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 2 and 21 years of age.

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

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

WHAT WE DO
MANSEF is committed to creating 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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of Education (OSSE) in Washington DC

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 102-106

To reference regulations and COMAR Citations refer to pages 107

To learn more about Advocates, Attorneys and Educational 
Consultants available to help you understand the special education process, refer to the Appendix on page 114

To find out more about the Additional Resources available to families with special needs students, refer to the Appendix on page 117

Other State Associations are on page 122

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

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

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

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

Key Points:

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

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

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

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

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

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

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

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

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

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Please contact us if you have any questions:

Jennifer Berzok – katzberzok@gmail.com

For a directory of schools, visit www.mansef.org
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Program Descriptions
The Arrow Center for Education
1605 Cromwell Bridge Road    County in Which Program is Located: Baltimore
Baltimore, MD 21234

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

Referral Contact(s): Danielle Peck
danielle.peck@arrow.org

MSDE Approval Category: TYPE I Special Ed and TYPE III
Disabilities Served: 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 10-multiple disabilities, 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, and offers four completer choices for graduation with a high school diploma: graphic designs, horticulture, vocational placement in the community, and foreign language. In addition to the core curriculum, the school offers a variety of electives. Positive behaviors are proactively taught and rewarded to increase students’ participation in their school program. A BCBA, placed full time at another Arrow program, is also available to consult as needed. A psychiatrist is available for assessment and medication management at family request.

Related Services: Individual, group, and family clinical therapy are integrated into the program design. Speech and language services, physical therapy, and occupational therapy services are provided through consistent contractors.
The Arrow Center for Education Riverside
1370 Brass Mill Road
Belcamp, MD 21017

County in Which Program is Located: Harford

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

Referral Contact(s): Audrey Wanga
Audrey.wanga@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: 45
Ages Served:  4 - 21
Grade Range:  K - 12
Private Pay Students Accepted: Yes (   ) No ( X )
Setting:  Day ( X ) Residential (   )
Before and/or After School Program: Yes (   ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No (   )
Building and classrooms wheelchair accessible: Yes ( X ) No (   )
Hours of Operation for school day: 9:45 a.m. – 3:45p.m.
Length of School/Program Year: 10-month (   ) 11-month (   ) 12-month ( X ) extended school year (   )
4-week summer school (   ) 5-week summer school (   ) 6-week summer school (   )

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

Related Services: Individual, group, and family clinical therapy are integrated into the program design. Speech and language services, physical therapy, and occupational therapy services are provided through consistent contractors.
The Arrow Center for Education Tangram

8830 Orchard Tree Lane
Towson, MD 21286

County in Which Program is Located: Baltimore

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

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

MSDE Approval Category: TYPE I Special Education

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

Capacity of Facility: 72
Ages Served: 4-21
Grade Range: K-12

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

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

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

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

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

Related Services: Speech/language services are integrated within the program design. One to ones are provided as the IEP designates, but the overall program model emphasizes a very rich staff to student ratio for all students. Occupational and physical therapy is provided, as needed, through consistent contractors. Service delivery occurs in the classroom in a collaborative model with the special educator and the related service provider.
The Baltimore Academy

3800 Frederick Avenue
Baltimore, MD 21229-3618

Phone: 410-233-8404, X142
Fax: 410-233-0278
Website: www.thebaltimoreacademy.com

County in Which Program Is Located: Baltimore City

Referral Contact(s): Mundrae White

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities
Capacity of Facility: 25
Ages Served: 12 - 21
Grade Range: 6 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:00 a.m. to 2:30 p.m.
Length of School/ Program Year:

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

Program Description: The Baltimore Academy is a 12-month school program serving students with emotional disabilities in grades 6 - 12. Students with secondary conditions such as specific learning disabilities, intellectual disabilities, substance use disorders, physical disabilities, and/or other health impairment also receive special education services. A wide range of instructional and related services are available.

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

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

2220 St. Paul Street
Baltimore, MD 21218

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

County in Which Program is Located: Baltimore City

Referral Contact(s): Steve Buettner and Jennifer Kelleher

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 150
Ages Served: 6 - 19
Grade Range: 1 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes (X) No ( )
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:00 a.m. – 3:15 p.m.  8:00 a.m. to 12:30 (w)
Length of School/Program Year:
   10-month (X)  11-month ( ) 12-month ( ) extended school year (X)
   4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

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

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

14299 Benedictine Lane
Ridgely, MD 21660-1434

County in Which Program is Located: Caroline

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

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

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 66 day or residential

Ages Served: 5 - 21
Grade Range: non-graded

Private Pay Students Accepted: Yes (X) No (

Setting: Day (X) Residential (X)

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

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

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

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

Length of School/Program Year:

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

Program Description: The Benedictine School is a 12-month day and residential facility for autistic, intellectually disabled, and multi-disabled children and youth, ages 5 to 21. Founded by the Benedictine Sisters, the school is located on 500 acres in Caroline County on the Eastern Shore of Maryland. Benedictine's approach to individuals with developmental disabilities is the creation of a supportive and therapeutic environment in which to foster the development of the whole person and to assist the individual in maximizing present and potential strengths.

Benedictine provides an individualized and multi-disciplinary approach with regular communication and collaboration amongst all team members – school, residential, therapists, family, local school systems, and placing agencies. The mission is "helping children and adults with developmental disabilities achieve their greatest potential." This mission is achieved through educational, daily living, social and vocational tasks in classroom, residential, vocational, and community settings.

Services are provided in a highly structured, highly supervised educational and residential setting. Environmental structuring of physical spaces is provided to maintain safety and includes study carrels, quiet areas, alternative learning rooms, and sensory rooms. On-site supports to assist students with behavior management and crisis intervention are integral parts of our program. Small class sizes and a high staff student ratio (1:3 or better) is provided.
Learning is enhanced by the variety of settings available. These include large classrooms, therapeutic room, sensory areas, motor room, full size gymnasium, indoor pool, library/media center, updated and accessible playground and athletic fields.

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

Residential placement is available for students who need a 24 hour educational environment. Residential services and goals focus on developing and improving functional living skills, self-help skills, life skills, social skills, and communication skills. A strong emphasis is placed on consistency and carryover of learned activities including standardizing the teaching techniques of the staff in the day and residential setting. Residential calendars include 300 days up to 365 days per year. Settings include both on-campus residential suites and off-campus group homes.

**Related Services:** Speech, Occupational therapy, physical therapy, individual and group counseling, psychological, psychiatric, medical, home management, leisure education training, assistive technology, adaptive physical education and aquatics, vocational and pre-vocational, and transition services.
Cedar Ridge School
12146 Cedar Ridge Road Williamsport, MD 21795-3031

County in Which Program is Located: Washington

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

Referral Contact(s): Paula Hayes

MSDE Approval Category: TYPE I Special Ed and TYPE I General Ed
Disabilities Served: 06-emotional disabilities, 08-other health impairments
Capacity of Facility: 63 (boys only)
Ages Served: 7 - 21
Grade Range: 2 through 12
Private Pay Students Accepted: Yes ( ) No (X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X )  No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )

Hours of Operation for school day: 8:15 a.m. – 3:00 p.m.

Length of School/Program Year:

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

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

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

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

**Related Services:** Individual and group counseling are built into the program, utilizing a variety of modalities that include experiential learning, access to animals and nature, exploring vocational interests through community involvement, as well as traditional talk and play therapies. Washington County Public Schools provides speech and occupational therapy services as needed and the school has a nurse available to oversee medication and other health related concerns.
Chelsea School

2970 Belcrest Center Drive Suite 300 County in Which Program is Located: Hyattsville, MD 20782

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

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

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 90
Ages Served: 10 - 20
Grade Range: 5 through 12

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

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

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

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

Hours of Operation for school day: 8:30 a.m. to 3:30 p.m. (M, T, W, Th) Friday 8:30 to 1:00

Length of School/Program Year:

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

Program Description: For over 40 years, Chelsea School has prepared students with language-based learning disabilities for higher education. Most of our students have a disability that affects their acquisition of basic reading, writing, and math skills. Additionally, a number of our students have deficits in executive functioning. Our mission is to prepare our students for higher education by providing a school that embeds literacy remediation, technology, and creative teaching practices in all aspects of the curriculum.

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

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

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

410 East Jeffrey Street          County in Which Program is
Baltimore, MD  21225-2094       Located:  Baltimore City

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

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

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  01-intellectual disability, 06-emotional disabilities, 10-multiple disabilities, 14-autism
Capacity of Facility:  80
Ages Served:  5 - 21
Grade Range:  K through 12, and non-graded certificate program for ages 10 - 21
Private Pay Students Accepted:  Yes ( )   No ( X )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )   No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )   No ( )
Building and classrooms wheelchair accessible:  Yes ( )   No ( X )
Hours of Operation for school day:  8:30 a.m. – 3:30 p.m. (M,T, Th, F), 8:30 a.m. – 1:30 p.m. (W)
Length of School/Program Year:
   10-month ( X )   11-month ( )   12-month ( )   extended school year ( X )
   4-week summer school ( X )   5-week summer school ( )   6-week summer school ( )

Program Description: The Children’s Guild, 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 available for children with autism, multiple disabilities, intellectual disabilities and emotional disabilities. A School to Work program is provided that offers students ages 14 -21 a non-graded certificate program. The autism program uses a highly structured classroom environment known as the TEACCH model and regularly scheduled daily activities. High School students have the opportunity to become acclimated to the world of work through in-house work experience, and preparation and exposure to apprenticeship standards related to Information Technology, Digital Marketing and Social Media, Hospitality and in retail/business.

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

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

5706 Sargent Road
Chillum, MD 20782-2321

County in Which Program is Located: Prince George’s

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

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

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-autism
Capacity of Facility: 154
Ages Served: 5 - 21
Grade Range: K through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( ) No ( X )
Hours of Operation for school day: 8:30 a.m. – 3:30 p.m. (M, T, Th, F), 8:30 a.m. – 1:30 p.m. (W)

Length of School/Program Year:

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

Program Description: The Children’s Guild, Inc. serves special education students in grades K-12 with educational classification as emotional disability, autism or multiple disabilities. Each classroom is equipped with technology that enables access to supplemental programs, online curriculum and research. The Guild stresses parental involvement, as parents take part in an orientation, receive regular contact from the education team, and are provided opportunities to be involved in parent activities.

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

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

Related Services
Speech/language therapy, psychiatric care, school health services, social work, applied behavioral analysis, occupational therapy, physical therapy, transition services, behavior management, crisis intervention, medical management, physical education, art, music, breakfast and lunch. Transportation services are available to meet the needs of each student and each school system.
The Children’s Home Diagnostic Center School

205 Bloomsbury Avenue
Baltimore, MD 21228

County in Which Program is Located: Baltimore

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

Referral Contact(s): Andre Cooper

MSDE Approval Category: TYPE III General Education

Disabilities Served: Emotional disabilities

Capacity of Facility: 16
Ages Served: 13-19
Grade Range: 8-12

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

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

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

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

Hours of Operation for school day: 9:00 a.m. to 4:00 p.m.

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

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

Related Services: As indicated per the IEP or educational plan.
The Chimes School

4810 Seton Drive
Baltimore, MD 21215

County in Which Program is Located: Baltimore City

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

Referral Contact(s): Keisha Gill-Jacob, Principal

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 10-multiple disabilities, 14-autism
Capacity of Facility: 72 (COACH Program capacity 24)
Ages Served: 5-21
Grade Range: Graded K - 8 and non-graded program for ages 5 – 21 (K-12 Gr.)
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. – 2:30 p.m. M - F
Length of School/Program Year:

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

Program Description: The Chimes School, which has been in continuous operation since 1947, is an 11 month nonpublic coeducational special education facility, approved by Maryland State Department of Education. The school provides educational services to students between the ages of 5 and 21 with intellectual disability, multiple disabilities and autism. A diploma track program is offered in grades K-8. A certificate of program completion is available for grades K-12. The student population has not only a wide age range, but also a wide range of functioning levels.

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

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

Pre-vocational training is provided within the self-contained classrooms appropriate to the age and functioning level of the students. While basic skill development is stressed, the development of appropriate work attitudes and habits is equally important.
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 (Chimes Opportunities for Autistic Children), 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.

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

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

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

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

Referral Contact(s):  Scott Murtha, Educational Director

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:  Community Services for Autistic Adults and Children, Inc. (CSAAC) is the non-profit entity that operates and manages the Community School of Maryland. The Community School of Maryland is comprised of a day and residential school for six (6) through twenty-one (21) year olds.

The primary goal is to prepare students for inclusion in their communities and for positive post-secondary outcomes. There are currently five classrooms, each with a capacity of seven students. In addition, there is a gymnasium, computer lab/media center, Pre-vocational/ Life Skills Center, resource room, a lunch room and a fully equipped kitchen. Instructional focus is on functional academics to include mathematics, reading/language arts, handwriting/word processing, science and social studies, and health; communication; self-care and independent living skills; recreation and leisure skills; and vocational skills. There are a number of school-based work experiences which include supply delivery, landscaping and food services training opportunities. A variety of paid and non-paid community-based work experiences are developed each year, consistent with the interests of the students. Additionally, all students participate in weekly community-based activities during school and/or residential hours of operation, like swimming, bowling, movies, 4-H Club; field trips; shopping; eating out; banking; and a number of other activities designed to more fully integrate them into the community, generalize classroom skills to the community and improve the quality of their lives. Each student follows an individualized schedule that includes behavioral and instructional programming to maintain continuity in the school and/or residence. Community School of Maryland has a reading specialist on staff to help assess, and provide intensive reading instruction. Students also have the opportunity to partake in activities such as annual Prom, Field Day, and Science Fair among other events.

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

855 Brightseat Road, Suite 855
Landover, MD 20785

County in Which Program is Located: Prince George’s

Phone: 301-881-0078
Fax: 301-881-8515
Website: www.foundationschools.org

Referral Contact(s): Eric Turner 301-881-0078, ext. 3042

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 14-autism

Capacity of Facility: 100
Ages Served: 5 - 13
Grade Range: K through 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 ( ) 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 (X)
4-week summer school (X) 5-week summer school ( ) 6-week summer school ( )

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

The Foundation Learning Center has been carefully designed to provide the educational and behavioral support needed for children with Autism Spectrum Disorder and other Developmental Disorders. We offer sensory-friendly programming for students in kindergarten through 8th grade, as well as life skills and transition programming all year round. The program for each student is determined through the development and implementation of the individual student’s Individualized Education Program (IEP). The IEP is developed in a collaborative team effort which includes staff from The Foundation Learning Center, a representative of the student’s funding local school system (LSS), the student’s parent/guardian, the student (if appropriate), and other related service professionals who work closely with the student.

The many facets of The Foundation Learning Center program are designed to implement goals which actualize the philosophy that every student can experience success in a learning environment given appropriate instructional conditions. The elementary and middle school curricula, grades K-8, offer subject courses
The Foundation Learning Center
(continued)

appropriate for elementary through middle school and allow students to meet the requirements of their home school district. All classes are small in size and the elementary classrooms are self-contained. The components of the educational program include the development of clinical treatment plans including FBAs and BIPs. Clinical programs to meet the individual and group social skills needs of students. Applied Behavioral Analysis support and planning. Related services may include individual therapy, behavioral supports, occupational therapy, speech and language therapy, and dedicated aide supports.

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

As students achieve continued success at The Foundation Learning Center program, the process of transitioning to the mainstream will begin. When a student meets the criteria for mainstreaming, The Foundation Learning Center staff coordinate the transition procedures with the appropriate Local Educational Agency (LEA) personnel. Decisions for a change of placement are based on input from school staff and parents with LEA representatives participating in both the pending and final placement recommendations for the student.

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

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

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

Referral Contact(s): Tracey Still 301-773-3500, ext. 1118

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities, 14-autism
Capacity of Facility: 275
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 (X)  11-month ( )  12-month ( ) extended school year (X)
4-week summer school (X)  5-week summer school ( )  6-week summer school ( )

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

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

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

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

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

**Related services:** Special Education Services, Individual and Group Counseling, Psychiatric and 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

Country in Which Program is Located: Montgomery

Phone: 301-740-7807
Fax: 301-740-7809
Website: www.foundationschools.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: 115
Ages Served: 6 - 21
Grade Range: 1 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes ( ) No (X)
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:15 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 (X) 11-month ( ) 12-month ( ) extended school year (X)
4-week summer school (X) 5-week summer school ( ) 6-week summer school

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

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

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

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

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

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

5900 Metro Drive  
Baltimore, MD 21215

County in Which Program is Located:  
Baltimore City

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

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

MSDE Approval Category: TYPE I Special Ed

Disabilities Served:  
01-intellectual disabilities, 02-hearing impairment, 03-deaf, 04-speech or language impairment, 08-other health impairment, 10-multiple disabilities, 14-autism, 15-developmental delay

Capacity of Facility: 72

Ages Served: 2 - 15

Grade Range: Pre-K through Grade 8

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

Gateway School provides the opportunity for students to learn in an environment that is individualized for their specific needs. Each classroom follows a pathway, Epic Path, Brave Path, and Fearless Path. All paths provide a language integrated curriculum supported by Gateway speech language pathologists. Gateway School is a language/communication first school.

Fearless Path classrooms are taught by a certified special educator, students are provided a 1:1 instructor who is trained and supervised by a Board-Certified Behavior Analyst (BCBA). 1:1s are certified Registered Behavior Technicians (RBT) or provided the opportunity to enroll in RBT courses. Students engage in evidence-based
Gateway School
(continued)

practices throughout their program focusing on application of skills across people, environments, and contexts. Each student in the Fearless Path follows an individualized program to meet his or her specific learning needs, curriculum is modified and adapted to meet the student where he or she is with exposure to grade level curriculum. Students in the Fearless Path may be diploma or certificate track due to the individualization of the classroom.

Brave Path classrooms are taught by certified special educators with the support of an instructional assistant and 1:1 instructor(s) for student(s) as determined by the IEP. Classroom staff are trained by Gateway’s interprofessional team, including teachers, speech pathologists, and behavior specialists/BCBAs. Students in the Brave Path classrooms demonstrate learning readiness and classroom behaviors. The structure of the classroom is whole group (6 students) and small group instruction. Students have the opportunity to work one-to-one with the special educator as needed. Students are taught grade level curriculum adapted to meet their individual learning needs. The classroom is supported by a Board-Certified Behavior Analyst (BCBA) and speech-language pathologist. Students in the Brave Path may be diploma or certificate track.

Epic Path classrooms are co-taught by a special educator and speech language pathologist with the support of a teaching assistant and behavior specialist. Students are cognitively at or above grade-level, their disability impacts their social-emotional learning. Academically, students may present with mild reading, writing, or math learning disability in addition to their autism. The classroom instruction includes critical thinking strategies, multi-sensory instruction, research-based programs, and systematic reinforcement system. Social Thinking is imbedded throughout the classroom, students’ expectations are clear. Students are taught grade level or enriched curriculum with intensive social-emotional supports in place. The Epic Path classrooms engage in programmatic therapeutic groups to develop self-regulation skills and social skills as part of the weekly schedule. The groups are led by Gateway’s psychologist and speech pathologist. Students in the Epic Path are diploma track.

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

The preschool classes offer programs for children ages 3 and 4. The classes emphasize the development of language, cognitive and social skills, as well as gross and fine motor and adaptive skills. The daily class schedule includes time for motor activities, a structured language group, readiness activities, directed play, recess, snack, and lunch and naptime, as needed. Instruction is provided with a play-based approach to develop language and skills in a natural environment.

Related Services: Speech-language therapy, applied behavior analysis, audiology, counseling, music therapy, nursing, occupational therapy, physical therapy, school health services, and psychological services.
High Road Academy of Howard County

9705 Washington Blvd., N. Laurel, MD  20723

Phone: 301-483-8605  Fax: 301-483-3182  Website: www.catapultlearning.com

County in Which Program is Located: Howard

Referral Contact(s): Jordan T. Pugh, Tim Martin

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 01-intellectual disability, 08-other health impairment, 09-specific learning disabilities, 10-multiple disabilities

Capacity of Facility: 90
Ages Served: 8 - 21
Grade Range: 3 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )

Hours of Operation for school day: 8:50 a.m. – 3:20 p.m.
Length of School/Program Year:
   10-month ( ) 11-month (X) 12-month ( ) extended school year ( )
   4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

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

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

Related Services: Speech and language therapy, counseling, occupational therapy. In addition, High Road Academy employs three Reading support teachers for additional individualized instruction.
High Road Academy of Prince George’s County

5100 Philadelphia Way
Lanham, MD 20706

County in Which Program is Located: Prince George’s

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

Referral Contact(s): Erica Harris-Jordan

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

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

Program Description: High Road Academy of Prince George’s County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of students with specific learning disabilities in grades 3 through 12.

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

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

1131 Benfield Blvd.  
Millersville, MD  21108  

County in Which Program is Located:  Anne Arundel

Phone:  410-846-5282  
Fax:  443-688-6354  
Website:  www.catapultlearning.com

Referral Contact(s):  Tara Chander, Kevin Savage, Clare Young

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 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, Stes S-U
Baltimore Crossroads
White Marsh, MD  21220

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

Referral Contact(s):  Anthony Aiello, Caitlin Rosing

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09-specific learning disabilities, 14- autism
Capacity of Facility: 90
Ages Served: 7 - 21
Grade Range: 2 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( ) No ( X )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:30 a.m. – 2:30 p.m.
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( ) extended school year ( X )
  4-week summer school ( )  5-week summer school ( X )  6-week summer school ( )

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

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

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

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

<table>
<thead>
<tr>
<th><strong>County in Which Program is Located:</strong></th>
<th>Cecil</th>
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<table>
<thead>
<tr>
<th><strong>Phone:</strong></th>
<th>410-398-6900</th>
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<tbody>
<tr>
<td><strong>Fax:</strong></td>
<td>410-398-7322</td>
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<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.catapultlearning.com">www.catapultlearning.com</a></td>
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| **Referral Contact(s):** | Brittany Croteau, Lou Guertin |

| **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 |

<table>
<thead>
<tr>
<th><strong>Capacity of Facility:</strong></th>
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<th><strong>Ages Served:</strong></th>
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<th><strong>Grade Range:</strong></th>
<th>1 through 12</th>
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<tr>
<th><strong>Private Pay Students Accepted:</strong></th>
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<th><strong>Setting:</strong></th>
<th>Day ( X ) Residential ( )</th>
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<th><strong>Before and/or After School Program:</strong></th>
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<th><strong>Nurse on-site either part-time or full-time:</strong></th>
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<th><strong>Building and classrooms wheelchair accessible:</strong></th>
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<th><strong>Hours of Operation for school day:</strong></th>
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<th><strong>Length of School/Program Year:</strong></th>
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<td>10-month ( X ) 11-month ( ) 12-month ( ) extended school year ( X )</td>
</tr>
<tr>
<td>4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )</td>
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| **Program Description:** | High Road School is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and behavioral needs of seriously emotionally disturbed adolescents in a supportive and structured environment. The program is designed to focus on personalized academic, behavioral, and career development goals so that the student can return to a less restrictive setting. High Road School incorporates a variety of educational experiences and utilizes the community to provide the students with meaningful job-related experiences. Parental participation is encouraged and integrated into the school setting. |

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

1250 Brass Mill Road
Suite C
Belcamp, Maryland 21017

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

Referral Contact(s): Ben Colpitts, Kelly Martin

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

Capacity of Facility: 60
Ages Served: 6 - 21
Grade Range: 1 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 9:30 a.m. – 4:00 p.m.

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

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

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

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

9701 Philadelphia Way, Suite P
Lanham, MD 20706

County in Which Program is Located: Prince George’s County in Which Program is Located:

Phone: 301-636-6614
Fax: 
Website: www.catapultlearning.com

Referral Contact(s): Chris Aiello

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

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

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

9701 Philadelphia Way, Suite M
Lanham, MD  20706

County in Which Program is Located: Prince George’s

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

Referral Contact(s):  Michelle Anderson

MSDE Approval Category:  TYPE I Special Ed

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

Capacity of Facility:  130
Ages Served:  14 - 21
Grade Range:  9 through 12
Private Pay Students Accepted:  Yes ( ) No ( X )
Setting:  Day ( X ) Residential ( )
Before and/or After School Program:  Yes ( ) No ( X )
Nurse on-site either part-time or full-time:  Yes ( X ) No ( )
Building and classrooms wheelchair accessible:  Yes ( X ) No ( )
Hours of Operation for school day:  8:00 a.m. – 2:40 p.m.
Length of School/Program Year:
  10-month ( X )  11-month ( )  12-month ( ) extended school year ( X )
  4-week summer school ( )  5-week summer school ( X )  6-week summer school ( )

Program Description:  High Road Upper School of Prince George’s County is approved by the Maryland State Department of Education as a nonpublic educational program, serving the instructional and 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.
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 (X) No ( )
Setting: Day (X) Residential ( )

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

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

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

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

Program Description: The Ivymount School is a non-profit, non-public, co-educational, special education and related services program which serves students with autism spectrum disorder, intellectual disability, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment. Throughout the school, classroom models and instructional strategies are established to meet the individual needs of our students. Many of our students have multiple learning, social, and/or adaptive needs and require a program that includes and integrates academic, social and adaptive skills programming in classrooms with low student/teacher ratios. Students receive related services determined by their Individualized Education Program (IEP).

Ivymount School Programs

Elementary/Middle School
- Kindergarten through 8th grade
- Current classroom models
  - Multiple Learning Needs (MLN)
  - Model Asperger Program (MAP)
The Ivymount School
(continued)

Secondary School
- 9th through 12th grade and certificate track serving students ages 14-21
- Current classroom models
  - Multiple Learning Needs (MLN)
  - Model Asperger Program (MAP)
  - School to Work

Specialized Autism Services
- Serves students with autism and other developmental disabilities that require more intensive integrated services.
- Certificate track, ages 4-21
- Diploma Track, grades K-8

Project SEARCH
- Certificate track, ages 19-21

Across all of our programs, students receive therapeutic, academic, social and pragmatic skills instruction. As appropriate, community based instruction, recreational activities, career development and transition services are embedded to support students in achieving their highest level of independence. Evidence-based practices, including Applied Behavior Analysis, systematic teaching, 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.

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

Ivymount School programs for students ages 18-21 are designed to allow students to match their abilities and interests with community job placements, leading to productive and independent futures. Students acquire pragmatic educational skills, basic and advanced social skills, positive work attitudes and constructive behaviors that will ensure their successful transitions.

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

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

9975 Medical Center Drive
Rockville, MD  20850

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

Referral Contact(s): Marjorie Theard

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served: 01-intellectual disabilities, 02-hearing impairment, 04-speech or language impairment, 08-other health impairments, 09-specific learning disabilities, 14-autism

Capacity of Facility: 200
Ages Served: 4 - 21
Grade Range: Pre-K through 12
Private Pay Students Accepted: Yes (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: 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 (X)  11-month (X)  12-month ( )  extended school year (X)
                                    4-week summer school ( )  5-week summer school ( )  6-week summer school (X)

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

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

Both The Katherine Thomas School Lower/Middle School Program and the High School Program offer a safe, nurturing environment for each student’s emotional growth and educational development. The programs provide instruction in reading, oral and written expression and math, and academic and elective classes as well as the strategies needed for academic, social and post-graduation success. The positive, success-oriented curriculum supports students who, with specialized help transition to an educational or employment setting. Our integrated, multidisciplinary classroom team may include a special educator, teacher assistant, 1:1 aide, speech-language pathologist, occupational therapist, physical therapist, social worker, reading specialist, Board certified behavior analyst and administrator.
High school students may participate in opportunities to build leadership skills through activities such as the SGA and Peer Mediation programs. After school activities are available for athletic, social and homework support. The high school offers both diploma and certificate pathways.

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

The STRIDE program is designed to meet the needs of lower middle school students in grades K–6 with moderate to severe language and learning disabilities, other health impairments, mild intellectual disabilities, and/or mild to moderate autism, who also display difficulties in other developmental areas, including significant challenges in perspective-taking, engagement, attention, regulation, group process and social interactions and require more intensive support to succeed academically and socially than in the KTS Lower Middle School Program. An interdisciplinary team serves the STRIDE classroom, consisting of a special education certified teacher, teacher assistant, speech-language pathologist, occupational therapist, physical therapist, and social worker. The goal for this transitional program is for students to successfully transfer into the KTS Lower Middle School Program or a less restrictive environment.

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

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

**The Boost Program:**

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

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

1750 E. Fairmount Avenue
Baltimore, MD 21231-1534

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

Referral Contact(s): Brooke Shivers

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 165
Ages Served: 5 - 14
Grade Range: K through 8th

Private Pay Students Accepted: Yes (X) Foreign Nationals only through SEVIS
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 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 Common Core State Standards and guided by the Maryland College and Career Readiness 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 technologies include: interactive white boards; iPads and desktop computers. These proven and highly motivating devices serve to enhance learning, increase student participation, develop problem solving skills and prepare students for a society which is increasingly dependent upon the effective use of technology.

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 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 Professional Learning Communities (PLCs).
Kennedy Krieger School: Fairmount Campus
(continued)

Each community is designed to meet the unique needs of a variety of learners. This model fosters a student-centered environment where shared decision making is used to examine our practices and improve our effectiveness. Below is a description of our three communities:

Blue Community:
The Blue Community is designed to meet the academic, social, and behavioral needs of learners who require explicit instruction and practice with learning and accessing coping skills and self-management skills. Additional support is provided in the acquisition and practice of executive functioning skills across the school environment. Providing a structured, but flexible environment that promotes independence, the Blue Community classrooms intertwine social skills and social skill interventions throughout the day, creating opportunities for students to clearly practice learned skills. Students’ learning styles may vary however most instruction occurs in small or whole group lesson settings. The students may rely on therapeutic relationships to work through, prevent and/or deescalate problem behaviors and/or upset.

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

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

Related Services: Speech/language Therapy, Occupational Therapy, Physical Therapy, Mental Health and Expressive Arts Therapies.
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 (X)  Foreign Nationals only through SEVIS
Setting:  Day (X)  Residential ( )
Before and/or After School Program:  Yes ( )  No (X)
Nurse on-site either part-time or full-time:  Yes (X)  No ( )
Building and classrooms wheelchair accessible:  Yes (X)  No ( )

Hours of Operation for school day:  M,T, Th, F: 7:45 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 a MSDE approved diploma or a certificate of completion. Students may also earn specific certifications in career areas. The focus of the Career Industry program is the preparation of students for employment and continued educational opportunities and training, using a model of five career clusters and partnering with local businesses. Students develop portfolios of their career cluster experiences, and have the opportunity to work in student run businesses at the school. Career clusters include: (1) Information Technology, (2) Hospitality and Tourism, (3) Retail and Consumer Services, (4) Construction/Manufacturing Trades and (5) Horticulture. A multidisciplinary team develops a continuum of services, allowing students to have options that can accommodate their academic, behavioral, or related service needs. Extracurricular and elective offerings include: Young Marines, Student Government, Intramural Sports, Yearbook, and Musical Theatre.

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

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

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

Phone: 443-923-4576
Fax: 443-923-7750
Website: https://www.kennedykrieger.org/schools-and-education

Referral Contact(s): Rebecca Chaney

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

Capacity of Facility: 65
Ages Served: 5 - 21
Grade Range: K through 12
Private Pay Students Accepted: Yes (X) Foreign Nationals only through SEVIS
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: M, T, Th, F: 7:45 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 resource, social work, expressive arts therapies (i.e., art and music), nursing, audiology, vocational education, physical therapy, and psychiatry. All school staff meets the MSDE certification requirements in their assigned fields.

- A structure that facilitates communication among the team members who are implementing the curriculum and IEPs (i.e., internal team meetings occur on a regular basis).
- An eclectic combination of intervention approaches/methods based on best practices, including but not limited to: TEACCH, Applied Behavior Analysis, Picture Exchange Communication Systems, sensory diets, community-based instruction, and vocational training.
- Small classes (an average of 7 students) with a high staff to student ratio that provides 1:1 supports as needed or as indicated in IEPs.
- Speech/Language services which focus on establishing functional language skills through the use of both low and high-tech augmentative communication systems, increasing vocalizations, and improving articulation and social language skills. Services emphasize independence in communication during curricular and community activities and support increased access to the curriculum.
Kennedy Krieger School: Greenspring Campus - LEAP Program

(continued)

• Occupational Therapy services which emphasize evaluation of sensory processing and development of strategies to assist students with self-regulation skills.
• Intensive behavioral supports including functional behavioral assessments, individualized behavior intervention plans, and safe crisis management procedures.
• Case management focusing on home-school collaboration and identification of community-based resources and supports for LEAP families.
• Programmatic mental health and expressive arts services which enhance academic, social, and emotional development.
• Opportunities to participate in off-site supported and/or sheltered employment.
• Activities which promote student wellness and physical development, including aquatics and fitness programs.

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

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

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

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

Related Services: Special education, vocational education, psychology, psychiatry, social work, speech-language pathology, occupational therapy, physical therapy, nursing, behavior resource, and expressive arts.
Kennedy Krieger School: Powder Mill Campus –
**Expected to Open September 2021**
Formerly the Kennedy Krieger School: Montgomery County Campus

4600 Powder Mill Road Suite 500 County in Which Program is
Beltsville, MD 20705 Located: Prince George’s

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

Referral Contact(s): Bibiane Kanzler

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 75

Ages Served: 7 – 21 (Certificate of Completion – serving grades 2nd – 12th +)

Grade Range: 2 – 8 (Diploma track students; grade 2 to 12 Certificate of Completion)

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

Setting: Day (X) Residential ( )

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

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

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

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

Length of School/Program Year:

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

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

- An interdisciplinary approach to individualized programming with professionals from many disciplines including special education, speech language pathology, occupational therapy, behavior resource, social work, expressive arts therapies (i.e., art and music), nursing, vocational education, physical therapy, and psychiatry. School staff 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.
- A team and meeting structure that facilitates collaboration and communication among providers who are implementing the curriculum and IEPs.

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

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

Related Services: Speech and language therapy, social work/counseling, expressive arts therapy (music and art), occupational therapy, physical therapy, and assistive technology.
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):  Karen Duncan – Education Director  
202-944-2238  
Karen.Duncan@labschool.org

MSDE Approval Category:  TYPE I Special Ed

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

Capacity of Facility:  375
Ages Served:  6-19
Grade Range:  2nd through 12
Private Pay Students Accepted:  Yes (X)  No ( )
Setting:  Day (X)  Residential ( )
Before and/or After School Program:  Yes ( )  No (X)
Nurse on-site either part-time or full-time:  Yes (X)  No ( )
Building and classrooms wheelchair accessible:  Yes (X)  No ( )
Hours of Operation for school day:  8:30 a.m. – 3:30 p.m.
Length of School/Program Year:  
10-month (X)  11-month ( )  12-month ( )  extended school year (X)
4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

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

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

13310-A Brook Lane               County in Which Program is Located: Washington
Hagerstown, MD 21742-1435

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

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

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-Autism
Capacity of Facility: 70
Ages Served: 5 - 21
Grade Range: K through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )

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

Length of School/Program Year:

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

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

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

4540 B Mack Avenue
Frederick, MD 21703

County in Which Program is Located: Frederick

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

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

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 06-emotional disabilities, 10-multiple disabilities, 14-Autism

Capacity of Facility: 50

Ages Served: 5 - 21
Grade Range: K through 12

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

Setting: Day (X) Residential ( )

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

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

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

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

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

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

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

County in Which Program is Located: Howard

Referral Contact(s): Karen Wright, Education Director

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 60
Ages Served: 5-21
Grade Range: Graded K-8; non-graded 5-21
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day (X) Residential (X)
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 9:00 a.m. – 3:00 p.m.

Length of School/Program Year:

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

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

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

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

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

**Related Services:** Speech and language services, occupational therapy, educational assessment and curriculum support, physical education, music therapy, social work services, nursing, transitional services and behavioral management.
Lourie Center School
12301 Academy Way
Rockville, MD  20852-2000

County in Which Program is Located:  Montgomery

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

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

MSDE Approval Category:  TYPE I Special Ed
Disabilities Served:  06-emotional disabilities; 10-multiple disabilities
Capacity of Facility:  50
Ages Served:  4 - 12
Grade Range:  Nursery (4 year old) through 5th
Private Pay Students Accepted:  Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( )  No ( X )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  9:00 a.m. – 3:00 p.m.(M, T, Th, F)  9:00 a.m. to 1:00 pm (W)
Length of School/Program Year:
  10-month ( )  11-month ( X )  12-month ( )  extended school year ( )
  4-week summer school ( )  5-week summer school ( )  6-week summer school ( )

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

The school’s mission is to foster the development of emotionally healthy children who can participate in school, be successful in learning, and form satisfying relationships with adults and peers. The critical elements of the school’s approach include providing a therapeutic milieu, a strong academic curriculum, individualized instruction, and an integrated service delivery model. The therapeutic approach is relationship-based, since all early development takes place within the context of children’s primary relationships. The treatment team works with each student on expanding his ability to understand and integrate emotional experiences and sensory input so that his availability for learning is maximized. This includes developing more organized behavior and self-regulation, increasing cognitive and communication skills, and enhancing emotional connectedness, social relationships and a strong sense of self. The school operates five days per week for a total of 28 hours per week. The class size is up to 9 children with a 1 to 3 staff to student ratio. The school is approved through MSDE to serve children ages 4 through 12 years old and from Nursery-4 through 5th grade.

Related Services:  Psychotherapy, consult psychiatry, parent counseling, speech and language therapy, occupational therapy, *physical therapy. *If warranted on student’s IEP.
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): Alexandra Warren

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 25
Ages Served: 11-21
Grade Range: 5 – 12+

Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( X )
Before and/or After School Program: Yes ( X ) No ( )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:00 p.m.

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

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

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

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

9700 Old Harford Road
Baltimore, MD 21234

County in Which Program is Located: Baltimore

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

Referral Contact(s): Shelby Schestag

MSDE Approval Category: TYPE I General Ed and Special Ed
Disabilities Served: 06-emotional disabilities, 09-specific learning disabilities

Capacity of Facility: 29
Ages Served: 14 - 21
Grade Range: 7 through 12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:45 p.m.
Length of School/Program Year:

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

Program Description: The New Directions Academy provides partial and full day services for general education and special education students in grades 7 through 12. Students receive instruction in content areas needed to earn high school credits toward graduation. Students also prepare for state required functional testing and the high school assessment program. Classes are mixed grade. Special education and general education students are educated by teachers who meet state certification requirements. Related services are provided individually or in mixed groups as necessary and appropriate per each student’s Individualized Education Program. The staff of the New Directions Academy includes an educational director, teachers, instructional assistants, a behavioral specialist, and a licensed clinical social worker. New Directions also accepts sex offenders.

Related Services: Speech/language therapy, counseling, occupational services and social work
The Pathways School - Anne Arundel

1819 Bay Ridge Avenue   Suite 340
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): Carol Papagiannis (301-649-0778)

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities
Capacity of Facility: 30
Ages Served:   13 - 21
Grade Range: 9 through 12; grade 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-Anne Arundel 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 Annapolis school site. Individual instruction, experiential learning opportunities, and career exploration are implemented in a variety of locations in the communities surrounding the school and students’ homes, including public libraries, community center, shopping centers and workplaces. Placement in this program offers students the opportunity to engage in their education within an individually tailored environment and gives them the option to earn a Maryland High School Diploma, earn a High School Certificate, or prepare to take the GED. The program model allow students who have not been successful in traditional school-based settings the opportunity to complete their secondary education. The extended school year program offers a credit recovery option.

Related Services: Individual and group therapy, family support services, social skills counseling, individualized behavior management, speech therapy, and occupational therapy.
The Pathways School - 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): Carol Papagiannis (301-649-0778)

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities

Capacity of Facility: 20
Ages Served: 13 - 21
Grade Range: 9 through 12; grade 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 Arundel provides integrated academic, therapeutic, and vocational services through community-based programming. Pathways emphasizes the use of restorative practices and proactive therapeutic intervention and does not utilize restraints or seclusion. The cornerstone of the program is allowing students who have not been successful in traditional school-based settings to receive individualized delivery of service within community settings. Individual and group therapy sessions, as well as, small academic group activities are scheduled for the Catonsville school site. Individual instruction, experiential learning opportunities, and career exploration are implemented in a variety of locations in the communities surrounding the school and students’ homes, including public libraries, community center, shopping centers and workplaces. Placement in this program offers students the opportunity to engage in their education within an individually tailored environment and gives them the option to earn a Maryland High School Diploma, earn a High School Certificate, or prepare to take the GED. The program model allow students who have not been successful in traditional school-based settings the opportunity to complete their secondary education. The extended school year program offers a credit recovery option.

Related Services: Individual and group therapy, family support services, social skills counseling, individualized behavior management, speech therapy, and occupational therapy.
The Pathways School – Edgewood

801 University Boulevard West  County in Which Program is
Silver Spring, MD  20901-1040 Located: Montgomery

Phone: 301-681-4112
Fax: 301-649-2598
Website: www.pathwayschools.org

Referral Contact(s): Carol Papagiannis (301-649-0778)

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 06-emotional disabilities
Capacity of Facility: 35
Ages Served: 13 - 21
Grade Range: 9 through 12; grade 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 ( ) 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 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 the 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 facilitate the students engaging in their learning. The course offerings through both program models allow students to earn a Maryland or District of Columbia High School Diploma or Certificate of Program Completion. This program offers credit courses through individual and small group instruction following county curriculum. Students are prepared to transition into the next phase of their lives. For some, this may be to prepare for a less restrictive secondary school placement or to take the GED test in the future, and for others, it may be to prepare for post-secondary education, career training, or the world of work. Students determined to be eligible for extended school year have an option to participate in Pathways' credit recovery ESY program.

Related Services:
Individual and group therapy, family support services, social skills counseling, individualized behavior management, speech therapy, and occupational therapy.
Program Description: The Pathways School – Horizons provides integrated academic and therapeutic services in a supportive, structured environment which concentrates on increasing the student’s realization of personal, behavioral, and academic goals. Pathways emphasizes the use of restorative practices and proactive therapeutic intervention and does not utilize restraints or seclusion. The educational environment, using therapeutic support, promotes learning at the student’s ability level. The curriculum focuses on courses required for graduation. A specialized reading and writing program is provided to students based on their needs. The academic program is designed to meet the requirements of students’ IEP’s and to allow students to complete their secondary education by earning a Maryland or District of Columbia high school diploma or certificate. In addition to the academic 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 extended school year have an option to participate in Pathways’ credit recovery ESY program.

Related Services: Individual and group therapy, 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 ( X ) No ( )

Setting: Day ( X ) Residential ( )

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

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

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

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

Length of School/Program Year:

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

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

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

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

(continued)

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

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

**Related Services:** Counseling, family services, speech/language therapy, occupational therapy, extended school year.
The Ridge School of Montgomery County

14915 Broschart Road  Suite 2300  
Rockville, MD  20850  
County in Which Program is Located:  Montgomery

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

Referral Contact(s):  Sheila Cahill, Ed.D., Director

MSDE Approval Category:  TYPE I General and Special Ed

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

Capacity of Facility:  60
Ages Served:  11 - 21
Grade Range:  6 through 12
Private Pay Students Accepted:  Yes ( )  No ( X )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( )  No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:30 a.m. – 3:00 p.m. (M, T, Th, F)  8:30 a.m. – 12:00 p.m. (W)
Length of School/Program Year:

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

Program Description:  The Ridge School of Montgomery County offers Type I full and partial day special education services for students with emotional disabilities, specific learning disabilities, multiple disabilities, and other health impairments. We provide educational, clinical, and behavioral services for students in grades 6 through 8 and 9 through 12. The school’s vision is that our students will overcome all obstacles on their path to freedom and independence. To that end, teachers strive to create a therapeutic learning environment that is based on the belief that all students can learn in classrooms that promote respect, scholarship, integrity, and physical and emotional safety. Classroom instruction is based on Maryland State Standards and is designed to prepare students for the MCAP and HSA. Students enrolled in our program are working towards a high school diploma. Any grades or credits earned by students while at the Ridge School are directly transferable to their receiving school upon discharge from the program. Clinical and behavior staff support students as they reflect on behaviors which have interfered with their school success and prevented them from maintaining healthy relationships with peers and adults. We utilize restorative practices as part of our behavior management program which provides a variety of ways for students to repair harm done prior to the need for more serious consequences.

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

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

County in Which Program is Located: Baltimore City

Referral Contact(s): Alison Clark

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 145
Ages Served: 6 - 21
Grade Range: 1 - 12

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

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

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

Hours of Operation for school day: 8:05 a.m. – 2:45 p.m. (M, T, Th, F) 8:05-1:05 (W)

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

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

The academic program at St. Elizabeth School is highly individualized, uses researched-based reading and math programs, and encourages active participation by students of all levels of ability. St. Elizabeth School has a diversified and robust work-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, psychiatric consultation, and assistive technology.
Salem School
** Expected to Open September 2021

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

Phone: 301-689-8176  
Fax: 301-689-1902
Website: www.mdsalem.org

Referral Contact(s): Connie Myers, Executive Director
Chris Atkinson, Education Director

MSDE Approval Category: TYPE I Special Education

Disabilities Served: 01-intellectual disabilities, 08-other health impairments,
10-multiple disabilities, 14-Autism, 15-developmental delay

Capacity of Facility: 50 (18 Day and 32 Residential)
Ages Served: 10-21
Grade Range: Nongraded/6-12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential (X)
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:30 a.m. – 3:00 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 Maryland Salem Children's Trust operates the Salem School as a MSDE approved TYPE I full day nonpublic special education and residential education program. Located on a 380-acre campus in Garrett County between Grantsville and Frostburg, Maryland, our community based residential group homes are also located on campus with the mailing address at 605 Salem Drive, Frostburg, Maryland 21532. The purpose and mission of our education program is to provide person-centered, trauma-sensitive services to male and female children, adolescents, and adults ages 10-21 challenged by intellectual disabilities, developmental delays, autism spectrum disorders, multiple disabilities, and/or other health impairments — helping students thrive in a variety of settings.

The educational program serves a student enrollment capacity of 50 students. Our educational and residential education, and related services are held in a one level school building and four community style group homes. The Salem School inspires a passion for learning in our students and helps them build their self-confidence and self-respect through academic achievement, while providing a blended curriculum, balancing academic and functional skills, including career and technical training. Through our commitment to rigorous academics, social-emotional learning, deep family and community engagement, and health and wellness, we create lifelong learners who are equipped to fulfill their vision of success in and out of the classroom.
Salem School
(continued)

The educational programs provided at the Salem School uses a committed, synergistic approach to provide the following for each of its students:

1. Delivering researched based, data driven methodologies to support individuals with Intellectual Disabilities, Developmental Disabilities, and Autism, along with co-existing physical, medical, sensory, or psychiatric disabilities.
2. Providing a multi-disciplinary continuum of care that will ensure that those we serve achieve maximum independence and the highest level of autonomy.
3. Providing each student with the skills necessary to increase their capabilities through a supportive, collaborative, and therapeutic environment.

To accomplish these objectives, each student will receive instruction tailored to their individualized educational track which, as per IEP decision, will be based upon typical standards of learning for those working toward a Maryland Certificate of Completion. This program is designed for the student who needs a highly specialized learning environment in which they can participate in learning with emphasis on communication skills and functional life-skills. The educational objectives and programming focus is on community integration, social skills development, daily living skills, career and technical education skills and meeting the medical and sensory impairment needs of individuals served. Blended into the program objectives are the academic areas of English/language arts, mathematics, history/social science, and science, which are based on the aligned Maryland State standards.

Related Services: Individual and group psychotherapy, family therapy, case management, speech and language therapy, occupational therapy, physical therapy, educational assessment, applied behavior analysis, counseling, medication management, school health services, behavior management, and 1:1 aide per IEP requirements.
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: 80
Ages Served: 18 months -13 years old
Grade Range: Nursery – 5th grade
Private Pay Students Accepted: Yes (X)  No ( )
Setting: Day (X)  Residential ( )
Before and/or After School Program:  Yes (X)  No ( ) After care until 5
Nurse on-site either part-time or full-time:  Yes ( )  No (X)
Building and classrooms wheelchair accessible:  Yes (X)  No ( )
Hours of Operation for school day: 9:00 a.m. - 3:00 p.m.

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

Program Description: The Shafer Center is a mixed grade/ mixed age, co-educational program, for children ages 18 months - 13 years old. The program has an enrollment capacity of 80 children and accepts children on the autism spectrum, emotional disabilities, mental retardation, multiple disabilities, specific learning disability, speech or language impairment, sensory impairments and developmental delay. The Shafer Center provides five mixed grade/mixed age classroom programs; Imagine, Believe 1, Believe 2, Believe 3, Dream, Envisions Inspire. Children are grouped in classes by skill level. Each class is taught by a certified special educator and classes are co-taught by a speech-language pathologist. We feature small class size and full and half day classes. Through our resource center, children may combine attendance in a classroom with one-on-one applied behavior analysis (verbal behavior), occupational therapy and speech therapy. We have 5 board certified behavior analyst on staff. (BCBA)

Related Services: One-on-One applied behavior analysis (verbal behavior), speech-language services, occupational therapy, assessments, home services, reading tutoring, functional life skills tutoring, social skills, reading camp, behavior consultation, potty skills training
The Sheppard Pratt School in Cumberland is a collaboration between the Allegany County Board of Education and Sheppard Pratt. Special education and other mental health services are provided to special education students. Instructional areas, which are determined by each student's IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, and recreation/leisure skills.

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

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

1285 Hillcrest Drive
Frederick, MD 21703

Phone: 240-651-1570
Fax: 301-378-0769
Website: www.sheppardpratt.org

County in Which Program is Located:
Frederick

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

MSDE Approval Category:
TYPE II Special Ed.

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

Capacity of Facility: 10
Ages Served: 6 - 11
Grade Range: 1 - 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: 8:30am – 3:30 pm
Length of School/Program Year:
10-month (x) 11-month ( ) 12-month ( ) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

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

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

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

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

Referral Contact(s):  Donna Smikle, Education Director  DSmikle-OS@sheppardpratt.org

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  14-autism
Capacity of Facility:  35
Ages Served:  12-21
Grade Range:  6-12
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:  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:  At the Sheppard Pratt School in Gaithersburg students participate in both classroom
and community-based instruction individually and in small groups. The school implements the Maryland
College and Career-Ready Curriculum, as well as The Syracuse Community-Referenced Curriculum Guide to
provide instruction in ELA, Math, Science, Social Studies, Physical Education, Career Development, Social
Skills, Recreational Skills and Self-Care. Each student has an individualized schedule for programming that
outlines his or her instructional day. Our primary goal is to integrate students into the public school
instructional program to the greatest extent appropriate. Through differentiated instruction, multiple
instructional delivery formats are used, materials are adapted, and product outcomes are individualized.

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

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

407 Central Avenue  
Reisterstown, MD  21136  
County in Which Program:  
is located:  Baltimore  

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

Referral Contact:  Andy Parsley, Director of Education  

MSDE Approval Category:  TYPE I  Special Ed  

Disabilities Served:  04-speech or language disability, 06-emotional disabilities, 08-other health impairment, 10- multiple disabilities, 14-autism  

Capacity of Facility:  125  
Ages Served:  2 – 21  
Grade Range:  Nursery 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  every other Wednesday 8:30 a.m. – 12:15 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 Sheppard Pratt School in Glyndon is a nonpublic, twelve-month, special education day school serving students with primarily emotional and behavioral disabilities from kindergarten through grade 8, and students with autism from age 2 to 21. The school provides a supportive, nurturing, and structured environment, in which we integrate specialized academic instruction, counseling, behavior management, and transition services. Our high school students participate in work-based learning with local businesses. Through our student-centered, multi-disciplinary approach, we are able to meet the unique needs of each student. Our goal is for each student to reach their highest potential academically, socially, and emotionally. The Sheppard Pratt School in Glyndon offers programming for students from Maryland, the District of Columbia, and Southern Pennsylvania.  

Related Services:  Behavior management and 1:1 classroom aides as needed, individual and group counseling, speech/language therapy, occupational therapy, physical therapy, transition services, school health service. Medication management is provided by on-site psychiatrists.
Sheppard Pratt School
Hunt Valley

11201 Pepper Road
Hunt Valley, MD  21031

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

County in Which Program is Located:  Baltimore

Referral Contact(s):  Tim Yearick, Principal

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  14-autism

Capacity of Facility:  72

Ages Served:  5 - 21

Grade Range:  K-12

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

Setting:  Day (X)  Residential ( )

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

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

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

Hours of Operation for school day:  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:  At Sheppard Pratt School in Hunt Valley the students attend classroom and community-based instruction individually and in small groups. A student to staff ratio of 1:2 is maintained at all times. Instructional areas, which are determined by each student’s IEP, may include communication skills, self-care, individualized academics, fine and gross motor skills, socialization skills, and recreation/leisure skills. Each student has an individualized schedule for programming in school that outlines his or her instructional day.

Our primary goal is to help the students to become more independent and access as many environments and settings as possible. In this way, they can be better integrated into less restrictive school and community settings. The school implements the Maryland College and Career Ready Standards Framework, the Baltimore County Public Schools curriculum, The Syracuse Community-Referenced Curriculum Guide for students with moderate to severe disabilities, The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), and Essential for Living (EFL) Curriculum.

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

4819 Walden Lane Suite 4880       County in Which Program is Located:  Prince George's
Lanham, MD 20706

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

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

MSDE Approval Category:  TYPE I Special Ed

Disabilities Served:  01-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 is located in a secluded cul-de-sac in the vibrant business community of Lanham, Maryland, on the outskirts of Washington DC. We serve students with complex emotional, behavioral, and intellectual disabilities, including autism spectrum disorders and other related disorders, who are working toward a Certificate of Completion. Our school boasts a student run school store, sensory suite, state-of-the-art technology, and specially designed classrooms. Many of our high school aged students participate in school and community-based vocational experiences. Program components include positive behavioral interventions and supports, discrete trial, individualization, natural aided language stimulation, motor skill development and sensory integration strategies, school-based vocational instruction, and community-based instruction.

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

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

1601 Millersville Road
Millersville, MD 21108

County in Which Program is Located: Anne Arundel

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

Referral Contact(s): Education Director

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18
Ages Served: 5-11
Grade Range: 2 through 5

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

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

Hours of Operation for school day: 8:35 a.m. – 3:25 p.m.

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

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

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

12039 Reisterstown Road
Reisterstown, MD 21136

County in Which Program: is located: Baltimore

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

Referral Contact: Andy Parsley, Director of Education

MSDE Approval Category: TYPE I Special Ed

Disabilities Served: 04-speech or language disability, 06-emotional disabilities, 08-other health impairment, 10- multiple disabilities, 14-autism

Capacity of Facility: 140
Ages Served: 13 – 21
Grade Range: 9-12 (high school)

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. – 3:15 p.m., every other Wednesday 8:15 a.m. – 12:15 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 Sheppard Pratt School in Reisterstown is a nonpublic, twelve-month, special education day school serving students ages 13 to 21 with primarily emotional and behavioral disabilities and autism. The school provides a supportive, nurturing, and structured environment, in which we integrate specialized academic instruction, counseling, behavior management, and transition services. Our students may pursue college and career readiness goals by participating in work-based learning with local businesses and/or taking coursework at a local community college. A certificate program is available for students who qualify, in lieu of the diploma program. Through our student-centered, multi-disciplinary approach, we are able to meet the unique needs of each student. Our goal is for each student to reach their highest potential academically, socially, and emotionally. The Sheppard Pratt School in Reisterstown offers programming for students from Maryland, the District of Columbia, and Southern Pennsylvania.

Related Services: Behavior management and 1:1 classroom aides as needed, individual and group counseling, speech/language therapy, occupational therapy, physical therapy, transition services, school health service. Medication management is provided by on-site psychiatrists.
Sheppard Pratt School
Rockville

4915 Aspen Hill Road
Rockville, MD 20853-3700

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

County in Which Program is Located: Montgomery

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

MSDE Approval Category: Type I Special Ed
Disabilities Served: 06-emotional disabilities, 14-autism
Capacity of Facility: 125
Ages Served: 6 - 21
Grade Range: 1 through 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:45 a.m. – 3:15 p.m.
Length of School/Program Year:
  10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
  4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The Sheppard Pratt School in Rockville contains several specialized programs, each providing a supportive and structured environment integrating specialized academic instruction, counseling, transition services, and behavioral modification specific to each student population.

Therapeutic Community High School Program

The Therapeutic Community High School Program serves students in Grades 9-12 with Emotional Disabilities or Autism Spectrum Disorders, utilizing a therapeutic community/group model, incorporating special education with integrated group counseling, individual counseling and community meetings. Individual counseling is undertaken weekly so the student may become aware of the limitations which their disability has imposed and may rediscover the skills, attitudes, and adaptive capabilities which have been lost or compromised by their emotional and developmental difficulties. The goal of this program is to teach students communication skills, personal accountability, problem solving, conflict resolution, and relationship building skills. Staff work to provide a structure in which students are protected from the forces in their lives that have become stumbling blocks or destructive to healthy growth, and students are encouraged to begin to understand the meaning of their actions and to accept responsibility for their behavior.

Each student in the Therapeutic Community High School Program is assigned to a small group with four to six other students, which they attend four times per week, and is led by a member of the counseling staff; under the direction of the clinical coordinator. There is also a daily large group, where all program students,
counseling staff, and teaching staff meet together. Additionally, students are provided ongoing individual or multi-family counseling as embedded services. Family counseling aims to maximize the family's potential to support and nurture the growth and development of their child. Through the formation of positive relationships with onsite clinicians and peers, students are encouraged to work through social and emotional obstacles impeding their development as students and productive community members.

**Oakmont Secondary Program**

The Oakmont Secondary Program offers a unique program for students in Grades 6-12, most of who are diagnosed with Autism Spectrum Disorders, and are pursuing a high school diploma. Students in the Oakmont Secondary Program participate in regular social skills-building groups, as well as individual social skills training and other therapy as needed. Individualized behavioral intervention programs are developed by a team that includes clinicians, behavior specialists, and special educators, as well as frequent contact and consultation with parents and families.

This program emphasizes positive behavioral interventions, and all students take part in motivational systems incorporating high levels of positive reinforcement. There is also additional support for program students in the form of educational assistants, who support students' generalization of learned and developing skills across all settings, in addition to providing behavioral and academic support to students throughout the school day.

**Lower and Middle School Programs**

The Lower and Middle School Programs serve students in Grades 1-8, who are diagnosed with Emotional Disabilities and/or Autism Spectrum Disorders. This program model includes both self-contained and content-based classrooms, and utilizes a combination of behavioral and therapeutic approaches to foster success in their student population.

The Lower and Middle School Programs prioritize providing a structured and predictable learning environment for their students, providing high levels of support for students through positive behavior supports, visual activity schedules, child directed and play-based therapy, integrated sensory motor activities and techniques, family counseling, and individual and group counseling as appropriate.

**Oakmont Primary Program**

The Oakmont Primary Program serves students ages 6-15 in either a graded or non-graded program diagnosed with Autism Spectrum Disorders. The students attend classroom and community-based instruction individually and in small groups. A student to staff ratio of 2:1 is maintained at all times, or as specified by the students Individualized Education Program (IEP).

Instructional areas, which are determined by each student’s IEP, may include communication skills, self-care, functional academics, fine and gross motor skills, socialization skills, and recreational/leisure skills. Each student has an individualized schedule for programming in school that outlines their instructional day.

Students are taught in highly structured, self-contained classrooms utilizing a variety of strategies including: discrete trial, direct instruction, play based instruction, motor skill development, sensory integration strategies, natural aided language stimulation, community based instruction, and positive behavioral support. Individualized behavior and academic plans are formulated by a team of certified teachers, licensed psychologists, behavior specialists, behavioral support staff, licensed speech and language pathologists, occupational therapists, educational assistants, and one-to-one assistants.

**Related Services**: Individual, Group, Family Counseling, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Psychiatry, School Nursing.
Sheppard Pratt School
Severn River Middle School

241 Peninsula Farm Road
Arnold, MD  21012

County in Which Program is Located: Anne Arundel

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

Referral Contact(s): Education Director

MSDE Approval Category: TYPE II Special Ed

Disabilities Served: 06-emotional disabilities, 14-autism

Capacity of Facility: 18
Ages Served: 11 - 15
Grade Range: 6 through 8
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 9:00 a.m. – 3:50 p.m.

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

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

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

60 Robinson Road
Severna Park, MD  21146

County in Which Program is Located:  Anne Arundel

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

Referral Contact(s):  Education Director

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

Capacity of Facility:  18
Ages Served:  14 - 21
Grade Range:  9 through 12
Private Pay Students Accepted:  Yes ( ) No ( X )
Setting:  Day ( X ) Residential ( )
Before and/or After School Program:  Yes ( ) No ( X )
Nurse on-site either part-time or full-time:  Yes ( X )  No ( )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  7:17 a.m. – 2:05 p.m.

Length of School/Program Year:

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

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

Related Services:  Individual, group and family counseling, speech and language therapy and crisis intervention. Other related services (e.g. occupational therapy, physical therapy, etc.) are provided as determined by the student’s Individualized Education Program (IEP).
Sheppard Pratt Residential Treatment Center
Towson

P.O. Box 6815, 6501 North Charles St. County in Which Program is
Baltimore, MD  21285-6815  Located:   Baltimore

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

Referral Contact(s):  Jeffrey Alperin, Principal - 410-938-4498

MSDE Approval Category:  TYPE I General and Special Ed
Disabilities Served:  06-emotional disabilities
Capacity of Facility:  46
Ages Served:  12 – 18
Grade Range:  6 through 12 special ed and 7 -12 General Ed
Private Pay Students Accepted:  Yes (X)  No ( )
Setting:  Day ( )  Residential (X)
Before and/or After School Program:  Yes ( )  No (X)
Nurse on-site either part-time or full-time:  Yes (X)  No ( )
Building and classrooms wheelchair accessible:  Yes (X)  No ( )
Hours of Operation for school day:  8:45 a.m. – 3:20 p.m.
Length of School/Program Year:

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

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

Related Services:  Individual and group psychotherapy, family therapy, social casework management, speech therapy, occupational therapy, chemical dependency counseling, educational assessment, counseling, psychiatric assessment, medication management, school health services, behavior management and 1:1 aides as needed.
Shorehaven School

1040 Singerly Road  
Elkton, MD 21921

County in Which Program is Located:  Cecil

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

Referral Contact(s):  Janice Moore

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

Program Description:  Shorehaven School provides a 220 day nonpublic special education day program for students identified as having autism, intellectual and/or multiple disabilities with varying behavioral intensities. The program focuses on the academic, vocational, behavioral and social development. Curriculum addresses academics and introductory vocational experiences. Individualized education and behavior improvement programs are developed to meet the students’ individual needs. Residential students live in community-based group homes, located in Chesapeake City and Elkton, which provide 24-hour supervision of five or six individuals per home. Independent living skills, leisure skill development and opportunities for community engagement are the focus of individual programs that are implemented in the residence. Each program includes the choices and preferences of the individual.

Related Services:  BCBA, Speech pathologist, physical therapist, occupational therapist, psychologist, dietitian, and nursing services.
The Strawbridge School

3300 Gaither Road
Baltimore, MD 21244-2916

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

County in Which Program is Located: Baltimore

Referral Contact(s): Amy Aromatorio

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

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

Capacity of Facility: 140
Ages Served: 3 - 21
Grade Range: Pre-K through 12

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

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

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

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

Length of School/Program Year:
- 10-month (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 program with Pre-GED and GED preparatory, as well as a Type III transitional program. The Strawbridge School serves students in both day and residential programs through a 10-month program with Extended School Year (ESY) during the summer and is approved by the Maryland State Department of Education. Several programs offer varying levels of supports to meet the unique needs of each student and focus on the behavioral, academic, social/emotional, and vocational needs of each child. Vocational programs include culinary, horticulture, and automotive. The Strawbridge School serves preschool 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 A York Road
Sparks, MD 21152

County in Which Program is Located: Baltimore

Phone: 443-330-7900
Fax: 410-472-2363
Website: www.trellisservices.com

Referral Contact(s): Gabe Shleifer, Education Director ext 814 gabe.shleifer@trellisservices.com
Stephanie Moore, Executive Director ext 814 stephanie.moore@trellisservices.com

MSDE Approval Category: TYPE I Special Ed
Disabilities Served: 01-intellectual disability, 04-speech or language impairment, 08-other health impairments, 14-autism
Capacity of Facility: 68
Ages Served: 2 -13
Grade Range: Preschool through Grade 10
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes ( ) No (X)
Nurse on-site either part-time or full-time: Yes (X) No ( )
Building and classrooms wheelchair accessible: Yes (X) No ( )
Hours of Operation for school day: 8:10 a.m. – 2:35 p.m. (M, T, Th, F), 8:10 – 12:35 (W)
Length of School/Program Year: 10-month ( ) 11-month ( ) 12-month (X) extended school year ( )
4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: The purpose of The Trellis School is to systematically address skills using the principles of Applied Behavior Analysis to cultivate success in school and prepare students for meaningful and independent living in adulthood. Data is tracked across all learning domains and is utilized to develop individualized programming for each student.

Preschool/Elementary
The purpose of the school’s educational program in the preschool and elementary grades is to nurture strong foundational communication, learner readiness, academic, social, and play skills. Students are engaged in child-led, instructor directed learning activities in natural play environments as well as in structured, seated work sessions and groups, as appropriate to their age and ability levels.

For preschool learners, the majority of their day is spent in 1:1 instruction devoted to natural environment teaching (NET) and intensive teaching time (ITT). They also participate in small groups that address literacy, mathematics, and physical education. Daily living skills, including toilet training if needed, are embedded within the school day programming.

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

Middle
The purpose of the school's educational program in the middle school (Grades 6-8) is to 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 (Grades 9-10) is to develop real life application skills through academic, pre-vocational and independent living skill experiences. Students participate in 1:1 and small group instruction that addresses reading, writing, and mathematics skills that prepare them for independent living. Communication and social skills are embedded within programming, as both of these areas are imperative for gaining independence and access to vocational opportunities. Student's interests and abilities are incorporated into individualized pre-vocational and vocational activities that occur throughout the school building and in community settings.

Related Services: speech and language therapy, occupational therapy, physical therapy (contracted), and music therapy (contracted)
Villa Maria School at Dulaney Valley

2300 Dulaney Valley Road
Timonium, MD 21093-2739

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: 4 - 15
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: The program is designed to meet the cognitive and educational needs of children with emotional disabilities, multiple disabilities and specific learning disabilities including children who have experienced trauma. The middle school is designed to provide a structured environment where older students can experience both self-contained and transitional classroom settings. Each student receives instruction aligned with the State standards including reading, mathematics, language arts, science, social studies, music, art, health and pre-vocational education.

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

A short-term (60-90 day) crisis stabilization – diagnostic program is also a component of the program. Clinical and educational services are fully integrated into this comprehensive program. The St. Vincent’s Villa Residential Treatment Center is located on the same campus and LSS approved residents are able to attend the school program.

Related Services: Psychiatry, Individual, group and family, occupational, and speech/language therapy; parent counseling and support groups, case management, advocacy, respite care, and linkage to in-home intervention services; diagnostic/prescriptive teaching, career development education, physical education, art, music, health and instructional technology, affective education including human growth and development, conflict resolution and peer mediation training, social skills development.
Villa Maria School Type III Diagnostic Program

2600 Dulaney Valley 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: 4 - 15
Grade Range: Pre-K through 8

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

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

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

Hours of Operation for school day: 8:45 a.m. – 2:30 p.m.

Length of School/Program Year:
- 10-month ( )
- 11-month ( )
- 12-month (X) (typical stay for students is 60 school days)
- extended school year ( )
- 4-week summer school ( )
- 5-week summer school ( )
- 6-week summer school ( )

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

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

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

1301 Woodbourne Avenue              County in Which Program is Located:
Baltimore, MD  21239-3316

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

Referral Contact(s): Jarrell McRae, Executive Director

MSDE Approval Category:  TYPE I General and Special Ed
Disabilities Served:  01-intellectual disability, 06-emotional 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 (X)
Before and/or After School Program:  Yes ( )  No (X)
Nurse on-site either part-time or full-time:  Yes (X)  No ( )
Building and classrooms wheelchair accessible:  Yes (X)  No ( )
Hours of Operation for school day:  7:30 a.m. – 2:30 p.m.
Length of School/Program Year:

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

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

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

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

Educational Standard: Curriculum adapted Baltimore City Public School System and based on the Maryland College and Career Readiness Standards
Woodbourne School
(continued)

Goals:

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

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

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

7205 Rutherford Road
Baltimore, MD 21244

County in Which Program is Located: Baltimore

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

Referral Contact(s): Angela Chambers Ed.D., Executive Director of Education

MSDE Approval Category: TYPE I Special Ed

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

Capacity of Facility: 120
Ages Served: 11 - 21
Grade Range: 6-12
Private Pay Students Accepted: Yes ( ) No ( X )
Setting: Day ( X ) Residential ( )
Before and/or After School Program: Yes ( ) No ( X )
Nurse on-site either part-time or full-time: Yes ( X ) No ( )
Building and classrooms wheelchair accessible: Yes ( X ) No ( )
Hours of Operation for school day: 8:00 a.m. – 3:00 p.m.
Length of School/Program Year:
   10-month ( ) 11-month ( X ) 12-month ( ) extended school year ( )
   4-week summer school ( ) 5-week summer school ( ) 6-week summer school ( )

Program Description: Youth in Transition (YIT) is a full day middle and secondary program serving students pursuing a high school diploma or certificate of completion. YIT is committed to an individualized approach where the unique needs of all students are considered paramount. YIT provides comprehensive academic and clinical services. YIT also offers outstanding vocational experiences in areas such as Culinary Arts and Automotive. Furthermore, Youth in Transition offers a partnership with The Community College of Baltimore County to offer Vocational Certification courses to students. These vocational opportunities allow students to gain practical vocational experiences while completing the necessary requirements in their program of study.

Related Services: Speech and language therapy, occupational therapy, physical therapy, and counseling.
AFFILIATE MEMBERS
The Auburn School

9115 Georgia Avenue  
Silver Spring, MD  20910

County in Which Program is Located:  Montgomery

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

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

MSDE Approval Category:  COMAR 13A.09.09

Disabilities Served:  Autism Spectrum Disorder, Multiple Disabilities, Specific Learning Disability, Other Health Impairment, Speech and Language Impairment, Nonverbal Learning Disorder, Attention Deficit Hyperactivity Disorder

Capacity of Facility:  50
Ages Served:  4 - 13
Grade Range:  Junior K through 8th

Private Pay Students Accepted:  Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( X )  No ( )
Nurse on-site either part-time or full-time:  Yes ( )  No ( X )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:30 a.m. to 3:30 p.m.

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

Program Description:  The Auburn School’s mission is to grow the social and academic potential of birth students with social and communication challenges. We offer a dynamic educational program for intellectually curious students with challenges in the areas of communication, socialization, pragmatic language, and organization. Our program is appropriate for students who can learn successfully and appropriately in a small classroom setting. Auburn’s program simultaneously supports the development of academic skills, social competency and pragmatic language in an engaging educational environment. Auburn’s program is designed for students who can benefit from these supports, including, but not limited to, students who are diagnosed with Asperger’s Syndrome (ASD), PDD-NOS, Nonverbal Learning Disorder (VLD) or Attention Deficit Hyperactivity Disorder (ADHD).

Related Services:  Speech, OT and behavior support are integrated in the Auburn Model and provided throughout the day in the classroom for all students. Additional services for speech, OT, Behavior and learning disabilities are available for an additional fee.
The Diener School

11701 Danville Drive  County in Which Program is Located:    Montgomery
North Bethesda, MD 20852

Phone: 301-299-4602
Fax:
Website: www.TheDienerSchool.org

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

MSDE Approval Category: COMAR 13A.09.09
Disabilities Served: Attention Deficit Hyperactivity Disorder; Speech or Language Impairment; Social
Language Impairment; Learning Disabilities; Sensory Integration Disorders;
Asperger's Syndrome, Nonverbal Learning Disorder

Capacity of Facility: 75
Ages Served: 5-12
Grade Range: K - 8
Private Pay Students Accepted: Yes ( X )  No ( )
Setting:  Day ( X )  Residential ( )
Before and/or After School Program:  Yes ( X )  No ( )
Nurse on-site either part-time or full-time:  Yes ( )  No ( X )
Building and classrooms wheelchair accessible:  Yes ( X )  No ( )
Hours of Operation for school day:  8:00 a.m. to 3:00 p.m.
Length of School/Program Year:
   10-month ( X )  11-month ( )  12-month ( )  extended school year ( )
   4-week summer school ( )  5-week summer camp ( X )  6-week summer school ( )

Program Description: The Diener School provides a developmental, educational, and therapeutic
environment for students Kindergarten – 8th grade requiring smaller class sizes and individual attention.
Students learn experientially, with much repetition, through a variety of multi-sensory, collaborative
approaches. The cornerstone of The Diener School, the “Diener Pyramid of Learning for the Whole Child,”
provides our students with a holistic approach that promotes academics, cognitive functions, constructive
social, language and sensory experiences and real life organizational skills. The faculty, in concert with
experts in all disciplines, works collaboratively to create a nurturing yet challenging environment empowering
children to think independently and have a strong sense of self and spirit.

Related Services: Occupational and Speech-Language Therapy, Behavioral Interventions, Fitness,
Art; STEM.
Echelon Academy

4032 Blackburn Lane
Burtonsville, MD 20866
County in Which Program is Located: Montgomery

Phone: 301-570-0999
Fax: 301-570-4119
Website: www.echelonacademy.org

Referral Contact(s): Kelly Mazzeo, Director

MSDE Approval Category: COMAR 13A.09.09

Disabilities Served: 04-speech or language impairment, 06-emotional disabilities, 08-other health impairments, 09 – Specific Learning Disabilities, 14 - Autism

Capacity of Facility: 50
Ages Served: 5 - 21
Grade Range: K - 12
Private Pay Students Accepted: Yes (X) No ( )
Setting: Day (X) Residential ( )
Before and/or After School Program: Yes (X) No ( )
Nurse on-site either part-time or full-time: Yes ( ) No (X)
Building and classrooms wheelchair accessible: Yes (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: Echelon Academy is a K-12 private school in Montgomery County, Maryland that has specialized in excellent, individualized education for 12 years. Echelon announces "School Your Way", an innovative program to provide an educational solution for families needing a flexible school day. School Your Way caters learning schedules based on what works best for your students: Full-Time In-Person Education, Full-Time Online Education, or a blended combination.

Echelon also offers two integrated programs. A foreign language program and the Brady Aaron program, serving students with learning challenges.

Related Services: Counseling, Speech Language and Occupational Therapy
Glenwood Academy

3060 Roxbury Mills Road  Suite 112
Glenwood, MD  21738

County in Which Program is Located:  Howard

Phone:  410-489-6959
Fax:  410-489-4345
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 ( )  No (X)  Nurse tech only
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 Inc., embraces and empowers all students with language-based learning differences such as dysgraphia, dyscalculia, dyslexia, and language processing difficulties. Through an engaging, multi-sensory, developmental, evidence-based, and language-intensive program, our students evolve and discover their individual potential for greatness.

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

115 Terrapin Road  County in Which Program is Located: Carroll
Sykesville, MD 21784

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

Referral Contact(s):  Jamie Caplan

MSDE Approval Category:  COMAR 13A.09.09

Disabilities Served:  Dyslexia, dysgraphia, language processing disorders

Capacity of Facility:  60
Ages Served:  6-14
Grade Range:  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
APPENDIX

Additional Resources
Federal and state laws require that children with disabilities receive a “free, appropriate public education” (FAPE). These materials provide an introduction to the process of obtaining services for your child. Most special education provided in public schools is the result of the Individuals with Disabilities Education Improvement Act (commonly referred to as the IDEA), a section of the U.S. Code at 20 U.S.C. § 1400. There are federal regulations derived from the IDEA included in the Code of Federal Regulations. State regulations applying to Maryland are in the Code of Maryland Regulations, or COMAR. Some special education services and accommodations can also be provided under 29 U.S.C. § 794 (commonly called Section 504 of the Rehabilitation Act of 1973, or just Section 504). Federal regulations for Section 504 provide that public school systems “shall provide a free appropriate public education to each qualified handicapped person who is in the recipient’s jurisdiction, regardless of the nature or severity of the person’s handicap.”

What is a “free, appropriate public education”? “Free, appropriate public education” (FAPE) is a legal term. It means that the education is provided at no charge to the parents, meets the requirements of federal and state law, and is in accordance with an individualized education program (IEP) that has been written specifically for your child.

IDEA states that a FAPE should be designed to “meet [your child’s] unique needs and prepare [the child] for further education, employment, and independent living.” Reviewing your child’s education with this standard in mind can help you determine whether your child is receiving FAPE.

What should I do if I think my child has a disability? If your child is currently in public school, begin by telling the child’s teacher that you think she has a disability and needs special education. Write a follow up letter to the teacher and the principal confirming your conversation and asking for an IEP Team Meeting. The school will need to convene an IEP Team Meeting to consider whether your child is eligible for services.

If your child is in private school or does not yet attend school, contact your county’s Child Find office. You can get the telephone number for Child Find through your county’s board of education or your local public school.

Important points to remember:
- After you talk to your child’s public school teacher, follow up with a letter saying that you believe your child has a disability and you want her to be evaluated. Send the letter to the principal of your child’s school. Make sure you date the letter, and keep a copy.
• The school will convene an IEP Team Meeting to consider your child’s needs and develop an evaluation plan. You will receive 10 days’ written notice of the meeting, unless you agree to have a meeting sooner. If the time and date of the meeting are not convenient for you, you have the right to have the meeting rescheduled.

• At your first IEP Team Meeting, the school should give you a copy of the “Procedural Safeguards and Parental Rights” booklet. That booklet contains specific information about your rights, including procedures for requesting a Due Process Hearing or filing a complaint with the Maryland State Department of Education.

• As a parent or guardian, you are an equal member of your child’s IEP team, along with your child’s teacher and other school personnel. You have the right to bring a lawyer to the meeting. You have the right to invite “persons with knowledge or special expertise” to participate in the IEP team regarding your child. For example, if your child is receiving private speech therapy, you can and should invite the therapist to attend the IEP meeting.

• Once you have signed permission for an initial evaluation, the school has 60 calendar days to complete the evaluation and write reports. Follow up with the principal as soon as possible to make sure that an IEP Team meeting is scheduled to review the evaluations. At the IEP meeting to review the evaluation results, the IEP Team will determine whether your child has a disability and is eligible for special education.

• The school is required to give you copies of all evaluation reports, draft IEPs or any other documents the team will discuss at least 5 school business days before the meeting so that you have a chance to review them. The school must provide these copies except in extenuating circumstances, such as a death in the family, a personal emergency or a natural disaster.

• In addition, the school is required by law to provide copies of the IEP no more than 5 school business days after the meeting – either the finalized IEP, or a draft IEP if the team did not complete development of the IEP.

How does the public school system make placement decisions for students with disabilities?

Once the IEP team determines that your child is eligible for special education, it has 30 days to develop an IEP - the plan that will determine your child’s placement.

The IEP includes information about your child’s current levels of performance in academic and other areas related to her disability (for example, social skills or speech and language), appropriate goals and objectives for each area (for example, what reading or writing skills will they help your child acquire), and information about the accommodations, modifications, services, and supports that will be provided to help the child achieve her goals and objectives. As a parent or guardian, you are an equal member of the IEP team, and you will participate in the process of developing the IEP.

In 2017, the Maryland General Assembly passed a new law, which took effect on July 1, 2017 and which requires school systems to get parental consent before implementing certain changes to a child's IEP. The new law requires school systems to get affirmative consent from parents before:
• Changing a student from diploma track to certificate track;
• Changing the IEP so that the student participates in alternative assessments (e.g., the Alt-MSA rather than PARCC or HSA testing); and
• Including restraint or seclusion on the student’s IEP to address behavior.

The IEP is written to fit the child, not the school. The IEP should be based on your child’s unique strengths and needs, which have been identified through the evaluation process. Accommodations, modifications, services, and supports are determined based on what your child needs to achieve her goals and objectives, not what services are available at the school. For example, if your child needs two hours a week of speech and language therapy, the IEP must provide for those two hours a week, even if your school’s speech and language pathologist does not have an extra two hours in her schedule. If your child needs smaller classes in order to be successful, that must be included in the IEP, even if smaller classes are not available at your child’s school.

The IEP determines the placement. Once an IEP has been written to fit the unique needs of your child, the team must determine where the IEP can be implemented. By law, your child must be placed in the least restrictive environment (LRE) that can meet his needs. This means that if possible, your child must be accommodated in the school he would attend if he did not have disabilities. If that is not possible, the child’s placement must be as much like the regular school as possible. To the maximum extent appropriate, children with disabilities must be integrated into the same classrooms and programs that are attended by children who do not have disabilities.

First, the IEP team will look at your “home school,” the school your child would attend if she did not have disabilities. If the IEP can be implemented at the home school with the services that are currently available, the process ends there. If the home school does not have the services your child needs, the team must consider whether changes can be made to make the school appropriate. For example, if your child needs speech/language therapy and the school’s speech/language pathologist does not have time in her schedule, another speech/language pathologist can be brought in. An additional teacher or aide might be assigned to your child’s classroom to give him extra help.

If the home school cannot meet your child’s needs, even with modifications, the team must consider whether there is another public school in your county that can meet your child’s needs. The IEP team should include a representative from your county’s central Office of Special Education who is knowledgeable about the different programs in your county. Sometimes the IEP is shared with someone in the central office who makes a recommendation about placement.

If there is no public school available that can meet your child’s needs, the school system can choose to place your child in a private school for children with disabilities (called a “nonpublic” school). Decisions about nonpublic placements are often made at a separate Central IEP Team meeting, which you will be invited to attend. School systems are sometimes reluctant to place a child in a nonpublic school, in part because often all of the children who attend the nonpublic school have disabilities, and the students generally do not have the opportunity to interact with children who do not have disabilities. However, some children need intensive, specialized services that only a nonpublic placement can provide, and the child’s needs are ultimately what determine the placement.
What should I do if I don’t think the public school placement can meet my child’s needs?
First, tell the IEP team. Often, changes can be made that will make the public placement work. Additional staff can be added. Staff may need specific training in order to meet your child’s needs. Assistive technology devices can be provided. If you have had your child evaluated privately, bringing those outside professionals to an IEP meeting to talk to the team may help.

If, after working with the IEP team, you still disagree about the appropriate placement for your child, you can request mediation or a due process hearing. In mediation, you and school system representatives will talk to a mediator and try to work out a solution. If you file for a due process hearing, the school system is required first to convene a resolution session, a meeting with school staff so that the school system has the opportunity to resolve the basis of the dispute before proceeding to a full hearing. If you attend a resolution session without an attorney, then the school system cannot bring their attorney to the resolution session either. A due process hearing is like a trial, with an Administrative Law Judge presiding. You can retain an attorney to represent you at the mediation, resolution session or hearing. The Administrative Law Judge can order the school system to provide particular services or a specific placement to your child, or she can order the school system to hold another IEP meeting to reconsider your child’s situation. Either the parents or the school system can appeal due process hearing decisions to state or federal court.

Unilateral placements and important legal notice requirements: Sometimes, parents choose to place their child in a nonpublic school without the agreement of the IEP team, and then ask the public school system to reimburse them for the cost. This is called a “unilateral placement.” If you choose to make a unilateral placement, you must give the school system written notice of your decision. This should be in the form of a signed, dated letter to your school’s principal (or to the chairperson of your IEP team if your child is not enrolled in public school) stating that you are rejecting the school system’s proposed placement and intend to enroll your child in a specific non-public school at public expense. This “notice letter” must include the reasons you don’t think the placement offered by the public school system is appropriate and asking the local school system to pay for the private placement including tuition, transportation and related services. It is also helpful to give reasons why you believe the nonpublic school is appropriate for your child. The school system must receive your letter at least 10 school business days before you remove your child from public school. Instead of writing a letter, you can also give notice orally at the last IEP team you attend before you remove your child from public school. The oral notice must include the same information and requests that are included in a written notice. Make sure your notice statement is included in the written summary of the meeting.

The law requires public school systems to place a child in a separate, nonpublic school if the public school cannot meet the child’s needs and enable the child to learn.

Special Education & Distance Learning
In some cases, schools may not be able to provide in-person special education services due to school closures, such as during the COVID-19 pandemic, or any other reason for large-scale closures. Even when students cannot receive in-person services, they are still entitled to a free appropriate public education. In 2021, the Maryland General Assembly passed a law requiring
IEPs to include a learning continuity plan for certain purposes during emergency conditions, which will go into effect during the 2021-2022 school year. The details of those continuity plans are still being developed. However, they should be based on an individual student’s IEP and needs. In addition, when students are able to return to schools, the school system should determine what compensatory services each student needs to address any decline in skills or lack of progress during distance learning.

Timelines for the IEP Process
“Promptly”: time to request parental consent for evaluation after receiving a referral
90 days: time to develop or revise an IEP after receiving parental consent for evaluation
60 days: time to complete initial evaluation after receiving parental consent
30 days: time to develop an IEP after an evaluation is complete
30 days: as of July 1, 2019, time for a school system to respond when parents disagree with a school evaluation and request an “Independent Education Evaluation.” If the school system refuses to fund the independent evaluation, it must file a due process hearing request within 60 days of the parents’ request.
“As soon as possible”: time to begin implementing an IEP after it is developed

This Summary is intended to serve as a brief introduction to the laws dealing with special education in Maryland; it is not a comprehensive review of all statutes, regulations and case law dealing with special education. If you have any questions about the applicability of the law to an individual case, you should consult an attorney who can provide more comprehensive answers to your specific questions.

DISCLAIMER: These materials are provided for informational purposes and are not a substitute for individualized legal advice. Anyone seeking legal advice about a specific situation should seek the services of a competent attorney.

July 2021
MSDE Nonpublic School Classifications

Definitions of the Type of nonpublic schools approved by the Maryland State Department of Education for schools offering special education are found in 13A.09.10. (Code of Maryland Regulations)

**Type I** – One or a combination of two or more of the following instructional programs by a school, on the grounds of the school, on a full-time basis to students who are enrolled in the instructional program of the school either general education or special education:

- Nursery school, kindergarten, elementary school, secondary school, or a combination of two or more sequential grades/ages;
- Adult basic education;
- Pre-GED program;
- GED TESTS preparation program;
- Career development educational program;
- Technology educational program;
- Special education and related services.

**Type II** – An instructional program in which instruction is provided by a nonpublic school and public school either on the grounds of the nonpublic school and/or the grounds of the public school, or solely on the grounds of the public school, with the primary goal of integrating students into public school instructional program to the greatest extent appropriate. The curriculum, instructional materials, and equipment, and library media services of the local school system are used by the school to implement the educational program.

**Type III** – An educational program that provides a transitional instructional program not to exceed an average of 60 school days in a facility licensed by another unit of state government. Type III general education programs may hold approval to operate any one or combination of the following:

- Nursery School;
- Kindergarten or grades 1-12, or any consecutive sequence of these that continues implementation of a student’s public school program;
- Diagnostic – prescriptive educational program;
- Pre-GED program; or
- GED TESTS preparation program.

The Maryland State Department of Education approves nonpublic schools under two sections of COMAR – 13A.09.09 and COMAR 13A.09.10
The MANSEF Schools are considered the least restrictive environment for the students served. The following is an excerpt of the COMAR regulation which provides guidance in the determination of least restrictive environment: COMAR 13A.05.01.10 Least Restrictive Environment (LRE)

A. General. A public agency shall ensure that:

(1) To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled; and (2) Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, as described in Regulation .09A(1)(d) and (e) of this chapter, cannot be achieved satisfactorily.

B. Continuum of Alternative Placements. A public agency shall ensure that:

(1) A continuum of alternative placements is available:
   (a) To the extent necessary to implement the IEP; and
   (b) To meet the needs of students with disabilities for special education and related services;

(2) Alternative placements include the settings as listed in Regulation .03B(71) of this chapter; and

(3) Provisions for supplementary services, such as resource room and itinerant instruction, are available in conjunction with regular class placement.

C. Placements.

(1) A public agency shall ensure that:
   (a) The educational placement decision of a student with a disability is:
      (i) Made by the IEP team;
      (ii) Made in conformity with the LRE provision of the Act and Regulation .10 of this chapter;
      (iii) Determined at least annually;
      (iv) Based on the student's IEP; and
      (v) As close as possible to the student's home;

   (b) Unless the IEP of a student requires some other arrangement, the student is educated in the school or typical early childhood setting that the student would attend if not disabled;

   (c) In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs;

   (d) A student with a disability is not removed from education in an age-appropriate regular classroom or typical early childhood setting solely because of needed modifications in the general curriculum; and

   (e) If the IEP team determines a student with a disability cannot be educated in the school or typical early childhood setting the student would attend if not disabled, the IEP shall document the specialized transportation needs of the student as defined in Regulation .03B(81) of this chapter, including consideration of the effect transportation may have on the student in relation to the:

      (i) Student's age and disability;
      (ii) Specialized equipment needs of the student;
      (iii) Personnel needed to assist the student during transportation;
      (iv) Amount of time involved in transporting the student; and
      (v) Distance the student will be transported.

(This is not a complete copy of the citation, see COMAR for full text.)
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.
"Special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:

(i) Instruction in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

(b) Domicile of child. -- In this subtitle the domicile of a child with a disability is the county in which the parent or guardian who has legal custody of the child is domiciled.

Md. Education Code Ann. § 8-406 Placement of child with a disability in nonpublic educational program

(a) "Wraparound services" defined. -- In this section, "wraparound services":

(1) Means individualized services, excluding regular school programs or services, that are provided to a child with a disability and the child's family; and

(2) Includes the following services:

(i) Behavioral aide in home;
(ii) Education tutoring;
(iii) Family therapy;
(iv) Medication management;
(v) Respite care;
(vi) Vocational mentoring; and
(vii) Environmental accessibility adaptations.

(b) Basis for placement. --

(1) A child with a disability who needs special education and related services that cannot be provided in a public county, regional, or State program shall be placed in an appropriate nonpublic educational program that offers these services.

(2) A child with a disability who needs special education and related services is eligible for an appropriate nonpublic educational placement under this section if a State or local agency provides documentation that the child cannot attend a public school in the local school system:

(i) Because of the child's home circumstances; or
(ii) Subject to subsection (d)(1) and (2) of this section, because of medical necessity.

(c) Payment of cost -- In general. --

(1) The cost of the nonpublic educational program shall be paid by the State and the county in which the child is domiciled in accordance with § 8-415(d) of this subtitle, as appropriate.

(2) Subject to availability of funding in the State budget, for a child who qualifies for a nonpublic educational program under subsection (b)(2) of this section and who requires wraparound services in order to receive special education and related services in the least restrictive environment, the cost of providing the services shall be paid by the State and the county in which the child is domiciled in accordance with § 8-415(d) of this subtitle, if a State or local agency documents...
that the child's parent or legal guardian is unable to provide the wraparound services.

(d) Payment of cost -- Approval by Department. --

(1) Payment or reimbursement for a nonpublic program may not be provided if the payment or reimbursement would require an additional contribution from the State under § 8-415(d)(2) of this subtitle unless the Department approves:

(i) The nonpublic program;
(ii) The placement of the child in the program;
(iii) The cost of the program; and
(iv) The amount of payment or reimbursement.

(2) For wraparound services, payment or reimbursement may not be provided in accordance with § 8-415(d) of this subtitle if:

(i) The child is eligible for funding for out-of-state placement of children under departmental regulations; or

(ii) Alternative federal, State, or local funding is available.

(3) Department approval is not required for a nonpublic program if:

(i) The local school system approves the placement of the child in the program; and

(ii) The local school system makes the payment or reimbursement from local funds.

(4) The State Board shall adopt regulations that establish standards and guidelines for approvals required by paragraph (3) of this subsection.

(e) Limitations on disapproval of placement recommended by local school system. -- A nonpublic placement recommended by a local school system for approval under subsection (d)(1) of this section shall be approved or disapproved pursuant to the regulations of the State Board. However, the Department may not disapprove a nonpublic placement recommended by a local school system for a child unless the Department provides an appropriate alternative placement in conformity with the regulations of the State Board and applicable federal laws and regulations. The Department may not terminate funding for the last approved nonpublic placement of a child during the pendency of an administrative or judicial review of a recommended placement change.

(f) Funding approval. -- In addition to meeting the requirements of this subtitle, a local school system seeking nonpublic tuition payment shall obtain funding approval from the local care teams and the State Coordinating Council in accordance with departmental regulations.
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. 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.

2021-2022

**Advocates and Educational Consultants**

Educational Advocates, consultants and attorneys help you understand how the special education process works and facilitate a cooperative relationship between you and the school to achieve the goals that are appropriate for your child. They are professionals who assist students and families with educational decision making. Their specialized training and experience equips them to help students choose schools that meet their individual needs and goals. Please call for fees.

**Linda Barton, M.S. Ed.**
Educational Consultant
443-870-3487
410-772-7156 (fax)

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

**Judith S. Bass, CEP**
Educational Consultant
Bass Educational Services, LLC
301-774-5211
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**Dr. Sheila Iseman**
SCI Educational Consultants, Inc.
Special Education Consultant
scikids@gmail.com
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**Suzanne Keith Blattner, Ed.S. & Associates**
Educational Consultant & Advocate
skb.edu@icloud.com
301-758-4275

**Dr. Paula McCormick**
Special Education Advocacy Services
Advocate/Consultant
410-729-1003
www.docpkm.com

**Katy Bosserman, M.Ed.**
Special Education Consultant
www.creativelearningexperiences.com
sunshine.kboss@gmail.com
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**Annie McLaughlin, PhD, BCBA-D, LBA**
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410-630-1209
www.specialedguidance.com

**Ruth Brodsky, Ed.D.**
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Life Compass Partners
301-718-7790
info@lifecompasspartners.com
www.lifecompasspartners.com
LCP is an approved SSAT Flex Testing Site

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443-745-0191
tracie@tracieferon.com
www.tracieferon.com

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Education Team Allies
410-793-7060
www.educationteamallies.com
info@educationteamallies.com

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

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Advocates and Educational Consultants
(continued)

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Loud Voices Together Educational Advocacy Group, Inc.
www.loudvoicestogether.org
media@voicestogether.org
301-919-7282

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

Robin Winternitz, M.Ed
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443-621-0370
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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.

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www.lawforchildren.com

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Family Legal Advocacy Group, LLC
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www.flagfamilylaw.com

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www.lawforparents.com

DRM – Disability Rights Maryland - non-profit law center designated as the Protection and Advocacy agency for individuals with disabilities. Provides free legal services to Marylanders of any age or disability. 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 - provide students with disabilities and health conditions and their families with supports to ensure a successful transition to higher education. www.accessiblecollege.com

Advocates for Children and Youth - ACY – Independent nonprofit promoting policies and programs that improve results for Maryland children that include ensuring that children have access to high quality, accessible health care at an affordable cost, quality educational programs, adequate economic assistance to meet basic needs; and supports to achieve economic independence. 410-547-9200; www.acy.org


American Residential Treatment Association – www.artause.org

Association of Children’s Residential Centers - 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 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


Autismbeacon.com - Autism web site filled with resources


Autism Society of America – National Office - Offers many services, including information and referrals, national annual conference. 800-328-8476; www.autism-society.org

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


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

Bi-polar Resources – 312-642-0049; www.bpchildren.com

Catholic Coalition for Special Education - works to ensure that children with special needs are able to attend and receive an appropriate education in their local Catholic elementary and high schools. 301-933-8844; www.ccse-maryland.org

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** - offer neuropsychological and psychological testing to carefully assess ADHD as well as the range of co-occurring conditions. ADHD coaching and professional organizing. 301-562-8448; www.chesapeakeadd.com  
**Child Care Aware** – National Association of Child Care 1-800-424-2246; www.childcareaware.org  
**Children’s Evaluation and Therapy Center (Special Education Resources, LLC)** – provides a range of special education related services to schools. 240-245-4370; www.specialedresources.net  
**Children’s Law Center** — Provides free legal services for D.C. residents. 202-467-4900; www.childrenslawcenter.org  
**College Living Experience** - helps special needs students attend universities, community colleges and technical and vocational schools near one of the six CLE locations across the country. 800-486-5058; www.experiencecelce.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** – Provides voluntary and confidential dispute resolution mediation services throughout Baltimore City. 410-467-9165; www.communitymediation.org  
**Community Mediation Maryland** –IEP facilitation - The goal of the facilitated IEP meeting is to help IEP team members communicate effectively and develop an educational program to meet the child’s needs. 301-270-9700; www.mdmediation.org  
**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  
**Cornerstone Montgomery** - organization for adults and transition aged youth who need comprehensive, community- and evidence-based mental health and co-occurring mental health and substance use disorder treatments and interventions. 301-715-3673; www.cornerstonemontgomery.org  
**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.net  
**Court Appointed Special Advocates** – CASA – Advocate appointed by a judge to insure that a child receives needed educational, mental health, and recreational services. 410-828-6761; www.marylandcasa.org  
**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 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  
**Dyslexia Tutoring Program** – Offers tutors trained in the Orton-Gillingham reading method, referrals, and support groups. 410-889-5487; dyslexiatutoringprogram.org  
**Educational Register** - Free guide to independent schools and private summer programs. 508-457-6473; www.educationalregister.com  
**Exceptional Parent Magazine** - Monthly magazine filled with resources. www.eparent.com  
**Facing Autism with Children Everywhere** (F.A.C.E.) – Supports children and families affected by autism. Programs include Respite Care, Summer Camp and After-School Program. 240-833-8981; www.facethemovement.org  
**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
Foundation for Autism Support and Training (FAST) - 301-260-2777; www.foundationforautismsupportandtraining.org
HEATH Resource Center – Online clearinghouse for postsecondary education for individuals with disabilities. www.heath.gwu.edu
Home School Legal Defense Association – Advocates for homeschooling. 540-338-5600; www.hslda.org
Howard County Autism Society - nonprofit organization whose mission is to provide support, promote awareness and advocate for change on behalf of individuals with autism, their families and community. www.howard-autism.org; 410-290-3466
IMAGE Center - dedicated to the creation of a learning and thinking environment that challenges concepts of what people with disabilities can do. 410-982-6311 www.imagemd.org
Imagination Stage – Inspires creativity through theatre and arts education. 301-961-6060; www.imaginationstage.org
International Dyslexia Association - 410-296-0232 (Maryland Chapter); www.interdys.org
Internet Special Education Resources – ISER is a nationwide directory of professionals who serve the learning disabilities and special education communities. www.iser.com
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. 301-816-2633; www.jssa.org
Ken’s Krew – provides vocational training and job placement services to individuals with intellectual disabilities. 212-290-8999; www.kenskrew.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.mainstreetconnect.org
Maryland Association of Community Services - MACS -Professional association of over 100 community programs supporting people with developmental disabilities and their families. 410-740-5125; www.macsonline.org
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 Children’s Alliance – A nonprofit created to better serve abused and neglected children. 240-291-6974; www.mdcha.org
Maryland Coalition of Families - Coalition dedicated to improving services for children with mental health needs. 410-730-8267; 800-607-3637; www.mdcoalition.org
Maryland Community Services Locator - Maryland’s 211 system; www.mdcsl.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. 410-239-7770; www.mdsilha.org
Mental Health Association of Maryland - 443-901-1550; www.mhamd.org
Medicaid - Explains Medicaid in basic terms, state-by-state. Provides information about what is available through state Medicaid plans and waivers. mmcp.dhmh.maryland.gov
**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** – 410-767-7770

**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 of Private Special Education Centers** - NAPSEC -National advocacy organization to promote special education schools. 202-434-8225; www.napsec.org

**National Association for Children’s Behavioral Health** – 202-857-9735: www.nacbhh.org

**National Association of Parents with Children in Special Education** – Advocacy and support center. 202-434-8225; www.napcse.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 Learning Disabilities** - Connects parents and others with resources, provides educators with evidence-based tools, and engages advocates in public policy initiatives. www.ncld.org

**National Disability Rights Network** – protects and 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

**oneplaceforspecialneeds.com** – parent resources

**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.ppmd.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.dqualitytrust.org

**Resource Finder at Kennedy Krieger Institute** - Provides information and resources on developmental disabilities and related disorders for parents, consumers and professionals. 800-390-3372 www.kennedykrieger.org/community/resource-finder

**SEEC** - Seeking Equality, Empowerment and Community for People with Developmental Disabilities Agency providing individualized, community-based support, supported employment, CSLA and residential program services for individuals with disabilities. 301-576-9000; www.seeconline.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

**Special Needs Kids Info** – Helps parents who are new to the world of special education and provides a database of doctors, specialists, and camps. www.specialneedskidsinfo.com

**Special Needs Alliance** – National organization of attorneys dedicated to the practice of disability and public benefits law. www.specialneedsalliance.org

**Special Needs Planning** – Special needs financial and housing services. 855-344-9771; specialneedsplanning.net

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

**Think College** – Website to assist with college options for individuals with Intellectual Disabilities. www.thinkcollege.net

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

**Tourette Association of America** – Resources and support. 443-327-9667; www.tourette.org

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

**United States Department of Education** - Office of Special Education Programs at the U.S. Department of Education. www.ed.gov/osers

**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

**University of Maryland Clinical Law Program** - Law students working with experienced attorneys represent people who cannot afford an attorney in cases involving children with disabilities seeking appropriate educational services. 410-706-7214; www.law.umaryland.edu


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

**Worldforautism.org** – Parent resource center - 301-618-8395

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

**YourSpecialEducationRights.com** – video-based learning resource designed to simplify special education rights for parents.
**State Associations similar to MANSEF**

**Arizona:**
AAPSEP – Arizona Association of Private Special Education Providers
875 South Cooper Road
Gilbert, AZ 85233
863-868-8808

**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 11th Street Suite 501
Sacramento, CA 95814
916-447-7061
www.capses.com

**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
c/o Mill Springs Academy
13660 New Providence Road
Alpharetta, GA 30004-3413
770-360-1336
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:**
ASAH
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
919 East Main Street, Suite 1150
Richmond, VA 23219
804-643-2776 ext. 701
www.vaisef.org

**Texas:**
Special Schools Coalition of Houston
1900 Kersten Drive
Houston, Texas 77043
713-973-1900
www.sschouston.org