning (The EXCEL Program)**

The EXCEL program is designed to meet the needs of high school students in grades 9–12 (ages 14–21) with moderate to severe language and learning disabilities and/or mild to moderate autism, who also display difficulties in other developmental areas, including significant challenges in perspective-taking, engagement, attention, regulation, group process and social interactions, and require more intensive support to succeed academically and socially than in the KTS High School Program. An interdisciplinary team serves an EXCEL classroom, consisting of a special education certified teacher, teacher assistant, speech-language pathologist, occupational therapist, social worker, behavior consultant, and psychologist. The goal for this transitional program is for students to successfully transfer into the KTS High School Program or a less restrictive environment.

**Related Services:** Speech and language therapy, occupational therapy, counseling services, physical therapy.
Kennedy Krieger School: Fairmount Campus

1750 E. Fairmount Avenue
Baltimore, MD 21231-1534

County in Which Program is Located: Baltimore City

Phone: 443-923-9100
Fax: 443-923-4525
Website: www.kennedykrieger.org

Referral Contact(s): Brooke Wesley

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disturbance, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 160

Ages Served: 5 - 14

Grade Range: K through 8th

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 7:55 am – 2:20 pm (M,T, Th, F), 7:55 am – 12.25 pm (W)

Length of School/Program Year:

10-month ( ) 11-month ( X ) 12-month ( ) extended school year ( )

4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Kennedy Krieger School provides comprehensive educational and behavioral services to kindergarten through eighth grade students and is designed to provide effective preparation for students who, in the future, will be seeking either a diploma or a certificate at the high school level. The program is designed to meet the needs of a varied population of students. A best-practice, evidence-based, approach is used to implement curriculum, which focuses upon essential skills and aligns with the Maryland State Curriculum and Common Core Standards. Students are provided instruction in the areas of: Language Arts; Mathematics; Social Studies; Science; Technology; Health; Art and Physical Education. Depending upon the learning needs of each child, reading instruction can include a focus upon phonemic awareness, phonics and/or sight-word methodology. Students utilize the “Technology Center” along with an abundance of technology resources available within each classroom. These technologies include: interactive, large format, white boards; iPads and desktop computers. These proven and highly motivating devices serve to enhance learning, increase student participation, develop problem solving skills and prepare students for a society which is increasingly dependent upon the effective use of technology.
Students are motivated to utilize “Main Street,” the school’s state of the art, Media and Performance Center. It is here where students experience highly interactive learning, which comes alive by integrating music, art, drama and literacy.

Behavioral programming is individualized and designed to replace interfering behaviors with pro-social, replacement behaviors. Positive behavioral intervention supports are woven into the school day, enabling students to increase the amount of time they spend engaged in meaningful, on-task learning.

There are currently twenty (20) classrooms within the school. Classrooms have been divided into four (4) separate learning communities. Each community is designed to target and address the specialized programming and environmental needs of a wide range of students we serve at the Kennedy Krieger School: Fairmount Campus.

**Related Services:** Speech and language therapy (classroom based and pull out), individual and group psychotherapy, art therapy, music therapy, occupational therapy, physical therapy, assistive technology and nursing/health services.
Kennedy Krieger School: Greenspring Campus

High School Program

3825 Greenspring Avenue  County in Which Program is
Baltimore, MD 21211   Located: Baltimore City

Phone:  443-923-7800
Fax:  443-923-7850
Website:  www.kennedykrieger.org

Referral Contact(s):  Patrick Seay

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  01-intellectual disability, 04-speech or language impairment, 06-emotional disturbance, 07-orthopedic impairment, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility:  200
Ages Served:  14 - 21
Grade Range:  9 through 12
Private Pay Students Accepted:  Yes ( ) No ( X )
Setting:  Day ( X ) Residential ( )
Before and/or After School Program:  Yes ( ) No ( X )
Nurse on-site either part-time or full-time:  Yes ( X ) No ( )
Building and classrooms wheelchair accessible:  Yes ( X ) No ( )
Hours of Operation for school day:  M,T,Th,F: 7:45 am – 2:20 pm   W: 7:45am – 12:20pm
Length of School/Program Year:

10-month ( X )  11-month ( X )  12-month ( ) extended school year ( X )
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  Kennedy Krieger High School is a co-educational, comprehensive career and technology center providing authentic, performance-based instruction, along with clinical services. All students have access to the general academic curriculum. Students graduate with a MSDE approved diploma or a certificate of completion. Students may also earn specific certification in career areas.

The focus of the school is the preparation of students for employment and continued educational opportunities and training, using a model of five career clusters and partnering with local businesses. Students develop portfolios of their career cluster experiences, and have the opportunity to work in student run businesses at the school. Career clusters include: (1) Information technology and Office Skills, (2) Hospitality and Tourism, (3) Retail and Consumer Services, (4) Construction/Manufacturing Trades and (5) Horticulture.
Kennedy Krieger School: Greenspring Campus  
High School Program continued)

A multidisciplinary team develops a continuum of program design, allowing students to have options that can accommodate their academic, behavioral, or related service needs. Extracurricular and elective offerings include: Young Marines, Student Government Assoc., intramural sports, yearbook, student mediation, newspaper, and Junior/Senior prom committee.

Related Services: Therapy: Speech/language, occupational, physical, art music, family; positive behavioral supports, individual and group psychotherapy, parent training/counseling, and social work. When approved through the IEP process, a program aide for individual assistance is also provided.

LEAP Program

Phone: 443-923-4576  
Fax: 443-923-7750  
Website: www.kennedykrieger.org

Referral Contact(s): Lynn Kanzler

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 65

Ages Served: 5 - 21

Grade Range: K-12

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 7:45 a.m. – 2:45 p.m. (M, T, Th, F); 7:45 a.m. – 12:45 p.m. (W)

Length of School/Program Year:

- 10-month ( )
- 11-month ( )
- 12-month ( X ) extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: The LEAP Program is an approved Maryland State Department of Education (MSDE) non-public day program. It is designed for children who require an education in a highly structured environment, which will program for their academic, communication, social, behavioral, and community needs. A variety of evidence-based practices and instructional strategies are utilized to implement the Maryland State Curriculum and/or Core Learning Goals in Reading, English/Language Arts, Mathematics, Social Studies, Science, Health, Career Development, Life Studies, and other areas as appropriate to grade level and learner needs. Students participate in the Alternate Maryland School Assessment (ALT-MSA). The LEAP Program does not offer diplomas.
The LEAP Program offers the following components:

- An interdisciplinary approach to individualized programming which may include input from parents/students and utilizes professionals from the following disciplines: special education, speech-language pathology, occupational therapy, psychology, behavior resource, social work, expressive arts therapies (i.e., art and music), nursing, audiology, vocational education, physical therapy, and psychiatry. All school staff meet the MSDE certification requirements in their assigned fields.
- A structure that facilitates communication among the team members who are implementing the curriculum and IEPs (i.e., internal team meetings occur on a regular basis).
- An eclectic combination of intervention approaches/methods based on best practices, including but not limited to: TEACCH, Applied Behavior Analysis, Picture Exchange Communication Systems, sensory diets, community-based instruction, and vocational training.
- Small classes (an average of 7 students) with a high staff to student ratio that provides 1:1 supports as needed or as indicated in IEPs.
- Speech/Language services which focus on establishing functional language skills through the use of both low- and high-tech augmentative communication systems, increasing vocalizations, and improving articulation and social language skills. Services emphasize independence in communication during curricular and community activities and support increased access to the curriculum.
- Occupational Therapy services which emphasize evaluation of sensory processing and development of strategies to assist students with self-regulation skills.
- Intensive behavioral supports including functional behavioral assessments, individualized behavior intervention plans, and safe crisis management procedures.
- Programmatic mental health and expressive arts services which enhance academic, social, and emotional development.
- Opportunities to participate in off-site supported and/or sheltered employment.
- Activities which promote student wellness and physical development, including aquatics and fitness programs.

A student’s week typically consists of applied academics, functional life skills, exposure to the general education curriculum, IEP driven related services, recreation/leisure activities, social skills training, community-based instruction, and work-based learning.

The physical classroom space is designed to provide an atmosphere that enables the child to better predict and utilize his environment through visual cues, multisensory supports, physical structure of the room, and consistent routines and schedules. Such supports aid in the de-escalation and shaping of student behaviors and will increase and maximize a student’s availability for academic opportunities.

In order to provide consistent, integrated programming for the students, the educational staff work closely with all related service providers using an interdisciplinary approach. This approach allows staff members to communicate the areas of focus in each discipline to all members of the team. Student progress is more successfully facilitated when they are given the opportunity to generalize across a variety of settings. Regular classroom team meetings are held to discuss the on-going needs of each student.

The LEAP Program is committed to serving our students and their families to maximize their independence in the school, in the home, and in the community.

**Related Services:** Special education, vocational education, psychology, psychiatry, social work, speech-language pathology, occupational therapy, physical therapy, nursing, behavior resource, and expressive arts.
Kennedy Krieger School: Montgomery County Campus

12301 Academy Way
Rockville, MD 20852

County in Which Program is Located: Montgomery

Phone: 443-923-4170
Fax: 443-923-4181
Website: www.kennedykrieger.org

Referral Contact(s): Jessica Berman

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism

Capacity of Facility: 50
Ages Served: 7 - 21
Grade Range: 2 – 8
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: M,T,Th,F: 7:55 am – 2:20 pm  W: 7:55am – 12:25pm
Length of School/Program Year:

10-month ( ) 11-month ( X ) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Montgomery County Campus provides educational services to students with ASD. They will use an interdisciplinary approach to individualized programming with professionals from many disciplines. The instructional program follows "best practice" teaching methods including, but not limited to TEACCH, Applied Behavior Analysis, discrete trial, incidental learning, Pivotal Response Treatment, augmented communication, picture exchange communication, sensory diets, vocational training, and program-based related services. All students will participate in the standardized annual assessments for their home school district.

Related Services: Speech and language therapy, individual and group psychotherapy, expressive therapy, occupational therapy, physical therapy, and assistive technology.
Kennedy Krieger at Southern High School

4400 Solomon Island Road  County in Which Program is
Harwood, MD 20776  Located: Anne Arundel

Phone: 410-867-7100  Fax: 410-867-4153  Website: www.kennedykrieger.org

Referral Contact(s): Jodi Johnson

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 08-other health impairment, 09-specific learning disabilities, 14-autism

Capacity of Facility: 20

Ages Served: 14-18

Grade Range: 9-12

Private Pay Students Accepted: Yes ( )  No (X)

Setting: Day (X)  Residential ( )

Before and/or After School Program: Yes ( )  No (X)

Nurse on-site either part-time or full-time: Yes (X)  No ( )

Building and classrooms wheelchair accessible: Yes (X)  No ( )

Hours of Operation for school day: 7:00 a.m. – 2:00 p.m.

Length of School/Program Year:

10-month (X)  11-month ( )  12-month ( )  extended school year ( )

4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Kennedy Krieger High School at Southern High is designed to serve students with special needs in an environment that is integrated into Southern High School. Support is provided in the KKHS classroom by allowing students small groupings for their academic subjects, accommodations for their learning needs, and the structure of the behavior management system. Flexibility is available as students move into the Southern High School program to the appropriate extent to see if and when the student can integrate or mainstream to as many classes as they can handle with success. Additionally, students take classes at the nearby Career and Technology – South (CAT-South) program to explore and develop their interests in various career paths and employment opportunities. The class is staffed by a program administrator, special educators, a teaching assistant and a social worker.

Related Services: Social work
Laurel Hall School
13238 Brook Lane Drive
Hagerstown, MD 21742-1435

Phone: 301-733-0330
Fax: 301-733-4106
Website: www.brooklane.org

County in Which Program is Located: Washington

Referral Contact(s): Kate Byers

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-Autism
Capacity of Facility: 70
Ages Served: 5 - 21
Grade Range: 1 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:00 a.m. – 4:00 p.m.
Length of School/Program Year:
10-month (X) 11-month ( ) 12-month ( ) extended school year (X)
4-week summer school ( ) 5-week summer school ( ) 6-week summer school (X)

Program Description: Laurel Hall School’s program is designed to provide special education services to individuals diagnosed with an emotional disability, autism, or multiple disabilities requiring a setting that provides sophisticated, highly structured, and individualized special education services as well as any needed psychiatric support services. The school has been developed to maximize learning of English Language Arts, social studies, math and science in a manner consistent with each student’s ability. Credits earned meet the requirements of the Maryland State Department of Education and will be transferred to the student’s local education agency for graduation and issuance of a diploma. The program is designed to foster social and emotional growth and development.

Related Services: Psychiatric and social work services, speech and occupational therapy.
Laurel Hall School in Frederick

4540 B Mack Avenue
Frederick, MD  21703

Phone:     301-698-5665
Fax:       301-698-5663
Website:   www.brooklane.org

Referral Contact(s): Kate Byers

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-Autism
Capacity of Facility: 50
Ages Served:      5 - 21
Grade Range:      3 through 12
Private Pay Students Accepted: Yes (X)  No (   )
Setting:          Day (X)  Residential (   )
Before and/or After School Program: Yes ( )  No (X )
Nurse on-site either part-time or full-time: Yes (X)  No (   )
Building and classrooms wheelchair accessible: Yes (X)  No (   )
Hours of Operation for school day: 8:00 a.m. – 4:00 p.m.
Length of School/Program Year:
   10-month (   )  11-month (X )  12-month (   )  extended school year (   )
   4-week summer school (   )  5-week summer school (   )  6-week summer school (   )

Program Description: Laurel Hall School’s program is designed to provide special education services to individuals diagnosed with an emotional disability, autism, or multiple disabilities requiring a setting that provides sophisticated, highly structured, and individualized special education services as well as any needed psychiatric support services. The school has been developed to maximize learning of English Language Arts, social studies, math and science in a manner consistent with each student’s ability. Credits earned meet the requirements of the Maryland State Department of Education and will be transferred to the student’s local education agency for graduation and issuance of a diploma. The program is designed to foster social and emotional growth and development.

Related Services: Psychiatric and social work services, speech and occupational therapy.
Laurel Hall Transitional Instructional Program

13238 Brooklane Drive
P.O. Box 1945
Hagerstown, MD 21742

Phone: 301-733-0330
Fax: 301-733-2379
Website: www.brooklane.org

County in Which Program is Located: Washington

Referral Contact(s): Kate Byers

MSDE Approval Category: TYPE III

Disabilities Served: see program description

Capacity of Facility: 12

Ages Served: 5 - 21

Grade Range: K through 12

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:

- 10-month (X)
- 11-month ( )
- 12-month ( )
- extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

Program Description: Laurel Hall Transitional Instructional Program provides a continuation education program to hospitalized day treatment patients parallel to that offered by the student's home school.
Linwood Center, Inc.

3421 Martha Bush Drive
Ellicott City, MD 21043-4426

Phone: 410-465-1352/53
Fax: 410-461-1161
Website: www.linwoodcenter.org

Referral Contact(s): Catherine Perini

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 14-autism
Capacity of Facility: 24
Ages Served: 9 - 21
Grade Range: non-graded

Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential (X)
Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:
- 10-month ( ) 11-month ( ) 12-month (X) extended school year (X)
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: Linwood Center provides academic, vocational, and residential services to students with autism and related developmental disabilities. Students are taught through a multidisciplinary approach in a therapeutic environment. Most require small class sizes with support from paraeducators and student assistants at an intensity level individualized for the student. Instructional strategies include a variety of methods customized to meet the individualized needs of each student. These methods include Applied Behavior Analysis, Picture Exchange Communication, assistive technology, sensory integration, incidental teaching, and visually aided and computer aided instruction. For students with residential services, Linwood provides a comprehensive, integrated program where day and residential services are coordinated to generate a broad scope therapeutic environment and an enriched learning paradigm. Linwood’s instructional program uses the Maryland State Curriculum for content standards.

Related Services: Speech and language services, occupational therapy, behavioral support, counseling.
Lourie Center School

12301 Academy Way
Rockville, MD 20852-2000

Phone: 301-984-4444
Fax: 301-881-8043
Website: www.louriecenter.org

County in Which Program is Located: Montgomery

Referral Contact(s): Dr. Diane King-Shaw, Clinical Director, ext. 140; DKingsha@louriecenter.org

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 10-multiple disabilities

Capacity of Facility: 40

Ages Served: 4 - 10

Grade Range: Nursery (4 year olds) through 5th

Private Pay Students Accepted: Yes (X) No ( )

Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes ( ) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 9:00 a.m. – 3:00 p.m. (M, T, Th, F) 9:00 a.m. to 1:00 (W)

Length of School/Program Year:

- 10-month ( ) 11-month (X) 12-month ( ) extended school year (X)
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Lourie Center School is an early intervention program that provides specialized education/therapeutic services for elementary age children who are challenged by emotional, social and behavioral difficulties interfering with their capacity to learn and to develop healthy relationships with adults and peers. These emotional disabilities can include attachment/separation problems, post-traumatic stress disorder, attention deficit/hyperactivity disorder, sensory and mood disorders, disruptive behavior and atypical development.

The school’s mission is to foster the development of emotionally healthy children who can participate in school, be successful in learning, and form satisfying relationships with adults and peers. The critical elements of the school’s approach include providing a therapeutic milieu, a strong academic curriculum, individualized instruction, and an integrated service delivery model. The therapeutic approach is relationship-based, since all early development takes place within the context of children’s primary relationships. The treatment team works with each student on expanding his ability to understand and integrate emotional experiences and sensory input so that his availability for learning is maximized. This includes developing more organized behavior and self-regulation, increasing cognitive and communication skills, and enhancing emotional connectedness, social relationships and a strong sense of self. The school operates five days per week for a total of 28 hours per week. The class size is up to 10 children with a 2 to 3 staff to student ratio. The school is approved through MSDE to serve children ages 4 through 10 years old and from Nursery-4 through 5th grade.

Related Services: Psychotherapy, consult psychiatry, parent counseling, speech and language therapy, occupational therapy, *physical therapy. *If warranted on student’s IEP.
The Mann Residential School

Sheppard Pratt Health System
P.O. Box 6815, 6501 North Charles St.
Baltimore, MD 21285-6815

Phone: 410-938-4498
Fax: 410-938-4697
Website: www.sheppardpratt.org

Referral Contact(s): Maryalice Snyder, 410-938-5152

MSDE Approval Category: TYPE I General and Special Ed
Disabilities Served: 06-emotional disabilities
Capacity of Facility: 65
Ages Served: 11 – 21
Grade Range: 6 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day ( ) Residential (X)
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.
Length of School/Program Year:
   10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
   4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Mann Residential School is approved by the Maryland State Department of Education as a general and special education school. The Mann Residential School serves Residential Treatment Center and High Intensity Respite students and utilizes the Common Core Curriculum and other approved curricula for instruction in subject areas. All Teachers are certified by the Maryland State Department of Education in the content area in which they teach or in Special Education, or both. The program offers self-contained and open schedule classes for students, encouraging self-mastery and empowerment, opportunity to complete subject matter to earn credits toward obtaining a high school diploma, providing resource and environmental supports to help each student be successful. For students with an IEP, the objectives and goals of the IEP form the instructional context for each class the student attends. The school is a Positive Behavior Intervention school (PBIS). In addition, Dialectical Behavior Therapy (DBT) principles and practices are incorporated into the school program and are integrated with the Residential Treatment Program.

Related Services: Individual and group psychotherapy, family therapy, social casework management, speech therapy, occupational; therapy, chemical dependency counseling, educational assessment, psychological assessment, vocational; counseling, neuropsychological assessment, psychiatric assessment, medication management, rehabilitation counseling services, school health services, behavior management and 1:1 aides as needed.
Marcia D. Smith School
9075 Comprint Ct.  
Gaithersburg, MD 20877

County in Which Program is Located: Montgomery

Phone: 301-926-2300  
Fax: 301-926-6780  
Website: www.css-md.org

Referral Contact(s): Kristin Ferragut

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 08-other health impairments, 10-multiple disabilities, 14-autism

Capacity of Facility: 25
Ages Served: 11-21
Grade Range: 3 – 12+

Private Pay Students Accepted: Yes ( )  No ( X )
Setting: Day ( X )  Residential ( X )

Before and/or After School Program: Yes ( X )  No ( )
Nurse on-site either part-time or full-time: Yes ( X )  No ( )
Building and classrooms wheelchair accessible: Yes ( X )  No ( )

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:
  10-month ( )  11-month ( X )  12-month ( ) extended school year ( )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Marcia D. Smith School is committed to the provision of quality educational services to students ages 11-21 with autism and intellectual disability. The program is a non-diploma, non-graded one with emphasis on life skills, vocational training, and functional academics. The school provides day and residential special education services. Individuals are supported in accordance with their individual needs as outlined in their IEP. Each individual receives instruction designed to enable the student to realize his or her potential to learn, communicate, develop social competency, and transition successfully into adult life in the community.

Related Services: Speech language, psychological, psychiatric, medication management, and other services as specified on the child’s IEP.
National Children’s Center School / Maryland Site

410 A University Boulevard W
Silver Spring, MD 20901

County in Which Program is Located: Montgomery

Phone: 301-593-0642
Fax: 301-593-9108
Website: www.nccinc.org

Referral Contact(s): Dana Cohen

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-Autism
Capacity of Facility: 21
Ages Served: 12 - 21
Grade Range: non-graded
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( ) No ( X )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:45 a.m. – 3:15 p.m.
Length of School/Program Year:
- 10-month ( X )
- 11-month ( )
- 12-month ( )
- extended school year ( X )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( X )

Program Description: The National Children’s Center School provides individualized instruction and related services in a small setting to students who are unsuccessful in the public school setting due to cognitive limitations and maladaptive behaviors related to their developmental disability.

The purpose of the program is to equip students with the skills necessary to return to a less restrictive educational setting when appropriate. All students strive to be as independently as possible, to maximize their potential, and to reach their personal goals.

Related Services: Individual and group counseling, social skills training, individual and group speech and language, occupational, and physical therapy are offered based on each student’s IEP. School nursing support is available as needed.
New Directions Academy

9700 Old Harford Road
Baltimore, MD 21234

County in Which Program is Located: Baltimore

Phone: 410-663-8500
Fax: 410-663-0805
Website:

Referral Contact(s): Gloria Lashley

MSDE Approval Category: TYPE I General and TYPE I Special Ed
Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities
Capacity of Facility: 29
Ages Served: 14 - 21
Grade Range: 9 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:15 p.m.
Length of School/Program Year:
  10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
  4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The New Directions Academy provides partial and full day services for special education students in grades 9 through 12 and general education services for students in grades 9 through 12. Students receive instruction in content areas needed to earn high school credits toward graduation. Students also prepare for state required functional tests and the high school assessment program. Classes are mixed grade. Special education and general education students are educated by teachers who meet state certification requirements. Related services are provided individually or in mixed groups as necessary and appropriate per each student’s Individualized Education Program. The staff of the New Directions Academy includes an educational director, principal, teachers, instructional assistants, a behavioral specialist, and a licensed clinical professional counselor. New Directions also accepts sex offenders.

Related Services: Speech/language therapy, counseling, social work
**New Visions Academy of Baltimore**

7131 Rutherford Road  
Baltimore, MD 21244-2702  

**County in Which Program is Located:** Baltimore

**Phone:** 410-298-2691  
**Fax:** 410-298-0835  
**Website:** www.thenewvisionsacademy.com

**Referral Contact(s):** Tia Carter

**MSDE Approval Category:** TYPE I Special Ed

**Disabilities Served:** 06-emotional disabilities

**Capacity of Facility:** 81

**Ages Served:** 11-21

**Grade Range:** 6 through 12

**Private Pay Students Accepted:** Yes ( ) No ( X )

**Setting:** Day ( X ) Residential ( )

**Before and/or After School Program:** Yes ( ) No ( X )

**Nurse on-site either part-time or full-time:** Yes ( ) No ( X )

**Building and classrooms wheelchair accessible:** Yes ( X ) No ( )

**Hours of Operation for school day:** 8:00 a.m. – 2:15 p.m.

**Length of School/Program Year:**

- 10-month ( )
- 11-month ( )
- 12-month ( X ) extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

**Program Description:** New Visions Academy of Baltimore educates and serves seriously emotionally disabled adolescents in grades 6 through 12 who are unable to remain within the mainstream public education system. The comprehensive program integrates education (academic and vocational) and treatment (clinical and behavioral management) into a unified process that enhances learning and prevents more restrictive or residential care. The Academy offers academic courses in English/language arts, social studies, mathematics, science, technology education and career development. The Career Services Training Center provides individualized competency based programs that integrate vocational and academic education. Courses in graphic communication, computer science/systems, automotive mechanics, and construction methods (carpentry and masonry) are provided; hands-on training and work/study components are offered; vocational and pre-employment assessments are provided for all students; school-to-work options are available, offering both advanced and remedial work experiences developed to fit students’ special needs. The Clinical Program provides individual and group therapy. Family therapy services is also available The Behavioral Management Program provides crisis intervention and behavioral counseling services. All students participate in the behavior management system that monitors daily progress and performance. As students advance through the program, they prepare for their return to public school through our Transitional Program.

**Related Services:** Individual and group psychotherapy, family therapy, social work services, case management services, group and individual therapy, psychiatric/psychological assessment and consultation, transportation assistance, family outreach, 24 hour crisis intervention, occupational therapy, speech and language services, vocational assessment, pre-employment training and employment opportunities.
Oak Hill House

12806 Independence Road
Clear Spring, MD 21722-1519

Phone: 301-582-4980
Fax: 301-582-4982
Website: www.usfellowship.org

County in Which Program is Located: Washington

Referral Contact(s): Courtney Wiggins

MSDE Approval Category: TYPE I General Ed

Disabilities Served: Youth who have been abused, abandoned, neglected, or adjudicated for nonviolent offenses. The program serves youth with a wide variety of disabilities but is not able to serve youth that need intensive psychiatric treatment or are a danger to themselves or others.

Capacity of Facility: 14
Ages Served: 14 - 18
Grade Range: 7 through 12
Private Pay Students Accepted: Yes ( ) No (X)
Setting: Day ( ) Residential (X)
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes ( ) No (X)
Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:00 a.m. – 4:00 p.m.

Length of School/Program Year:

10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: Oak Hill House is a group home whose primary goal is to provide youth with a safe and supportive environment that will prepare them to successfully reenter the community and continue to function as active and responsible members of the community. The therapeutic approach is based on the Reality Therapy model with emphasis on current behavior. Residents are confronted with their problematic behaviors and are expected to develop responsibly for their actions. The goals of the program include improving self-esteem, modifying negative behavior, improving interpersonal skills, and improving decision making. Oak Hill House also operates a TYPE I nonpublic school on grounds. The overall program goals are incorporated into the school program in addition to learning to function successfully in school. Residents earn the privilege to transition to public school based on their behavioral and academic progress. While the Oak Hill House School is not special education accredited, residents’ Individualized Education Programs (IEP’s) can be implemented at the request of the public school. The public school provides screening, evaluations, consultation, and monitoring for special education students.

Related Services: All residents participate in individual and group therapy. Family therapy is provided bi-monthly. All residents and their families participate in the Therapeutic Family Weekend which is currently offered three times each year.
The Pathways School - Anne Arundel

1819 Bay Ridge Avenue, Suite 340  
Annapolis, MD 21403

County in Which Program is Located: Anne Arundel

Phone: 410-295-1539  
Fax: 410-295-3051  
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 24

Ages Served: 15 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( ) No ( X )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:30-3:25 (M,T,Th, F). 8:30 – 1:35 (W)

Length of School/Program Year:

- 10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Pathways School-Anne Arundel provides integrated academic, therapeutic, and vocational services through community-based programming. Placement in this program offers students the opportunity to stabilize within an individualized environment and gives them the option to earn a Maryland High School Diploma, earn a High School Certificate of Program Completion, or prepare to take the GED. The course offerings allow students who have not been successful in traditional school-based settings the opportunity to complete their secondary education through individual and small group instruction.

The cornerstone of the program is intensive individualization of the delivery of services within the student's home community. Students receive programming at both a suite in the Bay Ridge Professional Building in Annapolis and in community settings. Individual and group therapy sessions, as well as small academic group activities, are scheduled for the Annapolis site, which includes offices, meeting rooms and a media center. Individual instruction, experiential learning opportunities, and career exploration are implemented in a variety of locations in the communities surrounding the school and students’ homes, including public libraries, community and shopping centers and workplaces.

Related Services: Individual, group and family counseling, social skills counseling, crisis intervention, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy, and occupational therapy.
The Pathways School – Crossland ReEntry

Crossland High School
6901 Temple Hill Road
Temple Hills, MD 20748

County in Which Program is Located: Prince George’s

Phone: 301-449-3173
Fax: 301-449-3047
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE II Special Ed
Disabilities Served: 06-emotional disabilities
Capacity of Facility: 30
Ages Served: 13 - 19
Grade Range: 9 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 7:45 a.m. – 2:25 p.m.
Length of School/Program Year: 10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Pathways School – Crossland Re-Entry program provides academic, therapeutic and transition services to high school students with emotional disabilities in order to facilitate the student’s return to a mainstream classroom in Prince George’s County Crossland High School. Eligible students will be identified as needing intensive special education and therapeutic services in order to mainstream successfully in public school classes and earn a Maryland high school diploma. The program offers high school course offerings based on Prince George’s county Public School curriculum. Through instruction and therapeutic services, the staff teaches social skills, study skills and academic subjects to help students meet graduation requirements. Students are also afforded the opportunity to participate in a wide range of extracurricular activities with non-disabled peers.

The Pathways School – Crossland Re-Entry program is based in a suite including office, classroom, and meeting space in Crossland High School. The public school’s cafeteria services, library media services, curriculum resources, instructional materials and equipment are also utilized for student programming. In addition, students have access to indoor and outdoor student areas, including the cafeteria, health room, computer labs and playing fields.
The Pathways School – DuVal Re-Entry

DuVal High School
9880 Good Luck Road
Lanham, MD  20706

County in Which Program is Located: Prince George’s

Phone: 301-794-5872
Fax: 301-794-7845
Website: www.pathwayschools.org

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 20

Ages Served: 13 - 19

Grade Range: 9 through 12

Private Pay Students Accepted: Yes ( )  No ( X )

Setting: Day ( X )  Residential ( )

Before and/or After School Program: Yes ( )  No ( X )

Nurse on-site either part-time or full-time: Yes ( X )  No ( )

Building and classrooms wheelchair accessible: Yes ( X )  No ( )

Hours of Operation for school day: 8:30 a.m. – 3:10 p.m.

Length of School/Program Year:

10-month ( X )  11-month ( )  12-month ( )  extended school year ( X )
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Pathways School – DuVal Re-Entry program provides academic, therapeutic and transition services to high school students with emotional disabilities in order to facilitate the student’s return to the mainstream classrooms in Prince George’s County DuVal High School. Eligible students will be identified as needing intensive special education and therapeutic services in order to mainstream successfully in public school classes and earn a Maryland high school diploma. The program offers high school course offerings based on Prince George’s County Public School curriculum. Through instruction and therapeutic services, the staff teaches social skills, study skills and academic subjects to help students meet graduation requirements. Students are also afforded the opportunity to participate in a wide range of extra-curricular activities with non-disabled peers.

The Pathways School DuVal Re-Entry program is based in a suite including office, classroom, and meeting space in DuVal High School. The public school’s cafeteria services, library media services, curriculum resources, instructional materials and equipment are also utilized for students programming. In addition, students have access to indoor and outdoor student areas, including the cafeteria, health room, computer labs and playing fields.

Related Services: Individual, group and family counseling, crisis intervention, recreation and the arts, as well as speech and occupational therapy.
The Pathways School – Edgewood

801 University Boulevard West
Silver Spring, MD 20901-1040

Phone: 301-681-4112
Fax: 301-681-4113
Website: www.pathwayschools.org

County in Which Program is Located: Montgomery

Referral Contact(s): Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities

Capacity of Facility: 36

Ages Served: 15 - 21

Grade Range: 9 through 12

Private Pay Students Accepted: Yes ( ) No ( X )

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( ) No ( X )

Building and classrooms wheelchair accessible: Yes ( ) No ( X )

Hours of Operation for school day: 8:05 – 3:00 (M, T Th, F); 8:05 – 1:08. (W)

Length of School/Program Year:

10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )

4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Pathways School - Edgewood integrates academic, therapeutic, and vocational services through school-based and community-based programming for up to 40 high school students, ages 15-21 years, with emotional and behavioral disabilities. The program is designed to allow for flexibility in how services are provided. Depending upon individual student needs, programming may be focused within a classroom setting or primarily take place in community settings. The school-based program offers a more traditional classroom focus. In the community-based program, students are transported by their Community Support Staff member to receive programming within a variety of other settings. All students are prepared to successfully transition from high school to the world of work. Opportunities include work crew, job shadowing, and internships, in addition to an emphasis on gaining independent living skills.

The course offerings allow students to earn a Maryland High School Diploma or a High School Certificate of Program Completion. This program offers credit courses for students through individual and small group instruction following county curriculum. Students are prepared to transition into the next phase of their lives. For some, this may be to prepare for a less restrictive secondary school placement or to take the GED test in the future, and for others, it may be to prepare for post-secondary education, career training, or the world of work..

Related Services: Individual, group and family counseling, social skills counseling, crisis intervention, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy, occupational therapy.
The Pathways School – Northwood at Hyattsville

3401 East West Hwy. #240  County in Which Program is Located:  Prince George’s
Hyattsville, MD  20782-3108

Phone:  301-853-3923
Fax:  301-853-3925
Website:  www.pathwayschools.org

Referral Contact(s):  Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  06-emotional disabilities
Capacity of Facility:  36
Ages Served:  11 - 21
Grade Range:  6 through 12
Private Pay Students Accepted:  Yes (  ) No ( X )
Setting:  Day ( X ) Residential (  )
Before and/or After School Program:  Yes (  ) No ( X )
Nurse on-site either part-time or full-time:  Yes (  ) No ( X )
Building and classrooms wheelchair accessible:  Yes ( X ) No (  )
Hours of Operation for school day:  8:15 a.m. – 3:10 p.m. (M, T, Th, F), 8:15 a.m. – 1:18 (W)
Length of School/Program Year:
  10-month ( X )  11-month (  )  12-month (  ) extended school year ( X )
  4-week summer school (  )  5-week summer school (  )  6-week summer school (  )

Program Description:  The Pathways School-Northwood at Hyattsville provides integrated academic and therapeutic services in a supportive, structured environment which concentrates on increasing the student’s self-control and realization of personal, behavioral, and academic goals. The educational environment, using therapeutic support, promotes learning at the student’s ability level. The curriculum focuses on core courses such as reading and language arts, mathematics, science, social studies, health, keyboarding basics and career exploration. A specialized reading program is utilized to meet each student’s individual needs. The academic program is designed to meet the requirements of each student’s Individualized Educational Program (IEP) and to allow students to complete their secondary education by earning a Maryland or District of Columbia high school diploma or certificate. In addition to the academic curriculum, students receive related services through a structured therapy program, which emphasizes group therapy, individual therapy, and crisis intervention. A therapeutic school milieu is provided as a means to foster the development of stable and appropriate relationships. A structured behavior management system is utilized throughout the school program. Transition support services include experiential learning activities, career exploration, interest inventories, job development, job coaching and job maintenance.

Related Services:  Individual, group and family counseling, social skills counseling, crisis intervention, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy, occupational therapy, transition counseling.
The Pathways School – Springville Re-Entry

2601 University Blvd. West, 3rd Floor
Wheaton, MD  20902-1926

County in Which Program is Located: Montgomery

Phone:  301-942-1115
Fax:  301-942-7677
Website:  www.pathwayschools.org

Referral Contact(s):  Dr. Tania DuBeau (301-649-0778)

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  06-emotional disabilities
Capacity of Facility:  20
Ages Served:  13 - 19
Grade Range:  9 through 12
Private Pay Students Accepted:  Yes ( ) No ( X )
Setting:  Day ( X ) Residential ( )
Before and/or After School Program:  Yes ( ) No ( X )
Nurse on-site either part-time or full-time:  Yes ( ) No ( X )
Building and classrooms wheelchair accessible:  Yes ( X ) No ( )
Hours of Operation for school day:  8:15 a.m. – 3:10 p.m. (M,T, Th, F), 8:15 a.m. – 1:18 p.m. (W)
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( )  extended school year ( X )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Pathways School - Springville Re-Entry program provides integrated academic, therapeutic and transition services to high school students with emotional disabilities. The academic program is designed to meet the requirements of each student's Individualized Educational Program (IEP) and to allow students to earn credit toward earning a Maryland or District of Columbia high school diploma or Certificate of Program Completion. An educational environment that promotes learning at one’s ability level is provided. One component of the program provides specialized instruction for those students in need of functional academics and life skills. In addition to the academic curriculum, students receive related services through a structured therapy program, which emphasizes group therapy, individual therapy, and crisis intervention. A comprehensive behavior management system is utilized throughout the school program.

Students who are motivated to return to a public high school are prepared for the transition. Eligible students will need to have exhibited success in academic, behavior, and social skills, as well as have a willingness to develop the competencies necessary for a successful transition to the public high school setting.

Classrooms, offices, therapy, conference and multipurpose rooms are available at the school’s location in an office building in Wheaton.

Related Services:  Individual, group and family counseling, social skills counseling, crisis intervention and peer mediation, recreation, art, drama, poetry, support groups, individualized behavior management, speech therapy and occupational therapy.
Phillips School - Laurel

8920 Whiskey Bottom Road
Laurel, MD 20723-1318

Phone: 301-470-1620
Fax: 301-470-1624
Website: www.phillipsprograms.org

County in Which Program is Located: Howard

Referral Contact(s): Wallace Henry III

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities, 14-autism

Capacity of Facility: 162
Ages Served: 8 - 21
Grade Range: 3 through 12

Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)

Nurse on-site either part-time or full-time: Yes ( ) No (X)

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:20 a.m. – 3:22 p.m. (M,T, Th, F), 8:20 a.m. – 1:05 p.m. (W)

Length of School/Program Year:

- 10-month (X)
- 11-month ( )
- 12-month ( )
- Extended school year (X)
- 4-week summer school ( )
- 5-week summer school (X)
- 6-week summer school ( )

Program Description: Phillips School ~ Laurel is a 10 month day program that offers special education and therapeutic services to elementary, middle and high school students who have such severe emotional, learning and/or behavioral disabilities that they cannot function effectively in a general education environment. The goal for all students is to improve academic skills and modify behavior in order to successfully transition to a less restrictive environment. Academic instruction and related services are provided according to each student’s Individualized Education Program (IEP). Instruction and therapy take place in individual or group settings. The high school offers both credit and noncredit courses based on a student’s individual needs. Credit courses prepare students to earn a high school diploma. Phillips offers on and off campus work experiences to prepare for post-secondary success.

Related Services: Counseling, family services, speech/language therapy, occupational therapy, physical therapy, extended school year.
The Ridge School of the Eastern Shore

821 Fieldcrest Road  County in Which Program is Located: Dorchester
Cambridge, MD 21613-9423

Phone: 410-221-0288
Fax: 410-221-6079
Website: www.theridgeschool.com

Referral Contact(s): Bonnie Johnson

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 09-specific learning disabilities

Capacity of Facility: 70
Ages Served: 9 - 21
Grade Range: 3 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( X )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:30 p.m.
Length of School/Program Year:
  10-month ( ) 11-month ( ) 12-month ( X ) extended school year ( X )
  4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Ridge School of the Eastern Shore provides special education and general education services for students. Students in grades 9 through 12 receive instruction in content areas needed to earn high school credits towards graduation and to prepare for state-required testing and the high school assessments. Students in grades 3 through 8 are given instruction in all academic content areas. Classes are mixed grades. All students are educated in academic classrooms by teachers who meet all state certification requirements. Related services such as expressive therapies, group, individual and family therapy, residential services, health services, speech and language pathology and psychological testing services are provided individually or in mixed classes as necessary and appropriate as per each student’s Individualized Education Program (IEP) or Personal Education Plan (PEP), GED Tests Preparation Program for students 16 and older.

Students may have secondary handicapping conditions such as learning disabilities, substance abuse or physical disabilities. Discharge planning services are provided. School policies prohibit discrimination on the basis of race, color, sex, creed, religion or sexual orientation. The School’s mission is to provide sound educational experiences that ensure learning for every student using state-of-the-art materials and teaching strategies.

Related Services: Social work, speech and language services, counseling, behavioral support, psychological consultations, psychiatric consultations, nursing care, group and family therapy.
The Ridge School of Montgomery County

14901 Broschart Road
Rockville, MD 20850

County in Which Program is Located: Montgomery

Phone: 301-251-4624
Fax: 301-251-4588
Website: www.theridgeschool.com

Referral Contact(s):

MSDE Approval Category: TYPE I General and Special Ed
Disabilities Served: 06-emotional disabilities, 08 – other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 140
Ages Served: 11 - 21
Grade Range: 6 through 12
Private Pay Students Accepted: Yes ( ) No (X)
Setting: Day (X) Residential (X)
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.
Length of School/Program Year:
   10-month (X) 11-month ( ) 12-month ( ) extended school year ( )
   4-week summer school (X) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Ridge School of Montgomery County is housed on the Adventist Behavioral Health Center campus. The program focuses on building upon young people’s strengths to help them learn at their own pace. Because both the therapeutic and academic programs address a child's emotional needs, many of these students are able to experience success in school for the first time. The school utilizes a highly structured behavior management system to help them become thriving members of the classroom and the community. The Program components include: social work support, psycho educational assessments, small classes for more individual instruction, alternative structured classrooms, multi-disciplinary treatment team approach, crisis management and intramural sports.

Related Services: Individual therapy, family therapy, group therapy, parent support groups, speech and language pathologists
St. Elizabeth School

801 Argonne Drive  
Baltimore, MD 21218-1998  
County in Which Program is Located: Baltimore City

Phone: 410-889-5054  
Fax: 410-889-2356  
Website: www.stelizabeth-school.org

Referral Contact(s): Judy Malin

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disabilities, 04-speech or language impairment, 06-emotional disabilities, 07-orthopedic impairment, 08-other health impairment, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury, 14-autism

Capacity of Facility: 125
Ages Served: 6 - 21
Grade Range: 1 - 12

Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:05 a.m. – 2:45 p.m. (M, T, Th, F) 8:05 -1:05 (W)
Length of School/Program Year:
- 10-month ( )  
- 11-month (X)  
- 12-month ( ) extended school year ( )
- 4-week summer school ( )  
- 5-week summer school ( )  
- 6-week summer school ( )

Program Description: St. Elizabeth School graduates students who are successful at home, in the workforce, and in the community. SES provides a comprehensive 11-month coeducational program emphasizing individualized academic instruction, social/emotional development, functional life skills, and vocational training. Upon completion of the educational program, students earn a High School Diploma or a Certificate of Completion from their local school system.

The academic program at St. Elizabeth School is highly individualized, uses researched-based reading and math programs, and encourages active participation by students of all levels of ability. St. Elizabeth School has a diversified and robust work-study program, extensive work and training sites in the community, and transition services to guide families and students to adult service agencies after graduation. The School encourages students to experience a variety of placements in real-world situations and provides additional self-advocacy training. SES promotes social and emotional development through group and individual therapy, and uses the school-wide Positive Behavioral Interventions and Supports (PBIS) system to encourage pro-social behavior. A full time nurse and consulting psychiatrist are on staff to assist with medication management. Students participate in a wide variety of extracurricular activities during and after school, including weekends.

Related Services: Related service personnel actively team with academic staff to provide integrated and effective services including: individual and group counseling, speech-language therapy, art therapy, physical therapy, occupational therapy, nursing services, psychiatric consultation, and assistive technology.
Salem School

2705 Lower New Germany Road  County in Which Program is
Frostburg, MD 21532-6040  Located: Garrett

Phone: 301-689-0322  Fax: 301-689-9114  Website: www.mdsalem.com

Referral Contact(s): Education Director

MSDE Approval Category: TYPE I Special Ed and TYPE III

Disabilities Served: 01-intellectual disability, 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 31
Ages Served: 6 - 21
Grade Range: 1 through 12 - TYPE III, 2 through 11 - TYPE I
Private Pay Students Accepted: Yes (X)  No ( )
Setting: Day (X)  Residential (X)
Before and/or After School Program: Yes ( )  No (X)
Nurse on-site either part-time or full-time: Yes (X)  No ( )
Building and classrooms wheelchair accessible: Yes (X)  No ( )
Hours of Operation for school day: 8:15 a.m. - 3:35 p.m.
Length of School/Program Year:
  10-month (X)  11-month ( )  12-month ( )  extended school year (X)
  4-week summer school ( )  5-week summer school ( )  6-week summer school (X)

Program Description: In addition to its residential program, the Maryland Salem Children’s Trust provides a nonpublic educational program, the Salem School, which is approved by the Maryland State Department of Education. The school serves two different populations of students.

Salem School’s Transition Program provides a continuation of instruction for male and female students, grades 1 -12, between the ages of five and twenty-one. Although students with special education needs may be placed in this program, Salem’s Transition Program is not a special education program.

Salem School’s Full-day Special Education Program provides special education and related services to male and female students, grades 2-11, between the ages of six and twenty-one. Students accepted into this program include those diagnosed as seriously emotionally disabled, learning disabled, intellectually impaired, or multi-handicapped. These students have an Individualized Educational Program (IEP) developed for them using grade appropriate curriculum and materials. Salem School will not accept students diagnosed as severely intellectually impaired, deaf, blind, or severely orthopedically impaired.

Related Services: Psychotherapy/counseling, speech and language therapy, psychological services, psychiatric services, occupational therapy and physical therapy.
San Mar Education Program

8504 Mapleville Road  County in Which Program is Located: Washington
Boonsboro, MD  21713-1844

Phone: 301-733-9067
Fax: 301-733-3114
Website: www.sanmarhome.org

Referral Contact(s): Bruce Anderson

MSDE Approval Category: TYPE III
Disabilities Served: We are a transition school
Capacity of Facility: 10 (girls only)
Ages Served: 12 - 21
Grade Range: 7 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( ) Residential ( X )
Before and/or After School Program: Yes ( ) No ( X ) (Residential Programs have after school programs)

Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:45 a.m. – 2:45p.m
Length of School/Program Year:
- 10-month ( X )  11-month ( )  12-month ( ) extended school year ( )
- 4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The San Mar Educational Program (SMEP) is a “TYPE III” nonpublic program approved under COMAR 13A.09.10 Educational Programs in Nonpublic Schools and Child Care Treatment Facilities. It provides a transitional instruction program not to exceed an average of 60 school days to girls who are placed in San Mar Children’s Home, a facility licensed by the Maryland Department of Human Resources. SMEP is approved to operate a continuation program for grades 7 through 12, pre-GED, and GED. SMEP is NOT a special education school, but will work in conjunction with the local school district regarding San Mar students who are pending another school placement. It is the intent for each San Mar resident to be enrolled in an appropriate, least restrictive, off grounds school program as soon as possible.

Related Services: Group and individual counseling, recreational therapy, chemical dependence counseling, and family and individual therapy.
The Shafer Center for Early Intervention

132 Business Center Drive
Reisterstown, MD  21136

County in Which Program is Located:  Baltimore

Phone:   410-517-1113
Fax:  410-517-2113
Website: www.shafercenter.com

Referral Contact(s):  Stephanie Durfee

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  04-speech/language impairment, 14-autism, 15-developmental delay

Capacity of Facility:  40

Ages Served:  2-7

Grade Range:  Nursery-2nd grade

Private Pay Students Accepted:  Yes (X)  No ( )

Setting:  Day ( X )  Residential (  )

Before and/or After School Program:  Yes ( X )  No ( )  After care until 5

Nurse on-site either part-time or full-time:  Yes ( )  No ( X )

Building and classrooms wheelchair accessible:  Yes ( X )  No (  )

Hours of Operation for school day:  9:00 a.m. - 3:00 p.m.

Length of School/Program Year:

10-month ( )  11-month ( )  12-month ( x )  extended school year ( )
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Shafer Center is a mixed grade/ mixed age, co-educational program, for children ages 2-7 years old. The program has an enrollment capacity of 40 children and accepts children on the autism spectrum, children with language delays, children with social delays, and children with sensory needs. Children are grouped in classes by skill level. Each class is taught by a certified special educator and classes are co-taught by a speech-language pathologist. We feature small class size and full and half day classes. Through our resource center, children may combine attendance in a classroom with one-on-one applied behavior analysis (verbal behavior), occupational therapy and speech therapy. We have a board certified behavior analyst on staff.

Related Services:  One-on-One behavior analysis (verbal behavior), speech-language services, occupational therapy, assessments
Shorehaven School

1040 Singerly Road  County in Which Program is
Elkton, MD 21921 Located: Cecil

Phone: Corporate Office: 410-398-9850; School Office: 410-398-1800
Website: www.shorehavenincorporated.com

Referral Contact(s): Janice Moore

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism
Capacity of Facility: 35
Ages Served: 6 - 21
Grade Range: non-graded
Private Pay Students Accepted: Yes (X) No (
Setting: Day (X) Residential (X)
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.
Length of School/Program Year:
- 10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: Shorehaven School provides a 220 day nonpublic special education program for students identified as having autism, intellectual and/or multiple disabilities. The program focuses on the academic, vocational, behavioral and social development of the students served. Curriculum addresses functional academics and vocational experience training. Individual educational programs (IEP) and behavioral management programs are developed to meet the student’s individual needs. Residential students live in community-based group homes, located in Chesapeake City and Elkton, which provide 24-hour awake supervision to five clients, with ADL and leisure skill development and opportunities for community interaction.

Related Services: Speech pathologist, physical therapist, occupational therapist, psychologist, dietitian, and nursing services.
Silver Oak Academy

PO Box 250  County in Which Program is Located: Carroll
999 Crouse Mill Road
Keymar, MD  21757

Phone:  410-775-1745  ext. 6245
Fax:  410-775-0242
Website:  silveroakacademy.com

Referral Contact(s):  Catherine Gammage, Education Director

MSDE Approval Category:  TYPE I General and Special Ed

Disabilities Served:  06-emotional disabilities, 09-specific learning disability
Capacity of Facility:  48 (males only)
Ages Served:  14-18+
Grade Range:  9 - 12
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( )  Residential ( X )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  7:00 a.m. –2:10 p.m.
Length of School/Program Year:  10-month ( )  11-month ( )  12-month ( X )  extended school year ( )  4-week summer school ( )  5-week summer school ( )  6 -week summer school ( )

Program Description:  The Silver Oak Academy (SOA) will provide on-site educational services for residential placements referred by the Maryland Department of Juvenile Services. These students will be males, ranging in age from 14 – 19 and have a variety of criminal backgrounds, multiple placements, assaultive and running away behaviors as well as learning disabilities and emotional disabilities. Most of the students will have a history of failure, low achievement in previous school settings and more serious behaviors including suspension and expulsion.

The purpose of the SOA is to provide an educational experience that will challenge these young men to realize their full potential by exposing them to a full range of high school general education courses as well as special education services where needed. SOA believes that these young men are capable of learning, gaining core academic skills and demonstrating educational achievement that could lead to a high school diploma, successful passage of the GED or return to mainstream high schools.

In cooperation with Rite of Passage, the residential licensee, SOA will provide a normalized high school environment which emphasizes attributes of the Positive Youth Development Model as espoused by Dr. Jeffery Butts. ROP has treated and educated almost 20,000 over the past 25 years. ROP believes a combination of academic schooling, vocational training, interscholastic activities and competition as well as effective treatment approaches will change these young men to become productive members of society.

Related Services: Related services will be provided by contract psychiatrist, psychologist and speech therapist; FTE Licensed Clinical Professional Counselor, Registered Nurse, Licensed Clinical Social Worker and Guidance Counselor.
The Strawbridge School

3300 Gaither Road
Baltimore, MD 21244-2916

Phone: 410-496-5606
Fax: 410-496-5601
Website: www.boardofchildcare.org

Referral Contact(s): Dr. Angela Chambers

MSDE Approval Category: TYPE I Special Ed and General Ed and TYPE III
Disabilities Served: 06-emotional disabilities
Capacity of Facility: 150
Ages Served: 10 - 21
Grade Range: 2 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( X )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:00 a.m. - 2:45 p.m.
Length of School/Program Year:
10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )
4-week summer school ( ) 5-week summer school ( X ) 6-week summer school ( )

Program Description: The Strawbridge School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the behavioral and academic needs of emotionally disabled, learning disabled, and autistic students in both day and residential programs. The program is designed to integrate academic, behavioral, and vocational goals to prepare students for a less restrictive setting. There are separate programs to serve each disability type and allow specific programming for each disability category and learning profile. Parental involvement is encouraged.

Related Services: Individual and group counseling, family services, case management, transitional, psychiatric services, speech/language, occupational therapy.
The Trellis School

102 Lakefront Drive
Hunt Valley, MD  21030

Phone:  410-785-3845
Fax:  410-785-3848
Website:  www.trellisservices.com

County in Which Program is Located:  Baltimore

Referral Contact(s):  Josselyn Ensor

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  04-speech or language impairment, 14-autism

Capacity of Facility:  36

Ages Served:  2 -12
Grade Range:  Preschool through Grade 5

Private Pay Students Accepted:  Yes ( X )  No ( )

Setting:  Day ( X )  Residential ( )

Before and/or After School Program:  Yes ( )  No ( X )

Nurse on-site either part-time or full-time:  Yes ( )  No ( X )

Building and classrooms wheelchair accessible:  Yes ( X )  No ( )

Hours of Operation for school day:  8:15 a.m. – 2:30 p.m. (M, T, Th, F), 8:15 – 12:30 (W)

Length of School/Program Year:
10-month ( )  11-month ( )  12-month ( X )  extended school year ( )
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The Trellis School is operated by Trellis Services, Inc. The purpose of the school’s educational program is to build strong foundational communication, learner readiness, academic, social, and play skills in young learners with autism and other language related disorders. Through shaping and reinforcement, appropriate behaviors are strengthened while inappropriate or less functional behaviors are decreased. Students are engaged in learning activities in natural play environments as well as in structured seated work sessions and groups as appropriate to their age and ability levels.

The instructional model incorporates the principles of Applied Behavior Analysis (ABA) with a focus on B.F. Skinner’s Analysis of Verbal Behavior (VB). A VB program captures and contrives a learner’s motivation in order to teach and reinforce new skills. Learner motivation to engage in instructional activities is maintained through the application of effective teaching procedures. The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and/or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) are used as curricula and skills tracking guides, along with the Maryland State Curriculum and Common Core Curriculum Frameworks. Data are taken daily to monitor progress and mastery of goals and targets. Behavior Intervention Plans are developed following a functional behavior assessment to target specific learner needs when warranted. Team meetings with parental participation are held periodically to review progress, discuss current goals, and encourage generalization of skills across school and home environments.

Our learners experience 1:1 and small group instruction throughout their school day. For our preschool learners, the majority of their day is spent in 1:1 instruction devoted to natural environment teaching (NET) and intensive teaching time (ITT). They also participate in small group literacy and related arts experiences
(art, music, physical education). Our primary learners (grades K-2) extend their group experiences to include social studies/science groups and also begin to experience independent work periods. Our intermediate learners (grades 3-5) further extend their experiences to include math groups. NET instruction decreases gradually for all learners, while ITT increases. As group instruction increases, 1:1 instruction decreases. For intermediate learners who demonstrate the ability to acquire skills in small group and independent settings, one classroom maintains a 1:2 staff to student ratio, approximating a more traditional classroom setting. Data are collected on selected group skills and reported on periodic progress reports.

Our related arts experiences are orchestrated as social skills dyads/small groups. State curriculum goals are addressed as well as social skills goals. Data are collected on selected group skills and reported on periodic progress reports.

Related Services: speech and language therapy, occupational therapy
Villa Maria School at Dulaney Valley

2300 Dulaney Valley Road
Timonium, MD 21093-2739

County in Which Program is Located: Baltimore

Phone: 410-252-6343
Fax: 410-560-1347
Website: www.catholiccharities-md.org

Referral Contact(s): Ms. Agatha Callahan (410-252-6343 ext. 104)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06 - emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 140
Ages Served: 10 - 15
Grade Range: 5 through 9
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( X )
Before and/or After School Program: Yes ( X ) No ( )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:45 a.m. – 2:45 p.m.
Length of School/Program Year: 10-month ( ) 11-month ( ) 12-month ( X ) extended school year ( ) 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The program is designed to meet the cognitive and affective educational needs of children with emotional disabilities, multiple disabilities and specific learning disabilities. The middle school is designed to provide a structured environment where older students can experience both self-contained and transitional classroom settings. Each student receives instruction aligned with the Common Core Curriculum including reading, mathematics, language arts, science, social studies, computer literacy, music, art, health and career development education. The 9th grade program offers students the opportunity to earn High School credits and has an emphasis on pre-vocational skills.

A wide range of clinical support services is available as part of the school program. Individual, group and family therapy services are offered as is clinically indicated. Parents are key members of the treatment team and are also encouraged to be involved in all aspects of the school program as well as in the many educational and recreational activities planned specifically for parents/families.

A short-term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program.

Related Services: Individual, group and family, art, occupational, and speech/language therapy; psychological, parent counseling and training, psychiatric, case management, advocacy respite care, parenting groups, extended school day programming, and in-home intervention services; diagnostic/prescriptive teaching, career development education, physical education, art, music, health and computer technology, affective education including human growth and development, conflict resolution and peer mediation training, social skills development, computer assisted instruction.
Villa Maria at Edgewood Middle School

2311 Willoughby Beach Rd. Edgewood, MD 21040

Phone: 410-612-1518  Fax: 410-612-1523  Website: www.villamariaschool.com

County in Which Program is Located: Harford

Referral Contact(s): Diane Zaccaria (410-297-4100 ext 127)

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06 - emotional disabilities, 08 – other health impaired, 10 - multiple disabilities

Capacity of Facility: 9  Ages Served: 11 - 14  Grade Range: 6 through 8

Private Pay Students Accepted: Yes ( ) No (X)  Setting: Day (X) Residential ( )

Before and/or After School Program: Yes ( ) No (X)  Nurse on-site either part-time or full-time: Yes (X) No ( )

Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 7:30 a.m. – 3:00 p.m.

Length of School/Program Year: 10-month ( ) 11-month ( ) 12-month (X) extended school year ( )

Program Description: Villa Maria at Edgewood Middle School is a TYPE II non-public educational program located in a public school building. St. Vincent’s Villa will be responsible for the operation of the program. The educational program being offered is a result of a partnership between Harford County Public Schools (HCPS) and Villa Maria School (VMS).

The Edgewood Middle School (EMS), is a Harford County public school. The TYPE II program is located in a classroom with an adjacent resource room and an office within the school building. VMS will have access to common areas within EMS, including the gymnasium, outdoor recreational space, library/media center, computer lab, etc. The program has the capacity to serve up to nine (9) emotionally disabled, learning disabled, multiple-disabled and/or other health impaired 6th–8th grade children. The children will reside with their parents/guardians.

The educational program consists of a full day of special education and counseling services as outlined in each child’s IEP. In addition, students will be provided group therapy and will be offered family therapy and psychiatric services which include evaluations and medication management. Any related services which are identified in the child’s IEP will be provided by EMS, including speech and language, occupational therapy, and psychology. EMS will also provide Career Development curriculum and programming. Students will “mainstream” into EMS “specials” classes (Art, P.E., Music, etc.) and into elective courses if they are able. The goal of the program is to provide a curriculum of special education and clinical support that enables the student to successfully return to the least restrictive educational setting as soon as possible. The average length of stay is 10 months.

Related Services: Provided by EMS.
Villa Maria School of Harford County

1370 Brass Mill Road  
Belcamp, MD 21017

County in Which Program is Located: Harford

Phone: 410-297-4100  
Fax: 410-273-9555

Website: www.catholiccharities-md.org

Referral Contact(s): Mr. Rick Frank (410-297-4100 ext 111)

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 45

Ages Served: 5 -15

Grade Range: K through 9

Private Pay Students Accepted: Yes ( ) No ( X)

Setting: Day ( X ) Residential ( )

Before and/or After School Program: Yes ( ) No ( X )

Nurse on-site either part-time or full-time: Yes ( X ) No ( )

Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 9:30 a.m. – 3:30 p.m.

Length of School/Program Year:

10-month ( ) 11-month ( ) 12-month ( X ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The program is designed to meet the cognitive and affective educational needs of children with emotional disabilities, multiple disabilities and specific learning disabilities. For elementary students, individualized instruction is offered in small, highly structured, self-contained classroom settings. The middle school is designed to provide a structured environment where older students can experience both self-contained and transitional classroom settings. Each student receives instruction aligned with the Common Core Curriculum including reading, mathematics, language arts, science, social studies, computer literacy, music, art, health and career development.

A wide range of clinical support services is available as part of the school program. Individual, group and family therapy services are offered as is clinically indicated. Parents are key members of the treatment team and are also encouraged to be involved in all aspects of the school program as well as in the many educational and recreational activities planned specifically for parents/families.

A short-term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program.

Related Services: Individual, group, family, art, occupational, and speech/language therapy; psychological, parent counseling and training, psychiatric, case management/advocacy, respite care, parenting groups, extended school day programming, and in-home intervention services; diagnostic/prescriptive teaching, career development, education, physical education, art, music, health and computer technology, affective education including human growth and development, conflict resolution training, social skills development, computer assisted instruction.
Villa Maria School at Pot Spring

2600 Pot Spring Road  County in Which Program is Located:  Timonium, MD  21093-2732  Baltimore

Phone:  410-252-3725  Fax:  410-453-9712  Website:  www.catholiccharities-md.org

Referral Contact(s):  Ms. Agatha Callahan (410-252-6343 ext. 104)

MSDE Approval Category:  TYPE I Special Ed and TYPE III

Disabilities Served:  06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility:  54

Ages Served:  4 - 12

Grade Range:  Pre-K through 5

Private Pay Students Accepted:  Yes ( )  No ( X )

Setting:  Day ( X )  Residential ( X )

Before and/or After School Program:  Yes ( X )  No ( )

Nurse on-site either part-time or full-time:  Yes ( X )  No ( )

Building and classrooms wheelchair accessible:  Yes ( X )  No ( )

Hours of Operation for school day:  8:45 a.m. – 2:45 p.m.

Length of School/Program Year:

10-month ( )  11-month ( )  12-month ( X )  extended school year ( )

4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  The program is designed to meet the cognitive and affective educational needs of children with emotional, learning and/or multiple disabilities. Individualized instruction is offered in small self-contained classroom settings for preschool and elementary students. Areas of instruction aligned with the Common Core Curriculum include reading, mathematics, language arts, science, social studies, computer literacy, music, health, art and career development education. A thematic curriculum approach is utilized.

A wide range of clinical support services is available as part of the school program. Individual, group and family therapy services are offered as is clinically indicated. Parents are key members of the treatment team and are also encouraged to be involved in all aspects of the school program as well as in the many educational and recreational activities planned specifically for parents/families.

A short-term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program.

Related Services:  Individual, group and family, art, occupational, speech/language therapy; psychological, parent counseling and training, psychiatric, case management/advocacy  respite care, parenting groups, extended school day programming, and in-home intervention services; diagnostic/prescriptive teaching, career development  education, physical education, art, music, health and computer technology, affective education including human growth and development, conflict resolution training, social skills development, computer assisted instruction.
The Village Academy of Washington, DC Prince George’s County Campus

8601 Ashwood Drive
Capitol Heights, MD 20743

County in Which Program is Located: Prince George’s

Phone: 301-336-1904
Fax: 301-336-1906
Website: www.nvapg.org

Referral Contact(s): LaChonda Ellerby

MSDE Approval Category: TYPE I Special Education

Disabilities Served: 01-intellectual disability, 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 72
Ages Served: 13-21
Grade Range: 9-12
Private Pay Students Accepted: Yes ( ) No (X)
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 7:45 a.m – 2:15 p.m.
Length of School/Program Year:
- 10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
- 4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Village Academy of Washington, DC is an all male non-public special education school. The purpose of The Village Academy of Washington, DC Prince George’s County Campus is to educate adolescents diagnosed with an emotional disability who are unable to remain within the mainstream public education system. Our program is driven by each student’s Individual Education Program (IEP), as established in the IEP process. The school serves up to seventy (72) adolescent males, ages 13 through 21 enrolled in grades 9-12. The school offers 9th through 12th grade courses. Grades 9-12 receive instruction in English, Mathematics, Social Studies, Science, Health/Physical Education, Transitional Services, and Fine Arts. VAWDCPGCC also offers classes in four vocational areas: Automotive Technology, Technology Education/Computer Technology, Culinary Arts, and Carpentry/Construction Methods. The Village Academy of Washington, DC Prince George’s County Campus does not discriminate in its admission practices on the basis of race, color, religion or ethnic origin

Related Services: Psychological and educational assessments, medical services, psycho educational testing, therapeutic recreation, individual, and group counseling, speech and language therapy, occupational therapy and one to one classroom aide offered per the IEP requirement, behavior management, and courtesy transportation.
Woodbourne School

1301 Woodbourne Avenue
Baltimore, MD 21239-3316

County in Which Program is Located: Baltimore City

Phone: 410-433-1000
Fax: 410-323-7085
Website: www.woodbourne.org

Referral Contact(s): Deborah Randall (410-433-1000 ext. 2220)

MSDE Approval Category: TYPE I General and Special Ed

Disabilities Served: 01- intellectual disability, 06-emotional disabilities, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 74
Ages Served: 12 - 21
Grade Range: 6 through 12

Private Pay Students Accepted: Yes (X)  No ( )
Setting: Day (X)  Residential (X)

Before and/or After School Program: Yes (X)  No ( )

Nurse on-site either part-time or full-time: Yes (X)  No ( )

Building and classrooms wheelchair accessible: Yes ( )  No (X)

Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

Length of School/Program Year:
- 10-month ( )  11-month ( )  12-month (X)  extended school year ( )
- 4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description: The Woodbourne School is approved by MSDE as a TYPE I full day and partial day Special Education and related services program for students with emotional disabilities and intellectual disabilities in an Elementary School (Grades 6 through 8) and a Secondary School (Grades 9 through 12); a TYPE I General Education program for students in an Elementary School (Grades 6 through 8) and a Secondary School (Grades 9 through 12); a Pre-GED TESTS Preparation Program. The school is in operation 215 days per year. The goal of the Woodbourne School is to prepare students for the return to their home communities and neighborhood schools.

Woodbourne has certified staff in special education and the specific content areas. Components of the school program include: diagnostic and prescriptive instruction, Maryland standardized testing, educational assessments, transition services, behavior treatment services, psychiatric services, nursing and health services, crisis intervention services, speech and language services, after school programming and integrated therapeutic services. Students earn credits toward the completion of requirements necessary to earn a Maryland State High School Diploma.

We are transforming our school culture through the Restorative Healing Model which includes Aggression Replacement Training, Community Restorative Justice and Trauma Treatment.

Related Services: Psychological and educational assessments, medical services, psycho educational testing, therapeutic recreation, individual, group and family counseling, speech and language therapy, one to one classroom aide offered per the IEP requirement, behavior management, intensive treatment services, transportation, and meals for students who commute.
Youth in Transition School

7205 Rutherford Road
Baltimore, MD 21244-2711

Phone: 410-944-9994
Fax: 410-944-7622
Website: www.ncianet.org

Referral Contact(s): Dr. Larry G. Norris

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 06-emotional disability, 14-autism

Capacity of Facility: 120
Ages Served: 11 - 21
Grade Range: non-graded and/or middle and secondary school grades 6-12

Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:00 a.m. – 3:00 p.m.
Length of School/Program Year:

10-month ( ) 11-month ( ) 12-month ( X ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Youth in Transition School is a full day middle and secondary school with grades 6 through 12. It also provides a non-graded special education program that leads to a high school diploma and/or Maryland Certificate of Completion. The curriculum includes language arts, mathematics, social studies, science, life skills, art, music, physical education, pre-career technology, and vocational training. Vocational concentrations are offered in Culinary Arts, Horticulture, Building Maintenance, Barbering, Warehousing, and Auto Care.

Related Services: Individual, group and family counseling/therapy, case management, transition services, art programming, speech and language therapy, occupational therapy, psychiatric, psychological and diagnostic evaluations, educational assessments and sexual offender therapy. Group counseling includes anger management, drug education, violence reduction, peer relationships, and sexual offenders.
AFFILIATE MEMBERS
Auburn School - Baltimore

1710 Dulaney Valley Road
Lutherville, MD 21093

County in Which Program is Located: Baltimore

Phone: 410-321-4799
Website: www.theauburnschool.org

Referral Contact(s): Towanda Cofield
tcofield@theauburnschool.org

MSDE Approval Category: COMAR 13A.09.09
Disabilities Served: Asperger’s Syndrome, Nonverbal Learning Disorder,
Attention Deficit Hyperactivity Disorder

Capacity of Facility: 50
Ages Served: 4 - 13
Grade Range: Junior K through 8th
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes (X) No ( )
Nurse on-site either part-time or full-time: Yes ( ) No (X)
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. to 3:30 p.m.
Length of School/Program Year:
   10-month (X) 11-month ( ) 12-month ( ) extended school year ( )
   4-week summer school ( ) 5-week summer school ( ) 6-week summer school (X)

Program Description: The Auburn School’s mission is to grow the social and academic potential of birth students with social and communication challenges. We offer a dynamic educational program for intellectually curious students with challenges in the areas of communication, socialization, pragmatic language, and organization. Our program is appropriate for students who can learn successfully and appropriately in a small classroom setting. Auburn’s program simultaneously supports the development of academic skills, social competency and pragmatic language in an engaging educational environment. Auburn’s program is designed for students who can benefit from these supports, including, but not limited to, students who are diagnosed with Asperger’s Syndrome (ASD), PDD-NOS, Nonverbal Learning Disorder (NVLD) or Attention Deficit Hyperactivity Disorder (ADHD).

Related Services: Speech, OT and behavior support are integrated in the Auburn Model and provided throughout the day in the classroom for all students. Additional services for speech, OT, Behavior and learning disabilities are available for an additional fee.
The Auburn School

9545 Georgia Avenue
Silver Spring, MD 20910

Phone: 301-588-8048
Website: www.theauburnschool.org

Referral Contact(s): Jill Thompson
Jthompson@theauburnschool.org

MSDE Approval Category: COMAR 13A.09.09
Disabilities Served: Asperger’s Syndrome, Nonverbal Learning Disorder,
Attention Deficit Hyperactivity Disorder

Capacity of Facility: 50
Ages Served: 4 - 13
Grade Range: Junior K through 8th

Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes (X) No ( )
Nurse on-site either part-time or full-time: Yes ( ) No (X)
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. to 3:30 p.m.
Length of School/Program Year:

- 10-month (X)
- 11-month ( )
- 12-month ( )
- Extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school (X)

Program Description: The Auburn School’s mission is to grow the social and academic potential of birth students with social and communication challenges. We offer a dynamic educational program for intellectually curious students with challenges in the areas of communication, socialization, pragmatic language, and organization. Our program is appropriate for students who can learn successfully and appropriately in a small classroom setting. Auburn’s program simultaneously supports the development of academic skills, social competency and pragmatic language in an engaging educational environment. Auburn’s program is designed for students who can benefit from these supports, including, but not limited to, students who are diagnosed with Asperger’s Syndrome (ASD), PDD-NOS, Nonverbal Learning Disorder (VLD) or Attention Deficit Hyperactivity Disorder (ADHD).

Related Services: Speech, OT and behavior support are integrated in the Auburn Model and provided throughout the day in the classroom for all students. Additional services for speech, OT, Behavior and learning disabilities are available for an additional fee.
Compass Academy

4601 Maple Avenue  
Halethorpe, MD  21227

Phone:  410-501-3571  
Fax:  443-304-2347  
Website:  www.compassacademy.org

Referral Contact(s):  Maura Roberts

MSDE Approval Category:  COMAR 13A.09.09
Disabilities Served:  NA
Capacity of Facility:  100
Ages Served:  6-19
Grade Range:  1-12
Private Pay Students Accepted:  Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( X )  No ( )
Nurse on-site either part-time or full-time:  Yes ( )  No ( X )
Building and classrooms wheelchair accessible:  Yes ( )  No ( X )
Hours of Operation for school day:  8:30 a.m. to 3:15 p.m.
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( )  extended school year ( )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

Program Description:  Compass Academy provides a unique educational model for children with a variety of language-based learning disabilities. Compass Academy provides individualized instruction, by enlisting both student and family as partners in the education process, incorporating research-based methodology, and integrating social skills instruction into every day’s instruction. Compass Academy maximizes success by educating the whole child.
The Diener School
11510 Falls Road
Potomac, MD  20854

Phone:     301-299-4602  
Fax:        301-299-4603  
Website:   www.ThedienerSchool.org

Referral Contact(s):  Lois McCabe, Executive Director  
info@thedienerschool.org

MSDE Approval Category:  COMAR 13A.09.09
Disabilities Served:  NA
Capacity of Facility:  42
Ages Served:  5-12
Grade Range:  K - 6
Private Pay Students Accepted:  Yes ( X )    No (  )
Setting:    Day ( X )    Residential (  )
Before and/or After School Program:  Yes ( X )    No (  )
Nurse on-site either part-time or full-time:  Yes (  )    No ( X )
Building and classrooms wheelchair accessible:  Yes ( X )    No (  )
Hours of Operation for school day:  8:15 a.m. to 3:00 p.m.
Length of School/Program Year:
   10-month ( X )  11-month (  )  12-month (  )  extended school year (  )
   4-week summer school (  )  5-week summer school (  )  6-week summer school (  )

Program Description:  The Diener School provides a developmental, educational, and therapeutic environment for students requiring smaller class sizes and individual attention. Students learn experientially, with much repetition, through a variety of multi-sensory, collaborative approaches. The cornerstone of The Diener School, the "Diener Pyramid of Learning for the Whole Child," provides our students with a holistic approach that promotes academics, cognitive functions, constructive social, language and sensory experiences and real life organizational skills. The faculty, in concert with experts in all disciplines, works collaboratively to create a nurturing yet challenging environment empowering children to think independently and have a strong sense of self and spirit.

Related Services:  Occupational and speech therapy, academic therapy, yoga, fitness, science, drama, music therapy, and art.
APPENDIX

Additional Resources
Federal and state laws require that children with disabilities receive a “free, appropriate public education” (FAPE). These materials provide an introduction to the process of obtaining services for your child. Most special education provided in public schools is the result of the Individuals with Disabilities Education Improvement Act (commonly referred to as the IDEA), a section of the U.S. Code at 20 U.S.C. § 1400. There are federal regulations derived from the IDEA included in the Code of Federal Regulations. State regulations applying to Maryland are in the Code of Maryland Regulations, or COMAR. Some special education services and accommodations can also be provided under 29 U.S.C. § 794 (commonly called Section 504 of the Rehabilitation Act of 1973, or just Section 504). Federal regulations for Section 504 provide that public school systems “shall provide a free appropriate public education to each qualified handicapped person who is in the recipient’s jurisdiction, regardless of the nature or severity of the person’s handicap.”

What is a “free, appropriate public education”?  
“Free, appropriate public education” (FAPE) is a legal term. It means that the education is provided at no charge to the parents, meets the requirements of federal and state law, and is in accordance with an individualized education program (IEP) that has been written specifically for your child.

IDEA states that a FAPE should be designed to “meet [your child’s] unique needs and prepare [the child] for further education, employment, and independent living.” Reviewing your child’s education with this standard in mind can help you determine whether your child is receiving FAPE.

What should I do if I think my child has a disability?  
If your child is currently in public school, begin by telling the child’s teacher that you think she has a disability and needs special education. Write a follow up note to the teacher and the principal confirming your conversation and asking for an Individualized Education Program (IEP) Team Meeting. The school will need to convene an IEP Team Meeting to consider whether your child is eligible for services. If your child is in private school or does not yet attend school, contact your county’s Child Find office. You can get the telephone number for Child Find through your county’s board of education or your local public school.

Important points to remember:

- After you talk to your child’s public school teacher, follow up with a letter saying that you believe your child has a disability and you want her to be evaluated. Send the letter to the principal of your child’s school. Make sure you date the letter, and keep a copy.

- The school will convene an IEP Team Meeting to consider your child’s needs and develop an evaluation plan. You will receive 10 days’ written notice of the meeting, unless you agree to have a meeting sooner. If the time and date of the meeting are not convenient for you, you have the right to have the meeting rescheduled.

- At your first IEP Team Meeting, the school should give you a copy of the “Procedural Safeguards and Parental Rights” booklet. That booklet contains specific information about your rights, including procedures for requesting a Due Process Hearing or filing a complaint with the Maryland State Department of Education.

- As a parent or guardian, you are an equal member of your child’s IEP team, along with your child’s teacher and other school personnel. You have the right to bring a lawyer to the
meeting. You have the right to invite “persons with knowledge or special expertise” regarding your child to participate in the IEP team. For example, if your child is receiving private speech therapy, you can and should invite the therapist to attend the IEP meeting.

- **Once you have signed permission for an initial evaluation, the school has 60 calendar days to complete the evaluation and write reports.** Follow up with the principal as soon as possible to make sure that an IEP Team meeting is scheduled to review the evaluations. At the IEP meeting to review the evaluation results, the IEP Team will determine whether your child has a disability and is eligible for special education.

- **The school is required to give you copies of all evaluation reports, draft IEPs or any other documents the team will discuss at least 5 school business days before the meeting so that you have a chance to review them.** The school must provide these copies except in extenuating circumstances, such as a death in the family, a personal emergency or a natural disaster.

- **In addition, the school is required by law to provide copies of the IEP no more than 5 school business days after the meeting – either the finalized IEP, or a draft IEP if the team did not complete development of the IEP.**

**How does the public school system make placement decisions for students with disabilities?**

Once the IEP team determines that your child is eligible for special education, it has 30 days to develop an IEP - the plan that will determine your child’s placement.

The IEP includes information about your child’s current levels of performance in academic and other areas related to her disability (for example, social skills or speech and language), appropriate goals and objectives for each area, and information about the accommodations, modifications, services, and supports that will be provided to help the child achieve her goals and objectives. As a parent or guardian, you are an equal member of the IEP team, and you will participate in the process of developing the IEP.

**The IEP is written to fit the child, not the school.** The IEP should be based on your child’s unique strengths and needs, which have been identified through the evaluation process. Accommodations, modifications, services, and supports are determined based on what your child needs to achieve her goals and objectives, not what services are available at the school. For example, if your child needs an hour a week of speech and language therapy, the IEP must provide for that one hour a week, even if your school’s speech and language pathologist does not have an extra hour in her schedule. If your child needs smaller classes in order to be successful, that must be included in the IEP, even if smaller classes are not available at your child’s school.

**The IEP determines the placement.** Once an IEP has been written to fit the unique needs of your child, the team must determine where the IEP can be implemented. By law, your child must be placed in the **least restrictive environment** (LRE) that can meet his needs. This means that if possible, your child must be accommodated in the school he would attend if he did not have disabilities. If that is not possible, the child’s placement must be as much like the regular school as possible. To the maximum extent appropriate, children with disabilities must be integrated into the same classrooms and programs that are attended by children who do not have disabilities.

First, the IEP team will look at your “home school,” the school your child would attend if she did not have disabilities. If the IEP can be implemented at the home school with the services that are currently available, the process ends there. If the home school does not have the services your child needs, the team must consider whether changes can be made to make the school appropriate. For example, if your child needs speech/language therapy and the school’s speech/language pathologist does not have time in her schedule, another speech/language pathologist can be brought in. An additional teacher or aide might be assigned to your child’s classroom to give him extra help.
If the home school cannot meet your child’s needs, even with modifications, the team must consider whether there is another public school in your county that can meet your child’s needs. The IEP team should include a representative from your county’s central Office of Special Education who is knowledgeable about the different programs in your county. Sometimes the IEP is sent to someone in the central office who makes a recommendation about placement.

If there is no public school available that can meet your child’s needs, the school system can choose to place your child in a private school for children with disabilities (called a “nonpublic” school). Decisions about nonpublic placements are often made at a separate Central IEP Team meeting, which you will be invited to attend. School systems are sometimes reluctant to place a child in a nonpublic school, in part because often all of the children who attend the nonpublic school have disabilities, and the students generally do not have the opportunity to interact with children who do not have disabilities. However, some children need intensive, specialized services that only a nonpublic placement can provide, and the child’s needs are ultimately what determine the placement.

What should I do if I don’t think the public school placement can meet my child’s needs? First, tell the IEP team. Often, changes can be made that will make the public placement work. Additional staff can be added. Staff may need specific training in order to meet your child’s needs. Assistive technology devices can be provided. If you have had your child evaluated privately, bringing those outside professionals to an IEP meeting to talk to the team may help.

If, after working with the IEP team, you still disagree about the appropriate placement for your child, you can request mediation or a due process hearing. In mediation, you and school system representatives will talk to a mediator and try to work out a solution. If you file for a due process hearing, the school system is required first to convene a resolution session, a meeting with school staff so that the school system has the opportunity to resolve the basis of the dispute before proceeding to a full hearing. If you attend a resolution session without an attorney, then the school system cannot bring their attorney to the resolution session either. A due process hearing is like a trial, with an Administrative Law Judge presiding. You can retain an attorney to represent you at the mediation or hearing. The Administrative Law Judge can order the school system to provide particular services or a specific placement to your child, or she can order the school system to hold another IEP meeting to reconsider your child’s situation. Either the parents or the school system can appeal due process hearing decisions to state or federal court.

Unilateral placements and important legal notice requirements: Sometimes, parents choose to place their child in a nonpublic school without the agreement of the IEP team, and then ask the public school system to reimburse them for the cost. This is called a “unilateral placement.” If you choose to make a unilateral placement, you must give the school system written notice of your decision. This should be in the form of a signed, dated letter to your school’s principal (or to the chairperson of your IEP team if your child is not enrolled in public school) stating that you are rejecting the school system’s proposed placement and intend to enroll your child in a specific non-public school at public expense. This “notice letter” must include the reasons you don’t think the placement offered by the public school system is appropriate and asking the local school system to pay for the private placement including tuition, transportation and related services. It is also helpful to give reasons why you believe the nonpublic school is appropriate for your child. The school system must receive your letter at least 10 school business days before you remove your child from public school. Instead of writing a letter, you can also give notice orally at the last IEP team you attend before you remove your child from public school. The oral notice must include the same information and requests that are included in a written notice. Make sure your notice statement is included in the written summary of the meeting.

The law requires public school systems to place a child in a separate, nonpublic school if the public school cannot meet the child’s needs and enable the child to learn.
Timelines for the IEP Process

“Promptly”: time to request parental consent for evaluation after receiving a referral
90 days: time to develop or revise an IEP after receiving parental consent for evaluation
60 days: time to complete initial evaluation after receiving parental consent
30 days: time to develop an IEP after an evaluation is complete

“As soon as possible”: time to begin implementing IEP after it is developed

This Summary is intended to serve as a brief introduction to the laws dealing with special education in Maryland; it is not a comprehensive review of all statutes, regulations and case law dealing with special education. If you have any questions about the applicability of the law to an individual case, you should consult an attorney who can provide more comprehensive answers to your specific questions.

DISCLAIMER: These materials are provided for informational purposes and are not a substitute for individualized legal advice. Anyone seeking legal advice about a specific situation should seek the services of a competent attorney.

This Summary is intended to serve as a brief introduction to the laws dealing with special education in Maryland; it is not a comprehensive review of all statutes, regulations and case law dealing with special education. If you have any questions about the applicability of the law to an individual case, you should consult an attorney who can provide more comprehensive answers to your specific questions.

July 2013
Definitions of the TYPE of schools approved by the Maryland State Department of Education for schools offering special education are found in COMAR 13A.09.10. (Code of Maryland Regulations)

**TYPE I** – One or a combination of two or more of the following instructional programs by a school, on the grounds of the school, on a full-time basis to students who are enrolled in the instructional program of the school either general education or special education:

- Nursery school, kindergarten, elementary school, secondary school, or a combination of two or more sequential grades/ages;
- Adult basic education;
- Pre-GED program;
- GED TESTS preparation program;
- Career development educational program;
- Technology educational program;
- Special education and related services.

**TYPE II** – An instructional program in which instruction is provided by a nonpublic school and public school either on the grounds of the nonpublic school and/or the grounds of the public school, or solely on the grounds of the public school, with the primary goal of integrating students into public school instructional program to the greatest extent appropriate. The curriculum, instructional materials, and equipment, and library media services of the local school system are used by the school to implement the educational program.

**TYPE III** – An educational program that provides a transitional instructional program not to exceed an average of 60 school days in a facility licensed by another unit of state government. TYPE III general education programs may hold approval to operate any one or combination of the following:

- Nursery School;
- Kindergarten or grades 1-12, or any consecutive sequence of these that continues implementation of a student’s public school program;
- Diagnostic – prescriptive educational program;
- Pre-GED program; or
- GED TESTS preparation program.
The MANSEF Schools are considered the least restrictive environment for the students served. The following is an excerpt of the COMAR regulation which provides guidance in the determination of least restrictive environment: COMAR 13A.05.01.10 Least Restrictive Environment (LRE)

A. General. A public agency shall ensure that:

(1) To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled; and

(2) Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, as described in Regulation .09A(1)(d) and (e) of this chapter, cannot be achieved satisfactorily.

B. Continuum of Alternative Placements. A public agency shall ensure that:

(1) A continuum of alternative placements is available:
   (a) To the extent necessary to implement the IEP; and
   (b) To meet the needs of students with disabilities for special education and related services;

(2) Alternative placements include the settings as listed in Regulation .03B(71) of this chapter; and

(3) Provisions for supplementary services, such as resource room and itinerant instruction, are available in conjunction with regular class placement.

C. Placements.

(1) A public agency shall ensure that:

   (a) The educational placement decision of a student with a disability is:
       (i) Made by the IEP team;
       (ii) Made in conformity with the LRE provision of the Act and Regulation .10 of this chapter;
       (iii) Determined at least annually;
       (iv) Based on the student's IEP; and
       (v) As close as possible to the student's home;

   (b) Unless the IEP of a student requires some other arrangement, the student is educated in the school or typical early childhood setting that the student would attend if not disabled;

   (c) In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs;

   (d) A student with a disability is not removed from education in an age-appropriate regular classroom or typical early childhood setting solely because of needed modifications in the general curriculum; and

   (e) If the IEP team determines a student with a disability cannot be educated in the school or typical early childhood setting the student would attend if not disabled, the IEP shall document the specialized transportation needs of the student as defined in Regulation .03B(81) of this chapter, including consideration of the effect transportation may have on the student in relation to the:
       (i) Student's age and disability;
       (ii) Specialized equipment needs of the student;
       (iii) Personnel needed to assist the student during transportation;
       (iv) Amount of time involved in transporting the student; and
       (v) Distance the student will be transported.

(This is not a complete copy of the citation, see COMAR for full text.)
Sec. 300.114 LRE requirements
(a) General.

(1) Except as provided in Sec. 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and Sec. Sec. 300.115 through 300.120.

(2) Each public agency must ensure that--

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(b) Additional requirement--State funding mechanism.

(1) General. (i) A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and

(ii) A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.

(2) Assurance. If the State does not have policies and procedures to ensure compliance with paragraph (b)(1) of this section, the State must provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that the mechanism does not result in placements that violate that paragraph.

(Authority: 20 U.S.C. 1412(a)(5) )

Sec. 300.115 Continuum of alternative placements.
(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must--

(1) Include the alternative placements listed in the definition of special education under Sec. 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

(Authority: 20 U.S.C. 1412(a)(5) )

(This is not a complete copy of the citation, see IDEA for full text.)
Code of Maryland Regulations - 13A.05.01.16 Students in Nonpublic Schools

A. Local School System Placement of a Student with a Disability in a Nonpublic School.

(1) If a student’s IEP cannot be implemented in a public school program, the local school system shall take steps in accordance with Education Article, §§4-122, 8-401, and 8-409, Annotated Code of Maryland, to ensure that the student is provided FAPE.

(2) Before the local school system proposes a placement of a student with a disability in a nonpublic school, the local school system shall ensure that an IEP has been developed for the student in accordance with Regulations .08 and .09 of this chapter.

(3) A local school system shall initiate and conduct meetings to review the student’s IEP in accordance with Regulations .07—.10 of this chapter.

(4) A nonpublic school shall contact the local school system to request IEP team meetings to review the student’s IEP, as appropriate.

(5) Responsibility for compliance with this chapter remains with the local school system and the Department.

(This is not a complete copy of the citation, see COMAR for full text.)

Md. Education Code Annotated § 8-401 Definitions; domicile of child

(a) Definitions. --

(1) In this subtitle the following words have the meanings indicated.

(2) "Child with a disability" means a child who has been determined through appropriate assessment as having autism, deaf-blindness, hearing impairment, including deafness, emotional disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, including blindness, and who because of that impairment needs special education and related services.

(3) "Free appropriate public education" means special education and related services that:
   (i) Are provided at public expense, under public supervision and direction, at no cost to the parents;
   (ii) Meet the standards of the State Board regulations and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
   (iii) Includes preschool, elementary, and secondary education; and
   (iv) Are provided in conformance with the requirements of the child's individualized education program.

(4) (i) "Related services" means transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education.
   (ii) "Related services" includes the early identification and assessment of disabbling conditions in children.
   (iii) "Related services" does not include a surgically implanted medical device or the replacement of the device.
"Special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:

(i) Instruction in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

(b) Domicile of child. -- In this subtitle the domicile of a child with a disability is the county in which the parent or guardian who has legal custody of the child is domiciled.

Md. Education Code Ann. § 8-406 Placement of child with a disability in nonpublic educational program

(a) "Wraparound services" defined. -- In this section, "wraparound services":

(1) Means individualized services, excluding regular school programs or services, that are provided to a child with a disability and the child's family; and

(2) Includes the following services:

(i) Behavioral aide in home;
(ii) Education tutoring;
(iii) Family therapy;
(iv) Medication management;
(v) Respite care;
(vi) Vocational mentoring; and
(vii) Environmental accessibility adaptations.

(b) Basis for placement. --

(1) A child with a disability who needs special education and related services that cannot be provided in a public county, regional, or State program shall be placed in an appropriate nonpublic educational program that offers these services.

(2) A child with a disability who needs special education and related services is eligible for an appropriate nonpublic educational placement under this section if a State or local agency provides documentation that the child cannot attend a public school in the local school system:

(i) Because of the child's home circumstances; or
(ii) Subject to subsection (d)(1) and (2) of this section, because of medical necessity.

(c) Payment of cost -- In general. --

(1) The cost of the nonpublic educational program shall be paid by the State and the county in which the child is domiciled in accordance with § 8-415(d) of this subtitle, as appropriate.

(2) Subject to availability of funding in the State budget, for a child who qualifies for a nonpublic educational program under subsection (b)(2) of this section and who requires wraparound services in order to receive special education and related services in the least restrictive environment, the cost of providing the services shall be paid by the State and the county in which the child is domiciled.
domiciled in accordance with § 8-415(d) of this subtitle, if a State or local agency documents that the child's parent or legal guardian is unable to provide the wraparound services.

(d) Payment of cost -- Approval by Department. --

(1) Payment or reimbursement for a nonpublic program may not be provided if the payment or reimbursement would require an additional contribution from the State under § 8-415(d)(2) of this subtitle unless the Department approves:

(i) The nonpublic program;

(ii) The placement of the child in the program;

(iii) The cost of the program; and

(iv) The amount of payment or reimbursement.

(2) For wraparound services, payment or reimbursement may not be provided in accordance with § 8-415(d) of this subtitle if:

(i) The child is eligible for funding for out-of-state placement of children under departmental regulations; or

(ii) Alternative federal, State, or local funding is available.

(3) Department approval is not required for a nonpublic program if:

(i) The local school system approves the placement of the child in the program; and

(ii) The local school system makes the payment or reimbursement from local funds.

(4) The State Board shall adopt regulations that establish standards and guidelines for approvals required by paragraph (3) of this subsection.

(e) Limitations on disapproval of placement recommended by local school system. -- A nonpublic placement recommended by a local school system for approval under subsection (d)(1) of this section shall be approved or disapproved pursuant to the regulations of the State Board. However, the Department may not disapprove a nonpublic placement recommended by a local school system for a child unless the Department provides an appropriate alternative placement in conformity with the regulations of the State Board and applicable federal laws and regulations. The Department may not terminate funding for the last approved nonpublic placement of a child during the pendency of an administrative or judicial review of a recommended placement change.

(f) Funding approval. -- In addition to meeting the requirements of this subtitle, a local school system seeking nonpublic tuition payment shall obtain funding approval from the local coordinating council and the State Coordinating Council in accordance with departmental regulations.
COMAR - 13A.05.02.14 Nonpublic Placements by Local School Systems

A. General. A local school system shall consider the placement of a student with a disability in a nonpublic program when:

(1) The local school system cannot implement the student's IEP; and
(2) The nonpublic school program to which the student has been referred:

   (a) Has been approved by the Department;
   (b) Can implement the student's IEP; and
   (c) Is the least restrictive environment.

B. State Contributions for Funding In-State Nonpublic Placements.

(1) A State contribution for funding the costs of a placement for a student with a disability in an approved nonpublic school program is available for placements which meet the requirements of Education Article, §8-406, and Article 49D, Annotated Code of Maryland, and Regulation .12 of this chapter.
(2) A local school system requesting a State funding contribution in accordance with Education Article, §8-414, Annotated Code of Maryland, shall apply to the Department for approval of the funding contribution for the placement of the student at the time and in the manner specified by the Department.
(3) The local school system shall provide written notice to the parents of a student with a disability when an application for a State contribution for funding a nonpublic school placement is submitted to the Department.
(4) If the Department disapproves a request for State funding of a nonpublic school placement recommended by a local school system for a student with a disability, the Department shall identify an available appropriate alternative placement.
(5) State Contribution for Funding an In-State Residential Placement.

   (a) A local school system shall obtain approval from the LCC, pursuant to Article 49D, Annotated Code of Maryland, before a local school system requests a State funding contribution of an in-State residential placement for a student with a disability.
   (b) A local school system shall notify the Department of the LCC approval when the request for a State funding contribution is submitted to the Department.

(This is not a complete copy of the citation, see COMAR for full text.)
The following is a list of additional resources. These are for reference only. MANSEF makes no endorsement of any of these individuals/businesses/agencies. It is up to the user to investigate these resources.

Advocates and Educational Consultants

Educational Advocates, consultants and attorneys help you understand how the special education process works and facilitate a cooperative relationship between you and the school to achieve the goals that are appropriate for your child. They are professionals who assist students and families with educational decision making. Their specialized training and experience equips them to help students chose schools that meet their individual needs and goals. Families seek the services of educational professional for a number of reasons: desire for personal attention and assistance, confusion over the multitude of educational options, and recognition that matching a student with the right institution is a most significant life decision. Please call the educational advocate or consultant for fees.

IECA – Independent Educational Consultants Association
703-591-4850.
www.iecaonline.com

AMSECS, LLC
Advocate
240-206-8557
www.amsecsllc.org

Carrie Allston
Consultant
443-988-3682
www.carrielallstonllc.com

Linda Barton
Advocate
443-870-3487

Judy Bass
Consultant
301-774-5211
www.basseducationalservices.com

Suzanne K. Blattner
Consultant
301-962-0800
skb.edu@mac.com

Ruth Brodsky
Consultant
301-509-8065
www.RuthBrodskyconsulting.com

Linda Carter-Ferrier
Advocate
410-551-0655
www.abc4lifesuccess.com

Michelle R. Davis
Director
301-593-5166
www.abc4lifesuccess.com

Ellie Giles
Consultant
301-975-0764

Melissa Gordon
Advocate
410-905-3087

Sheila Iseman
Consultant
301-996-4124
scikids@gmail.com

Alyssa J. James
Advocate
301-552-9229
www.justkidseducationservices.com

Patricia Linton
Advocate
410-268-4080

Eric Levine
Advocate
240-446-1691

Ellen Korin
Consultant
339-223-0928
www.ellenkorin.com

Paula McCormick
Advocate
410-729-1003
www.docpkm.com

Patricia Murphy
Consultant
301-718-7790
info@academicaccess-usa.com

Adam Neal
Advocate
804-432-8149

Sharon Saroff
Advocate
410-961-2739
sedra@pobox.com

Becky Reynolds
Consultant & Director
410-494-0209
www.schoolsearchgroup.com

Deborah Shawn
Consultant
410-303-0589
www.shawenhannah.com
### Advocates and Educational Consultants - continued

<table>
<thead>
<tr>
<th>Mary Jo Siebert</th>
<th>Laura Solomon</th>
<th>Special Kids Company</th>
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<td>410-418-5590</td>
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<td><a href="mailto:mjsiebert12@verizon.net">mjsiebert12@verizon.net</a></td>
<td><a href="mailto:placeyourkids@gmail.com">placeyourkids@gmail.com</a></td>
<td><a href="http://www.specialkidscompany.com">www.specialkidscompany.com</a></td>
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<th>Elizabeth Stoff</th>
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<td><a href="mailto:setoff@verizon.net">setoff@verizon.net</a></td>
<td><a href="http://www.schoolcounseling.com">www.schoolcounseling.com</a></td>
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<td><a href="mailto:RES4U@comcast.net">RES4U@comcast.net</a></td>
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### National Association for Professional Special Education Advocates, (NAPSEA), is dedicated to promoting the rights of children and young adults with disabilities by increasing the knowledge of parents, raising the awareness of disability rights and setting the standards of professional special education advocacy. We do this by providing resources, information, professional development, and networking to share ideas and information.  www.napsea.com

Special Education Connections (Virginia based)
571-232-4866

### Educational Attorneys

Please call to obtain fee information.

<table>
<thead>
<tr>
<th>Donovan Anderson</th>
<th>James Brown</th>
<th>Ellen Callegary</th>
<th>Debra Eccles</th>
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<td>301-657-1740</td>
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<td>301-330-2411</td>
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<th>Eric Wellens</th>
<th>MD Legal Aid Bureau</th>
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<td>410-647-1493</td>
<td>410-539-5340</td>
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**MDLC - Maryland Disability Law Center** - non-profit law center designated as the Protection and Advocacy System for individuals with disabilities. Provides free handbook to parents on *Special Education Rights & Wrongs*. 410-727-6352, ext. 0 or 800-233-7201  www.mdlcbalto.org

**Pro Bono Resource Center**
410-837-9379
**Helpful Websites & Additional Resources**

**Abilities Network** – Organization dedicated to assisting individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. 410-828-7700; www.abilitiesnetwork.org

**Advocates for Children and Youth, Inc.** – Independent nonprofit promoting policies and programs that improve results for Maryland children that include ensuring that children have access to high quality, accessible health care at an affordable cost, quality educational programs, adequate economic assistance to meet basic needs; and supports to achieve economic independence. Baltimore; 410-547-9200, Silver Spring; 301-585-5333; www.acy.org.

**Association of Educational Therapists** – National professional association. Educational therapists provide a broad range of individualized educational interventions for children and adults with learning disabilities. 414-908-4949; www.aetonline.org


**Association on Higher Education and Disability (AHEAD)** – professional association committed to full participation of persons with disabilities in postsecondary education. 704-947-7779, www.ahead.org

**Association of Independent Maryland Schools - AIMS** - 410-761-3700; www.aimsmddc.org

**American Association of Children’s Residential Centers** – AACRC brings professionals together to advance the frontiers of knowledge pertaining to the spectrum of therapeutic living environments for children and adolescents with behavioral health disorders. 877-332-2272; www.aacrc-dc.org


**Association of University Centers on Disabilities** – A network of interdisciplinary centers advancing policy and practice for and with individuals with developmental and other disabilities, their families and communities. 301-588-8252; www.aucd.org

**At:LAST - Maryland Assistive Technology Cooperative** – a non-profit organization which provides discounts on assistive technology devices to state residents as well as educational and government entities. Provides training to parents and teachers on implementing use of many technologies. Device rental service available. 410-381-2667; atlastinc.org


**Autismbeacon.com** - Autism web site filled with resources

**Autism Connect** – Autism web site filled with resources. Austimconnectmd.org

**Autism Society of America** - Baltimore Chesapeake Chapter - Provides monthly support group for parents. 410-655-7933; www.bcc-asa.org

**Autism Society of America** – National Office - Offers many services, including information and referrals, national annual conference, and an informative newsletter, *The Advocate*. 800-328-8476; www.autism-society.org

**Autism Spectrum Alliance** – Addresses the needs of those who present with signs or symptoms associated with Autism Spectrum Disorder and related developmental disabilities. 800-828-5659; wwwautismspectrumalliance.com

**Baltimore County Commission on Disabilities** - 410-887-3580; www.baltimorecountymd.gov

**Behavioral Directions** – Consulting firm of psychological professionals with experience serving individuals with autism, Asperger's and related developmental disabilities. 703-855-4032 www.behavioraldirections.com

**Bi-polar Resources; The Balanced Mind Foundation** – 847-492-8510; www.bpkids.org

**Catholic Coalition for Special Education** - works to ensure that children with special needs are able to attend and receive an appropriate education in their local Catholic elementary and high schools. 301-933-8844 www.csse-maryland.org

**Children’s Evaluation and Therapy Center (Special Education Resources, LLC)** – provides a range of special education related services to schools. 240-245-4370; www.specialedresources.net

**Court Appointed Special Advocates - CASA** – Advocate appointed by a judge to insure that a child receives needed educational, mental health, and recreational services. 410-828-6761; www.marylandcasa.org

**Center for Law and Education** – National support center. 202-986-3000; www.cleweb.org

**Child Care Aware** – 703-341-4100; www.naccrra.org

**Child Find Program** - Helps identify children, age three to 21, who may qualify for special education and/or related services due to an educational disability. 410-767-0261 marylandpublicschools.org

**Children’s Law Center** - 202-467-4900: www.childrenslawcenter.org

**Coalition for Residential Education** – National organization of residential education programs. 301-656-6101; www.residentialeducation.org

**College Living Experience** - www.experiencecle.com - helps special needs students attend universities, community colleges and technical and vocational schools near one of the six CLE locations across the country. 800-486-5058

**Community Behavioral Health Association of Maryland** – Dedicated to making high quality rehabilitation, vocational, residential, and treatment opportunities available to all persons with mental illnesses. 410-788-1865; www.mdbcw.org

**Community Mediation Maryland** – 301-270-9700; www.marylandmediation.org

**Confident Student** – provides children and adults individualized coaching. 410-692-6145 www.confidentstudent.com

**Council for Disability Rights** – www.disabilityrights.org

**Council for Exceptional Children** - The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. 888-232-7733; www.cec.sped.org

**Council of Parent Attorneys and Advocates** - An independent, nonprofit organization of attorneys, advocates and parents established to improve the quality and quantity of legal assistance for parents of children with disabilities. 410-372-0208 www.copaa.net

**DC Action for Children** – Helping to improve the lives of children in Washington, DC through advocacy. 202-234-9404; www.dckids.org

**DC Autism Parents  DCAP** – Helping to improve the lives of children in Washington, DC through advocacy. 202-271-9262; www.dcautismparents.org
Dyslexia Tutoring Program, Inc. – Offers tutors trained in the Orton-Gillingham reading method, referrals, support groups. 410-889-5487; dyslexiatutoringprogram.org

Disability Resources on the Internet - Comprehensive web site with links to thousands of disability resources on the internet. www.disabilityresources.org

Division of Rehabilitation Services - DORS - Provides services for students transitioning from school to work. 410-554-9442; 888-554-0334; www.dors.state.md.us


Educational Register - Free guide to independent schools and private summer programs. 508-457-6473; www.vincentcurtis.com

Exceptional Parent Magazine - Monthly magazine filled with resources. www.eparent.com

Family League of Baltimore – Resource Center for Baltimore City families who have a child with a developmental disability, mental health or behavioral health need. 410-662-5500; www.flbinc.org

Families Together - Nonprofit organization assisting families who have a child with a disability. 301-460-4417 www.familiestogether.org

Federation for Children with Special Needs – 617-236-7210; www.fcsn.org

Federation of Families for Children’s Mental Health – 240-403-1901: www.ffcmh.org

Financial Aid for Students with Disabilities – Information about scholarships. www.finaid.org

Foundation for Autism Support and Training (FAST) - www.foundationforautismsupportandtraining.org

Going to College – to help with going to college for students with disabilities. going-to-college.org

IMAGE Center - dedicated to the creation of a learning and thinking environment that challenges concepts of what people with disabilities can do. 410-982-6311 www.imagemd.org

Independent Schools Education - 202-625-9223; www.independenteducation.org

Infants and Toddlers Program - Central Office-MSDE. Early intervention services for young children (0-5 years) with developmental delays and their families. Provides information and referrals to local Infants and Toddlers Programs throughout Maryland; www.marylandpublicschools.org

International Dyslexia Association - 410-296-0232 (Maryland Chapter); www.interdys.org

Internet Special Education Resources – ISER is a nationwide directory of professionals who serve the learning disabilities and special education communities. www.iser.com

Jewish Social Service Agency – Counseling, neuropsychological testing. 301-838-4200; www.jssa.org

Learning Disabilities Association – 412-341-1515; www.ldamerica.org

Madison House Foundation – Providing hope, guidance and solutions for autistic adults and their families. 301-850-9020; www.madisonhouseautism.org

Maggie’s Light- supports Maryland families, caring for their children and young adults with special needs and provides funding for respite, camp & recreational services. In addition, we assist families identifying caregivers (college & graduate students) and navigate local and statewide resources to obtain services they need. 410.335.2760; www.maggieslight.org

Maryland Association of Community Services - MACS -Professional association of over 100 community programs supporting people with developmental disabilities and their families. 410-740-5125; www.macsonline.org

Maryland Association of Resources for Families and Youth - MARFY - Association of residential providers in the State of Maryland. 410-312-3161; www.marfy.org
**Maryland Children’s Alliance** – A nonprofit created to better serve abused and neglected children. 443-336-3525; www.mdcha.org

**Maryland Coalition of Families for Children’s Mental Health** - Coalition dedicated to improving services for children with mental health needs. 410-730-8267; 800-607-3637; www.mdcoalition.org

**Maryland Community Services Locator** - 301-405-9796; www.mdcsl.org

**Maryland Community of Care Consortium for Children with Special Health Care Needs** Stakeholders committed to improving systems of care for children and youth with special health care needs in Maryland. 410-768-9100; www.marylandcoc.com

**Maryland Family Network** – Works with parents, childcare providers, and advocates to expand and enhance early childhood education and childcare. 410-659-7701; www.mdchildcare.org

**Maryland Speech Language Hearing Association** - A non-profit professional organization educating the public regarding communication sciences and disorders. 410-239-7770; www.mdshla.org

**Mental Health Association of Maryland** - 443-901-1550; www.mhamd.org

**Medicaid** - Explains Medicaid in basic terms, state-by-state. Provides information about what is available through state Medicaid plans and waivers. 800-433-5255; www.thedesk.info

**Maryland State Department of Education - MSDE** - publishes a list on their web site of Nonpublic Educational Programs approved by the Maryland State Department of Education. 410-767-0600; www.marylandpublicschools.org State Department of Education – Parent Help Line - 410-767-0238 or 410-767-1019

**National Alliance on Mental Illness - NAMI** - An advocacy organization dedicated to improving the lives of persons with severe mental illnesses. 410-884-8691; 800-950-6264; www.nami.org

**National Association of Private Special Education Centers - NAPSEC** - National advocacy organization to promote special education schools. 202-434-8225; www.napsec.org

**National Association for Children’s Behavioral Health** – 202-857-9735: www.nacbhc.org

**National Association of Parents with Children in Special Education** – Advocacy and support center. 800-754-4421; www.napcse.org

**National Association of Service and Conservation Corps** – 202-737-6272; www.nascc.org

**National Association of Special Education Teachers** – national membership organization dedicated to rendering all possible support and assistance to those preparing for or teaching in the field of special education. 800-754-4421; www.naset.org

**National Association of Therapeutic Schools and Programs** – NATSAP-National resources for programs and professionals assisting students with emotional and behavioral difficulties. 301-986-8770; www.natsap.org

**National Center for Learning Disabilities** - NCLD connects parents and others with essential resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives. 212-545-7510; www.nclld.org

**National Coalition for Parent Involvement in Education** – 800-424-3410; www.ncpie.org

**National Disability Rights Network** – protects and advocates for the rights of people with disabilities across the United States 202-408-9514; www.napas.org

**National Dissemination Center for Children with Disabilities - NICHCY** . 800-695-0285; 202-884-8200; www.nichcy.org

**National Resource Center on ADHD** – 800-233-4050; www.help4adhd.org
National Respite Coalition – ARCH - to secure quality, accessible, planned and crisis respite services for all families and caregivers. 703-256-2084; archrespite.org

National Special Education Advocacy Institute – NSEAI - mission is to improve the quality and professionalism in the field of education advocacy, by encouraging the development of highly educated and knowledgeable advocates through the NSEAI, Board Certified Education Advocate™, program. www.NSEAI.org

www.oneplaceforspecialneeds.com – parent resources

Parent Advocacy Coalition for Educational Rights - PACER - Information and assistance to families of children with special needs. 800-537-2237; www.pacer.org

Parent Pages – A family phone book filled with resources serving the Northern Virginia, Suburban Maryland and Washington DC area. 703-242-7243; www.TheParentPages.com

Parent’s Place of Maryland – Parent advocacy organization – 410-768-9100; www.ppmd.org

Parents of Autistic Children of Central Maryland (POAC) – 410-782-5708; www.poacofcentralmd.org

Pathfinders for Autism - Parent support group to generate funding for research, services and education directed toward improving the lives of individuals with autism. 443-330-5341; 866-806-8400; www.pathfindersforautism.org

Resource Finder at Kennedy Krieger Institute - Provides valuable information and resources on developmental disabilities and related disorders for parents, consumers and professionals. 443-923-2790, www.resourcenetworkatkki.org

Special Needs Kids Info – Helps parents who are new to the world of special education and provides a database of doctors, specialists, and camps. www.specialneedskidsinfo.com

Special Education Resources on the Internet - This web site is a starting point to find special education information on the internet. www.seriweb.com

Strugglingteens - A web site offering extensive information for families of struggling children and the professionals trying to help them. 208-267-5550; www.strugglingteens.com

Think College – Website to assistance with college options for individuals with Intellectual Disabilities. www.thinkcollege.net

Tutor.com - accessing tutors for military families

Tutor Find - 800-648-8867; www.tutortfind.com

Voices for America’s Children – National Disability group. 202-289-0777; www.voices.org

VOR – National organization to advocate for a full range of quality residential options and services. 877-399-4867; www.vor.net

United States Department of Education - Office of Special Education Programs at the US. Department of Education. www.ed.gov/osers/osep

University of Maryland Clinical Law Program - Law students working with experienced attorneys represent people who cannot afford an attorney in cases involving children with disabilities seeking appropriate educational services. 410-706-7214


Worldforautism.info – tutoring services. 301-618-8395

Wrightslaw - A web site offering extensive legal information about rights and protections regarding special education. www.wrightslaw.com
State Associations similar to MANSEF

**Arizona:**
AASPEP – Arizona Association of Private Special Education Providers
7400 North Oracle Road, Suite 143
Tucson, AZ 85704
520-885-9567, ext. 104
www.aapsep.com

**California:**
CACFS - California Alliance of Child and Family Services
2201 K Street
Sacramento, CA 95816
916-449-2273
www.cacfs.org

CAPSES – California Association of Private Special Education Schools
520 Capitol Mall Suite 280
Sacramento, CA 95814
916-447-7061
www.capses.com

CAPSO - California Association of Private School Organizations
15500 Erwin Street, #303
Van Nuys, CA 91411
818-781-4680
www.capso.org

**Connecticut:**
CAPSEF – Connecticut Association of Private Special Education Facilities
330 Main Street, 3rd Floor
Hartford, CT 06106
860-525-1318
www.capsef.org

**Illinois:**
CCA – Child Care Association of Illinois
413 West Monroe, 1st floor
Springfield, IL 62704
217-528-4409
www.cca-il.org

IAPSEC – Illinois Association of Private Special Education Centers
909 East Wilmette Road, Suite F
Palatine, IL 60074
847-359-8300
www.iapsec.org

**Massachusetts:**
MAAPS – Massachusetts Association Of 766 Approved Private Schools
15 Lakeside Office Park
607 North Avenue
Wakefield, MA 01880
781-245-1220
www.spedschools.com

**New Jersey:**
ASAH – Association of Schools and Agencies for the Handicapped
Lexington Square
2125 Route 33
Hamilton Square, NJ 08690
609-890-1400
www.asah.org

**New York:**
Resources for Children with Special Needs
Manhattan Parent Center without Walls
116 E. 16th Street 5th floor
New York, New York 10003
212-677-4650
www.resourcesnyc.org

**Rhode Island:**
RICORP – Rhode Island Council of Resource Providers
55 South Brow Street
East Providence, RI 02914
401-431-0555
www.ricorp.org

**Virginia:**
Virginia – Virginia Association of Independent Special Education Facilities
919 East Main Street, Suite 1150
Richmond, VA 23219
804-643-2776 ext. 701
www.vaisef.org

**Washington, D.C.:**
DCASE – District of Columbia Association for Special Education
711-A Edgewood Street, NE
Washington, D.C. 20017
202-615-3070
www.dcase.org
Partners for Success: Resource Centers for Families and Schools are partnerships between the Maryland State Department of Education and local school systems. These centers provide families, professionals, and the community with information, training, and support.

The purpose of these centers is to provide the skills and knowledge that will enable families of children and youth with disabilities, ages 3 to 21, and professionals to function as equal partners in the educational decision making process and to assist families in accessing services for their children.

Allegany County:
South Penn Elementary School
500 E. Second Street
Cumberland, MD 21502
Phone: 301-777-1755

Anne Arundel County:
Oakwood Elementary School
330 Oak Manor Drive, Portable B
Glen Burnie, MD 21061
Phone: 410-222-3805

Baltimore City:
Baltimore City Public School System
Family and Student Support Services
200 E. North Avenue, Room 210
Baltimore, MD 21202
Phone: 443-642-4221

Baltimore County:
White Oak School
8401 Leefield Road
Baltimore, MD 21234
Phone: 410-887-5443

Calvert County:
4105 Old Town Road
Huntington, MD 20678
Phone: 410-535-7387

Caroline County:
Denton Elementary School
303 Sharp Road
Denton, MD 21629
Phone: 410-479-1660

Carroll County:
Carroll Springs School
495 S. Center Street
Westminster, MD 21157
Phone: 410-751-3955

Cecil County:
Cecil County Public Schools
201 Booth Street
Elkton, MD 21921
Phone: 410-996-5460

Charles County:
F. B. Gwynn Center
5998 Radio Station Road
LaPlata, MD 20646
Phone: 301-934-7456

Dorchester County:
2475 Cambridge Bypass
Cambridge, MD 21613
Phone: 410-943-3515

Frederick County:
Rock Creek School
191 Waverly Drive
Frederick, MD 21702
Phone: 240-236-8744

Garrett County:
Garrett County Board of Education
40 S. Second Street
Oakland, Maryland 21550
Phone: 301-334-7658

Harford County:
Royce Williams Elementary
201 Oakington Road
Havre de Grace, MD 21078
Phone: 410-273-5579

Howard County:
Ascend One Building
8930 Standford Blvd. Suite 201t
Columbia, MD 21045
Phone: 410-313-7161
Resource Centers for Families and Schools
(continued)

Kent County:
Chestertown Middle School
402 East Campus Avenue
Phone: 410-778-5708

Montgomery County:
Family and Community
451 Hungerford Drive Ste 508
Rockville, MD 20850
Phone: 301-279-3100

Prince George’s County:
Judy Hoyer Family Learning Center
8908 Riggs Road
Adelphia, MD 20783
Phone: 301-431-5675

Queen Anne’s County:
202 Chesterfield Avenue
Centreville, MD 21617
Phone: 410-758-2403 ext. 182

Somerset County:
Washington High School
26739 Mt. Vernon Road
Princess Anne, MD 21853
Phone: 410-651-9413

St. Mary’s County:
Green Holly School
46060 Millstone Landing Road
Lexington, MD 20653
Phone: 301-863-4069

Talbot County:
Talbot County Education Center
12 Magnolia Street
Easton, MD 21601
Phone: 410-822-0330

Washington County:
Washington County Public Schools
1350 Marshall Street
Hagerstown, MD 21740
Phone: 301-766-8221

Wicomico County:
900 Mt. Hermon Road
Salisbury, MD 21802
Phone: 410-677-5250

Worcester County:
Cedar Chapel Special School
6270 Worcester Highway
Newark, MD 21841
Phone: 410-632-5234

www.marylandpublicschools.org
As of April 2013