

The background of the entire page is filled with a dense pattern of stars in various shades of blue and gold. The stars vary in size and are scattered across the page, creating a dreamlike and inspiring atmosphere.

Inspiring Dreams, *Changing Lives*



Maryland Association of Nonpublic
Special Education Facilities

2026-27 Membership Directory



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 5 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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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 108-112

To reference regulations and COMAR Citations refer to pages starting on 113-119

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

A new and updated directory (pdf version) is published every September and can be downloaded from our website at www.mansef.org.



An Important Message About Nonpublic Special Education

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

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

Key Points:

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

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

"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.)

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

For a directory of schools, visit www.mansef.org

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Program Descriptions

The Arrow Center for Education

311 International Circle
Hunt Valley, MD 21030

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

Phone: 443-588-7350
Fax: 410-663-7092
Website: www.arrow.org

Referral Contact(s): Dr. Paula Cage paula.cage@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 Mountain Road

1415 Mountain Road
Joppa, MD 21085

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

Phone: 410-994-2450
Fax: 410-663-7092
Website: www.arrow.org

Referral Contact(s): Dr. Audrey Wanga Audrey.wanga@arrow.org

MSDE Approval Category: Type I Special Education

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

Capacity of Facility: 42

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: 9:45-4:15

Length of School/Program Year:

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

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

Program Description: We offer small class sizes of just 6–9 students, with individualized instruction guided by each student's IEP. Using ABA principles, our classrooms apply errorless teaching and systematic methods to build core skills. Instruction is strengthened through frequent reinforcement, a focus on functional life skills, and opportunities for peer modeling that support social growth. Highly qualified staff provide consistent guidance and encouragement, ensuring every student receives the support they need. As students' progress, the program gradually promotes greater independence, both in academics and in daily life, equipping them with the tools to thrive in and beyond the classroom.

Related Services: Speech, Occupational Therapy, Counseling, Music Therapy, Physical Therapy

The Arrow Center for Education Mountain Road (at Trinity)

1100 Philadelphia Road
Joppa, MD 21085

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

Phone: 410-994-2450
Fax: 410-663-7092
Website: www.arrow.org

Referral Contact(s): Anthony Endler Anthony.endler@arrow.org

MSDE Approval Category: Type I Special Education

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

Capacity of Facility: 81

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: 9:45-4:15

Length of School/Program Year:

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

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

Program Description: We offer small class sizes of just 6–9 students, with individualized instruction guided by each student’s IEP. Using ABA principles, our classrooms apply errorless teaching and systematic methods to build core skills. Instruction is strengthened through frequent reinforcement, a focus on functional life skills, and opportunities for peer modeling that support social growth. Highly qualified staff provide consistent guidance and encouragement, ensuring every student receives the support they need. As students’ progress, the program gradually promotes greater independence, both in academics and in daily life, equipping them with the tools to thrive in and beyond the classroom.

Related Services: Speech, Occupational Therapy, Counseling, Music Therapy, Physical Therapy

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): Melanie McCann melanie.mccann@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. – 4:15 p.m.

Length of School/Program Year:

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

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

Program Description: The Arrow Center for Education 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 are 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, is also available to consult as needed. A psychiatrist is available for assessment and medication management at family request.

Related Services: Speech, Occupational Therapy, Counseling, Music Therapy, Physical Therapy

The Arrow Center for Education Tangram

8830 Orchard Tree Lane
Suite 8824-8830
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: 8:30 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 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 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): Ana McArdle ana.mcardle@sesischools.com

MSDE Approval Category: Type I Special Education

Disabilities Served: 01- Intellectual Disability, 04-Speech and Language Impairment,
08-Other Health Impairment, 09-Specific Learning Disability, 10-Multiple
Disabilities and 14-Autism

Capacity of Facility: 70

Ages Served: 5 - 13

Grade Range: 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 3:00 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 Auburn School's mission is to grow the social and academic potential of 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 Nonverbal Learning Disorder (VLD) or Attention Deficit Hyperactivity Disorder (ADHD) and ASD.

Related Services: Occupational therapy, speech and language therapy and mental health therapy

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 Imagine Learning 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: 130

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
Stephanie Franklin – 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: 54 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 "supporting children and adults living with intellectual and developmental disabilities so they can 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 rooms, 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, carwash, laundry, deliveries, administrative services 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.

Benedictine Lower Shore

*** Opening Fall 2026 ***

23704 Ocean Gateway
Mardela Springs, MD 21837

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

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

Referral Contact(s): Julie Hickey, VP of Children's Services
Nick Fox, Education Director
Hon Yin Eubanks, Admissions Coordinator

MSDE Approval Category: Type I Special Ed (approval pending by MSDE expected September 2026)

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

Capacity of Facility: 12

Ages Served: 5-14

Grade Range: K-8

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: M, T, Th, F 8:30 – 3:00; W 8:30 – 1:00

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:

Benedictine Lower Shore is a small day school program providing education and related services for students with Autism, Intellectual Disabilities, and Multiple Disabilities in grades Kindergarten through grade 8. It provides intensive support to students who have complex needs with a high staff: student ratio. It is a satellite program to the main Benedictine School program in Ridgely, Maryland, which has been in operation for more than 65 years, and it is guided by the same mission of "supporting children and adults living with intellectual and developmental disabilities so they can achieve their greatest potential."

Benedictine Lower Shore is focused on the needs of the whole child and in maximizing existing strengths through highly individualized programming. Classroom instruction and practice is provided in the areas of English Language Arts, Mathematics, Socials Studies/Science, Fine Arts, Leisure Skills, Self-Care & Hygiene, Social Emotional Skills, and Prevocational Skills. Modified curriculum and materials are used to implement the Maryland College and Career Ready Standards. A variety of teaching strategies and behavioral techniques with a focus on research-based methods are employed to assist the student in progressing. Services are provided in a highly structured setting with a priority on safety. Physical structuring, visual support, and multisensory tools combined with consistency and collaboration amongst team members to meet students where they are in their learning to achieve success.

Benedictine Lower Shore
(continued)

For all students, previous educational records and assessments are utilized in planning to assist staff in the development of appropriate goals and objectives to best meet their needs. Additional assessments are recommended as needed and staff work closely with LEAs to access them. The availability of 1:1 adult support is available as identified by IEP teams. Available related services and support include speech, Occupational therapy, counseling, parent training, assistive technology, and behavior.

All staff work together in an integrated fashion to meet the special needs of our students. Daily log records utilized during education and related service times augment frequent formal and informal meetings among all staff, families, and other service providers. Collaboration with parents, external providers, and LEAs is a key aspect of programming. And a return to a less restrictive setting is an objective for all students.

Related Services: Speech, Occupational Therapy, Individual and Group Counseling, Assistive Technology, Adaptive Physical Education, Social Work

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: 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: 8:15 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 campus of Cedar Ridge Children's Home & School Inc. We have a Type I Special Education program and a Type I General Education program, primarily serving male students placed in the Cedar Ridge Therapeutic Group Home. These students may or may not have an IEP and students from both programs are co-mingled to maximize the benefits of both programs.

The school provides a safe, nurturing environment that is highly structured and predictable, with low student to staff ratios. We have a school-wide positive behavior management system that incorporates social skills training, crisis management, and access to clinical interventions provided by our school social work staff as well as animal assisted therapy. We use the Ukeru system, which provides students a trauma-informed approach when experiencing intense, volatile emotions. We strive to partner with parents and agencies working with our students to help students make academic, emotional, social and behavioral growth, with the goal of preparing students for a less restrictive environment.

We work with referring counties to provide the appropriate curriculum required for each student. Instruction is individualized and students are afforded adult support as needed. We offer opportunities for experiential learning and for students to participate in service projects throughout the school year.

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

7750 Montpelier Road
Laurel, MD 20723

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

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

Referral Contact(s): Chloe Grayson, Director of Admissions cgrayson@chelseaschool.edu

MSDE Approval Category: Type I Special Ed

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

Capacity of Facility: 120

Ages Served: 10 - 20

Grade Range: 5 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: 8:30 a.m. to 3:30 p.m. (M, T, W, Th) Friday 8:30 to 1:00

Length of School/Program Year:

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

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

Program Description: Since 1976 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 () 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 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.

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 10 -21 a non-graded certificate program. The autism program uses a highly structured classroom environment supported by Speech Language Pathologist, Occupational Therapists, and trained Behavioral Specialists.

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 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.

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, 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 Jacobson, jacobson@childrensguild.org

MSDE Approval Category: Type I Special Education

Disabilities Served: 08-other health impaired; 10-multiple disabilities; 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, Social Work

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): Leandra Yost

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: 204 (COACH Program capacity 70)

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 two buildings 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 support 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.

The Chimes School Eastern Shore

*** Opening 2027 ***

31193 Mount Hermon Road
Salisbury, MD 21804

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

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

Referral Contact(s): Leandra Yost Email: ChimesSchoolES@chimes.org

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: 102

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 Eastern Shore is an 11-month, nonpublic, co-educational special education program serving students ages 5 through 21 with intellectual disabilities, multiple disabilities, autism, and other complex learning and support needs. Building upon the experience of The Chimes School in Baltimore, which has served students and families since 1947, the Eastern Shore location brings Chimes' comprehensive educational model and specialized supports to students and families on Maryland's Eastern Shore.

Students receive individualized instruction in primarily self-contained classrooms, with groupings based on grade, functional level, and individual needs. Certified special education teachers provide instruction that includes academics, functional and practical living skills, communication, socialization, self-help and independence skills, and pre-vocational training. Related services are provided based on each student's Individualized Education Program (IEP) and may include speech and language therapy, occupational therapy, physical therapy, social work, counseling, nursing, music therapy, behavioral supports, and crisis intervention.

Community-based instruction is an important part of the program, providing students with opportunities to practice and generalize skills in real-world environments. As students prepare for adulthood, programming increasingly emphasizes transition planning, vocational development, community participation, and independence. Beginning at age 14, individualized transition planning is incorporated into the student's IEP, with opportunities for community-based vocational and volunteer experiences supported by Chimes School staff.

The Chimes School Eastern Shore (continued)

The school also offers specialized programming for students with autism and significant communication, behavioral, and sensory needs through the COACH Program (Creating Opportunities and Access for Children with Autism). COACH incorporates research-based Applied Behavior Analysis (ABA) and verbal behavior strategies, with interdisciplinary support designed to increase communication, positive behavior, independence, and successful participation across school, home, community, and future work environments.

The goal of The Chimes School Eastern Shore is to help every student reach their greatest potential and level of independence. Whenever appropriate, students are supported in developing the skills needed to transition to a less restrictive educational environment. For students who continue to benefit from specialized programming, Chimes provides a pathway through age 21 focused on preparing them for meaningful participation in adult life, employment, and their communities.

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: 240-813-1000
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 Individual 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 to 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.

The Community school of Maryland uses applied behavior analysis to create a proactive, individualized system of behavior support for each student. The goal of the behavior program is to teach new skills, strengthen communication, promote self-regulation, and support meaningful participation in school and community life.

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

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: 80

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 academic and social/behavioral support as determined by Individualized Education Programs (IEPs) to students with Autism Spectrum Disorders who display learning and social-emotional needs, developmental delays, social skills impairment, and communication development needs. Students receive sensory-friendly programming in small, self-contained classrooms. Students in grades 9-12 can work towards a certificate of completion, while incorporating their interests and abilities into preparation for life after high school. We adhere to State and District requirements, standards, and assessments, and instruction is based on the Maryland College and Career Readiness Standards.

Students also receive clinical treatment plans like Functional Behavior Assessments and Behavior Intervention Plans, clinical interventions that meet the individual and group social skills needs of students, and Applied Behavior Analysis support and planning. We also offer individual or group therapy as appropriate, parent education, life skills training, and positive behavior management. Related services may include individual/group therapy, behavioral supports, occupational therapy, speech and language therapy, and dedicated aide behavioral supports.

Our approach values collaboration among students, school personnel, parent/guardian(s), and the community. We also provide professional development to train and maintain highly qualified and dedicated school personnel. As students succeed, the process of transitioning to the mainstream may begin, in coordination with Local School System personnel.

Related Services: Special Education Services, Counseling, Behavioral Supports, Occupational

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 academic and social/behavioral support as determined by Individualized Education Programs (IEPs) to students with behavioral problems, social skills impairment, and social-emotional needs. Classes are small, and the elementary classrooms are self-contained. Staff use structured routines and evidence-based strategies that incorporate continuous performance feedback throughout the school day. We adhere to State and District requirements, standards, and assessments, and instruction is based on the Maryland College and Career Readiness Standards. We offer related service support, including psychiatric care, individual and group counseling/therapy in drug and alcohol education, violence prevention, cognitive behavior therapy, anger management, grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided for truancy supervision and partner with parents/guardians, outside agencies, and students' outpatient treatment providers.

Our approach values collaboration among students, school personnel, parent/guardian(s), and the community. We also provide professional development to train and maintain highly qualified and dedicated school personnel. As students succeed, the process of transitioning to the mainstream may begin, in coordination with Local School System 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 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 academic and social/behavioral support as determined by Individualized Education Programs (IEPs) to students with behavioral problems, social skills impairment, and social-emotional needs. Classes are small, and the elementary and middle school classrooms are self-contained. Staff use structured routines and evidence-based strategies that incorporate continuous performance feedback throughout the school day. We adhere to State and District requirements, standards, and assessments, and instruction is based on the Maryland College and Career Readiness Standards. We offer related service support, including psychiatric care, individual and group counseling/therapy in drug and alcohol education, violence prevention, cognitive behavior therapy, anger management, grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided for truancy supervision and partner with parents/guardians, outside agencies, and students' outpatient treatment providers.

Our approach values collaboration among students, school personnel, parent/guardian(s), and the community. We also provide professional development to train and maintain highly qualified and dedicated school personnel. As students succeed, the process of transitioning to the mainstream may begin, in coordination with Local School System 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.gatewaymaryland.org

Referral Contact(s): Dana Reinhardt – dreinhardt@gatewaymaryland.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: 5 - 15

Grade Range: K through Grade 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: 8:30 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 (**X**) extended school year ()

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

Program Description: Gateway School provides a comprehensive, language-centered educational program for students in Kindergarten through Grade 8. The program emphasizes language development and the acquisition and retention of academic, functional, and social communication skills. Evidence-based instructional practices, including principles of Applied Behavior Analysis (ABA), are incorporated throughout the program to support learning, skill acquisition, positive behavior, self-regulation, and independence.

Language and communication are integrated throughout instruction in English Language Arts, Mathematics, Science, and Social Studies. The development of social and adaptive/life skills for successful participation in school and community environments is fostered across all areas of the program. Students receive individualized support in developing functional communication skills to increase their ability to understand others, express their needs and ideas, and be understood.

Gateway School classrooms are multi-age and multi-grade groupings with small class sizes and low student-to-staff ratios. Students are placed in classrooms based on chronological age, communication and language needs, social development, learner profile, behavioral needs, and academic performance. Students receive individualized, small-group, and whole-group instruction based on their educational needs and may participate in diploma-track or certificate-track programming.

Gateway School (continued)

Classrooms are led by licensed special educators and supported by an interprofessional team that includes speech-language pathologists, occupational therapists, a physical therapist, behavior specialists, Board Certified Behavior Analysts (BCBAs), a licensed counselor, a nurse, and other related service professionals. Teaching assistants, paraprofessionals, and individualized support staff assist with the implementation of students' educational and behavioral programs.

Related service professionals provide therapeutic interventions and consultation to support students' access to and participation in their educational programs. In addition to IEP-based related services, students participate in programmatic therapeutic and enrichment opportunities that may include speech and language, occupational therapy, social skills, music therapy, and physical education.

Through interprofessional collaboration, individualized instruction, and integrated communication supports, Gateway School provides a comprehensive educational program designed to address the needs of the whole child and promote meaningful progress across academic, communication, social, behavioral, and adaptive domains.

Related Services: Speech-language therapy, occupational therapy, applied behavior analysis, counseling, 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: <https://sisischools.com/locations/maryland/high-road-academy/>

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: 80

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: The High Road Academy of Howard County specializes in serving the instructional and social emotional needs of students with a variety of disabilities and other academic and social differences in a supportive and structured environment. High Road Academy of Howard County aims to 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. The majority of students enrolled 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 Impairments, Other Health Impairments, Autism Spectrum Disorder and Emotional Disabilities, among others. 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, reading comprehension, spelling and written expression, math calculation and 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 programs, such as: Orton-Gillingham based programs (including

High Road Academy of Howard County
(continued)

The Wilson Reading System and SPIRE); Visualizing & Verbalizing; Glass Analysis; Rewards; Morphographs; Fast forWord; Lexia; i-Ready; Read Naturally & Other Fluency Programs; Close Reading; Content Enhancement Strategies; FRAMING Routine; and Unit Organizers. Multidisciplinary staff and services include certified special education teachers, counseling therapy, speech-language therapy, occupational therapy, transition services, a sensory room and comprehensive academic assessments.

Related Services: Speech and language therapy, individual and group counseling services, occupational therapy.

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): Kimberly 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: 100

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: The 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.

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 credit towards a Maryland High School Diploma or a Certificate of Completion. 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 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.

High Road Academy of Prince George's County

(continued)

Primary emphasis is placed on intensive remedial reading programs, such as: Orton-Gillingham Based Programs, Seeing Stars by Lindamood-Bell, Language! Comprehensive 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. Multidisciplinary staff and services include certified special education teachers, counseling therapy, speech-language therapy, occupational therapy, transition services, a sensory room and comprehensive academic assessments.

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, Kelly Martin

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): Kevin Savage

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): Laura Feininger

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 Frederick County

8450 Broadband Drive
Riverside Technology Park
Frederick MD 21701

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

Phone: 240-410-0308
Fax: 240-410-0456
Website: www.sesischools.com

Referral Contact(s): Cullen King

MSDE Approval Category: Type I Special Ed

Disabilities Served: 01- Intellectual Disability, 06-Emotional Disability, 08-Other Health Impairment, 10-Multiple Disabilities, 13-Traumatic Brain Injury, 14-Autism, 15-Developmental Delay

Capacity of Facility: 70

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: 8:00 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: Special education teachers, school social workers and related service providers are employed to serve the instructional and behavioral needs of students with autism, emotional disabilities, intellectual disabilities, and other academic and behavioral differences in a supportive and structured environment. Students graduate from the High Road School of Frederick County with a Maryland High School Diploma or a Certificate of Completion. 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. The 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 highly encouraged and integrated into the school setting.

Our student-centered approach reinforces acquired skills while challenging our students to reach their full potential. Our caring staff implements a variety of academic strategies to support positive student outcomes, and our school-wide PBIS system and token economy support our students with developing the skills needed to be successful in the school environment and beyond. Multidisciplinary staff and services include certified special education teachers, a BCBA, transition services, a sensory room and comprehensive academic assessments.

Related Services: Support from a Board-Certified Behavior Analyst, individual and group counseling, family therapy, case management, transition services, occupational therapy, speech/language therapy, educational assessment, and behavior management.

High Road School of Harford County

838 Old Philadelphia Road Suites B-H
Aberdeen, Maryland 21001

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

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

Referral Contact(s): Anthony Aiello, Cortnee Elliott

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, 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): Myra Byrom or Danielle Sykes

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 day school. The school serves the instructional and behavioral needs of students with emotional disabilities, intellectual disabilities, autism and other academic and behavioral differences in a supportive and structured environment. Special education teachers, social workers, and related service providers are employed to support our students in achieving their goals. The High Road School's mission is to build the confidence and competence of our students through individualized academic and behavioral interventions in a small classroom setting.

Our student-centered approach reinforces acquired skills while challenging our students to reach their full potential. Our caring staff implement a variety of academic strategies to support positive student outcomes while our school-wide PBIS system and token economy support our students with developing the skills needed to be successful in the school environment and beyond. Multidisciplinary staff and services include certified special education teachers, counseling therapy, speech-language therapy, occupational therapy, transition services, a sensory room and comprehensive academic assessments.

Related Services: Individual and group counseling, case management, transitional services, occupational therapy, speech/language therapy, educational 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): Jasmine Murray

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: 90

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: The High Road Upper School of Prince George's County is approved by MSDE. Special education teachers, school social workers and related service providers are employed to serve the instructional and behavioral needs of students with emotional disabilities, intellectual disabilities, autism and other academic and behavioral differences in a supportive and structured environment. Students graduate from the High Road Upper School with a Maryland High School Diploma or a Certificate of Completion. 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. The High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job related experiences. Our partnership with the Prince George's Community College provides students with meaningful skills related experience, including but not limited to computer rebuild and repair, motorcycle mechanics, and culinary and hospitality services. Parental participation is encouraged and integrated into the school setting.

Our student-centered approach reinforces acquired skills while challenging our students to reach their full potential. Our caring staff implement a variety of academic strategies to support positive student outcomes, and our school-wide PBIS system and token economy support our students with developing the skills needed to be successful in the school environment and beyond. Multidisciplinary staff and services include certified special education teachers, counseling therapy, speech-language therapy, occupational therapy, transition services, a sensory room and comprehensive academic assessments.

Related Services: Individual and group counseling, family therapy, case management, transitional services, occupational therapy, speech/language therapy, educational 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 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 Program

Kindergarten through 12th grade and certificate track serving students ages 5-21

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

The Ivymount School (continued)

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 (admission only through grade 3)

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 collaborate 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: 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: K-8: 9:00 a.m. – 3:30 p.m.; Gr. 9-12: 8:00 a.m. – 2:45 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 (KTS) is designed to meet the needs of students in kindergarten-grade 12 who have been diagnosed with autism, speech/language impairment, specific learning disability, intellectual disability, and/or other health impairment who may also display difficulties in other developmental areas. Staff utilize auditory, visual, tactile, and kinesthetic-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. A full range of arts, PE, and world language electives are offered.

The Katherine Thomas School early childhood program uses a developmental model and blends typical early childhood activities-social interactive play experiential learning activities, and daily language lessons-with an intense emphasis on communication, interaction, and problem solving. Our multidisciplinary team (may include a licensed special educator, teacher assistant, speech-language pathologist, occupational therapist, physical therapist, social worker, reading specialist, Board Certified Behavior Analyst, and administrator) works together to support maximum individualization and encourage excellent outcomes

The Katherine Thomas School Lower/Middle School Program and High School Program offer a safe, nurturing environment for each student's emotional growth and educational development. The programs

The Katherine Thomas School (continued)

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 success-oriented curriculum supports students who, with specialized help, transition to an educational or employment setting. All students in elementary, middle school, and high school have the opportunity to participate in clubs, afterschool activities, and special events. The high school offers both diploma and certificate pathways.

The Katherine Thomas School is located across two campuses. Students in early childhood (grades K up to 3) are mainly served at the Piccard Drive location. Students in grades K-12 are served at the Medical Center Drive location. The lower school supports the early learning needs of students in grades K-3 through intensive language skills, self-regulation skills, group learning skills, academics, and specials classes in a warm and nurturing environment.

Lower/middle school students in grades K-8 work on developing the skills needed to meet their IEP (or similar program) goals, work toward mastery of applicable state standards, and to develop other necessary skills for school success. The lower/middle school program provides instruction and support in all academic areas, functional skills, and social skills, and offers a variety of after school sports and activities.

Student Transition Readiness through Intensive Development Education (The STRIDE Program)

The STRIDE program is designed to meet the needs of lower and middle school students in grades K-8 who also display difficulties in 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 in a KTS program. An interdisciplinary team serves the STRIDE classroom in a self-contained classroom with an average ratio of 2 students to 1 staff member. A goal for this program is for students to build the skills and independence needed to decrease their support level and transition into a less restrictive KTS program.

Excellence in Education 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) 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 standard KTS high school program. An interdisciplinary team serves the EXCEL classrooms with a 3:1 student to staff ratio. Students may follow a diploma track or a Certificate of Completion track. The goal for this program is for students to successfully transfer into the standard KTS High School Program.

The Boost Program

The Boost Program provides increased support, compared to the standard KTS program, to students in grades K-8 who are significantly behind grade level in one or more academic areas and may exhibit interfering behaviors related to regulation, perspective taking, engagement, learning academic concepts and soc interaction. Students in the Boost receive a lower student to staff ratio (average of 3:1 ratio for core academic areas) than those in the KTS standard program and have access to additional specialized staff to facilitate their learning and development.

Related Services: Speech and language therapy, occupational therapy, counseling services/behavior support services, physical therapy, audiology, orientation and mobility, vision instruction from a TVI.

The Katherine Thomas School Early Childhood

1390 Piccard Drive Suite 210
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): Shawn Page

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: 24

Ages Served: 5 - 21

Grade Range: K - 3

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 (KTS) is designed to meet the needs of students in kindergarten-grade 12 who have been diagnosed with autism, speech/language impairment, specific learning disability, intellectual disability, and/or other health impairment who may also display difficulties in other developmental areas. Staff utilize auditory, visual, tactile, and kinesthetic-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. A full range of arts, PE, and world language electives are offered.

The Katherine Thomas School early childhood program uses a developmental model and blends typical early childhood activities-social interactive play experiential learning activities, and daily language lessons-with an intense emphasis on communication, interaction, and problem solving. Our multidisciplinary team (may include a licensed special educator, teacher assistant, speech-language pathologist, occupational therapist, physical therapist, social worker, reading specialist, Board Certified Behavior Analyst, and administrator) works together to support maximum individualization and encourage excellent outcomes

The Katherine Thomas School Early Childhood Program offers a safe, nurturing environment for each student's emotional growth and educational development. The program provides instruction in reading,

The Katherine Thomas School Early Childhood (continued)

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 success-oriented curriculum supports students who, with specialized help, transition to an educational.

The Katherine Thomas School is located across two campuses. Students in early childhood (grades K up to 3) are served at the Piccard Drive location. Students in grades K-12 are served at the Medical Center Drive location. The lower school supports the early learning needs of students in grades K-3 through intensive language skills, self-regulation skills, group learning skills, academics, and specials classes in a warm and nurturing environment.

Early childhood students in grades k through 3 work on developing the skills needed to meet their IEP (or similar program) goals, work toward mastery of applicable state standards, and develop other necessary skills for school success. The lower school program provides instruction and support in all academic areas, functional skills, and social skills.

Student Transition Readiness through Intensive Development Education (The STRIDE Program)

The STRIDE program is designed to meet the needs of lower and middle school students in grades K-8 who also display difficulties in 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 in a KTS program. An interdisciplinary team serves the STRIDE classroom in a self-contained classroom with an average ratio of 2 students to 1 staff member. A goal for this program is for students to build the skills and independence needed to decrease their support level and transition into a less restrictive KTS program.

The Boost Program

The Boost Program provides increased support, compared to the standard KTS program, to students in grades K-8 who are significantly behind grade level in one or more academic areas and may exhibit interfering behaviors related to regulation, perspective taking, engagement, learning academic concepts and soc interaction. Students in the Boost receive a lower student to staff ratio (average of 3:1 ratio for core academic areas) than those in the KTS standard program and have access to additional specialized staff to facilitate their learning and development.

Related Services: Speech and language therapy, occupational therapy, counseling services/behavior support services, physical therapy, audiology, orientation and mobility, vision instruction from a TVI.

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: 170

Ages Served: 5 - 14

Grade Range: K through 8th

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

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

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

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

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

Hours of Operation for school day: 7:55 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 (**X**) 12-month () extended school year ()

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

Program Description: The Kennedy Krieger School provides comprehensive educational and behavioral services to kindergarten through eighth-grade students and is designed to provide effective preparation for students who, in the future, will be seeking either a diploma or a certificate at the high school level. The program is designed to meet the needs of a varied population of students. A best practice, evidence-based, approach is used to implement curriculum, which focuses upon essential skills and aligns with the Common Core Standards and guided by the Maryland College and Career Ready standards. Students are provided instruction in the areas of: Language Arts; Mathematics; Social Studies; STEM; Health; Social Skills; Music; Art and Physical Education. Students utilize an abundance of technology resources available within each classroom. These proven and highly motivating devices serve to enhance learning, increase student participation, develop problem solving skills and prepare students for a society which is increasingly dependent upon the effective use of technology. Our program provides integrated related services that work together in a team-based collaborative approach. Staff use differentiation, accommodations, modifications, and a multi-sensory approach to implement the curriculum and to target individualized education plan (IEP) goals and objectives. The school utilizes both individualized behavior programming and a school wide behavior management approach based in Positive Behavior Intervention and Supports (PBIS), as well as Professional Crisis Management (PCM). Sensory strategies are integrated throughout the school environment and are individualized to meet students' needs. The school is organized into three Professional Learning Communities (PLCs): Highly Structured Teaching, Elementary Classroom k to 5, and Middle School Classroom 6 through 8.

Kennedy Krieger School: Fairmount Campus (continued)

Highly Structured Teaching

This PLC focuses on structured, individualized skill acquisition through Discrete Trial Teaching (DTT) and other errorless learning methodologies for student in kindergarten through eighth grade. Teachers break down skills into manageable steps, using systemic prompting and reinforcement. While instruction is primarily individualized, whole-group, small-group, and pre-vocational activities promote skill generalization and engagement with grade-level standards and opportunities for social skill development. Opportunities for life-skills instruction, supported play and recreation activities are built into the schedules. Behavior support includes visual schedules, token systems, and environmental modifications for predictability, with staff trained in de-escalation. Related services integrate coping strategies, sensory support, and communication supports. The goal: maintain fidelity in Highly Structured Teaching methodologies including Discrete Trial Training, promote student independence, functional communication and strengthen team collaboration.

Elementary Classrooms (K-5) and Middle Classroom (6-8)

Grounded in Universal Design for Learning (UDL) and structured teaching, these PLCs create inclusive environments blending small-group, one-on-one, and whole-class instruction. Academic programming utilizes varied methodologies including literacy and numeracy through phonics, site word instruction, guided reading, and explicit math strategies, supported by multisensory techniques and scaffolded instruction. Technology is integrated where appropriate. For our younger students, social, readiness, and play skills are taught explicitly and reinforced through structured and natural interactions. Students learn adaptability and self-advocacy in preparation for managing the expectations of multiple teachers. For middle school students, prevocational skills are embedded through classroom jobs and community experiences, while social skills are integrated into academic and real-world tasks. Behavioral support includes proactive strategies such as visual supports, movement breaks, and reinforcement systems, with access to choices. Related services are designed to primarily address decision-making, sensory regulation, emotion identification, coping strategies, and pragmatic communication as core areas of support.

Related Services: Speech/language Therapy, Occupational Therapy, Physical Therapy, Mental Health Services, Expressive Therapy, Reading Teacher, 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 () No (**X**)

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

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

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

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

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

Length of School/Program Year:

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

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

Program Description: Kennedy Krieger High School is a 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 an 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)

3835 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: 55

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: 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 (**x**) 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 services, social work, expressive arts therapies (i.e., art and music), nursing, vocational education, physical therapy, and psychiatry. All school staff meet the MSDE certification requirements in their assigned fields.
- A structure that facilitates communication among the team members who are implementing the curriculum and IEPs (i.e., internal team meetings occur on a regular basis).
- An eclectic combination of intervention approaches/methods based on best practices, including but not limited to: TEACCH, Applied Behavior Analysis, Picture Exchange Communication Systems, sensory diets, community-based instruction, and vocational training.
- Small classes with a high staff to student ratio that provides 1:1 support 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 on-site and off-site 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 vocational training for students aged 14 and older.

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 services, 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): Amanda Gallegos

MSDE Approval Category: Type I Special Ed

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

Capacity of Facility: 80

Ages Served: 7 – 21

Grade Range: 2nd – 8th for Diploma seeking students; grade 2nd to 12th Certificate seeking students

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

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

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

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

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

Hours of Operation for school day: M, T, Th, F: 7:55 am – 2:20 pm W: 7:55am – 12:25pm

Length of School/Program Year:

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

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

Program Description: The Powder Mill Campus provides educational services to students with ASD and other developmental disabilities. The program serves diploma seeking students 2nd grade 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 services, social work, expressive arts therapies (i.e., art and music), nursing, vocational education, physical therapy, and psychiatry. School staff are 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. PMC has a team and meeting structure that facilitates collaboration and communication among providers who are working together to implement 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.

Kennedy Krieger School: Powder Mill Campus
(continued)

- Standards based instruction with a balance between access to the general education curriculum and life skills curriculum.
- Small classes (an average of 6-8 students) with a high staff to student ratio as needed.
- 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 emphasize development of social emotional regulation skills as well as social interaction skills.
- Intensive behavioral support includes functional behavioral assessments, individualized behavior intervention plans, and safe crisis management procedures.
- Access to positive behavior supports and interventions.
- Case management focuses 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: 667-205-4505

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

Referral Contact(s): Nicole Harris

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, 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 focuses 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, 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): Bob Lane, Ed.D. Director of Admissions
202-944-2214
Bob.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; 10-multiple disabilities

Capacity of Facility: 400

Ages Served: 6-19

Grade Range: 1st 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 language-based 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): Dave Evason dave.evason@brooklane.org

MSDE Approval Category: Type I Special Ed; Type III General 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 () 11-month (**X**) 12-month () extended school year ()

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

Program Description: Laurel Hall School's program is designed to provide special education services to individuals diagnosed with an emotional disability, autism, or multiple disabilities requiring a setting that provides sophisticated, highly structured, and individualized special education services as well as any needed psychiatric support services. The school has been developed to maximize learning of English Language Arts, social studies, math, 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.

Laurel Hall also offers a Type III education program in elementary (grades 1-8) and secondary (grades 9 through 12)

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): Dave Evason dave.evason@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: 10-multiple disabilities, 14-autism

Capacity of Facility: 60

Ages Served: 6-21

Grade Range: Diploma Grades 1-8; Certificate Grades 1 -12

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

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

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

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

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

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

Length of School/Program Year:

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

Program Description: The 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 a small class size, no more than 6 students per classroom, and 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 Howard County Public School System, Maryland College and Career Readiness Standards, Alternate Education Framework, Verbal Behavior Milestones Assessment and Referenced Curriculum Guide (VB-MAPP), The Syracuse Community-Referenced Community Guide, The Assessment of Functional Living Skills (AFLS), and the TEACCH Transition Assessment Profile (TTAP).

Linwood's programming is designed to facilitate communication using multiple modalities including verbal speech, gestures, and Augmentative and Alternative Communication (AAC) devices, visuals, and sign language. Students are taught utilizing a variety of strategies including discrete trial instruction, group instruction, sensory integration, community-based instruction, and social skills training. A heavy emphasis is placed on generalization of skills across various environments and teaching replacement behaviors. Linwood utilizes Board Certified Behavior Analysts (BCBA), who develop and train staff on individualized Behavior Intervention Plans, as well as class-wide and school wide best practices.

Linwood School
(continued)

Foundations Learning Community (Grades 1–8):

The Foundations Learning Community focuses on developing essential academic skills across all content areas while fostering communication, social skills, and activities of daily living. Instruction is individualized to help students build the foundational skills needed for lifelong learning and independence. We program for Diploma and Certificate track in the Foundations Learning Community.

Transition Learning Community (Grades 9–12):

The Transition Learning Community prepares students for life after high school by emphasizing math, literacy, communication, social skills, and the development of vocational skills and workplace behaviors. Through career exploration organized around career clusters, students participate in job training and gain valuable work experience both within the school and in community-based settings, helping them build the skills and confidence needed for future employment and adult life. In the Transition Learning Community Linwood School programs for the alternative academic track.

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-5th

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. (M, T, Th, F) 9:00 a.m. to 1:00 pm (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 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 5th grade.

Related Services: Psychotherapy, consult psychiatry, parent counseling, speech and language therapy, occupational therapy.

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.

Maryland School for the Blind

3501 Taylor Avenue
Baltimore, MD 21236

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

Phone: 410-444-5000

Fax: 410-319-5700

Website: www.marylandschoolfortheblind.org

Referral Contact(s): Diane Colburn, Director of Statewide Services
410-444-5000 ext 1726

MSDE Approval Category: Type I Special Ed

Disabilities Served: 12-deaf- blindness low-vision

Capacity of Facility: 225

Ages Served: 3- 21

Grade Range: Pre-k – 12th

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: 8:00 a.m. – 3:00 p.m. (M,T, W, TH) 8:00 a.m. to 12:30 - Friday

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 Maryland School for the Blind (MSB) works with students whose unique needs cannot be fully met within their local education systems. Through community-based programs and comprehensive on-campus programs—offered on both a day and weekday residential basis, MSB serves children and young adults from birth through age 21 who are blind or have low vision, including many with multiple disabilities.

At MSB, students receive a strong foundation in general education while also benefiting from specialized instruction tailored to their individual needs. Our program emphasizes the Expanded Core Curriculum, including braille literacy, orientation and mobility, career education, and independent living skills—ensuring students gain the tools, confidence, and independence needed to thrive in school, work, and life.

Related Services: Braille, Occupational Therapy, Orientation and Mobility, Physical Therapy, Social Work Services, Speech and Language Therapy, Assistive Technology, Music Therapy, Adaptive PE, Athletics, Transition Services, Career Education, Independent Living Skills and Health Services. Outreach and Community Based Services are also available.

NeuroRestorative Academy

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.neurorestorative.com

Referral Contact(s): Janice Moore Janice.moore@sevitahealth.com
Erin McGee Erin.McGee@sevitahealth.com
Kim Bergstrom Kim.Bergstrom@sevitahealth.com

MSDE Approval Category: Type I Special Ed

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

Capacity of Facility: 35

Ages Served: 10 - 21

Grade Range: 5th – 12th

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

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

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

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

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

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

Length of School/Program Year:

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

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

Program Description: NeuroRestorative Academy is located within a one-story fully accessible brick building. In addition to classrooms, the school building offers the students access to a multi-purpose gymnasium, library space, media room, and life skills training area. An outdoor area adjacent to the building is provided for recreation.

The program serves all genders and is designed for students in 5 classroom areas with the average student/staff ratio in each classroom being 7 students/1 Teacher, plus 1 Life Skills Trainer (LST). NeuroRestorative Academy provides an individualized approach to meet the instructional and behavioral needs in a manner that fosters individual choice and the exercise of individual rights. The program is designed to provide a supportive environment, which promotes the enhancement of academics, social development, vocational experiences, and critical life skills in a highly structured, highly supervised setting with individualized educational and behavior improvement plans.

Residents within the program live in community-based group homes, located in Elkton, which provide 24-hour awake supervision of up to six individuals per home and a full range of habilitation services for enhancing and improving functioning for daily living. Independent living skills, leisure skills development, and community integration are the primary goals guiding the residential programs. 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.

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: 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

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. Students determined to be eligible for an extended school year have the option to participate in Pathways' credit recovery ESY program.

Related Services: Individual and group, family support services, social skills counseling, 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 allows 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, 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 and group, family support services, social skills counseling, 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 program serving students in grades 3 through 12 and ages 8 to 22 providing services since 1967. Our students may have support needs related to emotional disabilities, multiple disabilities, autism, learning differences, or intellectual disabilities, and benefit from a highly individualized setting.

Our elementary and middle school students learn in supportive, self-contained classrooms, while high school students follow a departmentalized schedule toward a high school diploma or certificate of completion as determined by their IEP team. The primary goal for all students is to build academic skills and strengthen social-emotional development in preparation for a successful transition to a less restrictive environment.

PHILLIPS School ~ Laurel serves up to 125 students of all genders in a 10-month program, with an Extended School Year (ESY) option available to eligible students.

Our school is located on nine beautifully landscaped acres in the North Laurel community of Howard County, Maryland. The campus includes a gymnasium, art room, technology lab, and an efficiency apartment for life skills training. Our Growing Futures program features a hydroponic vertical farm and state of the art commercial kitchen, offering unique career and technical education experiences.

Phillips School - Laurel
(continued)

Students come from across Central Maryland, including Baltimore City, the District of Columbia, and surrounding counties and charter schools.

Our dedicated team includes certified teachers, assistant teachers, a speech-language pathologist, licensed social workers and counselors, and an occupational therapist. Each student's Individualized Education Program (IEP) guides the support and services they receive.

Instruction is aligned with Common Core standards and local curriculum guides and is delivered in small-group or individualized settings. High school students can access the full range of Maryland state-mandated credit-bearing courses, including Math, Science, English, History, Technology, Physical Education, and Health. Additional coursework includes Spanish, Career Research and Development, Art, Reading, and Work Experience electives.

The **Growing Futures** program provides hands-on learning in culinary arts and urban agriculture. We utilize the Pro Start curriculum and students can earn industry certifications. Career preparation and life skills instruction help students prepare for meaningful post-secondary pathways. Community-based work experiences, facilitated by our transition and career managers, are a key part of our high school program. Students also participate in vocational assessments, college or technical school visits, and counseling to support informed planning for the future.

At PHILLIPS School ~ Laurel, we take a strengths-based approach within a therapeutic environment that nurtures academic and social-emotional growth. Our Student Support Services team partners with classroom staff to implement a proactive, positive reinforcement system that encourages progress and celebrates student success.

Related Services: Counseling, family services, speech/language therapy, and occupational therapy.

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

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 behavioral 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.sesbmore.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: 150

Ages Served: 6 - 21

Grade Range: 1 - 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: 8:05 a.m. – 2:45 p.m. (M, T, Th, F) 8:05 -1:05 (W)

Length of School/Program Year:

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

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

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

The academic program at St. Elizabeth School is highly individualized, uses researched-based reading and math programs, and encourages active participation by students of all levels of ability. St. Elizabeth School has a diversified and robust work-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 and a consulting psychiatrist are on staff to assist with medication management. Students participate in a wide variety of extracurricular activities during and after school, including weekends.

Related Services: Related service personnel actively team with academic staff to provide integrated and effective services including individual and group counseling, speech-language therapy, 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

Grade Range: Pre-k – 5th 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 academic, 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 – 5th 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): Shawna Duckworth, Education Director sduckworth@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 provides year round instruction to students in grades K through 12 who have emotional disabilities and autism.

We prepare our students for a meaningful future through a comprehensive, integrated program that offers a small, highly structured environment as a least restrictive educational setting. Our team uses Maryland State College and Career Readiness Standards, Allegany County Public School Curriculum, and Syracuse Community-Referenced Curriculum to prepare our students for life after school. The Unique Learning System (ULS) serves as a high-quality instructional resource used to implement the curriculum for our students who are eligible to participate in the Alternate Academic Framework. Our onsite behavior team provides assessment and treatment for all students and creates individualized behavior intervention plans for students as needed.

Vocational training, community-based instruction, and recreational activities allow students to practice language, social, and academic skills in real world settings. Community-based instruction provides practical job skills and experiences to prepare students for lifelong success. Recreational activities promote independence through engagement with community members. On and off site vocational training offers natural teaching experiences focused on community involvement, communication, travel, and social skills.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, occupational therapy (provided by the county), and speech and language therapy (provided by the county).

Sheppard Pratt School - Gaithersburg

610 East Diamond Avenue, Suite E
640 East Diamond Avenue, Suite A (Annex)
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: 01–intellectual disability; 08–other health impairment; 09–Specific Learning Disability; 10–multiple disabilities; 14–autism

Capacity of Facility: 72

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: Our comprehensive, integrated program offers a small, highly structured environment as a least restrictive educational setting. Our school is equipped with sensory rooms, simulated vocational and living spaces, a training kitchen, and outdoor recreational spaces. Academic instruction is grounded in the Maryland College and Career Readiness Standards, Montgomery County Public Schools Curriculum, and aligned to the state's alternate academic achievement standards. Our onsite behavior team provides behavioral assessment and treatment for all students and creates individualized behavior intervention plans for students as needed.

Vocational training, community-based instruction, and recreational activities allow students to practice language, social, and academic skills in real world settings. On and off site vocational training offers natural teaching experiences focused on job readiness, community involvement, communication, travel, and social skills.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, occupational therapy, speech and language therapy, physical therapy, transition services.

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: 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; 15–developmental delay

Capacity of Facility: 160

Ages Served: 5 – 21

Grade Range: K through Grade 12

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

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

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

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

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

Hours of Operation for school day: 8:30 am -3:00 pm

Length of School/Program Year:

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

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

Program Description: Sheppard Pratt School is located on a 43-acre picturesque campus that offers nature trails, a greenhouse, and a sensory-friendly playground. We provide specialized instruction, structured and compassionate care, and therapeutic activities. Our students receive a comprehensive and individualized program that integrates academics, behavioral strategies, and clinical support to provide them with the tools they need for success.

We offer grade-level and adapted curricula from the Baltimore County Public School Curriculum and Maryland College and Career Readiness Standards. Students have access to clinical counseling, case management, psychiatric and nursing services, occupational and physical therapy, speech and language therapy, nursing, and vocational and life skills training all while at school. To prepare students for life after school, we offer multiple career completer and elective opportunities in areas like culinary arts and technology, internships at local businesses, and the opportunity to take college-level courses at local community colleges. Opportunities for recreation are widespread as well: we offer weekly clubs, sports teams, and interactive events, ensuring that learning is welcoming and fun.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, occupational therapy, speech and language therapy, physical therapy, transition services.

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, Education Director 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 provides small class sizes, and a low student-to-staff ratio, personal attention and compassionate care are our top priorities in a year-round program. We offer grade-level and adapted curricula from Maryland College and Career Readiness Standards, Baltimore County Public School Curriculum, Syracuse Community-Referenced Curriculum, Essential for Living Curriculum, and Verbal Behavior Milestones Assessment and Placement Program. Our students are grouped according to age, social skills, behaviors, and ability, ensuring that they are working alongside peers in a supportive environment. As students work towards their Certificate of Completion, they receive speech and language therapy, occupational therapy, physical therapy, behavior assessment and treatment, psychiatric and nursing services – all while at school.

Through school based jobs, including the school store, coffee house, and cafe, students gain hands on experience and develop transferable skills essential for success in the community. Students who demonstrate readiness for community-based instruction can gain real-world experience through our partnerships with local businesses. We are also intentional about incorporating fun activities so that our students can practice social skills while engaging in enjoyable and celebratory school events such as seasonal parties, activities, carnival day, and prom.

Related Services: Counseling, psychiatry, nursing, medication management, behavior assessment and treatment, occupational therapy, speech and language therapy, physical therapy, transition services.

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): Donna Smikle, Education Director dsmikle-OS@sheppardpratt.org

MSDE Approval Category: Type I Special Ed

Disabilities Served: 01-intellecutal 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 in Lanham provides year round instruction. We prepare our students for a meaningful future through a comprehensive, integrated program that offers a small, highly structured environment as a least restrictive educational setting. Academic instruction is grounded in the Maryland College and Career Readiness Standards, Prince George's County Public School Curriculum, and aligned to the state's alternate academic achievement standards. The Unique Learning System (ULS) serves as the high quality instructional resource used to implement the curriculum for our students. Our onsite behavior team provides behavioral assessment and treatment for all students and creates individualized behavior intervention plans for students as needed.

Vocational training, community based instruction, and recreational activities allow students to practice language, social, and academic skills in real world settings. Community based instruction provides practical life skills and experiences to prepare students for lifelong success. Recreational activities promote independence through engagement with community members. On and off site vocational training offers natural teaching experiences focused on community involvement, communication, travel, and social skills.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, occupational therapy, speech and language therapy, physical therapy, transition services.

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: 8:00 a.m. – 2:25 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: Sheppard Pratt School in Millersville Elementary School is a Type II 10-month special education program serving grades one through five with autism, emotional disabilities, multiple disabilities, specific learning disabilities, and other health impairments. Our location within Millersville Elementary School, an Anne Arundel County public school, provides us shared access to the school's facilities and resources and ensures our students can participate in as many mainstream classes as possible.

Our students are divided into classrooms based on age and grade level. In addition to a traditional school curriculum, we use techniques including core communication, social skills instruction, and observational learning to support our students. Our curriculum is hands-on and practical, and our educators incorporate thematic concepts students can easily apply outside of the classroom.

We provide small class sizes, individual and group counseling, speech and language therapy, occupational therapy, resource support, individualized academic support, and support during mainstream classes to ensure our students thrive.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, occupational therapy (provided by Anne Arundel County public school system), speech and language therapy (provided by Anne Arundel County public school system).

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: 04—speech & language impairment; 06-emotional disabilities; 08-other health impairment; 09-specific learning disabilities; 10-multiple disabilities; 14-autism; 15 developmental delay

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 in Lanham provides a supportive and structured environment integrating specialized academic instruction, counseling, transition services, and behavioral assessment and treatment specific to each student's needs. In addition to traditional academic courses where students can pursue a high school diploma or certificate of completion, we assist middle and high school students in preparing to take on adult responsibilities including planning for post-secondary programming, entering the workforce, or pursuing higher education. Our Career Lab program offers a structured and supervised experiential work program for students to participate in one day a week.

Our students enjoy a wide range of recreational and community building activities including sports, specialty clubs, such as chess, 3-D printing, school beautification, and more. The entire school community participates in many annual events together, such as the art show and talent show. Our students benefit from onsite individual and group counseling, Positive Behavioral Intervention and Supports (PBIS), academic intervention, restorative practices, psychiatry and nursing services.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, occupational therapy, speech and language therapy, physical therapy, transition services.

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: 9:15 a.m. – 3:55 p.m.

Length of School/Program Year:

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

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

Program Description: Sheppard Pratt School helps prepare students for their academic futures using Anne Arundel County Public School's curriculum and provide support in general education classrooms.

Our students spend time in self-contained and general education classes based on their level of readiness. We help students gain the tools they need to integrate into the larger school community. Our students integrate fully with their peers for ENCORE classes, including physical education, art, foreign language, and core academic classes based on their readiness. Students are fully integrated for lunch as well as all schoolwide events. Our students take part in after-school extracurricular activities that can include art classes, sports, and more.

We provide our students with structured and supportive opportunities to gain independence and manage behaviors. We use research-based practices, social thinking instruction, and sensory integration strategies to best meet the needs of our students. Our students benefit from small class sizes, individual and group counseling, speech and language therapy, occupational therapy, and individualized academic support.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, speech and language therapy, occupational therapy (provided by Anne Arundel County public school system), transition services.

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: 8:30 a.m. – 3:18 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: Sheppard Pratt School in Severna Park High School is a 10-month special education program located in Anne Arundel County; we serve students grades 9 through 12 with autism, emotional disabilities, speech and language impairment, specific learning disabilities, multiple disabilities, and other health impairments. Our program, embedded in Severna Park High School, ensures students can spend as much time as possible in mainstream classes. Our multidisciplinary team helps students meet their educational goals and prepares them for their future and life beyond the classroom using Anne Arundel County Public School's curriculum and research-based strategies in both the self-contained and general education settings. Our students have access to sports teams, the cafeteria, vast elective offerings, completer programs, and extracurricular activities at Severna Park High School. They can take advantage of courses available through AACPS's Center of Applied Technology South (CAT-S) and our partnership with the Department of Rehabilitative Services (DORS), which allows students the opportunity to obtain paid summer internships at a local hospital. We offer small class sizes, individual and group counseling, speech and language therapy, occupational therapy, individualized academic support and support during general education classes, transition services, and more to help our students thrive.

Related Services: Counseling, psychiatry, nursing, medication management, behavior support, speech and language therapy, occupational therapy (provided by Anne Arundel County public school system), transition services.

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): Glen Jones, 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: 7 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: 9:00 a.m. – 3:15 p.m.

Length of School/Program Year:

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

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

Program Description: Sheppard Pratt School and Residential Treatment Center is a 46-bed program in Baltimore County. We serve youth ages 12-18 with emotional disabilities who need a specialized educational and therapeutic environment and benefit from structured community and recreational activities.

We provide 24-hour care in a supportive and nurturing environment; youth attend our full-day special and general education school. We implement grade-level and adaptive curriculum from the Maryland College and Career Readiness Standards and Baltimore County Public School curriculum. Within our collaborative learning environment, we help students meet their educational, social emotional, and behavioral goals through large and small group instruction. Students are supported by an interdisciplinary team of special education and therapeutic professionals.

Each resident has an individualized therapy plan; our residents have access to individual and group psychotherapy, trauma-informed programming, family therapy, occupational therapy, medication management, therapeutic recreation services, community and recreation-based transitional activities, and more.

Related Services: **Counseling**, psychiatry, nursing, medication management, behavior support, occupational therapy, speech and language therapy, physical therapy, transition 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.everstand.org

Referral Contact(s): Amy Zamzow

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: 1st 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. - 2:45 p.m. (M, T, Th, F) Wed – 8:00 a.m.-12:30 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 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 support 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.trellisschool.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: 64

Ages Served: 5 -21

Grade Range: K 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.

Elementary: The purpose of the school's educational program in the 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.

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. Students' 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 elementary building also has a fenced outdoor activity area. The middle and high school building also has an instructional kitchen and multiple vocational spaces. Students enrolled in 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. Students who have been determined eligible to participate in alternative State testing through the IEP process participate in alternative State 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

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 core academic areas in addition to art, music therapy, health, physical education, and our therapeutic gardening program. Our dedicated special educators, teaching assistants, 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. The St. Vincent's Villa Residential Treatment Center is located on the same campus.

Related Services: Psychiatry, therapy (individual, group and family, occupational, and speech/language); parent counseling and support groups, case management, and linkage to in-home intervention services; career development education, physical education, art, music, health and environmental science/therapeutic gardening program.

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 Unit 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, emotional, 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 licensed 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 teacher. In addition, residential staff 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 (**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 () 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 two 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, technology, and vocational. 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: 443-780-1434
Fax: 410-944-7622
Website: www.ncianet.org

Referral Contact(s): Lillan Cox, Executive Director of Education lillan.cox@ncianet.org

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 is a supportive, future-focused program designed for middle and high school students completing their secondary education. We recognize that every learner's journey is different, and we tailor our approach to meet students' academic, social-emotional, and vocational needs as they prepare for life after school. The program provides two graduation pathways: a high school diploma track and a certificate of completion track, allowing students to pursue the option that best aligns with their abilities, goals, and long-term plans. Instruction is individualized, flexible, and designed to help students build confidence and mastery at their own pace.

Students receive coordinated academic, clinical, and behavioral supports to ensure they can fully access learning. Hands-on vocational experiences such as culinary arts, automotive technology, and other interest-based fields give students meaningful exposure to real-world work environments and help them develop practical skills for adulthood. To support the whole learner, Youth in Transition integrates a full range of related services, including speech and language therapy, occupational therapy, physical therapy, and counseling. These services strengthen communication, independence, and social-emotional readiness.

Youth in Transition is committed to helping each student discover their strengths, complete their educational pathway, and step confidently into adulthood equipped with the academic foundation, personal skills, and vocational experiences needed to thrive.

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

AFFILIATE MEMBERS

***MANSEF Affiliate members are MSDE approved nonpublic schools
under COMAR 13A.09.09.
The exception is RICA which is a state-operated program approved by the
Department of Health***

**The Maryland State Department of Education approves all nonpublic schools under two
different sections of COMAR – 13A.09.09 and COMAR 13A.09.10
For a complete listing visit: marylandpublicschools.org - Division of Educator Effectiveness**

Glenwood Academy

1545 Progress Way
Eldersburg, MD 21784

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

Phone: 410-489-6959

Fax:

Website: www.glenwood-academy.org/

Referral Contact(s): Rebecca Rider 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 (**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: 8:15 a.m. to 3:15 p.m.

Length of School/Program Year:

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

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

Program Description: Glenwood Academy provides a game-changing experience for families and students with language-based learning differences such as dysgraphia, dyscalculia, dyslexia, mild autism and language processing difficulties. Through authentic and meaningful approaches and our values of GRIT: Growth Mindset, Responsibility, Integrity, and Tenacity, we inspire a community that values leading their best lives.

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

Kathryn Grace School

7172 Columbia Gateway Drive
Suite B
Columbia, MD 21046

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

Phone: 410-997-8081

Fax:

Website: www.kathryngraceschool.org

Referral Contact(s): Jolene Williams

MSDE Approval Category: COMAR 13A.09.09

Disabilities Served: 01-Intellectual Disability, 04- Speech or Language Impairment, 10- Multiple Disabilities, 02- Hearing Impairment, 05-Visual Impairments

Capacity of Facility: 25

Ages Served: 14 - 21

Grade Range: 9th – 12th

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 am – 3:00 pm

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:

Kathryn Grace School is a non-public high school dedicated to students aged 14-21 with Intellectual Disabilities. Our program uses a collaborative approach with students, parents, teachers and support staff to develop an individualized guided plan for success for each student. Our aspirational academic offerings of core and elective classes are adapted to each student's individual needs. Life skills are built into the curriculum and practiced in meaningful ways throughout the school day. Our robust community learning program provides opportunities for real world work-force training and exploration. More than all of the academics and skills training, Kathryn Grace School offers a community where each student is seen, known and celebrated.

Related Services: Occupational Therapy, Speech Therapy, Orton Gillingham tutoring. In addition, students plan and prepare their lunches daily in our on-site Culinary Lab. Helping our students build skills that can be easily transferred to a vocational or independent living setting is a guidepost for our school.

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: 120

Ages Served: 6-14

Grade Range: 1st – 8th

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

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

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

Nurse on-site either part-time or full-time: Yes (**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: 410-368-7989

Website: <https://health.maryland.gov/rica-balti/Pages/home.aspx>

Referral Contact(s): Heather Rini

MSDE Approval Category: State operated program

Disabilities Served: 06 – Emotional Disabilities

Capacity of Facility: 110

Ages Served: 11 - 21

Grade Range: 6th – 12th

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: RICA-Baltimore is a client-centered, family-driven, youth-guided mental health treatment facility of the Maryland Department of Health, serving adolescents with emotional disabilities, without regard to race, creed, nationality, gender, ethnicity, religion, or sexual orientation. RICA-Baltimore has both residential and day treatment programs. The residential program provides services for up to 45 adolescents aged between 11-17.6 years who are referred to RICA-Baltimore because of emotional or behavioral dysregulation in the home, school, and/or community. This program serves all counties in Maryland. The day treatment educational program functions as a public separate day program and has the capacity to serve 65 students from Baltimore City, Baltimore County, Anne Arundel County, and Howard County. Referrals are made through the Local Education Agencies (LEAs).

Related Services: Individual therapy, group therapy, music therapy, art therapy and speech and language therapy

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

INTRODUCTION

State and federal law require public school systems to provide a Free and Appropriate Public Education (FAPE) for 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 protection 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 qualified to supervise the provision of specially designed instruction and 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. The school system denies a child a FAPE if it does not include the parents 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 with 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 aids 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 their 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 affects 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 the unique needs of the child.

Related services mean 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 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.

HOW IS A CHILD FOUND 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 is procedurally very similar to a courtroom trial. 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 typically 30 days following the conclusion of the Hearing. 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 in 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 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 a 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 but check with your school system to see whether they have any specific requirements for recording the 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 IEP must now also identify whether the goal is a “narrow the gap” goal. One of the purposes of special education is to help children who have fallen behind academically

develop the skills they need to perform at or near grade-level. 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, occupational therapy, counseling, or any related service, the amount, frequency, and location must be identified.

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. A Due Process Hearing is a legal action and requires extensive knowledge of state and federal special education laws as well as litigation procedures. Parents can represent themselves and their child in a Due Process Hearing, but if they do not possess the requisite legal and litigation skills, success is unlikely.

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 2026

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, 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) 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.

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

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. 2026-2027

Advocates and Educational Consultants

Educational advocates, consultants and attorneys can 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 families with educational decision making. Their specialized training and experience equip them to help families select a school that meets their individual student's needs. Please call for fees.

Linda Barton, M.S. Ed.

Educational Consultant
linda.bartonmsed@gmail.com
443-870-3487
www.lindabartonedconsult.com

Katy Bosserman, M.Ed.

Special Education Consultant
Educational Assessment and Diagnostics
Sunshine.kboss@gmail.com
410-459-3774
www.creativelearningexperiences.com

Judy Bass, CEP

Bass Educational Services, LLC
College/Educational Consulting
Executive Function Coaching for ADHD,
ASD, LD and 2E
301-774-5211
info@basseducationalservices.com
www.basseducationalservices.com

Kathryn Chib, M.Ed.

Special Education Advocate & Consultant
Beacon Education Solutions, LLC
kchib@beaconeducationsolutions.com
443-961-1128
www.beaconeducationsolutions.com

Jennifer Engel Fisher, M.S.

Educational Consultant
JEF Consultants, LLC
301-356-0190
jennifer@jefconsultants.com
www.jefconsultants.com

Lisa Frank, M.Ed. and Andrea Bennett, M.Ed.

The Special Kids Company
410-418-5590
www.specialkidscompany.com

Stephanie Frumkin, M.A. Ed.

Educational Consultant/Advocate
Specializing in bright and gifted LD students
Stephanie@exceptionaleducationalsolutions.com
724-320-9026
www.ExceptionalEducationalSolutions.com

Mindy Goodman

Therapeutic and Educational Consultant
Parent Coach
443-506-1662
www.newchaptersconsulting.com

Carly Hughes M.A. Ed. and

MK Tagliaferri M.A., C.A.S., NCSP
Behind Behaviors Educational Consulting
443-574-5848
Admin@BehindBehaviors.com

Dr. Sheila Iseman

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

Stephanie Knapp, CP

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

Joanna Krill

JMS Education Consulting
Educational and Behavioral Consultants
Joanna@jmseduconsulting.com
240-994-0330
www.jmseduconsulting.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

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

Randi Orshan

Educational Advocate and Consultant
Kidz 1st Consulting, LLC
908-216-6825
randi@kidz1stconsulting.com
www.Kidz1stconsulting.com

Lisa Richer

Journey2bloom
Neurodiversity Consultant
410-952-7941
lisa@journey2bloom.com
www.journey2bloom.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
& Consulting Services
Disability Rights Educational Consultant
rstanley@loudvoicestogether.org
301-919-7282
www.loudvoicestogether.org

Weinfeld Education Group

Advocacy, Educational Testing and School Selection,
Expert Witness, Behavioral/Discipline Services,
Gifted and Talented
301-681-6233
www.wegadvocacy.com

Robin Winternitz, M.Ed.

Robins Educational Services, LLC
Education Consultant
443-621-0370
res4ullc@gmail.com

Advocates for Special Education – Advocatesforspecialeducation.com
Independent Educational Consultants Association - www.iecaonline.com
National Special Education Advocacy Institute - www.NSEAI.org

Educational Attorneys

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

Michael J. Eig and Associates, P.C.

Michael Eig
301-657-1740
www.lawforchildren.com

Family Legal Advocacy Group, LLC

Michael Katz
410-884-0400
www.flagfamilylaw.com

Law Offices of Brian K. Gruber, P.C.

Brian Gruber
301-657-3777
brian.gruber@bkgpc.com
www.bkgpc.com

Joseph & Rabb, LLC

Nicole Joseph and Kate Rabb
410-701-0322
info@josephrabbllaw.com
www.josephrabbllaw.com

Law Offices of Mark B. Martin, P.A.

Mark Martin
410-779-7770
mmartin@markmartinlaw.com
www.markmartinlaw.com

Law Office of Alexandra Rosenblatt

Alexandra Rosenblatt, Esq.
410- 635-4681
arosenblatt@arosenblattlaw.com
www.arosenblattlaw.com

Savit Law Firm, LLC

Diana M. Savit
301-951-9191
dms@savitlaw.com
www.savitlaw.com

KS Smith Law LLC

Karen Smith
240-585-8811
karen@kssmithlaw.com
www.kssmithlaw.com

Steedman Law Group, LLC

Cheryl A. Steele Steedman
Wayne D. Steedman
410-645-0625
cheryl@steedmanlaw.net
wayne@steedmanlaw.net
www.steedmanlaw.net

Law for Parents, LLC

Ashley VanCleaf
301-882-2001
ashley@lawforparents.com
www.lawforparents.com

LightPath Advocacy

Jonathan Gerald Martinis
571-247-6174
jgmartinisllc@gmail.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

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

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

Accessible College - provides students with disabilities and health conditions and their families with support to ensure a successful transition to higher education. 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

American Association of People with Disabilities – National advocacy, 800-840-8844, www.aapd.com

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

Association of Educational Therapists – National professional association. Educational therapists provide a broad range of individualized educational interventions for children and adults with learning disabilities. 414-908-4949; www.aetonline.org

Association on Higher Education and Disability -AHEAD– professional association committed to full participation of persons with disabilities in postsecondary education. 704-947-7779; www.ahead.org

Association of Independent Maryland Schools - AIMS - 410-761-3700; www.aimsmddc.org

Association of Independent Schools of Greater Washington – 202-625-9223; www.aigsw.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

Attention Deficit Disorder - Children and Adults with Attention Deficit Disorders (CHADD) of Greater Baltimore. 410-458-6500; 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, 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

Autism Society of Maryland – (Anne Arundel, Howard, and Montgomery Counties) nonprofit organization whose mission is to provide support, promote awareness and advocate for change on behalf of individuals with autism. autismsocietymd.org; 410-290-3466

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

Baltimore's Child - Monthly newspaper. Publishes a special edition focusing on children with disabilities. 410-902-2300; www.baltimoreschild.com

Baltimore County Commission on Disabilities - 410-887-3580; www.baltimorecountymd.gov

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

Center for Law and Education –National support center. 202-986-3000; www.cleweb.org

Center for Parent Information Resources – 973-642-8100; 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

Children's Law Center — Provides free legal services for D.C. residents. 202-467-4900; www.childrenslawcenter.org

Coalition of Residential Excellence - provides legislative advocacy, public awareness and the representation of a united voice concerning the strengths and challenges associated with provision of residential family-like services in a continuum of care environment. www.core-dc.org. 202-770-9490

College Autism Network - a nonprofit organization that connects stakeholders who are committed to improving access, experiences, and outcomes for postsecondary students with autism. collegeautismnetwork.org

College Living Experience - helps 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

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

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

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

Coordinating Center – Provides integrated care management for people with disabilities and complex health needs. 410-987-1048, 301-621-7830; www.coordinatingcenter.org

Cornerstone Montgomery - an 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

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

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

Court Appointed Special Advocates – CASA – Advocate appointed by a judge to ensure that a child receives needed educational, mental health, and recreational services. 410-828-6761; 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

DC Action for Children – Helping to improve the lives of children in Washington, DC through advocacy. 202-234-9404; www.dcactionforchildren.org

DC Autism Parents DCAP – Helping to improve the lives of children in Washington, DC through advocacy. 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

Division of Rehabilitation Services - DORS - Provides services for students transitioning from school to work. 410-554-9442; 888-554-0334; 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; 410-321-5434

Down Syndrome Network of Montgomery County - Empower and support individuals with Down syndrome, their families, and the broader community through education, partnerships, resources, and advocacy. www.dsnmc.org 301-979-1112

Dyslexia Tutoring Program – Offers tutors trained in the Orton-Gillingham reading method, referrals, and support groups. 410-889-5487; dyslexiatutoringprogram.org

Exceptional Parent Magazine - Monthly magazine filled with resources. www.epmagazine.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

Federation of Families for Children's Mental Health – 240-403-1901; www.ffcmh.org

Financial Aid for Students with Disabilities – Information about scholarships. www.finaid.org

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

Home School Legal Defense Association – Advocates for homeschooling. 540-338-5600; www.hslda.org

IMAGE Center - dedicated to the creation of a learning and thinking environment that challenges concepts of what people with disabilities can do. 410-982-6311 www.imagemd.org

Imagination Stage – Inspires creativity through theatre and arts education. 301-961-6060; www.imaginationstage.org

International Dyslexia Association - 410-296-0232 (Maryland Chapter); md.dyslexiaida.org

Integrated Living Opportunities - is a non-profit organization serving members in the Washington, D.C./Maryland area. ILO is a coalition made up of: Together we create supportive communities of peers and caring people who help self-advocates transition to independent living.

Itineris – Provides person centered programs focused on helping individuals the skills needed to obtain a meaningful job. 443-275-1100; www.itinerisbaltimore.org

Jewish Social Service Agency – Special needs resources, counseling, neuropsychological testing. 240-800-5772; www.jssa.org

Jubilee Association of MD - Jubilee Association of Maryland provides opportunities and support for adults with intellectual and developmental disabilities to live in and enrich their community while fulfilling their personal, family, social, and spiritual needs. www.julibeemd.org 301-949-8626

Ken's Krew – provides vocational training and job placement services to individuals with intellectual disabilities. 212-290-8999; www.kenskrew.org

Learning Disabilities Association – 412-341-1515; www.lidaamerica.org

League of Dreams - Through the games of baseball and softball, the League of Dreams allows those with special needs and at-risk youth to be included and engaged with their community. 410-719-1641; leagueofdreams.org

Madison House Foundation – Providing hope, guidance and solutions for autistic adults and their families. 240-246-7140; 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

MAKOM - an organization that provides residential, in-home, and transition services for people with intellectual and developmental disabilities in Maryland. 240-283-6000 www.Makomlife.org

Maryland Association of Community Services - MACS -Professional association of over 100 community programs supporting people with developmental disabilities and their families. 410-740-5125; www.macsonline.org

Maryland Association of Resources for Families and Youth - MARFY - Association of residential providers in the State of Maryland; 410-727-6367; www.marfy.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

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

Maryland Speech Language Hearing Association - Organization educating the public regarding communication sciences and disorders. 301-304-7001; www.mdslha.org

Mental Health Association of Maryland - 443-901-1550; 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

Parent Help Line – 410-767-0811

Miracle League of Montgomery County Maryland – provides opportunities for children with disabilities to play baseball, regardless of their financial circumstances. www.miracleleaguemocomd.org

Moonlit Acres Retreat Farm – provides person-driven recreational and wellness workshops and events. 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

National Association for Children's Behavioral Health – 859-402-9768; 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
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

National Association of Therapeutic Schools and Programs – NATSAP-National resources for programs and professionals assisting students with emotional and behavioral difficulties. 301-986-8770; www.natsap.org

National Center for College Students with Disabilities - federally-funded center with information and resources for students with disabilities in higher education. It offers a clearinghouse, a database, crisis resources, a mentoring program, and training materials. www.nccsd.ici.umn.edu

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

National Council on Severe Autism - committed to improving the long-term welfare of individuals, families and caregivers affected by severe forms of autism and related neurodevelopmental disorders. www.ncsautism.org/

National Disability Rights Network – Advocates for the rights of people with disabilities across the United States 202-408-9514; 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

National Resource Center on ADHD (CHADD) – 301-306-7070; 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

PACER Parent Advocacy Coalition for Educational Rights - PACER helps families and professionals on local, state, and national levels. 952-838-9000; www.pacer.org

Parent's Place of Maryland – Parent advocacy organization – 410-768-9100 or 800-394-5694; 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

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

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

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

Providence Center – Provides programs and services for adults with intellectual and developmental disabilities in Anne Arundel County. 410-766-2212; 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

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.resourcefinder.KennedyKrieger.org

Ruby's Rainbow - provides educational scholarships for college students with Down syndrome who are seeking post-secondary education to help them achieve their dreams of higher education while spreading awareness of their capabilities and general awesomeness. www.rubysrainbow.org

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

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

Think College – Website to assist with college options for individuals with Intellectual Disabilities. www.thinkcollege.net 617-287-4300

Together for Choice - organization whose purpose is to promote the rights of all individuals with developmental disabilities and their families to choose where to live and how to spend their days. www.togetherforchoice.org

Tourette Association of America – Resources and support. www.tourette.org 888-486-8738

VOR – National organization to advocate for a full range of quality residential options and services. 877-399-4867; www.vor.net

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

Upcounty Community Resources - non-profit organization offers innovative programs, events, and social opportunities for adults with developmental and intellectual differences in Upper Montgomery County, MD. www.ucresources.org 240-614-0444

Washington Parent - Monthly newspaper. 301-320-2321; 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

Whole Self Center - direct homecare and community-based services in Maryland with a focus on children and adolescents with autism. www.wholeselfcenter.com; 410-923-1100

Wrightslaw - A website offering legal information about rights and protections regarding special education. www.wrightslaw.com

Similar 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

CAPSES – California Association of Private Special Education Schools
921 Eleventh Street Suite 501
Sacramento, CA 95814
916-447-7061
www.capses.net

Connecticut

CAPSEF – Connecticut Association of Private Special Education Facilities
701 Hebron Avenue, 3rd Floor
Glastonbury, CT 06033
860-525-1318
www.capsef.org

Georgia

GAPSEC – Georgia Association of Private Schools for Exceptional Children
1000 Old Roswell Lakes Parkway
Roswell, GA 30076
770-645-2673
www.gapsec.org

Illinois

IAPSEC – Illinois Association of Private Special Education Centers
704 York Court
Roselle, IL 60172
847-359-8300
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

New Jersey

NJASEPS
Lexington Square
2125 Route 33
Hamilton Square, NJ 08690
609-890-1400
www.asah.org

Pennsylvania

AAPS - Alliance of Approved Private Schools
www.aapspa.org

Virginia

VAISEF – Virginia Association of Independent Special Education Facilities
PO Box 1807
Midlothian, VA 23112
833-482-4733
www.vaisef.org

Texas

Special Schools Coalition of Houston
4209 Galway Lane
Houston, Texas 77080
713-973-1900
www.sschouston.org

Washington DC Small Schools Association

www.smallschools.work



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M A N S E F . O R G