

**2023-2024  
membership  
directory**



# INSPIRING DREAMS CHANGING LIVES



Maryland Association of  
Nonpublic Special  
Education Facilities

**mansef.org**



## **WHO WE ARE**

The Maryland Association of Nonpublic Special Education Facilities (MANSEF) is a nonprofit 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 3,800 students between 4 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 educational programs in the least restrictive environment for all children and youth with disabilities. Our schools are a part of the community and provide students with inclusive opportunities. MANSEF unites a diverse group 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 who have at least one of the following federal census codes:

- 01 – intellectual disability
- 02 – hearing impairment
- 03 – deaf
- 04 – speech or language impairment
- 05 – visual impairment
- 06 – emotional disabilities
- 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

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**MEMBER SCHOOLS Approved by the Office of State Superintendent of Education (OSSE) in Washington DC** 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 108

To reference regulations and COMAR Citations refer to pages starting on 113

To learn more about **Advocates, Attorneys and Educational Consultants** available to help you understand the special education process, refer to the Appendix on page 120-122

To find out more about the **Additional Resources** available to families with special needs students, refer to the Appendix on page 123

Other State Associations are on page 128

This directory can be downloaded from our website at [www.mansef.org](http://www.mansef.org).

The MANSEF Directory (print version) is published in September of each year and can be found at [www.mansef.org](http://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.

*"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

**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.

**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](http://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.

Please contact us if you have any questions:  
*Lisa Halpin - [halpinlm@gmail.com](mailto:halpinlm@gmail.com)*

**For a directory of schools, visit [www.mansef.org](http://www.mansef.org)**

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# **Program Descriptions**



## The Arrow Center for Education

1605 Cromwell Bridge Road  
Baltimore, MD 21234

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

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

**Referral Contact(s):** Amber Felder      amber.felder@arrow.org

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

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

**Capacity of Facility:** 54

**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 ( **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 Arrow Center for Education is a small, nurturing, structured and supportive elementary, middle and high school program that provides special education and clinical services to students who are primarily identified as having an emotional disability. Students with other disabilities may be admitted to the program on a case by case basis. The program follows the Baltimore County Public School curriculum. In addition to the core curriculum, the school offers a variety of electives. Positive behaviors are proactively taught and rewarded to increase students' participation in their school program. A BCBA, placed full time at another Arrow program, is also available to consult as needed. A psychiatrist is available for assessment and medication management at family request.

**Related Services:** Individual, group, and family clinical therapy are integrated into the program design. Speech and language services, physical therapy, and occupational therapy services are provided through consistent contractors.

## The Arrow Center for Education Riverside

1370 Brass Mill Road  
Belcamp, MD 21017

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

**Phone:** 410-297-4100  
**Fax:** 410-273-9555  
**Website:** www.arrow.org

**Referral Contact(s):** Dr. Doris Austin    doris.austin@arrow.org

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

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

**Capacity of Facility:** 60

**Ages Served:** 4 - 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:** 9:45 a.m. – 3:45p.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 Riverside is a small, nurturing, structured and supportive school program that provides special education and clinical services to students who are primarily identified as having an emotional disability or autism. Students with other disabilities may be admitted to the program on a case by case basis. The program follows the Harford County Public School curriculum. In addition to the core curriculum, the school offers a variety of electives including vocational placement completer. A sensory movement and a sensory calming room is available to students with sensory diet needs, and a large, fenced, outdoor play area is available to all students. An interactive computer and media lab supports student instruction. Positive behaviors are proactively taught and rewarded to increase students' participation in their school program. A BCBA, placed full time at another Arrow program, is also available to consult as needed. A psychiatrist is available for assessment and medication management at family request.

As of fall 2022, the Arrow Strive Program began to serve students with complex autism needs, in partnership with Harford County Public Schools.

**Related Services:** Individual, group, and family clinical therapy are integrated into the program design. Speech and language services, physical therapy, and occupational therapy services are provided through consistent contractors.

## The Arrow Center for Education Tangram

8830 Orchard Tree Lane  
Towson, MD 21286

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

**Phone:** 443-798-6310  
**Fax:** 443-798-6302  
**Website:** www.arrow.org

**Referral Contact(s):** David Schlittler David.schlittler@arrow.org

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

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

**Capacity of Facility:** 72

**Ages Served:** 4-21

**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:** 8:15 a.m. - to 2:45p.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 Tangram is a nonpublic day school designed to provide full-day special education and related services. The primary goal of the educational program is to help students reach their potential in the areas of academics, communication behavior, social skills, and life skills. The school employs evidence-based practices such as those established through Applied Behavior Analysis. A full time BCBA is available and oversees and monitors student behavioral success. A psychiatrist is available for assessment and medication management at family request. Community and vocational goals are reinforced through a rich schedule of community based instruction, and students, when ready, participate in pre-vocational and vocational activities both in and off-site. A sensory movement and a sensory calming room are available to students with sensory diet needs, and a small model apartment allows for the practice of activities of daily living. In this therapeutic, treatment-oriented context, each student is tested, identified, and treated as a unique, individual learner.

**Related Services:** Speech/language services are integrated within the program design. One to ones are provided as the IEP designates, but the overall program model emphasizes a very rich staff to student ratio for all students. Occupational and physical therapy is provided, as needed, through consistent contractors. 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:** www.thebaltimoreacademy.com

**Referral Contact(s):** Mundrae White

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

**Disabilities Served:** 06-emotional disabilities

**Capacity of Facility:** 25

**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:** 8:00 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 - 12. Students with secondary conditions such as specific learning disabilities, intellectual disabilities, substance use disorders, physical disabilities, and/or other health impairment also receive special education services. A wide range of instructional and related services are available.

Our goal at The Baltimore Academy is to provide sound educational experiences, to ensure a positive learning experience for every student while using state-of-the-art materials and teaching strategies. The Baltimore Academy offers two alternatives for completer sequences, which include Career Research and Development, and Spanish. Another service we provide is an E-Learning program through a partnership with Edgenuity that supports credit recovery. Finally, we strive to prepare students for successful adjustment to future educational placements in less restrictive settings, as we move students toward high school graduation while supporting their overall academic, social emotional, and behavioral needs.

**Related Services:** Social work, psychological consultation, psychiatric consultation, speech and language services, drug and alcohol counseling.

## Baltimore Lab School

2220 St. Paul Street  
Baltimore, MD 21218

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

**Phone:** 410-261-5500

**Fax:**

**Website:** www.baltimorelabschool.org

**Referral Contact(s):** Jennifer Kelleher and Kelly Keesler

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

**Disabilities Served:** 08- other health impairment, 09-specific learning disabilities,  
10-multiple disabilities

**Capacity of Facility:** 150

**Ages Served:** 6 - 19

**Grade Range:** 1 through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☒ )

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

**Program Description:** Baltimore Lab School educates bright, motivated students with learning disabilities and/or ADHD in grades 1-12. Through our innovative, multisensory, arts-based curriculum, our students go on to succeed in college and careers as engaged and compassionate members of a global society. In addition to mastering core academics, students explore the visual and performing arts, engage in outdoor education, take part in service-learning projects, and participate in athletics. Our students gain confidence, self-esteem, and self-awareness. BLS students thrive in small classes with an exceptionally low teacher/student ratio with highly trained teachers and full-time on-site occupational therapists, speech and language pathologists, psychologists, and social workers. Baltimore Lab School approaches education from a completely unique perspective and every student at BLS receives a high level of individual attention.

**Related Services:** Speech/language pathology, occupational therapy, psychological and counseling services.



## The Benedictine School

14299 Benedictine Lane  
Ridgely, MD 21660-1434

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

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

**Referral Contact(s):** Scott Evans – Executive Director  
Julie Hickey – Education Director  
Hon Yin Eubanks - Admissions Coordinator

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

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

**Capacity of Facility:** 66 day or residential

**Ages Served:** 5 - 21

**Grade Range:** non-graded

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☒ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) 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's approach to individuals with developmental disabilities is the creation of a supportive and therapeutic environment in which to foster the development of the whole person and to assist the individual in maximizing present and potential strengths.

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 is "helping children and adults with developmental disabilities achieve their greatest potential." This mission is achieved through educational, daily living, social and vocational tasks in classroom, residential, vocational, and community settings.

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, alternative learning rooms, 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.

## **The Benedictine School** *(continued)*

Learning is enhanced by the variety of settings available. These include large classrooms, therapeutic room, sensory areas, motor room, full size gymnasium, indoor pool, library/media center, updated and accessible playground and athletic fields.

Career development and vocational programming are offered in several on-site and off-site stations based on the individual needs of the student. Services start with comprehensive interest and skills assessment and exposure to a variety of vocational opportunities to maximize success and opportunity. On-site options include cleaning service, food service, car-wash, greenhouse, deliveries, packaging and assembly, as well as other opportunities based on student need. Off-site options have included a variety of partnerships with community businesses on the Eastern Shore.

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 setting. Residential calendars include 300 days up to 365 days per year. Settings include both on-campus residential suites and off-campus group homes.

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

## Cedar Ridge School

12146 Cedar Ridge Road  
Williamsport, MD 21795-3031

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

**Phone:** 301-582-0282  
**Fax:** 301-582-4756  
**Website:** www.cedarridgeschool.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:** 63 (boys only)

**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:** 8:15 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. We make 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.

Curriculum based on Common Core standards 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. Other learning opportunities may include reading intervention, art projects, keyboarding exercises, social skills training and student service learning activities. 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 and Foundations of Technology. Career Research and Development is the current completer for graduation. Remediation and reading intervention programs are made available on an as needed basis.

**Cedar Ridge School**  
(continued)

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.

**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  
Hyattsville, MD 20782

**County in Which Program is  
Located:** Prince George's

**Phone:** 240-467-2100  
**Fax:** 240-467-2120  
**Website:** www.chelseaschool.edu

**Referral Contact(s):** Chloe Kadan, Director of Admissions ckadan@chelseaschool.edu

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

**Disabilities Served:** 04-speech or language impairment, 08-other health impairments,  
09-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 ( **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. 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 45 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.

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:** 410-269-7600  
**Fax:** 410-354-0515  
**Website:** www.childrensguild.org

**Referral Contact(s):** BAadmissions@childrensguild.org 410-269-7600

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

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

**Capacity of Facility:** 80

**Ages Served:** 5 - 21

**Grade Range:** K 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 ( ) No ( **X** )

**Hours of Operation for school day:** 8:30 a.m. – 3:30 p.m. (M,T, Th, F), 8:30 a.m. – 1:30 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 School of Baltimore Inc. serves special education students in grades K-12. Each classroom is equipped with technology that enables access to supplemental programs, online curriculum and research. The Guild stresses parental involvement, as parents take part in an orientation, receive regular contact from the education team, and are provided opportunities to be involved in parent activities.

Programs are primarily available for children with emotional disabilities, and also students with high functioning autism, multiple disabilities, and intellectual disabilities who present with challenging behaviors. The Children's Guild School of Baltimore serves students working toward a Maryland State High School Diploma with a small population of students working toward a Maryland State Certificate of Completion. High School students have the opportunity to acclimate to the world of work through school embedded work experiences, career development courses, and mentorship.

The educational program is aligned with the Maryland College and Career Readiness standards and DCPS Common Core State standards and delivered through a project based learning approach. The classroom team consists of certified special education teachers, social workers, related service providers and therapeutic behavior aides. Mental health and behavioral specialists oversee crisis management. Individual and group therapy are available per the child's IEP. A transition program is available to assist students with exploration of vocational/career opportunities and connection with community resources after discharge. Students who are at risk of regression during the summer attend an extended school year program through the IEP process.

**Children's Guild – Baltimore Campus**  
(continued)

**Related Services:** Speech/language therapy, psychiatric care, school health services, social work, occupational therapy, physical therapy, transition services, behavior management, crisis intervention, medical management, physical education, art, music.

## The Children's Guild, Inc., Prince George's Campus

5702 Sargent Road  
Chillum, MD 20782-2321

**County in Which Program is  
Located:** Prince George's

**Phone:** 301-853-7370  
**Fax:** 301-853-7376  
**Website:** www.childrensguild.org

**Referral Contact(s):** PGadmissions@childrensguild.org 301-853-7370

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

**Disabilities Served:** 06-emotional disabilities, 10-multiple disabilities, 14-autism

**Capacity of Facility:** 154

**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 ( **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. – 1:30 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-12 with educational classification as emotional disability, autism or multiple disabilities. Each classroom is equipped with technology that enables access to supplemental programs, online curriculum and research. The Guild stresses parental involvement, as parents take part in an orientation, receive regular contact from the education team, and are provided opportunities to be involved in parent activities.

Programs are available for children with autism, multiple disabilities, and emotional disability. A Career Readiness program is provided that offers students ages 14 -21 a non-graded certificate program. The autism program uses a highly structured classroom environment known as the TEACCH model that incorporates Applied Behavioral Analysis through Registered Behavior Technicians and a Board Certified Behavior Analyst.

The educational program is aligned with the Maryland College and Career Readiness standards and DCPS Common Core State standards and delivered through a project based learning approach. The classroom team consists of certified special education teachers, social workers, related service providers and therapeutic behavior aides. Mental health and behavioral specialists oversee crisis management. Individual, group and family counseling are available per the child's IEP. A transition program is available to assist students with exploration of vocational/career opportunities and connection with community resources after discharge. Students who are at risk of regression during the summer attend an extended school year program through the IEP process.



**Children's Guild Prince George's Campus**  
(continued)

**Related Services**

Speech/language therapy, psychiatric care, school health services, social work, applied behavioral analysis, occupational therapy, physical therapy, 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 Transformation Academy

6802 McClean Blvd  
Baltimore, MD 21234

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

**Phone:** 410-514-0181

**Fax:**

**Website:** <https://childrensguildschools.org/transformation-academy/>

**Referral Contact(s):** Theresa Donahue, donahuet@childrensguild.org

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

**Disabilities Served:** 14-autism

**Capacity of Facility:** 80

**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:** 8:30-2:30 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 Children's Guild: Transformation Academy is a 12-month, non- public separate day school for students ages 5-21, whose primary diagnosis is autism, but who may also have co-existing diagnoses of sensory processing disorder, a specific learning disability, health impairment, or multiple disabilities. Utilizing a collaborative team approach of highly trained professionals, including special education teachers, speech language pathologists, occupational therapists, behavior specialists, transition coordinators, and therapeutic behavior aides, our program provides wrap around services to generalize skills and support students and their families across a variety of settings including home, workplace, and community. We aim to provide the full spectrum of services to fit our students' needs and help them achieve their highest level of independence.

**Related Services:** Speech Therapy, Occupational Therapy, Physical Therapy

## The Children's Home Diagnostic Center School

205 Bloomsbury Avenue  
Baltimore, MD 21228

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

**Phone:** 410-744-7310 ext. 223  
**Fax:** 410-455-0071  
**Website:** www.thechildrenshome.net

**Referral Contact(s):** Andre Cooper

**MSDE Approval Category:** TYPE III General Education

**Disabilities Served:** Emotional disabilities

**Capacity of Facility:** 16

**Ages Served:** 13-19

**Grade Range:** 8-12

**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:** 9:00 a.m. to 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:** The Diagnostic Center is a residential program providing crisis intervention treatment for adolescent girls classified with acute social and mental disorders, suffering from long-term abuse, neglect and/or abandonment. The Diagnostic Center provides state-wide emergency placement and crisis intervention services to adolescent girls ages 13-19. Daily school attendance is required and included as an indicator in the behavior modification system.

**Related Services:** As indicated per the IEP or educational plan.

## The Chimes School

4810 Seton Drive  
Baltimore, MD 21215

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

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

**Referral Contact(s):** Michael Plummer

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

**Disabilities Served:** 01-intellectual disability, 06-emotional disabilities, 08-other health impaired,  
10-multiple disabilities, 14-autism

**Capacity of Facility:** 72 (COACH Program capacity 18)

**Ages Served:** 5- 21

**Grade Range:** K – 8 and non-graded program for ages 5-21

**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. – 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. A diploma track program is offered in grades K-8. A certificate of program completion is available for grades K-12. 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. Classes are primarily self-contained, with student groupings based on functioning level and grade. All classroom teachers are certified in special education. 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, physical therapy, and music 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.

## **The Chimes School** (continued)

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.

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 jobs in the community. These jobs 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.

The Chimes School links with Chimes Adult Vocational Services, Inc. to provide an appropriate work/study placement in the community. Individual students may meet the specified criteria for a community position for the hours indicated in the IEP. Training and job support services are provided by Chimes School staff.

### **COACH PROGRAM**

COACH (Creating Opportunities and Access for Children with Autism), focuses on students who have a diagnosis of autism, or a related disorder, which includes intense communication and behavioral challenges. 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.

With the support of Board Certified Behavior Analysts, students within the COACH program become more independent in their learning, work and home environments. The use of AVB/ABA is incorporated into instruction 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, Physical Therapy, 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 therapy, counseling, behavioral support, occupational therapy, physical therapy, music therapy, nursing, and psychiatric medication management.

## Community School of Maryland

21515 Zion Road  
Brookeville, MD 20833-1009

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

**Phone:** 240-912-3606  
**Fax:** 301-208-7259  
**Website:** www.csaac.org

**Referral Contact(s):** Brian Tureck, Director of Education

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

**Disabilities Served:** 14-autism

**Capacity of Facility:** 56

**Ages Served:** 6 - 21

**Grade Range:** non-graded

**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:** 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 Community School of Maryland is a part of CSSAC (Community Services for Autistic Adults and Children), a non-profit organization dedicated to enabling individuals with Autism to achieve their highest potential and contribute as confident members of their communities. The Community School of Maryland is a 12-month program and serves students aged 6 to 21 in both day and residential programs.

The primary goal of the Community School is to prepare students for inclusion in their communities and integration into the workforce. The Community School of Maryland implements each student's Individualized Education Program (IEP) and provides instruction, transition services, and related services that focus on best practices for students with autism. Instruction takes place on campus and in the community and is designed increase skills in core subjects while preparing students for their post-secondary lives. Programming may include functional academics, communication, self-care skills, fine and gross motor skills, interpersonal skills, leisure skills, vocational skills and transitional programming.

**Related Services:** Speech/Language Therapy, Occupational Therapy, Counseling Services, and additional related services or consultations are provided as indicated on the students' IEP's.

## The Foundation Learning Center

855 Brightseat Road, Suite 855  
Landover, MD 20785

**Phone:** 301-881-0078  
**Fax:** 301-881-0204  
**Website:** www.foundationalschools.org

**County in Which Program is  
Located:** Prince George's

**Referral Contact(s):** Jenna Chwirut 301-881-0078 ext. 3021

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

**Disabilities Served:** 14-autism

**Capacity of Facility:** 60

**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 ( ) No (X)

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

**Hours of Operation for school day:** 8:15 a.m.- 3:15 p.m. (M, T, Th, F)  
8:15 a.m. to 12:30 p.m. (Every Wednesday)

**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 Foundation Learning Center offers primarily specialized programming to meet the unique needs of students with Autism Spectrum Disorders (ASD) who display a spectrum of learning and social-emotional needs, developmental delays, social skills impairment, and communication development needs. Our goal is to enhance how students with ASD learn by providing an integrated approach to address each student's individual academic, behavioral, communication, and social/emotional requirements in a safe and supportive learning environment. We promote a team approach that values cooperation and collaboration, and involves students, school personnel, parent/guardian(s), and the community. We also provide ongoing professional development to our staff to develop and maintain a highly qualified and dedicated staff.

We offer sensory friendly programming for students in kindergarten through 12th grade, as well as life skills and transition programming all year round. The program for each student is determined through the development and implementation of the student's Individualized Education Program (IEP). The IEP is developed in a collaborative team effort that includes staff from The Foundation Learning Center, a representative of the student's local educational agency (LEA), the student's parent/guardian, the student (if appropriate), and other related service professionals who work closely with the student.

The many facets of The Foundation Learning Center program are designed to implement goals that actualize the philosophy that every student can experience success in a learning environment given appropriate instructional conditions. The elementary and middle school curricula, grades K-8, offer subject courses appropriate for elementary through middle school and allow students to meet the requirements of their home

## **The Foundation Learning Center** (continued)

school district. The high school program, in grades 9-12, offers subject courses and experiences focusing on life skills that prepare for independent living. Students in grades 9-12 are able to work towards a certificate of completion while incorporating their interests and abilities into preparation for life after high school in both the vocational and community forums. All classes are small in size and classrooms are self-contained. The components of the educational program include the development of clinical treatment plans including FBAs and BIPs, clinical programs to meet the individual and group social skills needs of students, and applied behavior analysis support and planning. Related services may include individual/group therapy, behavioral supports, occupational therapy, speech and language therapy, and dedicated aide behavioral supports.

The clinical program for The Foundation Learning Center consists of a variety of therapeutic interventions, services, and systems to help students succeed in school. The components of the clinical program include individual or group therapy as appropriate, parent education, social and life skills training, applied behavior analysis interventions and planning, and positive behavior management.

As students achieve continued success at The Foundation Learning Center, the process of transitioning to the mainstream will begin. When a student meets the criteria for mainstreaming, The Foundation Learning Center staff coordinates the transition procedures with the appropriate LEA personnel.

**Related Services:** Special Education Services, Counseling, Behavioral Supports, Occupational Therapy, Speech and Language Therapy, Psychiatric Services, ABA Dedicated Aide Support.



## The Foundation School

1330 McCormick Drive  
Largo, MD 20774

**County in Which Program is  
Located:** Prince George's

**Phone:** 301-772-1200  
**Fax:** 301-386-4479  
**Website:** www.foundationsschools.org

**Referral Contact(s):** Tracey Still 301-772-1200 x1118

**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, 14 -autism

**Capacity of Facility:** 275

**Ages Served:** 5 - 21

**Grade Range:** K through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 8:15 a.m. – 3:15 p.m. (M, T, Th, F)  
8:15 a.m. to 12:30 p.m. (Every Wednesday)

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☒ )

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

**Program Description:** The Foundation School offers primarily specialized programming to meet the unique needs of students with emotional disabilities who display a spectrum of behavioral problems, social skills impairment, and social-emotional needs. We promote a team approach that values cooperation, collaboration, and involves students, school personnel, parent/guardian(s), and the community. We also provide ongoing professional development to our staff to develop and maintain a highly qualified and dedicated staff.

This is a comprehensive psycho-educational program that has been carefully designed to provide the academic and social/behavioral support needed for each student determined through the development and implementation of the student's Individualized Education Program (IEP). The many facets of The Foundation School program are designed to implement goals that actualize the philosophy that every student can experience success in a learning environment given appropriate instructional conditions. The elementary, middle, and high school curricula, grades K-12, offer subject courses appropriate for elementary through high school and allow students to meet the graduation requirements of their home school district. We adhere to State and District standards and assessments.

All classes are small in size and the elementary classrooms are self-contained. School personnel work as a team to improve student achievement, reduce problem behaviors, and improve overall social and emotional well-being. Students are instructed at their individual level based on their IEP and ongoing assessment data. Teachers and therapists use evidence-based strategies to actively engage students and increase their success

## **The Foundation School** (continued)

rates in school. The focus of instruction is on the Maryland College and Career Readiness Standards at all grade levels.

School personnel use explicit instruction, clear expectations, and structured routines to promote independence and coping skills. We use a Positive Behavioral Support Model that incorporates behavioral and social skills instruction and continuous performance feedback throughout the school day. All students receive core academic instruction and behavior programs; however, some students require more related service support. We offer individual and group counseling/therapy in the areas of drug and alcohol education, violence prevention and testing, trauma--informed cognitive behavior therapy, anger management, and grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided for truancy supervision to establish collaborative communication with parents/guardians, outside agencies, and students' outpatient treatment providers. In addition to the services mentioned above, we offer related services for Psychiatric care for students with our consulting psychiatrist.

The goal is to teach and prepare students to return to a less restrictive environment, ultimately a general education classroom in a public school setting. As students achieve continued success at The Foundation School, the process of transitioning to the mainstream will begin. When a student meets the criteria for mainstreaming, The Foundation School staff coordinates the transition process with the appropriate Local Educational Agency (LEA) personnel.

**Related services:** Special Education Services, Individual and Group Counseling, Counseling Services, Speech and Language Therapy, Occupational Therapy, Job Coaching Transition Services, and Dedicated Aide Support.

## The Foundation School at Blair G. Ewing

14501 Avery Road  
Rockville, MD 20853

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

**Phone:** 240-740-5061

**Fax:**

**Website:** www.foundationalschools.org

**Referral Contact(s):** Bill Prestianni (301) 740-7807, ext. 4104

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

**Disabilities Served:** 01-intellectual disabilities, 06-emotional disabilities, 08—other health impaired, 09-specific learning disabilities, 10-multiple disabilities, 14-autism

**Capacity of Facility:** 18

**Ages Served:** 12 - 21

**Grade Range:** 6 through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 7:30 a.m. – 2:30 p.m. (M, T, W, Th, F)

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☐ )

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

**Program Description:** The Foundation School at Blair G. Ewing is a Type II nonpublic program located within the Blair G. Ewing Alternative School. The primary goal of the Foundation School at Blair G. Ewing is to integrate students back into the public school education program to the greatest extent possible. The program is designed to offer specialized programming to meet the unique needs of special education students with emotional disabilities, who display a spectrum of behavioral problems, learning challenges, social skills impairment, and social-emotional needs. We aim to enhance how the students learn by providing an integrated approach to address each student's unique academic, behavioral, and social/emotional requirements in a safe, supportive, and therapeutic learning environment. We promote a team approach that values cooperation and collaboration, and involves students, school personnel, parent/guardian(s), and the community. We also provide ongoing professional development to our employees to develop and maintain highly qualified and dedicated staff.

The Foundation School at Blair G. Ewing is designed to provide the academic and social/behavioral support needed for each student determined through the development and implementation of the student's Individualized Education Program (IEP). The Foundation School at Blair G. Ewing works collaboratively with the Montgomery County Public Schools (MCPS), the Special Education – Office of Teaching, Learning, and Schools Division, and the Blair G. Ewing Alternative School to provide instruction aligning with MCPS public school curriculum.

**The Foundation School at Blair G. Ewing**  
**(continued)**

All classes are small in size and self-contained. School personnel work as a team to improve student achievement, reduce problem behaviors, and improve overall social/emotional well-being. Students are instructed at their individual grade level based on their IEP and ongoing assessment data. Teachers and therapists use evidence-based assessment and strategies to actively engage students and increase their success rates in school. The focus of instruction is on the Maryland College and Career Readiness Standards at all grade levels.

School personnel use explicit instruction, clear expectations, and structured routines to promote independence and coping skills. We use a Positive Behavioral Support Model that incorporates behavioral and social skill instruction and continuous performance feedback throughout the school day. All students receive core academic instruction and behavior support; however, some students require more related service support. We offer individual and group counseling/therapy in the areas of drug and alcohol education, violence prevention, trauma--informed cognitive behavior therapy, anger management, grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided for truancy supervision to establish collaborative communication with parents/guardians, outside agencies, and students' outpatient treatment providers.

**Related Services:** Special Education Services, Individual and Group Counseling, Counseling Services, Speech and Language Therapy, Occupational Therapy, Job Coaching/Transition Services, and Dedicated Aide Support.

## 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.foundationsschools.org

**Referral Contact(s):** Bill Prestianni (301) 740-7807, ext. 4104

**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, 14-autism

**Capacity of Facility:** 100

**Ages Served:** 6 - 21

**Grade Range:** 1 through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 8:15 a.m. – 3:15 p.m. (M, T, Th, F)  
8:15 a.m. to 12:30 p.m. (Every Wednesday)

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☒ )

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

**Program Description:** The Foundation School of Montgomery County offers primarily specialized programming to meet the unique needs of students with emotional disabilities who display a spectrum of behavioral problems, social skills impairment, and social-emotional needs. We promote a team approach that values cooperation, collaboration, and involves students, school personnel, parent/guardian(s), and the community. We also provide ongoing professional development to our staff to develop and maintain a highly qualified and dedicated staff.

This is a comprehensive psycho-educational program that has been carefully designed to provide the academic and social/behavioral support needed for each student determined through the development and implementation of the student's Individualized Education Program (IEP). The many facets of The Foundation School of Montgomery County program are designed to implement goals that actualize the philosophy that every student can experience success in a learning environment given appropriate instructional conditions. The elementary, middle, and high school curricula, grades 1-12, offer subject courses appropriate for elementary through high school and allow students to meet the graduation requirements of their home school district. We adhere to State and District standards and assessments.

All classes are small in size. The elementary and middle classrooms are self-contained. School personnel work as a team to improve student achievement, reduce problem behaviors, and improve overall social/emotional well-being. Students are instructed at their individual grade level based on their IEP and ongoing assessment data. Teachers and therapists use evidence-based assessment and strategies to actively engage students and

## **The Foundation School of Montgomery County** (continued)

increase their success rates in school. The focus of instruction is on the Maryland College and Career Readiness Standards at all grade levels.

School personnel use explicit instruction, clear expectations, and structured routines to promote independence and coping skills. We use a Positive Behavioral Support Model that incorporates behavioral and social skill instruction and continuous performance feedback throughout the school day. All students receive core academic instruction and behavior support; however, some students require more related service support. We offer individual and group counseling/therapy in the areas of drug and alcohol education, violence prevention, trauma--informed cognitive behavior therapy, anger management, grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided for truancy supervision to establish collaborative communication with parents/guardians, outside agencies, and students' outpatient treatment providers. In addition to the services mentioned above, we offer psychiatric care for students with our consulting psychiatrist.

The goal is to teach and prepare students to return to a less restrictive environment in their public school setting. As students achieve continued success at The Foundation School of Montgomery County, the process of transitioning to the mainstream will begin. When a student meets the criteria for mainstreaming, The Foundation School of Montgomery County staff coordinates the transition process with the appropriate Local Educational Agency (LEA) personnel.

**Related Services:** Special Education Services, Individual and Group Counseling, Counseling Services, Speech and Language Therapy, Occupational Therapy, Job Coaching/Transition Services, and Dedicated Aide Support.

## Gateway School

5900 Metro Drive  
Baltimore, MD 21215

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

**Phone:** 410-318-6780

**Fax:** 410-318-6754

**Website:** www.hasa.org

**Referral Contact(s):** Dana Reinhardt – dreinhardt@hasa.org 410-318-6780 ext. 172

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

**Disabilities Served:** 02-hearing impairment, 04-speech or language impairment, 08-other health impairment, 10-multiple disabilities, 14-autism, 15-developmental delay

**Capacity of Facility:** 72

**Ages Served:** 2 - 15

**Grade Range:** Pre-K through Grade 8

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 8:30 a.m. – 3:00 p.m. (M, T, Th, F) and 8:30 -12:30 (W)

**Length of School/Program Year:**

10-month ( ☐ ) 11-month ( ☐ ) 12-month ( ☒ ) extended school year ( ☐ )

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

**Program Description:** Gateway School at HASA emphasizes language development with the acquisition and retention of academic and social communication skills and the development of appropriate social behavior through evidence based best practice. Language experiences and direct instruction facilitate language, cognition, and academic readiness for preschool students. For school age students in Kindergarten through grade 8 or a non-graded program, the curriculum incorporates language integrated learning within the subject areas of English/language arts, mathematics, science, and social studies. The development of social and adaptive/life skills for school and community is fostered throughout the program for all students. The principles of applied behavior analysis are implemented for shaping behaviors, learning, and skill acquisition. Gateway School staff is an interprofessional team who deliver a comprehensive educational program meeting the needs of the whole child.

Gateway School provides the opportunity for students to learn in an environment that is individualized for their specific needs, in classrooms in the Epic Path, Brave Path, and Fearless Path. All paths provide a language integrated curriculum supported by Gateway speech language pathologists. Gateway School is a language/communication first school; every classroom provides language integrated instruction. Gateway School serves students who are diploma or certificate track.

Fearless Path classrooms are taught by a certified special educator, students are provided a 1:1 instructor who is trained and supervised by a Board-Certified Behavior Analyst (BCBA). Students engage in

## **Gateway School** (continued)

evidence-based practices throughout their program focusing on application of skills across people, environments, and contexts. Each student in the Fearless Path follows an individualized program to meet his or her specific learning needs, curriculum is modified and adapted to meet the student where he or she is with exposure to grade level curriculum.

Brave Path classrooms are taught by certified special educators with the support of an instructional assistant and 1:1 instructor(s) for student(s) as determined by the IEP. Classroom staff are trained by Gateway's interprofessional team, including teachers, speech pathologists, and behavior specialists/BCBAs. Students in the Brave Path classrooms demonstrate learning readiness and classroom behaviors. Students learn in whole group, small group, and 1:1 teaching time. Students are taught grade level curriculum adapted to meet their individual learning needs. The classroom is supported by a Board-Certified Behavior Analyst (BCBA) and speech-language pathologist.

Epic Path classrooms are co-taught by a special educator and speech language pathologist with the support of a teaching assistant and behavior specialist. Students are cognitively at or above grade-level; their disability impacts their social-emotional learning. Academically, students may present with mild reading, writing, or math learning disability in addition to their autism. The classroom instruction includes critical thinking strategies, multi-sensory instruction, research-based programs, and systematic reinforcement system. Social Thinking is imbedded throughout the classroom, students' expectations are clear.

Gateway School classes consist of small, self-contained groups of six to eight students with low student-teacher ratio. Each student has an individualized education program based on his/her specific educational needs. Kindergarten and the elementary/middle classes are multi-age groupings for students ages 5 through 15 in Kindergarten, grade 1 through grade 8 or a non-graded educational program. Students are assigned to classes and pathways based on chronological age, language age, social skills, and level of academic performance. Social skills and behavior functioning are also taken into consideration in making class assignments.

Gateway School embeds collaboration with an interprofessional team. Internally, each student's team meets regularly for Case Conferences to analyze data, adjust programming, and track progress. The collaboration ensures that the Gateway team is delivering a data driven, effective program that meets the specific needs of each individual student.

**Related Services:** Speech-language therapy, occupational therapy, applied behavior analysis, counseling, audiology, physical therapy, music therapy, school health services, nursing



## High Road Academy of Howard County

11840 West Market Place Suite B  
Fulton, MD 20759

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

**Phone:** 301-483-8605  
**Fax:**  
**Website:** www.sesischools.com

**Referral Contact(s):** Jordan T. Pugh, Marlena Marsh

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

**Disabilities Served:** 01-intellectual disability, 02-hearing impairment, 04-speech language impairment, 05-visual impairment, 06-emotional disability, 07-orthopedic impairment, 08-other health impairment, 09-specific learning disabilities, 10-multiple disabilities, 13-traumatic brain injury and 14-autism

**Capacity of Facility:** 90

**Ages Served:** 8 - 21

**Grade Range:** 3 through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 8:50 a.m. – 3:20 p.m.

**Length of School/Program Year:**

10-month ( ☐ ) 11-month ( ☒ ) 12-month ( ☐ ) extended school year ( ☐ )

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

**Program Description:** High Road Academy of Howard County specializes in serving the instructional and social emotional needs of students with specific learning disabilities, autism and other academic and social differences in a supportive and structured environment. The High Road Schools build the confidence and competence of our students through individualized academic and behavioral interventions.

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 Maryland College and Career Readiness Standards. Students earn credits towards a Maryland High School Diploma. Students working towards a Certificate of Attendance are also accepted to High Road Academy of Howard County. In addition to students with Specific Learning Disabilities, High Road Academy of Howard County also serves students with Speech and Language Impairment, Other Health Impaired, Nonverbal LD, Asperger's Disorder, as well as students with secondary Emotional Disability.

High Road Academy of Howard County 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

## **High Road Academy of Howard County**

*(continued)*

remedial reading programs, such as: Orton-Gillingham Based Programs (including The Wilson Program and SPIRE); Glass Analysis; Rewards; Morphographs; Software Programs: Fast forWord; Lexia; Brain Train; iReady; Read Naturally & Other Fluency Programs; Close Reading; Content Enhancement Strategies; FRAMING Routine; Unit Organizers; Visualizing & Verbalizing.

**Related Services:** Speech and language therapy, individual and group counseling services, occupational therapy. In addition, High Road Academy of Howard County employs three Reading support teachers for additional individualized instruction.

## High Road Academy of Prince George's County

5100 Philadelphia Way Suite J  
Lanham, MD 20706

**County in Which Program is  
Located:** Prince George's

**Phone:** 301-429-6191  
**Fax:** 301-429-6194  
**Website:** www.sesischools.com

**Referral Contact(s):** Erica Harris, Kim Cherry

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

**Disabilities Served:** 01-intellectual disability, 04-speech and language impairment, 08 other health impairment, 09-specific learning disabilities, 10-multiple disabilities and 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 ( **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 Academy of Prince George's County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and social emotional needs of students with specific learning disabilities, autism and other academic and social differences in a supportive and structured environment. The High Road Schools build the confidence and competence of our students through individualized academic and behavioral interventions.

High Road Academy of Prince George's County specializes in serving the educational, social, and emotional needs of students with Specific Learning Disabilities in grades three 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 Autism, Speech and Language Impairment, Other Health Impaired, Asperger's Disorder, and with secondary Emotional Impairment.

High Road Academy of Prince George's County 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, Seeing Stars by Lindamood-Bell, Language! Comprehensive

## **High Road Academy of Prince George's County**

*(continued)*

Literacy Curriculum; Glass Analysis; Rewards; Morphographs; Software Programs: Fast forWord; Lexia; I Ready; Skills Tutor; Inspiration; Read Naturally & Other Fluency Programs; Guided Strategic Reading; Content Enhancement Strategies; FRAMING Routine; Unit Organizers; Visualizing & Verbalizing.

**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:** 410-846-5282  
**Fax:** 443-688-6354  
**Website:** www.sesischools.com

**Referral Contact(s):** Tara Chander, Cortnee Elliott

**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:** 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 of Anne Arundel County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of emotionally disturbed and autistic students 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 and medication management.

## High Road School of Baltimore County

11685 Crossroads Circle, Suites S-U  
Baltimore Crossroads  
White Marsh, MD 21220

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

**Phone:** 410-282-8500  
**Fax:** 410-282-1047  
**Website:** www.sesischools.com

**Referral Contact(s):** Anthony Aiello, Cortnee Elliott

**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 of Baltimore 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.

## 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.sesischools.com

**Referral Contact(s):** Marc Dipasquale, Jen Thomas

**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:** 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 ( **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 Harford County

1250 Brass Mill Road Suite C  
Belcamp, Maryland 21017

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

**Phone:** 410-272-1123  
**Fax:** 410-272-1124  
**Website:** www.sesischools.com

**Referral Contact(s):** Kelly Martin, Andrew Burlin

**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:** 9:30 a.m. – 4:00 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 ( **X** ) 6-week summer school ( )

**Program Description:** High Road School of Harford 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, case management, transitional services, occupational therapy, speech/language therapy, educational assessment, psychological assessment, and behavior management.



## High Road Lower School of Prince George's County

9701 Philadelphia Court, Suite P  
Lanham, MD 20706

**County in Which Program is  
Located:** Prince George's

**Phone:** 301-636-6614  
**Fax:**  
**Website:** www.sesischools.com

**Referral Contact(s):** Kristy Probst

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

**Disabilities Served:** 01-intellectual disability, 06-emotional disabilities,  
08-other health impairments, 10-multiple disabilities, 13-traumatic brain injury,  
14-autism, 15-developmental delay

**Capacity of Facility:** 90

**Ages Served:** 6 - 14

**Grade Range:** 1 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:** 8:00 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 Lower School of Prince George's County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and social emotional needs of students with emotional disabilities, autism and other academic and behavioral differences in a supportive and structured environment. The High Road Schools build the confidence and competence of our students through individualized academic and behavioral interventions.

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 Upper School of Prince George's County

9701 Philadelphia Court, Suite M  
Lanham, MD 20706

**County in Which Program is  
Located:** Prince George's

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

**Referral Contact(s):** Tim Martin, Clarence Humes

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

**Disabilities Served:** 01-intellectual disability, 06-emotional disabilities, 08-other health impaired,  
10-multiple disabilities, 14 - autism

**Capacity of Facility:** 130

**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:** 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 social emotional needs of students with emotional disabilities, autism and other academic and behavioral differences in a supportive and structured environment. The High Road Schools build the confidence and competence of our students through individualized academic and behavioral interventions.

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.

## Ivymount Corporation - The Ivymount School

11614 Seven Locks Road  
Rockville, MD 20854-3261

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

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

**Referral Contact(s):** Susan Holt, Lennie Gladstone

**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 ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) 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 disorder, intellectual disability, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment. Throughout the school, classroom models and instructional strategies are established to meet the individual needs of our students. Many of our students have multiple learning, social, and/or adaptive needs and require a program that includes and integrates academic, social and adaptive skills programming in classrooms with low student/teacher ratios. Students receive related services determined by their Individualized Education Program (IEP).

### Ivymount School Programs

#### Aspire Elementary/Middle School

Kindergarten through 8<sup>th</sup> grade

Current classroom models

- Academic & Applied Learning Model (f-k-a Multiple Learning NeedsMLN)
- Academic & Social Learning Model (f-k-a Model Asperger Program/MAP)

## **The Ivymount School** (continued)

### Aspire Secondary School

9<sup>th</sup> through 12<sup>th</sup> grade and certificate track serving students ages 14-21

Current classroom models

- Academic & Applied Learning Model (f-k-a Multiple Learning Program/MLN)
- Academic & Social Learning Model (f-k-a Model Asperger Program (MAP)
- School to Work PHS

### Endeavors School Program

Serves students with autism and other developmental disabilities that require more intensive integrated services.

Certificate track, ages 4-21

Diploma Track, grades K-8

### Project SEARCH

- Certificate track, ages 19-21

Across all of our programs, students receive therapeutic, academic, social and pragmatic skills instruction. As appropriate, community based instruction, recreational activities, career development and transition services are embedded to support students in achieving their highest level of independence. Evidence-based practices, systematic instruction, and data based programming are utilized across language rich environments including the classroom, school, and community.

Many students have multiple learning needs and require a program that includes and integrates academic, social and pragmatic skills programming in the classroom with low student/teacher ratios. Universal Design and assistive technology support student learning to give students access to the general education curriculum.

As appropriate, Behavior Analysts work with students who demonstrate interfering behaviors by supporting student's individual learning needs, conducting functional assessment, developing individualized behavior intervention plans, conducting staff training, and monitoring student progress. Art, music, adapted physical education, library, and technology are offered in all programs. Each student's IEP determines the student's level of participation in statewide assessments and the level of supports and modifications necessary to provide the student access to the general education curriculum of the local school system, and the Maryland College and Career Ready Standards. Program staff collaborates with families to generalize instruction to the home and community settings.

Ivymount School programs for students ages 18-21 are 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, basic and advanced social skills, positive work attitudes and constructive behaviors that will ensure their successful transitions.

At the time of graduation, students enrolled at Ivymount receive either a high school diploma or certificate of IEP completion as determined by their IEP.

**Related Services:** Speech and language therapy, occupational therapy, physical therapy, mental health counseling and audiology services are provided as specified in the student's IEP.

## 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:** 01-intellectual disabilities, 02-hearing impairment, 04-speech or language impairment, 08-other health impairments, 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 ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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: 9:00 a.m. – 12:15 p.m.

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☒ ) 12-month ( ☐ ) extended school year ( ☒ )

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

**Program Description:** The Katherine Thomas School serves students with moderate to severe language and learning disabilities, other health impairments, mild intellectual disabilities, and/or mild to moderate autism. Staff utilizes 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, physical education, 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 social worker and/or psychologist) work together to support maximum individualization and encourage excellent outcomes.

Both The Katherine Thomas School Lower/Middle School Program and the 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, and academic and elective classes 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 may include a special educator, teacher assistant, 1:1 aide,

## **The Katherine Thomas School** (continued)

speech-language pathologist, occupational therapist, physical therapist, social worker, reading specialist, Board certified behavior analyst 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. The high school offers both diploma and certificate pathways.

### **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–6 with moderate to severe language and learning disabilities, other health impairments, mild intellectual 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, physical therapist, and social worker. 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, other health impairments, mild intellectual 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, physical therapist, social worker, and consulting psychologist. The goal for this transitional program is for students to successfully transfer into the KTS High School Program or a less restrictive environment.

### **The Boost Program:**

Students in our Boost Program elementary and middle school may exhibit interfering behaviors related to regulation, perspective taking, engagement, learning academic concepts, and social interaction that would require more supports than would be available in a KTS classroom. They may also need extra support with learning the academic concepts. The Boost Program will provide a lower teacher to student ratio and an interdisciplinary team designed to meet the individual needs of each student.

**Related Services:** Speech and language therapy, occupational therapy, counseling services, physical therapy, audiology, orientation and mobility and vision.

## 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:** <https://www.kennedykrieger.org/schools-and-education>

**Referral Contact(s):** Brooke Shivers

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

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

**Capacity of Facility:** 165

**Ages Served:** 5 - 14

**Grade Range:** K through 8th

**Private Pay Students Accepted:** Yes ( ☒ ) Foreign Nationals only through SEVIS

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 7:55 a.m. – 2:25 p.m. (M,T, Th, F), 7:55 a.m.– 12.25 p.m. (W)

**Length of School/Program Year:**

10-month ( ☐ ) 11-month ( ☒ ) 12-month ( ☐ ) extended school year ( ☐ )

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

**Program Description:** The Kennedy Krieger School: Fairmount Campus is a nonpublic special education day program serving kindergarten through eighth-grade students with a variety of special needs, ranging from mild to severe. The school addresses its students' unique needs through integrated, evidence-based instructional and therapeutic practices. Instruction aligns with Maryland College and Career Ready Standards and utilizes various instructional methods to reach each student. Local school systems typically refer students to the school, but privately placed out-of-state and international students may also enroll.

Kennedy Krieger School: Fairmount Campus is organized around professional learning communities based on shared decision-making by those working closely with the students, creating a vibrant and energized learning environment. These communities are structured to allow students to achieve their goals in the most appropriate educational setting possible. Each community incorporates specialized instruction, classroom structure, and therapeutic and behavioral interventions.

**Kennedy Krieger School: Fairmount Campus**  
(continued)

**Blue Community:**

The Blue Community is designed to meet the academic, social, and behavioral needs of learners who require explicit instruction and practice learning coping, executive functioning, and self-management skills. The Blue Community classrooms intertwine daily social skills instruction and promote independence. Students' learning styles may vary; however, most instruction occurs in small or whole-group lesson settings. The students may rely on therapeutic relationships to work through, prevent and/or deescalate problem behaviors and/or upset.

**Green Community:**

The Green Community is designed to meet the academic, social, functional, and behavioral needs of learners who thrive in a highly structured and predictable environment. Green Community students do best with a consistent routine supported by visuals and sensory strategies. The community promotes the mastery of functional and meaningful tasks and focuses on increasing engagement. Social skills instruction is explicit and varied to meet the needs of the students. Green Community students require instruction presented through various targeted methodologies, including but not limited to errorless learning, TEACCH, and discrete trial training. The total communication approach is used across the Green Community to support language acquisition and use. Through fast-paced lessons designed to maintain attention and engagement, much of the instruction in the Green Community occurs in 1:1 or small-group settings, with whole-group instruction being the ultimate goal.

**Yellow Community:**

The Yellow Community is designed to meet the unique learning needs of our youngest, active learners. Serving students from kindergarten through 2nd grade and emphasizing learning to learn, the focus of this community is to provide a structured, routine-based environment in which play, movement, and explicit social skills instruction and opportunities are seamlessly integrated into the students' typical academic day. Students' learning styles are in the development stage, and as such, students are provided with varied instructional models, including 1:1, small group, and whole group. Work is completed in short increments, with increments increasing as the student's ability to remain on task, complete work, and manage frustrations increase. Students are provided opportunities to learn through curriculum and natural opportunities in the social environment.

**Related Services:** Speech/language Therapy, Occupational Therapy, Physical Therapy, Mental Health Services, Expressive Therapy, Reading Specialist, Board-Certified Behavior Analysts, Behavioral Specialists.



## Kennedy Krieger School: Greenspring Campus - High School Program

3825 Greenspring Avenue  
Baltimore, MD 21211

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

**Phone:** 443-923-7800

**Fax:** 443-923-7850

**Website:** <https://www.kennedykrieger.org/schools-and-education>

**Referral Contact(s):** Akilah Atkinson

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

**Disabilities Served:** 01-intellectual disability, 04-speech or language impairment, 06-emotional disabilities, 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 ( ☒ ) Foreign Nationals only through SEVIS

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** M,T, Th, F: 7:45 am – 2:45 pm W: 7:45am – 12:45pm

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☒ ) 12-month ( ☐ ) extended school year ( ☒ )

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

**Program Description:** Kennedy Krieger High School is a comprehensive career and technology program providing instruction and clinical services. A best practice, evidence-based, approach is used to implement curriculum, which focuses on essential skills and aligns with national standards and guided by the Maryland College and Career-Ready Standards. Students graduate with a MSDE approved diploma or a certificate of completion. Students may also earn specific certifications in career areas. The focus of the Career Industry program 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, (2) Hospitality and Tourism, (3) Retail and Consumer Services, (4) Construction/Manufacturing Trades and (5) Horticulture. A multidisciplinary team develops a continuum of services, allowing students to have options that can accommodate their academic, behavioral, or related service needs. Extracurricular and elective offerings include: Young Marines, Student Government, Intramural Sports, Yearbook, and Musical Theatre.

**Related Services:** Therapy: Speech/language therapy, Occupational Therapy, Physical Therapy, Mental Health and Expressive Arts Therapies. Positive behavioral intervention supports are utilized to help shape those behaviors that promote student success at school. When approved through the IEP process, a classroom assistant can be assigned to provide individual (1) assistance as determined by the IEP.

## Kennedy Krieger School: Greenspring Campus - LEAP Program

(Lifeskills & Education for Students with Autism & Pervasive Behavioral Challenges)

3825 Greenspring Avenue  
Baltimore, MD 21211

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

**Phone:** 443-923-4576

**Fax:** 443-923-7750

**Website:** <https://www.kennedykrieger.org/schools-and-education>

**Referral Contact(s):** Rebecca Chaney

**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 through 12

**Private Pay Students Accepted:** Yes ( ☒ ) Foreign Nationals only through SEVIS

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☐ ) 11-month ( ☐ ) 12-month ( ☒ ) extended school year ( ☐ )

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

**Program Description:** The LEAP Program offers a range of educational and therapeutic services for students with complex academic, communication, social and behavioral needs. Students work toward earning a Certificate of Completion. The program features:

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 meets 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.

**Kennedy Krieger School: Greenspring Campus - LEAP Program**  
(continued)

- 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.
- Case management focusing on home-school collaboration and identification of community-based resources and supports for LEAP families.
- 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/her 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: Powder Mill Campus

4600 Powder Mill Road Suite 500  
Beltsville, MD 20705

**County in Which Program is  
Located:** Prince George's

**Phone:** 443-923-4170  
**Fax:** 443-923-4181  
**Website:** <https://www.kennedykrieger.org/schools-and-education>

**Referral Contact(s):** Bibiane Kanzler

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

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

**Capacity of Facility:** 75

**Ages Served:** 7 – 21

**Grade Range:** 2<sup>nd</sup> – 8<sup>th</sup> for Diploma seeking students; grade 2<sup>nd</sup> to 12<sup>th</sup> Certificate seeking students

**Private Pay Students Accepted:** Yes ( **X** ) Foreign Nationals only through SEVIS

**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 Powder Mill Campus provides educational services to students with ASD and other developmental disabilities. The program serves diploma seeking students through grade 8. High school students work toward earning a Certificate of Completion. The program features the following:

An interdisciplinary approach to individualized programming with professionals from many disciplines including special education, speech language pathology, occupational therapy, behavior resource, social work, expressive arts therapies (i.e., art and music), nursing, vocational education, physical therapy, and psychiatry. School staff is required to meet the MSDE certification requirements in their assigned fields. "Best practice" and evidence-based teaching methods including, but not limited to TEACCH, Applied Behavior Analysis, discrete trial, incidental learning, augmented communication, picture exchange communication, sensory diets, vocational training, and program-based related services.

A team and meeting structure that facilitates collaboration and communication among providers who are implementing the curriculum and IEPs.

- Opportunities to participate in structured community based instruction.
- Opportunities to participate in community based vocational training with specific training in the following vocational industries: Arts/Media/Communications, Office Clerical, Horticulture, Food/Service Retail, and Building Services.
- Opportunities for travel training.
- Transition to adulthood counseling, support, and services.
- Standards based instruction with a balance between access to the general education curriculum and life skills curriculum.

## **Kennedy Krieger School: Powder Mill Campus**

*(continued)*

- Small classes (an average of 8 students) with a high staff to student ratio.
- Classroom physical space designed to minimize environmental distractions and sensory input and foster independence through predictable and structured rules and routines.
- Speech/Language services which focus on establishing functional language skills through verbal and/or nonverbal means (i.e. low tech and high tech devices), increasing receptive and expressive language abilities, improving articulation, and improving social language skills.
- Occupational Therapy services which emphasize evaluating and developing strategies in the areas sensory processing, motor skills, and executive function skills.
- Mental Health Therapy services which emphasize development of social emotional regulation skills as well as social interaction skills.
- Intensive behavioral supports including functional behavioral assessments, individualized behavior intervention plans, and safe crisis management procedures.
- Access to positive behavior supports and interventions.
- Case management focusing on home-school collaboration and identification of community-based Resources.

**Related Services:** Speech and language therapy, social work/counseling, expressive arts therapy (music and art), occupational therapy, physical therapy, and assistive technology.

## Kennedy Krieger School: Southern Maryland Campus

44219 Airport Road Building 1  
California, MD 20619

**County in Which Program is Located:** St. Mary's

**Phone:** 667-205-4500

**Fax:** TBD

**Website:** <https://www.kennedykrieger.org/schools-and-education>

**Referral Contact(s):** Amy Myers

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

**Disabilities Served:** 01-Intellectual Disability, 10-Multiple Disabilities, 14-Autism

**Capacity of Facility:** 45

**Ages Served:** 5 - 21

**Grade Range:** K – 8 for diploma seeking program; 5 – 21 for certificate seeking program

**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 a.m. – 2:20 p.m. W: 7:55 a.m. – 12:25 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 Kennedy Krieger School: Southern Maryland Campus (KKS: SMC) provides educational services to students with autism and other developmental disabilities. The program serves students in grades K-8 who are working toward a high school diploma, and students aged 5-21 who are seeking a certificate of completion. The program features an interdisciplinary approach to individualized programming with professionals from many disciplines including special education, speech & language pathology, occupational therapy, behavior resource, social work, expressive therapies, nursing, physical therapy and psychiatry. School staff meet MSDE certification requirements in their assigned fields. KKS: SMC employs evidence-based teaching strategies, such as, TEACCH, ABA, discrete trial, incidental learning, augmentative communication, picture exchange communication, and sensory diets, and program-based related services. Additional program highlights include:

- Small class sizes with high staff to student ratio
- Physical structure designed to minimize distractions and foster independence
- Established and predictable expectations and routines to increase understanding and support independence
- Opportunities to practice daily-living and functional life skills in our on-site Assisted Daily Living (ADL) room
- Speech & language services which focus on establishing functional language skills, increasing receptive and expressive language abilities, improving articulation, and improving social language skills

**Kennedy Krieger School: Southern Maryland Campus**

*(continued)*

- Occupational therapy services which emphasize evaluating and developing strategies in the areas of sensory processing, self-regulation, motor skills, and executive function skills
- Mental health therapy services that emphasize development of social emotional regulation and social interaction skills
- Intensive behavior supports to include functional behavior assessments (FBAs), individualized behavior intervention plans (BIPs), and Professional Crisis Management (PCM)
- Access to positive behavior interventions and supports (PBIS)
- Case management focusing on home-school collaboration and identification of community-based resources.
- Access to community-based instruction

**Related Services:** Speech and Language Therapy, Occupational Therapy, Social Work/Counseling, Expressive Arts Therapy, Physical Therapy, Assistive Technology, Behavior Services

## The Lab School of Washington

4759 Reservoir Road, NW  
Washington, DC 20007-1921

**County in Which Program is  
Located:** Washington DC

**Phone:** 202-965-6600

**Fax:**

**Website:** www.labschool.org

**Referral Contact(s):** Robert Lane, Ed.D. Director of Admissions  
202-944-2214  
Robert.Lane@labschool.org

**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:** 385

**Ages Served:** 6-19

**Grade Range:** 2<sup>nd</sup> 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. – 3:30 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:** The Lab School of Washington is an innovative learning community fostering scholarship and creativity in students with learning disabilities. In an environment of inquiry and hands-on exploration, Lab School students learn to advocate for themselves as they become engaged and compassionate members of a global society. The Lab School provides a rigorous, best in class, college-preparatory education; prepares students for a lifetime of learning; provides intensive remediation and teaches useful strategies; uses visual and performing arts to facilitate the education process, brings multi-sensory and experiential learning methods into the classroom; supports and educates parents; and incorporates the latest technology into all Lab School programs.

**Related Services:** Speech Language Therapy (Individual/Group), Occupational Therapy (Individual/Group), Psychotherapy (Individual/Group) Social worker/counseling



## Laurel Hall School

13310-A Brook Lane  
Hagerstown, MD 21742-1435

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

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

**Referral Contact(s):** Rachel Hull      rachel.hull@brooklane.org

**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:** 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 ( **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 ( )

**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, science, related services in a manner consistent with each student's IEP. 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 language therapy, occupational therapy.

## Laurel Hall School in Frederick

4540 B Mack Avenue  
Frederick, MD 21703

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

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

**Referral Contact(s):** Rachel Hull      rachel.hull@brooklane.org

**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:** 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 ( **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 in Frederick'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, science, related services in a manner consistent with each student's IEP. 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 language therapy, occupational therapy, and physical therapy as needed.

## Linwood School

3421 Martha Bush Drive  
Ellicott City, MD 21043-4426

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

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

**Referral Contact(s):** Karen Wright, Education Director

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

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

**Capacity of Facility:** 60

**Ages Served:** 5-21

**Grade Range:** Graded K-8; non-graded 5-21

**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:** 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 School provides academic, communication-based, and vocational programming to students with autism spectrum disorders and related developmental disabilities. Students are taught using a multidisciplinary approach in small class sizes with a staff to student ratio dependent upon the IEPs implemented in each classroom. Instruction is data driven based on IEPs, assessments and curricula that includes the Verbal Behavior Milestones Assessment and Placement (VB-MAPP), the Maryland College and Career Readiness Standards, the Syracuse Community- Referenced Curriculum Guide, The Assessment of Functional Living Skills (AFLS), and the TEACCH Transition Assessment Profile (TTAP). Linwood programming is designed to encourage communication using multiple modalities including verbal speech, gestures, communication devices, pictures, and sign language. Students are taught utilizing a variety of strategies including discrete trial instruction, small and large group instruction, sensory integration, community-based instruction and social skills training. A heavy emphasis is placed on generalization of learned skills across various environments and teaching replacement behaviors. The program utilizes Board Certified Behavior Analysts (BCBA), who write and train staff on individualize Behavior Intervention Plans, as well as class-wide and community-wide best practices.

In order to provide a smaller learning environment for students, Linwood School is comprised of three communities. The Green Community is for our early learners, ages 5-13. This community focuses on building foundational academic skills across all content areas, communication skills, social skills, and activities of daily living. The Blue Community is for middle school students through age 21. Programming and instruction

**Linwood School**  
(continued)

focuses on math, literacy, communication, social skills, and the development of vocational skills and vocational behaviors. Linwood's vocational program provides career exploration through career clusters and job training including work experiences within the school and the community. The Orange Community is for high school students through age 21 focusing on developing vocational skills, independent living skills and activities of daily living.

Linwood is approved by MSDE to provide a community-based residential program for students with autism. Our program is licensed by the Department of Human Services and is an approved Autism Waiver provider.

**Related Services:** Speech and language services, occupational therapy, educational assessment and curriculum support, physical education, music therapy, social work services, nursing, transitional services and behavioral management.

## Lourie Center School

12301 Academy Way  
Rockville, MD 20852-2000

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

**Phone:** 301-984-4444  
**Fax:** 301-984-3866  
**Website:** www.louriecenter.org

**Referral Contact(s):** Diane King-Shaw 301-761-2729

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

**Disabilities Served:** 06-emotional disabilities; 10-multiple disabilities; 15-developmental delay

**Capacity of Facility:** 50

**Ages Served:** 5 - 12

**Grade Range:** K-5<sup>th</sup>

**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:** 9:00 a.m. – 3:00 p.m.(M, T, Th, F) 9:00 a.m. to 1:00 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 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 9 children with a 1 to 3 staff to student ratio. The school is approved through MSDE to serve children ages 5 through 12 years old and from K through 5<sup>th</sup> grade.

**Related Services:** Psychotherapy, consult psychiatry, parent counseling, speech and language therapy, occupational therapy, \*physical therapy. \*If warranted on student's IEP.

## **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):** Erika Hamberg-Johnson

**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:** 5 – 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 community experiences, 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 fullest potential to learn, communicate, develop social competency, and transition successfully into adult life in the community.

Marcia D. Smith School is a part of Community Support Services (CSS), a non-profit serving Montgomery County. CSS provides adult day services; adult and children's residential services; supported employment; autism waiver services (IISS, ALP, FC, TI, ITI); after-school program; and camp programs.

**Related Services:** Speech language, occupational therapy, physical therapy, psychology, psychiatric, medication management, art therapy, music therapy, nutrition consultation, nursing services, and other services as specified on the child's IEP.

## 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):** Shelby Schestag

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

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

**Capacity of Facility:** 29

**Ages Served:** 14 - 21

**Grade Range:** 7 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. – 3:45 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 New Directions Academy provides partial and full day services for general education and special education students in grades 7 through 12. Students receive instruction in content areas needed to earn high school credits toward graduation. Students also prepare for state required functional testing 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, teachers, instructional assistants, a behavioral specialist, and a licensed clinical social worker. New Directions also accepts sex offenders.

**Related Services:** Speech/language therapy, counseling, occupational services and social work

## The Pathways School - Anne Arundel

1819 Bay Ridge Avenue  
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):** Admissions Coordinator (301-649-0778)

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

**Disabilities Served:** 06-emotional disabilities

**Capacity of Facility:** 24

**Ages Served:** 13 - 21

**Grade Range:** 9 through 12; grade 5-8 considered if appropriate

**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:** 8:25-3:25 (M,T,Th, F). 8:25 – 1:00 (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 - Catonsville

405 Frederick Road, Suite 110  
Catonsville, MD 21228

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

**Phone:** 410-3874601  
**Fax:** 301-649-2598  
**Website:** www.pathwayschools.org

**Referral Contact(s):** Admissions Coordinator 301-649-0778

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

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

**Capacity of Facility:** 20

**Ages Served:** 11 - 21

**Grade Range:** 9 through 12; grades 6-8 considered if appropriate

**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:** 8:25-3:30 (M,T,Th, F). 8:25 – 1:00 (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-Catonsville provides integrated academic, therapeutic, and vocational services through community-based programming. Pathways emphasizes the use of restorative practices and proactive therapeutic intervention and does not utilize restraints or seclusion. The cornerstone of the program is allowing students who have not been successful in traditional school-based settings to receive individualized delivery of service within community settings. Individual and group therapy sessions, as well as, small academic group activities are scheduled for the Catonsville school site. 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 center, shopping centers and workplaces. Placement in this program offers students the opportunity to engage in their education within an individually tailored environment and gives them the option to earn a Maryland High School Diploma, earn a High School Certificate, or prepare to take the GED. The program model allow students who have not been successful in traditional school-based settings the opportunity to complete their secondary education. The extended school year program offers a credit recovery option.

**Related Services:** Individual and group therapy, family support services, social skills counseling, individualized behavior management, speech therapy, and occupational therapy.

## The Pathways School – Edgewood

4600 Powder Mill Road  
Beltsville, MD 20705

**County in Which Program is  
Located:** Prince George's

**Phone:** 301-595-3483  
**Fax:** 301-649-2598  
**Website:** www.pathwayschools.org

**Referral Contact(s):** Admissions Coordinator 301-649-0778

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

**Disabilities Served:** 06-emotional disabilities, 10-multiple 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 ( ) No ( **X** )

**Hours of Operation for school day:** 8:05 – 3:05 (M, T Th, F); 8:05 – 12:40 (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 in a supportive, flexible environment through school-based and community-based programming. Pathways emphasizes the use of restorative practices and proactive therapeutic intervention and does not utilize restraints or seclusion. Enrollment in the school-based or community-based program is made based on the specific needs of each student. The school-based program offers a more traditional classroom environment with opportunities to engage in work and educational experiences in the community. Students in the community-based program receive programming within a variety of other settings, which facilitates the students' engagement in their learning. The academic programming through both program models allows students to earn a Maryland or District of Columbia High School Diploma or Certificate of Program Completion. In addition to academic instruction and individual and group therapy, a therapeutic school milieu is provided as a means to foster the development of stable and appropriate social skills and 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. Students determined to be eligible for an extended school year have the option to participate in Pathways' credit recovery ESY program.

**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.

## Phillips School - Laurel

8920 Whiskey Bottom Road  
Laurel, MD 20723-1318

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

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

**Referral Contact(s):** Renee Flowers      renee.flowers@phillipsprograms.org

**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:** 125

**Ages Served:** 8 - 21

**Grade Range:** 3 through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☒ )

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

**Program Description:** PHILLIPS School ~ Laurel is a nonprofit full day special education school for students in grades 3 – 12 and/or ages 8 through 22 whose primary handicapping conditions of emotional disability, multiple disability, autism (high-functioning), learning disability, and/or intellectual disability have prevented them from functioning effectively in a less restrictive environment. Our elementary and middle school students are all enrolled in self-contained classrooms. PHILLIPS high school students are working towards either a high school diploma or certificate of completion based on the IEP team's decision. The goal for all students is to modify their behavior and improve their academic skills so they can return successfully to a less restrictive environment. PHILLIPS School ~ Laurel can serve 125 students of either gender in a 10-month program. An Extended School Year (ESY) program is offered to all students who meet the criteria.

The school is housed in a brick building on nine acres of beautifully landscaped land in the North Laurel community of Howard County. In addition to classrooms and offices, the facility houses a gymnasium, an art room, a technology laboratory and an efficiency apartment for teaching daily living skills, as well as a vertical farm and an industrial kitchen for the Growing Futures program. Students come from several counties in Central Maryland, as well as Baltimore City, the District of Columbia, and DC Charter Schools.

A speech and language pathologist, licensed social workers, licensed counselors, and an occupational therapist provide related services to students. The Individualized Educational Plan determines what services each student receives. The PHILLIPS School ~ Laurel's academic curriculum is based on a combination of curriculum guides used by the Local School Systems that we serve that are aligned with Common Core

**Phillips School - Laurel**  
(continued)

standards. The PHILLIPS School ~ Laurel's curriculum is implemented by certified teachers and assistant teachers. Instruction takes place in small group and/or individual settings. PHILLIPS School ~ Laurel's high school offers the full range of high school credit courses mandated by the State of Maryland for earning a high school diploma. These include Math, Science, History, English, PE, Health, and Technology. In addition, students can earn credits in either a Foreign Language (Spanish) or Career Research and Development completers. Elective credits are offered in Art, Spanish, Reading, Resource, and Work Experience courses. PHILLIPS School ~ Laurel also offers a Growing Futures program. Growing Futures is a career and technical education program that provides training in culinary arts and urban agriculture. The school also offers training and classes geared toward helping students transition into the world of work. Community-based work experiences are an integral part of the high school program. These services are provided by the transition/career managers. All students receive transitional services to prepare for post-secondary opportunities that may include a vocational assessment. Educational options, career preparation, and independent living skills are addressed. College/technical school visits and counseling is provided to assist students in choosing the appropriate program and school.

PHILLIPS School ~ Laurel uses a behavioral approach within a therapeutic milieu to help all students achieve academic, emotional, and behavioral improvement. The Behavior Department supports the classroom staff in designing and implementing a positive behavior system that recognizes and rewards students for demonstrating appropriate behavior.

**Related Services:** Counseling, family services, speech/language therapy, occupational therapy, extended school year.

## The Ridge School of Montgomery County

14915 Broschart Road Suite 2300  
Rockville, MD 20850

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

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

**Referral Contact(s):** Angela Hart, M.Ed, Director

**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:** 60

**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. – 3:00 p.m. (M, T, Th, F) 8:30 a.m. – 12:00 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 Ridge School of Montgomery County offers Type I full and partial day special education services for students with emotional disabilities, specific learning disabilities, multiple disabilities, and other health impairments. We provide educational, clinical, and behavioral services for students in grades 6 through 8 and 9 through 12. Teachers strive to create a therapeutic learning environment that is based on the belief that all students can learn in classrooms that promote respect, scholarship, integrity, and physical and emotional safety. Classroom instruction is based on Maryland State Standards and is designed to prepare students for the MCAP and HSA. Students enrolled in our program are working towards a high school diploma. Any grades or credits earned by students while at the Ridge School are directly transferable to their receiving school upon discharge from the program. Clinical and behavior staff support students as they reflect on behaviors which have interfered with their school success and prevented them from maintaining healthy relationships with peers and adults. We utilize restorative practices as part of our behavior management program which provides a variety of ways for students to repair harm done prior to the need for more serious consequences. Students learn to better understand their own learning challenges and identify successful ways to compensate for their learning differences.

Our psychoeducational services include: individual and group counseling, special education and clinical services through the implementation of each student's Individualized Education Program (IEP), behavior management and crisis intervention, career education and transition planning.

**Related Services:** Speech & language and occupational therapy, 1:1 classroom aides.

## 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):** Allison Clark

**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:** 145

**Ages Served:** 6 - 21

**Grade Range:** 1 - 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) 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-based learning 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 prosocial behavior. Full-time nurses 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, physical therapy, occupational therapy, nursing services, and assistive technology.

## The Shafer Center for Early Intervention

11500 Cronridge Drive Suite 130  
Owings Mills, MD 21117

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

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

**Referral Contact(s):** Megan Gosey megan.gosey@shafercenter.com

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

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

**Capacity of Facility:** 40

**Ages Served:** 3 -12 years old

**Grade Range:** Pre-k – 5<sup>th</sup> grade

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

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

**Before and/or After School Program:** Yes ( ) No (X) 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 was created in an effort to provide a rich and comprehensive learning experience for children on the autism spectrum. The program is focused on providing a challenging and multidisciplinary educational environment that seamlessly integrates academics, speech and language goals, sensory needs and social opportunities.

The Shafer Center is a mixed grade/mixed age, co-educational program, for children ages 3-12 years old, grades preschool – 5<sup>th</sup> grade. The program has an enrollment capacity of 40 children and accepts children on the autism spectrum, emotional disabilities, cognitive impairment, multiple disabilities, specific learning disability, speech or language impairment, and developmental delay.

The Shafer Center provides six mixed grade/mixed age classroom programs; Pioneer, Discover, Explorer, Voyager, Pathfinder, and Endeavor. Each class is taught by a certified special educator and students may have related services in occupational therapy, speech/language therapy, physical therapy, and/or music therapy.

**Related Services:** One-on-One applied behavior analysis (verbal behavior), speech-language services, occupational therapy, assessments, social skills, behavior consultation, potty skills training

## Sheppard Pratt School Cumberland

10100 Country Club Road, SE  
Cumberland, MD 21502

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

Mailing address: P.O. Box 1722  
Cumberland, MD 21501

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

**Referral Contact(s):** Laurie Sweitzer M.Ed., Education Director lasweitzer1@sheppardpratt.org

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

**Disabilities Served:** 06-emotional disabilities, 14-autism

**Capacity of Facility:** 75

**Ages Served:** 5 - 21

**Grade Range:** K through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) extended school year ( ☐ )

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

**Program Description:** The Sheppard Pratt School in Cumberland is a collaboration between the Allegany County Board of Education and Sheppard Pratt. 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. A general education program is available.

**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.



## Sheppard Pratt School Frederick

1285 Hillcrest Drive  
Frederick, MD 21703

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

**Phone:** 240-651-1570

**Fax:** 301-378-0769

**Website:** www.sheppardpratt.org

**Referral Contact(s):** Renee Starnes, Education Director    rstarnes@sheppardpratt.org

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

**Disabilities Served:** 06- Emotional Disability, 08- Other Health Impairment, 09- Specific Learning Disability, 14 - Autism

**Capacity of Facility:** 10

**Ages Served:** 5 - 11

**Grade Range:** K – 5<sup>th</sup>

**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:** 8:30am – 3:30 pm

**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 Sheppard Pratt School in Frederick is a Type II full day, partial day, Special Education and related services program for students with autism, emotional disabilities, specific learning disabilities, and other health impairments in Elementary School (grades 1-5). The program is a collaborative effort between the Sheppard Pratt and Frederick County Public School System (FCPS) to serve students who are expected to earn a high school diploma. The Sheppard Pratt School will provide instructional, related service and mental health support to meet the needs of students in the program within the context of the public school setting. Students will be assigned to a self-contained classroom for core content courses taught by SP staff including special educators, educational assistants, and related service providers with the expectation that students will mainstream into the less restrictive FCPS setting for specials, lunch, and content courses when readiness is demonstrated. Students will have access to public school facilities and programs (i.e. media center, cafeteria, computer lab, library etc.)

**Related Services:** Individual and group counseling and social skills training, speech and language therapy, behavior support. Other related services such as occupational and physical therapy are provided by FCPS as determined by the students' Individualized Education Program (IEP.)

## Sheppard Pratt School Gaithersburg

610 East Diamond Avenue, Suite E  
Gaithersburg, MD 20877

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

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

**Referral Contact(s):** Jaleesa Morocco, Education Director jmorocco-OS@sheppardpratt.org

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

**Disabilities Served:** 14-autism

**Capacity of Facility:** 42

**Ages Served:** 12-21

**Grade Range:** 6-12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) extended school year ( ☐ )

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

**Program Description:** At the Sheppard Pratt School in Gaithersburg students participate in both classroom and community-based instruction individually and in small groups. The school implements the Maryland College and Career-Ready Curriculum, as well as The Syracuse Community-Referenced Curriculum Guide to provide instruction in ELA, Math, Science, Social Studies, Physical Education, Career Development, Social Skills, Recreational Skills and Self-Care. Each student has an individualized schedule for programming that outlines his or her instructional day. Our students participate in school and community-based vocational experiences. Our primary goal is to integrate students into the public school instructional program to the greatest extent appropriate. Through differentiated instruction, multiple instructional delivery formats are used, materials are adapted, and product outcomes are individualized.

The program also includes a positive behavioral support which is a proactive technique used to increase desirable behaviors and decrease undesirable behaviors. This approach examines the meaning and context of behavior in order to develop appropriate, effective and safe behavioral interventions. When implemented, the behavior interventions can provide a child with the extra support needed to be successful.

**Related Services:** case management, speech and language therapy, counseling, psychiatry, school nursing services, occupational therapy and physical therapy. These services are provided by direct therapy and/or consultation as indicated in the student's IEP.

## Sheppard Pratt School 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:** Kathy Ourand, Education Director Kevin Iacoboni, Education Director  
SPSGlyndonAdmissions@sheppardpratt.org

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

**Disabilities Served:** 01 – intellectual disability; 04-speech or language disability; 06-emotional disability; 08-other health impairment; 09 – specific learning disability; 10-multiple disabilities; 14-autism

**Capacity of Facility:** 160

**Ages Served:** 5 – 21

**Grade Range:** K through Grade 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 8:15 am -3:15 pm  
every other Wednesday 8:15 a.m. – 12:15 p.m.

**Length of School/Program Year:**

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

**Program Description:** Sheppard Pratt School in Glyndon provides year-round special education and therapeutic services to students in kindergarten through grade 12 with autism, emotional disability, intellectual disability, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment. The school is located on a 43-acre picturesque campus that boasts nature trails, a greenhouse, and a sensory-friendly playground. We offer specialized instruction, structured and compassionate care, and therapeutic activities. Students who attend Sheppard Pratt School in Glyndon are connected to a comprehensive and individualized program that integrates academics, behavioral strategies, and clinical support to provide them with the tools they need for success. Through our student-centered, multi-disciplinary approach, we are able to meet the unique needs of each student. Our goal is for each student to reach their highest potential academically, socially, and emotionally. Sheppard Pratt School in Glyndon offers programming for students from Maryland, the District of Columbia, and Southern Pennsylvania.

**Related Services:** On-site psychiatric services and medication management, clinical counseling and case management, speech and language therapy, occupational therapy, nursing services, physical therapy, and 1:1 classroom aides as indicated on IEPs.

## Sheppard Pratt School Hunt Valley

11201 Pepper Road  
Hunt Valley, MD 21031

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

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

**Referral Contact(s):** Tim Yearick, Principal      tyearick@sheppardpratt.org

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

**Disabilities Served:** 01-intellectual disability; 08-other health impaired; 10-multiple disabilities; 14-autism

**Capacity of Facility:** 72

**Ages Served:** 5 - 21

**Grade Range:** K-12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) extended school year ( ☐ )

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

**Program Description:** Sheppard Pratt School in Hunt Valley is a nonpublic, 12-month special education day school serving students with autism, intellectual disability, multiple disabilities, and other health impairments. 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 help the students to become more independent and access as many environments and settings as possible. In this way, they can be better integrated into less restrictive school and community settings. The school implements the Maryland College and Career Ready Standards Framework, the Baltimore County Public Schools curriculum, The Syracuse Community - Referenced Curriculum Guide for students with moderate to severe disabilities, The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and Essential for Living (EFL) Curriculum.

**Related Services:** Related services available include psychiatric services on-site medication monitoring, speech and language therapy, school nursing services, occupational therapy, and physical therapy. These services are provided by direct therapy and/or consultation as indicated in the student's IEP.

## Sheppard Pratt School Lanham

4819 Walden Lane Suite 4880  
Lanham, MD 20706

**County in Which Program is  
Located:** Prince George's

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

**Referral Contact(s):** Tyrone Frazier, Education Director      TFrazier-PS@sheppardpratt.org

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

**Disabilities Served:** 01-intellectual disability, 08-other health impaired, 10-multiple disabilities,  
14-autism

**Capacity of Facility:** 78

**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:** 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 Sheppard Pratt School is located in a secluded cul-de-sac in the vibrant business community of Lanham, Maryland, on the outskirts of Washington DC. We serve students with complex emotional, behavioral, and intellectual disabilities, including autism spectrum disorders and other related disorders, who are working toward a Certificate of Completion. Our school boasts a student run school store, sensory suite, state-of-the art technology, and specially designed classrooms. Many of our high school aged students participate in school and community-based vocational experiences. Program components include positive behavioral interventions and supports, discrete trial, individualization, natural aided language stimulation, motor skill development and sensory integration strategies, school-based vocational instruction, and community-based instruction.

We emphasize the development of functional behavioral, educational and communication skills, as well as positive social and family relationships. We utilize evidence-based practices, proactive and positive interventions, consistent standards, and well trained and supportive staff. We are committed to empowering our students with the skills, tools and resources necessary to realize the goals of community integration; the highest quality of family life; making informed choices about their future and becoming successful, happy, independent adults, to the greatest extent possible.

**Related Services:** Speech and language therapy, Occupational therapy, Physical therapy, School health services (full-time licensed school nurse), Psychiatry, Medication management, Behavior management/ Crisis Intervention, Case Management

## Sheppard Pratt School Millersville Elementary School

1601 Millersville Road  
Millersville, MD 21108

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

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

**Referral Contact(s):** Cathy Brust, Education Director      cbrust@sheppardpratt.org

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

**Disabilities Served:** 06-emotional disabilities, 08-other health impaired; 09-specific learning disability; 10-multiple disabilities; 14-autism

**Capacity of Facility:** 18

**Ages Served:** 5-11

**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:** 8:35 a.m. – 3:25 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:** 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 Sheppard Pratt 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 classroom. Students spend time in Sheppard Pratt classes and general education classes based on their readiness and 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).

**Sheppard Pratt School  
Rockville**

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.sheppardpratt.org

**Referral Contact(s):** Mark Hajjar, Education Director mhajjar@sheppardpratt.org  
Carol Hobbes, Admissions Coordinator chobbes@sheppardpratt.org

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

**Disabilities Served:** 06-emotional disabilities, 14-autism

**Capacity of Facility:** 125

**Ages Served:** 5 - 21

**Grade Range:** K through 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) extended school year ( ☐ )  
4-week summer school ( ☐ ) 5-week summer school ( ☐ ) 6-week summer school ( ☐ )

**Program Description:**

The Sheppard Pratt School, located in Rockville, MD, part of Sheppard Pratt Health System, is a nonpublic special education day school serving students ages 5-21 (grades K-12) a variety of educational disabilities including autism, development delay, emotional disability, multiple disabilities, other health impairments, specific learning disability, and speech or language impairments. The Sheppard Pratt School provides a supportive and structured environment integrating specialized academic instruction, counseling, transition services, and behavioral programming specific to each student's needs. Students may be referred to the Sheppard Pratt School by their local school system's special education placement office when emotional and/or behavioral problems prevent academic progress in their regular academic settings. Classes are small and students receive instruction based on the College and Career Readiness Standards, the curriculum of their local school system, and their Individual Education Program (IEP). Sheppard Pratt School provides a safe and supportive environment in which students feel comfortable expressing themselves in safe and acceptable ways. Students may be pursuing a high school diploma or certificate of completion.

**Supports and Services at Sheppard Pratt School**

Sheppard Pratt School provides an array of services tailored to meet the needs of each individual student. All students participate in our PBIS (Positive Behavioral Interventions and Supports) system and receive high levels of positive reinforcement aimed at establishing a positive school culture. Students are also supported

by educational assistants who provide behavioral and academic assistance throughout the school day and bolster students' generalization of learned and developing skills across all settings. Support is highly individualized; many students also participate in individual or group counseling, or social skills building groups on a weekly basis. We also offer regular community meetings for our students and staff to connect and engage.

Other program supports and services include a structured and predictable learning environment for students. Our students participate in classroom and community-based instruction, both individually and in small groups. Instructional areas, which are determined by each student's IEP and complement their academic goals, may include counseling, communication skills, self-care, functional academics, fine and gross motor skills, socialization skills, and recreational/leisure skills. Each student has an individualized schedule that outlines their instructional day. Students that require more support may be taught in highly structured, self-contained classrooms where our certified teachers use 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.

### **Academic Programming at Sheppard Pratt School**

Students at the Sheppard Pratt School may participate in regular, modified, and/or alternate state standardized assessments. Sheppard Pratt School also provides registration for and administration of the SAT and ACT, college and career counseling, career/vocational interest assessments, guest speakers from different career fields, and trips to college and career fairs to help prepare students for life after school.

If a student demonstrates readiness, there may also be discussion of a transition to a less restrictive environment. When a student is ready to return to a public education program, a trial period of a partial day at Sheppard Pratt School and a partial day at the student's local public school may be arranged. Once the student has adjusted to the public school and demonstrated success with this arrangement, they are able to return full time with the approval of the IEP team.

### **Cooperative Work Experience**

In addition to traditional academic courses, we assist middle and high school students in preparing to enter the workforce and for other adult responsibilities.

The Career Lab program at Sheppard Pratt School is a structured and supervised experiential work program; students participate in the Career Lab program one day per week. During the "workday", students are assigned jobs on the school grounds, within the school, or at a work site off school grounds; staff members supervise the students' work. Students receive pay for their work and receive pay increases as they demonstrate improved work skills. As the student increases their employability and leadership skills, they may be promoted to the role of "supervisor" and given the opportunity to manage a work crew of their peers. At the end of each "workday," all students meet as a group to evaluate their peers' work performance, as well as their own. This is also an opportunity for the school community to discuss and resolve problems that may have arisen "on the job" that day. This supported work environment allows students to practice meeting the expectations of a job while learning how to cooperate with coworkers, satisfy an employer, and perform a variety of job skills.

In addition to "workday," high school juniors and seniors can be assigned to an interest-based internship in the community when they demonstrate the ability to handle the emotional and behavioral demands of a work experience. Our transition coordinator assists with internship placement and monitors the student's progress and job performance. When assigned to an internship, the student reports to the internship once a week instead of participating in the Career Lab program. The internship gives the student the opportunity to experience a less sheltered work situation while continuing to receive support from Sheppard Pratt School.

**Related Services:** Individual, Group, Family Counseling, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Psychiatry, School Nursing.



## Sheppard Pratt School 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.sheppardpratt.org

**Referral Contact(s):** Cathy Brust, Education Director      cbrust@sheppardpratt.org

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

**Disabilities Served:** 04-speech/language impairment; 06-emotional disabilities, 08-other health impaired; 09-specific learning disability; 10-multiple disabilities; 14-autism

**Capacity of Facility:** 18

**Ages Served:** 11 - 15

**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:** 9:00 a.m. – 3:50 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:** 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 Sheppard Pratt 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 classroom. Students spend time in Sheppard Pratt classes and general education classes based on their readiness and 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).

## Sheppard Pratt School 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.sheppardpratt.org

**Referral Contact(s):** Cathy Brust, Education Director      cbrust@sheppardpratt.org

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

**Disabilities Served:** 04- speech and language impairment; 06-emotional disabilities, 08-other health impaired; 09-specific learning disability; 10-multiple 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. – 2:05 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:** 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 Sheppard Pratt 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 classroom. Students spend time in Sheppard Pratt classes and general education classes based on their readiness and 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).

## **Sheppard Pratt School and Residential Treatment Center Towson**

P.O. Box 6815, 6501 North Charles St.  
Baltimore, MD 21285-6815

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

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

**Referral Contact(s):** Sharon DellaRose, Education Director – 410-938-3787

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

**Disabilities Served:** 06-emotional disabilities

**Capacity of Facility:** 46

**Ages Served:** 12 – 18

**Grade Range:** 6 through 12 special ed and 7 -12 General Ed

**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:** 8:45 a.m. – 3:20 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 Sheppard Pratt Residential Treatment Center is approved by the Maryland State Department of Education as a general and special education school. The school serves residential treatment center and high intensity respite students and utilizes the MD State Curriculum for College and Career Readiness 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 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) and Attachment, Regulation, and Competency (ARC) 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, counseling, psychiatric assessment, medication management, school health services, behavior management and 1:1 aides as needed.

## Shorehaven School

1040 Singerly Road  
Elkton, MD 21921

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

**Phone:** Corporate Office: 410-398-9850; School Office: 410-398-1800  
**Fax:** Corporate Office: 410-398-9801; School Office: 410-398-1981  
**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:** 11 - 21

**Grade Range:** non-graded

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☒ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) 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 ( ☒ ) extended school year ( ☐ )

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

**Program Description: Shorehaven School is a 12-month, nonpublic** Shorehaven School is a 12-month, nonpublic day program located in Elkton, MD, that provides special education services for individuals identified as having autism, intellectual and/or multiple disabilities with varying behavioral intensities. Shorehaven School provides an individualized approach to meet the programmatic needs of students served in a manner that fosters individual choice and the exercise of individual rights. The program provides a supportive environment, which promotes the development of academics, social development, and critical life skills in a highly structured, highly supervised setting with individualized educational and behavior improvement plans.

Residential students live in community-based group homes, located in Chesapeake City and Elkton, which provide 24-hour supervision of up to six individuals per home. Independent living skills, leisure skill development, and opportunities for community integration are the focus of individual programs that are implemented in the residence. Each program is tailored to the preferences and needs of the individual.

**Related Services:** Behavior specialist, speech pathologist, physical therapist, occupational therapist, psychologist, dietitian, and nursing services.

## The Strawbridge School

3300 Gaither Road  
Baltimore, MD 21244-2916

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

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

**Referral Contact(s):** Amy Aromatorio

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

**Disabilities Served:** 01- intellectual disability, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities and 14-Autism

**Capacity of Facility:** 140

**Ages Served:** 6 - 21

**Grade Range:** 1<sup>st</sup> through 12

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

**Setting:** Day ( ☒ ) Residential ( ☒ )

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

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

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

**Hours of Operation for school day:** 8:00 a.m. - 2:45 p.m. (M, T, W, F) Thurs – 8:00 a.m.-12:30 p.m.

**Length of School/Program Year:**

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

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

**Program Description:** The Strawbridge School is a Type I special education, as well as a Type III transitional program. The Strawbridge School serves students in both day and residential programs through a 10-month program with Extended School Year (ESY) during the summer and is approved by the Maryland State Department of Education. Several programs offer varying levels of supports to meet the unique needs of each student and focus on the behavioral, academic, social/emotional, and vocational needs of each child. Vocational programs include culinary, horticulture, and career research & development. The Strawbridge School serves elementary through high school students designated with Emotional Disability, Autism, Other Health Impairment, Intellectual Disability, and Specific Learning Disability. The school setting is intentionally small and nurturing to foster a successful educational experience. Using principles of the Trauma Informed Care approach, the program is designed to integrate academic, behavioral, clinical, and vocational goals to prepare students for transition to a less restrictive setting or to complete their school career in a supportive setting. Upon completion of the educational program, students earn a High School Diploma or a Certificate of Completion from their local school system.

**Related Services:** Individual and group counseling, family services, speech/language, occupational therapy, psychiatric consultation.

## The Trellis School

14550 Suite A & 14600 Suite E York Road  
Sparks, MD 21152

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

**Phone:** 443-330-7900  
**Fax:** 443-233-4049  
**Website:** www.trellisservices.com

**Referral Contact(s):** Robert Jackelen, Education Director - robert.jackelen@trellisservices.com  
Stephanie Moore, Executive Director - stephanie.moore@trellisservices.com

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

**Disabilities Served:** 01-intellectual disability, 04-speech or language impairment,  
08-other health impairments, 14-autism

**Capacity of Facility:** 68

**Ages Served:** 2 -21

**Grade Range:** Preschool 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:** 8:10 a.m. – 2:35 p.m. (M, T, Th, F), 8:10 – 12:35 (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 purpose of The Trellis School is to systematically address skills using the principles of Applied Behavior Analysis to cultivate success in school and prepare students for meaningful and independent living in adulthood. Data is tracked across all learning domains and is utilized to develop individualized programming for each student.

**Preschool and Elementary:** The purpose of the school's educational program in the preschool and elementary grades is to nurture strong foundational communication, learner readiness, academic, social, and play skills. Students are engaged in child-led, instructor directed learning activities in natural play environments as well as in structured, seated work sessions and groups, as appropriate to their age and ability levels. For 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 groups that address literacy, mathematics, and physical education. Daily living skills, including toilet training if needed, are embedded within the school day programming.

Primary students (Grades K-2) increase their participation in group instruction to also include social studies and science and begin participating in independent work sessions. Intermediate students (Grades 3-5) spend longer durations in group instruction, 1:1 intensive teaching sessions at a table, and independent work sessions. Intermediate students also contribute to their school community by completing classroom jobs. Community exploration is supported in elementary students through school activities and field trips.

## **The Trellis School** (continued)

**Middle School** The purpose of the school's educational program in the middle school (Grades 6-8) is to further develop academic, communication, and social skills. Students participate in group instruction that addresses language arts, mathematics, social studies, science, and physical education. Daily living skills and prevocational skills are embedded within the school day programming. Students' interests are incorporated into instructional experiences and leisure development opportunities. During community based instruction (CBI), middle school students work on social skills, independent navigation, and generalization of communication skills in the community. An increase in independence is emphasized as students take more responsibility for their daily needs (i.e. lunch preparation, independent navigation of the school building, hygiene routines, self-advocacy) and for the needs of their school community (i.e. school wide jobs).

**High School** The purpose of the school's educational program in the high school is to develop real life application skills through academic, pre-vocational and independent living skill experiences. Students participate in 1:1 and small group instruction that addresses reading, writing, and mathematics skills that prepare them for independent living. Communication and social skills are embedded within programming, as both of these areas are imperative for gaining independence and access to vocational opportunities. Student's interests and abilities are incorporated into individualized pre-vocational and vocational activities that occur throughout the school building and in community settings. General School Information

The Trellis School is operated by Learn It Systems/Trellis Services LLC. The physical facilities include two instructional buildings, which both include classrooms, library/ media lab, cafeteria, large natural environment instructional spaces, sensory room, gymnasium, therapy treatment rooms, and gross motor spaces. The preschool and elementary building also has a fenced outdoor activity area. The middle and high school building also has an instructional kitchen and multiple vocational spaces. ABA Services, outpatient Speech and Occupational Therapy are also operated by Learn It Systems/Trellis Services LLC at the same locations. Students enrolled in preschool, elementary, or middle school will be working toward a Maryland High School Diploma or a Maryland Certificate of Program Completion. Students begin participating in statewide testing in 3rd grade. Students in the high school program will be working towards a Maryland Certificate of Program Completion. High school students participate in alternative statewide testing. Class sizes are small at The Trellis School with the maximum of a 1:9 teacher student ratio. Most students in the preschool and elementary grades are supported by trained 1:1 instructors who are supervised by special educators. Although students may be provided with 1:1 support throughout their enrollment at The Trellis School, as determined by their Individualized Education Plan (IEP), the goal is to systematically address skills needed for independence to reduce adult support. Some students may be supported by instructors on a 1:2 or 1:3 ratio.

**Related Services:** speech and language therapy, occupational therapy, physical therapy (contracted), and music therapy (contracted)

## Villa Maria School at Dulaney Valley

2300 Dulaney Valley Road  
Timonium, MD 21093-2739

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

**Phone:** 667-600-3100  
**Fax:** 667-600-4040  
**Website:** www.catholiccharities-md.org

**Referral Contact(s):** Tiffany Beam (667-600-3104)

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

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

**Capacity of Facility:** 100

**Ages Served:** 3 - 14

**Grade Range:** K through 8

**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:** 8:45 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:** Villa Maria School partners with families to promote success for children with emotional, behavioral, and learning challenges. We offer comprehensive, 12-month day and residential programs for children ages 3-14. The school is designed to offer a therapeutic learning environment with a low student to teacher ratio and an on-site team of clinicians to support students who have experienced trauma. Each student receives individualized instruction at their developmental level in all the core academic areas in addition to art, music therapy, health, physical education, and our therapeutic gardening program. Our dedicated special educators, paraprofessionals, and clinicians work collaboratively to meet each child's unique needs and support them through their emotional, behavioral, and learning challenges.

Our staff receive intensive training in trauma-informed care and work to identify the underlying causes of challenging behavior, teach new skills, and prepare our students for a less restrictive educational environment. We offer a wide range of clinical support services, including psychiatric services, as part of the school program. Parents and families are key members of the treatment team and are encouraged to be involved in all aspects of the school program. There are many educational and recreational activities planned specifically for parents and families throughout the school year.

We also offer a range of related services, as indicated on each student's IEP. These services include individual/group therapy, case management, linkage to community-based services (as needed), occupational therapy, and speech-language therapy.

The St. Vincent's Villa Residential Treatment Center is located on the same campus.



**Related Services:** Psychiatry, Individual, group and family, occupational, music and speech/language therapy; parent counseling and support groups, case management, respite care, and linkage to in-home intervention services; diagnostic/prescriptive teaching, physical education, art, health and instructional technology.

## Villa Maria School Type III Diagnostic Program

2600 Pot Spring Road  
Timonium, MD 21093

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

**Phone:** 667-600-3000  
**Fax:** 410-561-8109  
**Website:** www.catholiccharities-md.org

**Referral Contact(s):** Michael Dunphy (667-600-3017)

**MSDE Approval Category:** TYPE III General Education

**Capacity of Facility:** 11

**Ages Served:** 3 - 13

**Grade Range:** Pre-K through 8

**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:** 8:45 a.m. – 2:30 p.m.

**Length of School/Program Year:**

10-month ( ) 11-month ( ) 12-month ( **X** ) (typical stay for students is 60 school days)  
extended school year ( ) 4-week summer school ( ) 5-week summer school ( )  
6-week summer school ( )

**Program Description:** The Diagnostic Prescriptive Program is a non-public, educational program, approved under COMAR13A.09.10 -educational programs in non-public schools and child care and treatment facilities. It provides a transitional, instructional program not to exceed an average of 60 school days to students who are placed in The Diagnostic Units at St. Vincent's Villa, a residential program licensed by the Maryland Department of Human Resources. The educational program is vital to the program's overall mission of providing a structured and supportive environment to address developmental, psychological, social, or behavioral issues.

The Diagnostic Prescriptive Program provides a comprehensive assessment of students' strengths and weaknesses as well as a specific plan for remediation of a student's assessed deficits. Additional services provided include: individual, family, and group therapy, psychological and educational testing, psychiatric services, health services and speech and language services. The person responsible for overseeing the daily operation of the educational program is the Educational Director/Program Coordinator.

**Related Services:** A Diagnostic/Prescriptive teacher who provides educational testing, a psychologist who provides psychological testing, the school placement coordinator who provides liaison with the student's next educational placement, and a speech and language pathologist who provides an initial screening to all students referred by the diagnostic prescriptive teachers. In addition, a certified special education teacher and instructional aides assist with academic and behavioral issues in the classroom. The school is located within the St Vincent's Villa building adjacent to the Diagnostic Unit.

## Woodbourne School

1301 Woodbourne Avenue  
Baltimore, MD 21239-3316

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

**Phone:** 410-433-1000 Ext. 70110  
**Fax:** 410-323-7085  
**Website:** www.nexuswoodbourne.org

**Referral Contact(s):** wb-admissions@nexuswoodbourne.org

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

**Disabilities Served:** 01-intellectual disability, 06-emotional disabilities, 08-other health impairment;  
09 specific learning disabilities

**Capacity of Facility:** 70

**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 ( ) No ( **X** )

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

Woodbourne School provides therapeutic educational services to female, male, transgender, and gender non-conforming students who are residents of the Woodbourne Residential Treatment Center, the Diagnostic Program, or are students from the community who need a more specialized and intensive school program in order to be successful. The school is a non-public school for grades 6 through 12 and is approved by the Maryland State Department of Education for full day and partial day special education and general education.

Woodbourne School offers a full schedule of classes and electives. There is one school staff member for every three Woodbourne students. Teachers get to know each student well, partly due to the low student to staff ratio, and can design and carry out lesson plans based on each student's Individualized Educational Program (IEP). Youth leave Woodbourne School with a greater understanding of academic subjects, as well as music, athletics, and technology. They also learn appropriate behaviors to ease their transition back into community schools.

We believe that all students are capable of academic achievement, regardless of their history, mental health diagnosis, or past school experiences. It is our job to provide a new educational experience that meets students where they are and supports them to move toward their newly discovered potential as a lifelong learner.

**Woodbourne School**  
(continued)

**Educational Standard:** Curriculum adapted from the Baltimore City Public School System and based on the Maryland College and Career Readiness Standards

**Goals:**

- To prepare graduating students for success in continuing education and/or employment in the field of their choice.
- To help students become well-informed and active members of their communities.
- To advance middle and high school students academically so they can be acclimated fully back to their home schools.

Woodbourne School operates under the legal authority of Nexus-Woodbourne Family Healing, Inc.

**Related Services:** Behavior support and management, occupational therapy, individual and group therapy, speech and language pathology, pre-vocational training, after-school sports program.

## Youth in Transition School

7205 Rutherford Road  
Baltimore, MD 21244

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

**Phone:** 443-780-1439  
**Fax:** 410-944-7622  
**Website:** www.ncianet.org

**Referral Contact(s):** Karen J. Shannon, M. Ed., Director of Education

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

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

**Capacity of Facility:** 120

**Ages Served:** 11 - 21

**Grade Range:** 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:** 8:30 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:** Youth in Transition (YIT) is a full day, middle and secondary program serving students pursuing a high school diploma or certificate of completion. YIT is committed to an individualized approach where the unique needs of all students are considered paramount. YIT provides comprehensive academic and clinical services and behavior support. YIT also offers outstanding vocational experiences in areas such as Culinary Arts, Automotive or various other student interests. These vocational opportunities allow students to gain practical vocational experiences while completing the necessary requirements in their program of study.

**Related Services:** Speech and language therapy, occupational therapy, physical therapy, and counseling.

# **AFFILIATE MEMBERS**



## The Auburn School

9115 Georgia Avenue  
Silver Spring, MD 20910

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

**Phone:** 301-588-8048  
**Website:** www.theauburnschool.org

**Referral Contact(s):** Jen Polkes 301-588-8048  
jennifer.polkes@theauburnschool.org

**MSDE Approval Category:** COMAR 13A.09.09

**Disabilities Served:** Autism Spectrum Disorder, Multiple Disabilities, Specific Learning Disability, Other Health Impairment, Speech and Language Impairment, 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 ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

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

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

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

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☐ )

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

**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.



## The Diener School

11701 Danville Drive  
North Bethesda, MD 20852

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

**Phone:** 301-299-4602  
**Fax:** 240-238-9333  
**Website:** www.TheDienerSchool.org

**Referral Contact(s):** Kathy Chumas, Head of School  
Kathyc@thedienerschool.org

**MSDE Approval Category:** COMAR 13A.09.09

**Disabilities Served:** Attention Deficit Hyperactivity Disorder; Speech or Language Impairment; Social Language Impairment; Learning Disabilities; Sensory Integration Disorders; Asperger's Syndrome, Nonverbal Learning Disorder

**Capacity of Facility:** 75

**Ages Served:** 5-12

**Grade Range:** K - 8

**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:** 8:00 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 camp ( X ) 6-week summer school ( )

**Program Description:** The Diener School provides a developmental, educational, and therapeutic environment for students Kindergarten – 8<sup>th</sup> grade 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-Language Therapy, Behavioral Interventions, Fitness, Art; STEM.

## Glenwood Academy

3060 Roxbury Mills Road Suite 112  
Glenwood, MD 21738

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

**Phone:** 410-489-6959

**Fax:** 410-616-3982

**Website:** [www.glenwood-academy.org/](http://www.glenwood-academy.org/)

**Referral Contact(s):** Rebecca Rider [administration@glenwood-academy.org](mailto:administration@glenwood-academy.org)

**MSDE Approval Category:** COMAR 13A.09.09

**Disabilities Served:** Language based learning differences including dyslexia, dysgraphia, dyscalculia, high-functioning autism, attention deficit, anxiety

**Capacity of Facility:** 110

**Ages Served:** 6-21

**Grade Range:** 1- 12

**Private Pay Students Accepted:** Yes ( ☒ ) No ( ☐ )

**Setting:** Day ( ☒ ) Residential ( ☐ )

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

**Nurse on-site either part-time or full-time:** Yes ( ☐ ) No ( ☒ ) Nurse tech only

**Building and classrooms wheelchair accessible:** Yes ( ☒ ) No ( ☐ )

**Hours of Operation for school day:** 8:15 a.m. to 3:15 p.m.

**Length of School/Program Year:**

10-month ( ☒ ) 11-month ( ☐ ) 12-month ( ☐ ) extended school year ( ☐ )

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

**Program Description:** Glenwood Academy Inc., embraces and empowers all students with language-based learning differences such as dysgraphia, dyscalculia, dyslexia, and language processing difficulties. Through an engaging, multi-sensory, developmental, evidence-based, and language-intensive program, our students evolve and discover their individual potential for greatness.

**Related Services:** On-site speech and language therapy, occupational therapy,

## The Legacy School

115 Terrapin Road  
Sykesville, MD 21784

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

**Phone:** 410-549-1717  
**Fax:** 888-241-5639  
**Website:** www.legacyschoolmd.org

**Referral Contact(s):** Jamie Caplan

**MSDE Approval Category:** COMAR 13A.09.09

**Disabilities Served:** Dyslexia, dysgraphia, language processing disorders

**Capacity of Facility:** 60

**Ages Served:** 6-14

**Grade Range:** 1<sup>st</sup> – 8<sup>th</sup>

**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 am – 3:00 pm

**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 Legacy School offers an educational solution for children with dyslexia and dysgraphia. We provide an innovative and nurturing environment for children who need intensive language remediation.

**Related Services:** Speech and Language therapy, counseling

## **RICA - Regional Institute for Children and Adolescents**

605 South Chapel Gate Lane  
Baltimore, MD 21229

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

**Phone:** 410-368-7800

**Fax:**

**Website:**

**Referral Contact(s):** Heather Rini

**MSDE Approval Category:** State operate Program

**Disabilities Served:** 06 – Emotional Disabilities

**Capacity of Facility:** 100

**Ages Served:** 12 - 21

**Grade Range:** 6<sup>th</sup> – 12<sup>th</sup>

**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:** 8:15 am – 3:00 pm

**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:** Public separate day school and residential treatment center for adolescents with emotional disabilities and mental health needs

**Related Services:** Individual, group, speech and language therapies, movement and art therapies.



# **APPENDIX**

## **Additional Resources**



## A BRIEF PRIMER ON SPECIAL EDUCATION LAW AND TIPS FOR PARENTS IN ADVOCATING FOR THEIR CHILD

Wayne Steedman  
The Steedman Law Group  
[www.steedmanlaw.net](http://www.steedmanlaw.net)

### INTRODUCTION

State and federal law require public school systems to provide a Free and Appropriate Public Education (FAPE) to children with disabilities. FAPE is defined as special education and related services, which meet the unique needs of the child and are provided in accordance with the child's individualized education program (IEP). The Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) provide a panoply of protections to ensure that children receive a FAPE. The Maryland regulations parallel the IDEA regulations although Maryland does impose some additional requirements for public school systems. Because the child's IEP is the document which sets forth the plan through which the child will receive a FAPE, it is the most important document in the child's file. The IDEA requires the IEP to be developed in accordance with a number of procedures.

### DEVELOPING THE STUDENT'S IEP

The child's IEP must be developed in a meeting which includes the parents of the child, a special education teacher of the child, a general education teacher of the child, an individual from the school system who is knowledgeable about resources of the school system, an individual who can interpret evaluation results, at the discretion of the parents or school system any other individual who can help with the development of the child's IEP, and at the discretion of the parents, the child. The IDEA stresses the importance of parent involvement in the development of the child's IEP. It is a denial of FAPE if the school system does not include the parent in the development of the child's IEP, or if the school system significantly impedes the parents' opportunity to participate in the decision-making process. A school may hold an IEP meeting without the parents, but only after having made multiple efforts to include the parents in the IEP meeting.

The IDEA requires IEP meetings to be held at a mutually agreed-upon time and place. Maryland law requires school systems to provide parents a minimum of 10 days written notice of an IEP meeting. Additionally, Maryland law requires school systems to provide parents copies of any documents that will be reviewed by the IEP team, a minimum of five business days prior to the IEP meeting.

### CONTENTS OF THE IEP

The law makes clear that the IEP must be in writing. Anything written in the IEP is required to be provided. On the other hand, statements or offers of services made during an IEP meeting, but not included in the written IEP itself, are not enforceable.

The IEP must include the child's present levels of academic achievement and functional performance, a statement of testing accommodations, supplementary aides and services, measurable goals and objectives, special education instruction, related services, a projected date for the beginning of services, and the frequency location and duration of services. In Maryland, for students who turn 14 during the term of the IEP, the IEP must include a transition plan which includes measurable post-secondary goals. The IEP must also identify the least restrictive environment in which the child's educational program will be provided.



## DEFINITIONS

Under the law, the term **child with a disability** means the child has one or more of the following disabilities and by reason thereof needs special education and related services: intellectual disability, hearing impairment, speech or language impairment, visual impairment, emotional disability, orthopedic impairment, autism, traumatic brain injury, other health impairments, or specific learning disability.

**Other health impairment** means having health problems, such as asthma, attention deficit disorder, or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette's syndrome, or genetic disorders, which adversely affect a child's educational performance.

**Specific learning disability** means a disorder in one or more of the basic psychological processes, and include such conditions as dyslexia, dyscalculia, dysgraphia, developmental aphasia, and perceptual disabilities.

**Special education** means specially designed instruction at no cost to the parents to meet the unique needs of a child with a disability. Specially designed instruction means adapting to the needs of a child with a disability, the content, methodology or delivery of instruction to meet unique needs of the child.

**Related services** means transportation and such developmental, corrective and other supportive services required to assist the child to benefit from special education. Examples of related services are speech/language therapy, physical therapy, occupational therapy, counseling, orientation and mobility services, social work services, psychological services, parent, counseling and training, and therapeutic recreation. Related services can include medical services for diagnostic and evaluation purposes, but not for medical procedures. Otherwise, related services can include any developmental, corrective, or other supportive service, which the child needs in order to benefit from special education.

**Least restrictive environment** means that children with disabilities are to be educated alongside their non-disabled peers to the *maximum extent appropriate*. A child with a disability should not be removed from the regular education environment unless the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Children with disabilities should be educated in their home school to the maximum extent appropriate. However, when a child needs a more restrictive environment, the school system must offer a continuum of placements. That continuum of placements can include education in the child's home, hospitals, institutions, and in private schools (also referred to as special education schools.)

## HOW IS A CHILD FOUND IN ELIGIBLE FOR SPECIAL EDUCATION?

If a child is suspected of having a disability, either the child's parents or the school may request a meeting to discuss whether an evaluation of the child should take place. When a child is suspected of having a disability, the school is required to evaluate that child in all areas of the suspected disability. Parental consent is required for a school to evaluate a child. Once parents have consented to the evaluation, the school must evaluate the child and hold an IEP meeting to review the results of the evaluation within 60 days of the date of the parents' consent. If upon review of the assessments, the IEP team determines that the child has a disability, the team must reconvene within 30 days to approve an IEP. As noted above, the school system is required to provide the parents with all documents, including assessments, and a draft IEP, at least five business days prior to holding the IEP meeting. Parent consent is also needed for implementation of the initial IEP. Once the IEP has been approved, the school system must implement the IEP within 30 days unless the IEP is developed at a time when it would not be possible to implement it within 30 days, i.e., if the IEP is approved in the early part of the summer.

## WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE RESULTS OF THE EVALUATION COMPLETED BY THE SCHOOL SYSTEM?

Parents are entitled to obtain independent educational evaluations at any time and have them reviewed by the IEP team. If the school system completes an evaluation with which the parents disagree, parents can note their disagreement and request an independent educational evaluation. When parents make such a request, the school system can either agree to pay for a private evaluation obtained by the parents, or the IEP team can file for a Due Process Hearing to defend their evaluation. Even if the school does not agree to pay for a private evaluation, parents may obtain a private evaluation at their own expense, and it must be considered by the IEP team.

## WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE IEP DRAFTED BY THE SCHOOL.

In the case of an initial IEP, parents simply can refuse to give consent, and the IEP cannot be implemented by the school. If it is not an initial IEP, the school system is required to complete the IEP, approve it, and implement it unless the parents file for a Due Process Hearing. When parents and the school disagree on the IEP, parents may request Mediation and, or a Due Process Hearing. Mediation is voluntary and neither parents nor the school are required to participate. If the parties do agree to mediate, Mediation in Maryland is conducted by the Maryland Office of Administrative Hearings (OAH), and a Mediator from OAH is assigned. The Mediator is not an employee of the school system, and the Mediator's role is to be impartial and facilitate a resolution of the disagreement between the parents and the school.

Parents may also file a Due Process Complaint. Due Process Complaints are also handled by the OAH. Once the complaint has been filed, if the parties have not reached a resolution of the complaint within 30 days, the OAH will schedule a Due Process Hearing. The Hearing is presided over by an Administrative Law Judge. Although the Due Process Hearing is not conducted in a courtroom, it has many of the same procedures as a court of law. Each side, parents and school system, have an opportunity to introduce evidence, to present witnesses, to file motions, to make objections to the admission of evidence, and to present opening and closing statements. At the conclusion of the Hearing, the Administrative Law Judge will write a decision which is sent to both parties. The decision of the Administrative Law Judge may be challenged in a state or federal court.

## TIPS FOR PARENTS

Parents do not need to be experts on special education law, but they must understand their child's IEP and should know what the basic standard for what constitutes a Free Appropriate Public Education. In 2017, the Supreme Court stated that a child receives a FAPE when the school develops an IEP, that is reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances. What this means is that schools must provide an IEP that is appropriately ambitious for the child. The IDEA was originally passed in 1975. However, when Congress re-authorized the IDEA in 2004, it found that implementation of the law has been impeded by low expectations. Congress went on to note that research and experience has demonstrated that educating children with disabilities can be made more effective by having high expectations. To ensure that your child's IEP is appropriately ambitious, you must carefully review assessments and progress reports and communicate with your child's teachers. Sometimes it is helpful to get private evaluations. Sometimes it is helpful to hire an educational consultant who can help you navigate the process and help you understand assessments and the teaching methodologies the school may be using. In other words, parents must do their homework and be prepared when they go to their child's IEP meeting.

The law requires that the IEP be written and include "a statement of special education and related services and supplementary aids and services based on peer reviewed research to the extent practicable to be provided to the child." Although it is not considered a contract between the parents and

the school system, failure of a school to implement the IEP could result in the school system being found in violation of state and federal law. It is reasonable for parents to ask what teaching methodologies the school is using and whether they are based on peer reviewed research. If the answer is yes, the school should be able to explain what that methodology is, and direct parents to where they can read or learn more about the methodology. If the school acknowledges that it is not using research-based methodologies, the question should be "why not." Failure to utilize research-based methods is not in itself a denial of FAPE. But if the child is not making appropriate progress, it could be argued that such a shortcoming is the result of the school not employing appropriate methods or interventions.

A lot of information is frequently discussed during IEP meetings. Sometimes the language and acronyms used by school representatives are not familiar to parents. Parents should not hesitate to ask for clarification of anything that is discussed at the IEP meeting. It is also helpful to have a recording of the IEP meeting. If you decide to record your child's IEP meeting, in Maryland, you must notify the school that you are recording, and it is recommended that you let the school know at least a few days in advance of your intention to record. You are entitled to record the IEP meeting. You do not have to request permission, but you do have to give notice to the school team.

On Maryland IEPs, the Present Levels of Academic Achievement, and Functional Performance are found in section II of the IEP. This section is a wealth of information and should be reviewed carefully. It is helpful to compare this section with previous IEPs. If a child's grade level, for example, in reading has not changed since the previous IEP, or perhaps, even the previous several IEPs, it would not appear the child is making progress. You may not know that unless you do a side-by-side comparison of previous IEPs. In that regard, it is important to have a well-organized file of your child's educational documents. This would include IEPs, evaluations, progress reports, minutes from IEP meetings, etc.

Section III of the Maryland IEP includes Supplementary Aids, Services, Program Modifications, and Supports. In this section, it is important to include every accommodation and support the child needs to access the educational program. There is no finite list of accommodations and supports, so it is limited only by the ability of the IEP team, including parents, to identify those accommodations and supports. This section can include anything from having the child receive preferential seating to having a dedicated aid. Once again, this is an area where if you as a parent do not feel that you have the background to know or identify all of the supports your child needs, it may be helpful to engage an educational consultant. An educational consultant is someone who has training, background, and experience in special education, and in the development of IEPs.

The goals and objectives on a child's IEP are found in section IV. The goals and objectives are derived from the present levels in section II. The present levels serve as a baseline for the goals. Goals must be measurable and able to be achieved within one year. Objectives are steps towards achieving the goals. The goals must be specific. A good question to ask when goals are being proposed is what skills will the child have if the goal is achieved? Or what will the child actually be able to demonstrate if the goal is achieved? The law requires that schools provide progress reports on a quarterly basis of how the child is progressing towards achievement of the goals. If a child is not making sufficient progress, the IEP team is required to meet and discuss what adjustments can be made to help the child achieve the goal.

The amount of time a child will receive special education instruction is found in section V of Maryland IEPs. In this section, the location, frequency, and dates of services are identified. Location will be either outside of general education or in general education. Special education instruction is a service, not a placement. But the IEP must identify in which setting the child will receive the specialized instruction. In this section also are the related services, if the child is receiving any. If the child is receiving speech/language therapy, the amount, the frequency, and location must be identified. The same will be true of any other related service the child may be receiving.

Finally, in section 6 of the IEP, the least restrictive environment will be identified. The placement in which the IEP can be implemented must be specified on this page.

## CONCLUSION

Parents knowing and understanding their child's IEP is the key to having an appropriate IEP and a successful school year. As the IEP is the key to a child's success in school, it is essential that parents be informed and active advocates on behalf of their child.

**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

*July 2023*

## MSDE Nonpublic School Classifications

Definitions of the Type of nonpublic schools approved by the Maryland State Department of Education for schools offering special education are found in 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 Maryland State Department of Education approves nonpublic schools under two sections of COMAR – 13A.09.09 and COMAR 13A.09.10

***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.)***

## **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 disabling conditions in children.
  - (iii) "Related services" does not include a surgically implanted medical device or the replacement of the device.

- (5) "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 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 care teams and the State Coordinating Council in accordance with departmental regulations.

## **Code of Maryland 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, 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.

***(This is not a complete copy of the citation, see COMAR for full text.)***

## **Individuals with Disability Education Act IDEA – Citations from federal law**

### **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. 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.

### **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.)***

***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 and services.***  
**2023-2024**

### **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 and families with educational decision making. Their specialized training and experience equips them to help families choose schools that meet their individual students needs and goals. Please call for fees.

**Linda Barton, M.S. Ed.**  
Educational Consultant  
linda.bartonmsed@gmail.com  
443-870-3487  
www.lindabartonedconsult.com

**Lisa Frank, M.Ed. and Andrea Bennett, M.Ed.**  
Educational and Behavioral Consultants  
The Special Kids Company  
410-418-5590  
www.specialkidscompany.com

**Judith S. Bass, CEP**  
Educational Consultant  
Bass Educational Services, LLC  
301-774-5211  
www.basseducationalservices.com

**Stephanie Frumkin, M.A. Ed.**  
Educational Consultant/Advocate  
www.ExceptionalEducationalSolutions.com  
Specializing in K-12 twice-exceptional (2e)

**Ruth Brodsky, Ed.D.**  
College Consultant  
ruth@ruthbrodskyconsulting.com  
rmbrodsky@gmail.com  
301-509-8065  
www.ruthbrodskyconsulting.com

**Anneliese Girson, M.Ed.**  
Educational Consultant, Advocate, and Tutor  
Ascend Ed, LLC  
301-814-4263  
www.ascend-ed.com

**Liz Capone**  
Special Education Advocate  
lizcaponeadvocate@gmail.com  
240-350-8078  
www.dmvadvocate.com

**Beth Ann Hancock**  
Advocate/Consultant  
Charting the Course, LLC  
info@chartingthecourse.org  
443-292-2523  
www.chartingthecourse.org

**Kathryn Chib, M.Ed.**  
Special Education Advocate & Consultant  
Beacon Education Solutions, LLC  
kchib@beaconeducationsolutions.com  
443-961-1128  
www.beaconeducationsolutions.com

**Dr. Sheila Iseman**  
SCI Educational Consultants, Inc.  
Special Education Consultant  
scikids@gmail.com  
301-996-4124

**Tracie Feron**  
Educational Consultant  
tracie@tracieferon.com  
443-745-0191  
www.tracieferon.com

**Stephanie Knapp, CP**  
Advocates In Education, LLC  
Stephanie@advocatesineducation.com  
202-597-8702  
www.advocatesineducation.com

**Advocates and Educational Consultants**  
(continued)

**Debrah Martin**

Advocate/Consultant/School Psychologist  
Best Solutions Education Services, LLC  
bsesconsult@gmail.com  
301-906-1805  
www.bestsolutionsedu.org

**Dr. Paula McCormick**

Advocate/Consultant  
Special Education Advocacy Services  
410-729-1003  
www.docpkm.com

**Annie McLaughlin, PhD, BCBA-D, LBA**

Behavior Analyst & Educational Consultant  
Annie McLaughlin Consulting, LLC  
Annie@SpecialEdGuidance.com  
410-630-1209  
www.specialedguidance.com

**Beth Nolan, MAT**

IEP Coach and Educational Consultant  
Education Team Allies  
info@educationteamallies.com  
410-793-7060  
www.educationteamallies.com

**Joanna Salzman**

JMS Education Consulting  
Joanna@jmseduconsulting.com  
240-994-0330  
www.jmseduconsulting.com

**Wendy Scarff, M.Ed.**

Educational Consultant  
wssedconsultant@comcast.net  
443-601-0787  
www.wendyscarff.com

**Laura Solomon, Ed.D.**

Special Education Consultant  
Special Education Services  
placeyourkids@gmail.com  
www.placeyourkids.com

**Ronnetta Stanley, M.Ed.**

Loud Voices Together Educational Advocacy  
Educational Consultant/Advocate  
media@loudvoicestogether.org  
301-919-7282  
www.loudvoicestogether.org

**Weinfeld Education Group**

Advocacy, Educational Testing and School Selection  
301-681-6233  
www.wegadvocacy.com

**Robin Winternitz, M.Ed.**

Robin's Educational Services, LLC  
Education Consultant  
443-621-0370  
res4ullic@gmail.com

**Advocates for Special Education** – [Advocatesforspecialeducation.com](http://Advocatesforspecialeducation.com)  
**Independent Educational Consultants Association** - [www.iecaonline.com](http://www.iecaonline.com)  
**National Special Education Advocacy Institute** - [www.NSEAI.org](http://www.NSEAI.org)

## **Educational Attorneys**

Special Education Representation for Families - Please call to obtain fee information.

**Michael J. Eig and Associates, P.C.**  
301-657-1740  
[www.lawforchildren.com](http://www.lawforchildren.com)

**Family Legal Advocacy Group, LLC**  
410-884-0400  
[www.flagfamilylaw.com](http://www.flagfamilylaw.com)

**Law Offices of Brian K. Gruber, P.C.**  
301-657-3777  
[brian.gruber@bkgpc.com](mailto:brian.gruber@bkgpc.com)  
[www.bkgpc.com](http://www.bkgpc.com)

**Law Offices of Nicole Joseph, LLC**  
410-701-0322  
[naj@nicolejosephlaw.com](mailto:naj@nicolejosephlaw.com)  
[www.nicolejosephlaw.com](http://www.nicolejosephlaw.com)

**Law Offices of Mark B. Martin, P.A.**  
410-779-7770  
[www.markmartinlaw.com](http://www.markmartinlaw.com)

**Law Office of Holly Parker, Esq.**  
Holly Parker and Kristin Russell  
301-717-6480 or 301-330-2411  
[HLP929@aol.com](mailto:HLP929@aol.com)

**Law Offices of Savit & Szymkowicz, LLP**  
Diana M. Savit  
301-951-9191  
[dms@savitlaw.com](mailto:dms@savitlaw.com)  
[www.savitlaw.com](http://www.savitlaw.com)

**Steedman Law Group, LLC**  
410-645-0625  
Cheryl A. Steele Steedman  
[cheryl@steedmanlaw.net](mailto:cheryl@steedmanlaw.net)  
Wayne D. Steedman  
[wayne@steedmanlaw.net](mailto:wayne@steedmanlaw.net)  
[www.steedmanlaw.net](http://www.steedmanlaw.net)

**Law for Parents, LLC**  
Ashley VanCleaf  
301-882-2001  
[ashley@lawforparents.com](mailto:ashley@lawforparents.com)  
[www.lawforparents.com](http://www.lawforparents.com)

**DRM – Disability Rights Maryland** - non-profit law center designated as the Protection and Advocacy agency for individuals with disabilities. Provides free handbook on *Special Education Rights*. 410-727-6352, ext. 0 or 800-233-7201. [www.DisabilityRightsMD.org](http://www.DisabilityRightsMD.org)

**MD Legal Aid Bureau** 410-951-7777 (Baltimore City office)

**MD Volunteer Lawyer Service** 410-539-6800

**Pro Bono Resource Center** 410-837-9379

## **Helpful Websites & Additional Resources**

**A day in Our Shoes** - adayinourshoes.com. Blog and podcast to help parents with IEPs.

**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](http://www.abilitiesnetwork.org)

**Accessible College** - provide students with disabilities and health conditions and their families with supports to ensure a successful transition to higher education. [www.accessiblecollege.com](http://www.accessiblecollege.com)

**Advocates for Justice and Education, Inc.** – An advocacy group for parents of children with special needs. 202-678-8060; [www.aje-dc.org](http://www.aje-dc.org)

**American Association of People with Disabilities** – National advocacy, 800-840-8844, [www.aapd.com](http://www.aapd.com)

**American Residential Treatment Association** – [www.artause.org](http://www.artause.org). For adults with psychiatric illness.

**Association of Children's Residential Community Services** - ACRC - 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.togetherthevoice.org](http://www.togetherthevoice.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](http://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](http://www.ahead.org)

**Association of Independent Maryland Schools** - AIMS - 410-761-3700; [www.aimsmddc.org](http://www.aimsmddc.org)

**Association of Independent Schools of Greater Washington** – 202-625-9223 [www.aisgw.org](http://www.aisgw.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](http://www.aucd.org)

**Attention Deficit Disorder** - Children and Adults with Attention Deficit Disorders (CHADD) of Greater Baltimore. 410-458-6500; [www.chadd.org](http://www.chadd.org). National Resource Center 301-306-7070

**Autism Society of America** - Baltimore Chesapeake Chapter - Provides monthly support group for parents. 410-655-7933; [www.bcc-asa.org](http://www.bcc-asa.org), [www.baltimoreautismsociety.org](http://www.baltimoreautismsociety.org)

**Autism Society of America** – National Office - Offers many services, including information and referrals, national annual conference. 800-328-8476; [www.autism-society.org](http://www.autism-society.org)

**Autism Speaks** – Autism Speaks advocacy organization, dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families. (888) 288-4762; [www.autismspeaks.org](http://www.autismspeaks.org)

**Baltimore's Child** - Monthly newspaper. Publishes a special edition focusing on children with disabilities. 410-902-2300; [www.baltimoreschild.com](http://www.baltimoreschild.com)

**Baltimore County Commission on Disabilities** - 410-887-3580; [www.baltimorecountymd.gov](http://www.baltimorecountymd.gov)

**Bi-polar Resources** – 312-642-0049; [www.bpchildren.com](http://www.bpchildren.com)

**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.ccse-maryland.org](http://www.ccse-maryland.org)

**Center for Law and Education** –National support center. 202-986-3000; [www.cleweb.org](http://www.cleweb.org)

**Center for Parent Information Resources** – 973-642-8100; [www.parentcenterhub.org/resource](http://www.parentcenterhub.org/resource)

**Chesapeake Center Inc** - to assist adults with disabilities to reach their potential for independence by pursuing opportunities for housing, employment, natural supports, friendship, and community activities. 410-822-4122. [www.chesapeakecenter.org](http://www.chesapeakecenter.org)

**Chesapeake Center** – offers neuropsychological and psychological testing to assess ADHD as well as the range of co-occurring conditions. ADHD coaching and professional organizing. 301-562-8448; [Chesapeakecenteradd.com](http://Chesapeakecenteradd.com)

**Child Care Aware** – National Association of Child Care 1-800-424-2246; [www.childcareaware.org](http://www.childcareaware.org)

**Children's Law Center** — Provides free legal services for D.C. residents. 202-467-4900; [www.childrenslawcenter.org](http://www.childrenslawcenter.org)

**College Living Experience** - 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; [www.experiencecle.com](http://www.experiencecle.com)

**Community Behavioral Health Association of Maryland** –Rehabilitation, vocational, residential, and treatment opportunities available to all persons with mental illnesses. 410-788-1865; [www.mdcbh.org](http://www.mdcbh.org)

**Community Mediation** – Provides voluntary and confidential dispute resolution mediation services throughout Baltimore City. 410-467-9165; [www.communitymediation.org](http://www.communitymediation.org)

**Community Mediation Maryland** –IEP facilitation - The goal of the facilitated IEP meeting is to help IEP team members communicate effectively and develop an educational program to meet the child's needs. 301-270-9700; [www.mdmediation.org](http://www.mdmediation.org)

**Continuum Behavioral Health** – Addresses the needs of those who present with signs or symptoms associated with Autism Spectrum Disorder and related developmental disabilities. 800-828-5659; [www.autismspectrumalliance.com](http://www.autismspectrumalliance.com)

**Coordinating Center** – Provides integrated care management for people with disabilities and complex health needs. 410-987-1048, 301-621-7830; [www.coordinatingcenter.org](http://www.coordinatingcenter.org)

**Cornerstone Montgomery** - organization for adults and transition aged youth who need comprehensive, community- and evidence-based mental health and co-occurring mental health and substance use disorder treatments and interventions. 301-715-3673; [www.cornerstonemontgomery.org](http://www.cornerstonemontgomery.org)

**Council for Exceptional Children** - 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](http://www.cec.sped.org)

**Council of Parent Attorneys and Advocates** - (COPAA) - Organization of attorneys advocates and parents established to improve the quality and quantity of legal assistance for parents of children with disabilities. 844-426-7224; [www.copaa.org](http://www.copaa.org)

**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](http://www.marylandcasa.org)

**Cura Personalis, Project, Inc.** – Vocational and pre-vocational training to young adults and transitioning youth with developmental disabilities. 240-324-6226; [www.thecpproject.com](http://www.thecpproject.com)

**DC Action for Children** – Helping to improve the lives of children in Washington, DC through advocacy. 202-234-9404; [www.dcactionforchildren.org](http://www.dcactionforchildren.org)

**DC Autism Parents** DCAP – Helping to improve the lives of children in Washington, DC through advocacy. [www.dcautismparents.org](http://www.dcautismparents.org)

**DC Coalition of Disability Service Providers** –Organization that provides support to people with intellectual and other disabilities. 410-660-6641, 202-780-9770; [dc-coalition.org](http://dc-coalition.org)

**Division of Rehabilitation Services** - DORS - Provides services for students transitioning from school to work. 410-554-9442; 888-554-0334; [www.dors.maryland.gov](http://www.dors.maryland.gov)

**Down Syndrome Association of Maryland** - The Down Syndrome Association of Maryland provides information and support to individuals with Down syndrome, their families and the broader Down syndrome community. [www.dsamd.org](http://www.dsamd.org); 410-321-5434

**Dyslexia Tutoring Program** – Offers tutors trained in the Orton-Gillingham reading method, referrals, and support groups. 410-889-5487; [dyslexiatutoringprogram.org](http://dyslexiatutoringprogram.org)

**Exceptional Parent Magazine** - Monthly magazine filled with resources. [www.eparent.com](http://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.familyleague.org](http://www.familyleague.org)

**Federation of Families for Children's Mental Health** – 240-403-1901; [www.ffcmh.org](http://www.ffcmh.org)

**Financial Aid for Students with Disabilities** – Information about scholarships. [www.finaid.org](http://www.finaid.org)

**Fitness for Health** – Children, Adults, Seniors and Special Needs program of occupational therapy, physical therapy and therapeutic exercise to help them reach their highest potential. 301-231-7138; [www.fitnessforhealth.org](http://www.fitnessforhealth.org)



**Home School Legal Defense Association** – Advocates for homeschooling. 540-338-5600; [www.hslda.org](http://www.hslda.org)

**Howard County Autism Society** - nonprofit organization whose mission is to provide support, promote awareness and advocate for change on behalf of individuals with autism, their families and community. [www.howard-autism.org](http://www.howard-autism.org); 410-290-3466

**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](http://www.imagemd.org)

**Imagination Stage** – Inspires creativity through theatre and arts education. 301-961-6060; [www.imaginationstage.org](http://www.imaginationstage.org)

**International Dyslexia Association** - 410-296-0232 (Maryland Chapter); [www.interdys.org](http://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](http://www.iser.com)

**Itineris** – Provides person centered programs focused on helping individuals the skills needed to obtain a meaningful job. 443-275-1100; [www.itinerisbaltimore.org](http://www.itinerisbaltimore.org)

**Jewish Social Service Agency** – Special needs resources, counseling, neuropsychological testing. 301-816-2633; [www.jssa.org](http://www.jssa.org)

**Ken's Krew** – provides vocational training and job placement services to individuals with intellectual disabilities. 212-290-8999; [www.kenskrew.org](http://www.kenskrew.org)

**Learning Disabilities Association** – 412-341-1515; [www.lidaamerica.org](http://www.lidaamerica.org)

**Madison House Foundation** – Providing hope, guidance and solutions for autistic adults and their families. 240-246-7140; [www.madisonhouseautism.org](http://www.madisonhouseautism.org)

**Mainstreet** - Main Street's mission is to create dynamic opportunities through affordable, inclusive housing and community engagement so people of all abilities can live their best lives. 301-810-3199; [www.mainstreetconnect.org](http://www.mainstreetconnect.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](http://www.macsonline.org)

**Maryland Association of Resources for Families and Youth** - MARFY - Association of residential providers in the State of Maryland; 410-727-6367; [www.marfy.org](http://www.marfy.org)

**Maryland Children's Alliance** – A nonprofit created to better serve abused and neglected children. 240-291-6974; [www.mdcha.org](http://www.mdcha.org)

**Maryland Coalition of Families** - Coalition dedicated to improving services for children with mental health needs. 410-730-8267; 800-607-3637; [www.mdcoalition.org](http://www.mdcoalition.org)

**Maryland Family Network** – Works with parents, childcare providers, and advocates to expand and enhance early childhood education and childcare. 410-659-7701; [www.marylandfamilynetwork.org](http://www.marylandfamilynetwork.org)

**Maryland Speech Language Hearing Association** - Organization educating the public regarding communication sciences and disorders. 410-239-7770; [www.mdslnha.org](http://www.mdslnha.org)

**Mental Health Association of Maryland** - 443-901-1550; [www.mhamd.org](http://www.mhamd.org)

**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. [www.marylandpublicschools.org](http://www.marylandpublicschools.org)

**Parent Help Line** – 410-767-0811

**Moonlit Acres Retreat Farm** – provides person-driven recreational and wellness workshops and events. [www.moonlitacresretreat.org](http://www.moonlitacresretreat.org); 410-707-7501

**National Alliance on Mental Illness** - NAMI - Advocacy organization dedicated to improving the lives of persons with severe mental illnesses. 800-950-6264; [www.nami.org](http://www.nami.org)

**National Association for Children's Behavioral Health** – 859-402-9768; [www.nacbh.org](http://www.nacbh.org)

**National Association of Private Special Education Centers** - NAPSEC -National advocacy organization to promote special education schools. 202-434-8225; [www.napsec.org](http://www.napsec.org)

**National Association of Special Education Teachers** – national membership organization dedicated to support and assistance to those preparing for or teaching in the field of special education. 800-754-4421; [www.naset.org](http://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](http://www.natsap.org)

**National Center for Learning Disabilities** - Connects parents and others with resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives. 301-966-2234 [www.ncld.org](http://www.ncld.org)

**National Disability Rights Network** – Advocates for the rights of people with disabilities across the United States 202-408-9514; [www.ndrn.org](http://www.ndrn.org)

**National Organization of State Associations for Children** NOSAC is a national organization made up of State Associations who represent children and children services. Coordinate issues with other National Organizations and provide uncompromising leadership. [www.nosac.org](http://www.nosac.org)

**National Resource Center on ADHD (CHADD)** – 301-306-7070; [www.help4adhd.org](http://www.help4adhd.org)

**National Respite Coalition –ARCH** - to secure quality, accessible, planned and crisis respite services for all families and caregivers. 703-256-2084; [www.archrespite.org](http://www.archrespite.org)

**PACER Parent Advocacy Coalition for Educational Rights** - PACER helps families and professionals on local, state, and national levels. 952-838-9000; [www.pacer.org](http://www.pacer.org)

**Parent's Place of Maryland** – Parent advocacy organization – 410-768-9100 or 800-394-5694; [www.ppmmd.org](http://www.ppmmd.org)

**Partnership for Extraordinary Minds** – (xMinds) – Dedicated to improving the educational experiences and outcomes of students on the autism spectrum in grades K-12. 301-444-5225; [www.xminds.org](http://www.xminds.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; [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

**Potomac Community Resources** (PCR) – Provides therapeutic, recreational, social and respite care programs for teens and adults with developmental differences and community resources for families. 301-365-0561; [www.pcr-inc.org](http://www.pcr-inc.org)

**Project HEAL** (Health, Education, Advocacy and Law) - Provides comprehensive advocacy and legal services for children with intellectual and developmental disabilities and their families. 443-923-4414 [www.kennedykrieger.org/project-heal](http://www.kennedykrieger.org/project-heal)

**Providence Center** – Provides programs and services for adults with intellectual and developmental disabilities in Anne Arundel County. 410-766-2212; [www.providencecenter.com](http://www.providencecenter.com)

**Quality Trust for Individuals with Disabilities** – Provides help for individuals and family members in the D.C. area and beyond to solve problems, and identify opportunities for learning. 202-448-1450; [www.dcqualitytrust.org](http://www.dcqualitytrust.org)

**Resource Finder at Kennedy Krieger Institute** - Provides information and resources on developmental disabilities and related disorders for parents, consumers and professionals. 800-390-3372 [www.kennedykrieger.org/community\\_initiatives/resource-finder](http://www.kennedykrieger.org/community_initiatives/resource-finder)

**SEEC** - Seeking Equality, Empowerment and Community for People with Developmental Disabilities Agency providing individualized, community-based support, supported employment, CSLA and residential program services for individuals with disabilities. 301-576-9000; [www.seeonline.org](http://www.seeonline.org)

**Service Coordination Inc.** – Supports people of all ages with intellectual and developmental disabilities to make choices affecting their lives and to access resources and services in their community. 301-663-8044; [www.servicecoord.org](http://www.servicecoord.org)

**Special Needs Planning** – Special needs financial and housing services. [specialneedsplanning.net](http://specialneedsplanning.net) (Integrated Living Opportunities)

**Think College** – Website to assist with college options for individuals with Intellectual Disabilities. [www.thinkcollege.net](http://www.thinkcollege.net) 617-287-4300

**Together for Choice** - organization whose purpose is to promote the right of all individuals with developmental disabilities and their families to choose where to live and how to spend their days. [www.togetherforchoice.org](http://www.togetherforchoice.org)

**Tourette Association of America** – Resources and support. [www.tourette.org](http://www.tourette.org)

**VOR** – National organization to advocate for a full range of quality residential options and services. 877-399-4867; [www.vor.net](http://www.vor.net)

**United States Department of Education** - Office of Special Education Programs at the U.S. Department of Education. [www.ed.gov/osers](http://www.ed.gov/osers)

**University of Maryland Autism Research Consortium** - The University of Maryland Autism Research Consortium (UMARC) comprises a group of researchers in the Departments of Hearing and Speech Sciences, Psychology, Human Development, Special Education, Linguistics, Kinesiology and Mechanical Engineering at the University of Maryland. 301-405-8561; [www.autism.umd.edu](http://www.autism.umd.edu)

**Washington Parent** - Monthly newspaper. 301-320-2321; [www.washingtonparent.com](http://www.washingtonparent.com)

**Washington Independent Services for Educational Resources** – WISER – Directory of Educational Services in Washington, D.C. metropolitan area. 301-816-0432; [www.wiserdc.org](http://www.wiserdc.org)

**Whole Self Center** - direct homecare and community-based services in Maryland with focus on children and adolescents with autism. [www.wholeselfcenter.com](http://www.wholeselfcenter.com); 410-923-1100

**Wrightslaw** - A website offering legal information about rights and protections regarding special education. [www.wrightslaw.com](http://www.wrightslaw.com)

**YourSpecialEducationRights.com** – video-based learning resource designed to simplify special education rights for parents.

## **State Associations in other States**

### **\* Arizona (no formal association)**

Visit the Arizona Department of Education website for private school listing  
<https://www.azed.gov/ESS/private-special-education-schools>

### **California**

CACFS – California Alliance of Children and Family Services  
2201 K Street  
Sacramento, CA 95816  
916-449-2273  
[www.cacfs.org](http://www.cacfs.org)

CAPSES – California Association of Private Special Education Schools  
921 11<sup>th</sup> Street Suite 501  
Sacramento, CA 95814  
916-447-7061  
[www.capses.com](http://www.capses.com)

### **Connecticut**

CAPSEF – Connecticut Association of Private Special Education Facilities  
701 Hebron Avenue, 3<sup>rd</sup> Floor  
Glastonbury, CT 06033  
860-525-1318  
[www.capsef.org](http://www.capsef.org)

### **Georgia**

GAPSEC – Georgia Association of Private Schools for Exceptional Children  
c/o Mill Springs Academy  
13660 New Providence Road  
Alpharetta, GA 30004-3413  
[www.gapsec.org](http://www.gapsec.org)

### **Illinois**

IAPSEC – Illinois Association of Private Special Education Centers  
704 York Court  
Roselle, IL 60172  
847-359-8300  
[www.iapsec.org](http://www.iapsec.org)

### **Massachusetts**

MAAPS – Massachusetts Association of Approved Private Schools  
92 Montvale Avenue  
Suite 4150  
Stoneham, MA 02180  
781-245-1220  
[www.maaps.org](http://www.maaps.org)

### **New Jersey**

ASAH  
Lexington Square  
2125 Route 33  
Hamilton Square, NJ 08690  
609-890-1400  
[www.asah.org](http://www.asah.org)

### **Pennsylvania**

AAPS - Alliance of Approved Private Schools  
[www.aapspa.org](http://www.aapspa.org)

### **Virginia**

VAISEF – Virginia Association of Independent Special Education Facilities  
4905 Dickens Road, Suite 202  
Richmond, VA 23230  
[www.vaisef.org](http://www.vaisef.org)

### **Texas**

Special Schools Coalition of Houston  
1900 Kersten Drive  
Houston, Texas 77043  
713-973-1900  
[www.sschouston.org](http://www.sschouston.org)

### **Washington DC Small Schools Association**

[www.smallschools.work](http://www.smallschools.work)



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