



Nonpublic School Profile:

High Road of Maryland

Overall School Type(s): Day Schools

School Contact Information ¹	
Mailing Address: 12050 Baltimore Avenue, Beltsville, MD 20705	Total Number Service Sites: 5
Phone Number: (301) 210-4860	Certificate of Approval (COA) Status: Full (High Road Academy of Prince George's County, High Road School of Southern Maryland, High Road Academy of Howard County); Probationary (High Road Upper School of Prince George's County, High Road School of Prince George's County)
Website: www.catapultlearning.com	COA Expiration Date: 11/15/2018
CEO: Andrea Vargas	Date of Last OSSE Monitoring Visit: 2/6-2/7/2018 & 2/20/2018

Overall Disability Categories Served ²			
Autism		Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay	X	Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment	X	Traumatic Brain Injury	X
Intellectual Disability	X	Visual Impairment	

CAMPUS/PROGRAM CONTACT INFORMATION High Road Upper School of Prince George's County

Campus Contact Information	
Mailing Address: 9701 Philadelphia Way, Suite P, Lanham, MD 20706	School Type: Day School
Phone Number: (301) 210-4860	Is the facility public transportation accessible: Yes
Campus Leader: Keith White, VP of Operations	Distance (in miles) of facility from Washington, DC: 15 miles
Campus Website: www.catapultlearning.com	

Campus Disability Categories Served

¹ Data sources include 2016 Annual Certificate of Compliance Program Information Forms and nonpublic schools' most recent COA. The data reported reflects information available as of Sept. 30, 2016 unless otherwise indicated.

² Table reflects aggregate information from all campuses.



Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay		Specific Learning Disability	
Emotional Disturbance	X	Speech or Language Impairment	
Hearing Impairment		Traumatic Brain Injury	
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings³

Type I educational program serving the instructional and behavioral requirements of special needs students in a supportive and structured environment. The program is designed to focus on personalized academic and behavioral goals so students can return to a less restrictive setting. The goals of the program are as follows:

- To provide each student with the academic and social skills to be successful in the school, community and family system.
- To prepare students to return to a less restrictive setting as quickly as possible.
- To prepare students for Maryland State Testing
- To provide students with consistent and structured tutorials in order to prevent regression and produce both academic and behavioral gains.
- To provide data driven instruction and multi-modal teaching approaches by highly trained educators
- Administration

School is administered by a program director and an associate director who are responsible for its operation and the following staff: certified special education teachers, assistant teachers, 1:1 aides, social workers, behavioral specialist, transition coordinator, consulting nurse, administrative assistant and contractual related service staff. Each class is staffed by one full-time certified special education teacher and one full-time assistant teacher with a student to teacher ratio of 9:1. With a maximum capacity of 100 students, the program will offer instruction for male and female students in grades 9-12, ages 14-21. In addition to primarily serving students with specific emotional disabilities, the Program also provides services for students who have been diagnosed with multiple disabilities, other health impairments, autism and/or an intellectual disability. A personalized educational program will be developed for each student. The program shall utilize the Prince George's County Public Schools curriculum for grades 9-12. The educational program will focus on academic instruction in English, Math, Science and Social Studies, which will be taught in a self-contained classroom. Students also receive instruction in Art, Physical Education, Health and other electives. A strong behavioral curriculum is implemented throughout which emphasizes the development of appropriate behaviors necessary for success.

School Year (# of school days): 180	Extended School Year(# of school days): 24
Instructional hours per day: 6.5	Maximum Student Capacity: 150
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 23 • Number of Non-DC Students: 43 	Genders Served: <ul style="list-style-type: none"> • Males • Females

Campus Education Program

Grades Served: 9-12	Ages Currently Served: 14-21
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³ Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.



Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma • Certificate of Completion
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Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Proprietary Level System	Behavior Tracking System Used: ABLE
Does this campus implement seclusion interventions?⁴ Yes	Does this campus implement physical restraint interventions?⁵ Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) <ul style="list-style-type: none"> • Individual and group counseling • Crisis counseling 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ⁶
General Education Teachers	0	0
Special Education-Certified Teachers	4	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	4	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	0	1
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	1	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	2	0
Counselor/Psychologist	0	0
Psychiatrist/Medical Doctor	0	1
Nurse	1	0
Medication Technician	2	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	0	0
1:1 Aides	5	0
Teaching Assistants	6	0

⁴ A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

⁵ Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

⁶ Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.



Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	2	0
Interns	0	0

Campus Reported Incidents⁷			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	21	30	16
Total number of in-school suspensions	0	0	0
Total number of physical restraints	56	34	19
Total number of seclusions	58	64	45

CAMPUS/PROGRAM CONTACT INFORMATION
High Road Academy of Prince George's County

Campus Contact Information	
Mailing Address: 5100 Philadelphia Way, Suite J, Lanham, MD 20706	School Type: Day School
Phone Number: (301) 429-6191	Is the facility public transportation accessible: Yes
Campus Leader: Keith White, VP of Operations	Distance (in miles) of facility from Washington, DC: 15 miles
Campus Website: www.catapultlearning.com	

Campus Disability Categories Served			
Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay	X	Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment	X	Traumatic Brain Injury	X
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings⁸

A private separate day program serving the instructional and behavioral needs of students with a wide range of learning disabilities in a supportive and structured environment. The program is designed to focus on personalized academic and behavior goals so students can return to a less restrictive setting. The goals of the programs are as follows:

- To provide each student with the academic and social skills to be successful in the school, community, and family system
- To prepare students to return to a less restrictive setting as quickly as possible
- To prepare students for Statewide and District testing programs

⁷ The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

⁸ Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.



- To provide students with consistent and structured tutorials in order to prevent regression and produce both academic and behavioral gains
- To provide students with an array of cultural and recreational experiences
- To provide students with the opportunity to increase their knowledge of the history of Maryland and the District of Columbia

School is administered by an administrative head and an education director who is responsible for its operation. The school has gathered an interdisciplinary staff to provide a comprehensive special education program. In addition to an Administrative Head and an Education Director, High Road Academy of Prince George's County will employ certified special education teachers, teacher assistants, dedicated aides, social workers, reading support staff, a contractual psychiatrist, speech and language pathologists, a contractual psychologist, and contractual physical therapist. Program will offer a graded program in grades 2-12 for male and female students between the ages of 6-21. Class sizes will be small (no more than 9 students per teacher, teacher assistant and/or dedicated aide) ensuring that personalized instruction is provided to each student. High Road Academy of Prince George's County's enrollment capacity is 150 students. In addition to primarily serving students with learning disabilities, High Road Academy provides services for students who have been diagnosed with secondary disabilities in related areas: Other Health Impairment, Speech and Language Impairment, or Emotional Disability. Further, students with Intellectual Disabilities, Multiple Disabilities, Autism or other related disabilities may be admitted provided the individualized education plan individualized education program (IEP) team determines that the instructional components of the High Road program are appropriate to meet the needs of the individual student in question. A personalized educational program will be developed for each student. The program shall utilize Common Core Standards in addition to District of Columbia Public Schools curriculum designed to meet DCPS graduation standards. The High Road Academy of Prince George's County will operate Monday-Friday from 8:00 a.m. - 2:40 p.m. This educational program will focus on academic instruction in English, Math, Science, Social Studies, and Electives, and Social Skills training. The academic program follows a rotation model that allows for individualized instruction and technology integration. Therapeutic supports are provided and implemented with an emphasis on the development of appropriate behaviors necessary for academic and lifelong successes. The building contains classrooms, related service office space, conference rooms, library/media center, science lab, fitness center, and multipurpose room. Access to neighborhood recreational centers has been contracted so that students can experience recreational activities within their community.

Parents are always encouraged to visit the school at any time. Opportunities are available to learn about this school program and to become more involved in their child's academic endeavors. Family involvement continues to be a focus of the High Road Academy of Prince George's County. High Road Academy of Prince George's County does not discriminate based on race, color, national origin, ethnic background, religion, or gender in the admission of students or the employment of staff.

School Year (# of school days): 180	Extended School Year (# of school days): 24
Instructional hours per day: 6.5	Maximum Student Capacity: 150
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 24 • Number of Non-DC Students: 50 	Genders Served: <ul style="list-style-type: none"> • Males • Females

Campus Education Program	
Grades Served: 3-12	Ages Currently Served: 8-21
Graduation Tracks Offered: Diploma	



Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Proprietary Level System	Behavior Tracking System Used: ABLE
Does this campus implement seclusion interventions? ⁹ No	Does this campus implement physical restraint interventions? ¹⁰ Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) <ul style="list-style-type: none"> • Individual and group counseling • Crisis counseling • Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) • Solution-focused therapy 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ¹¹
General Education Teachers	0	0
Special Education-Certified Teachers	7	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	7	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	1	0
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	1	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	3	0
Counselor/Psychologist	0	0
Psychiatrist/Medical Doctor	0	1
Nurse	1	0
Medication Technician	2	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	0	0
1:1 Aides	2	0
Teaching Assistants	7	0

⁹ A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

¹⁰ Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

¹¹ Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	3	0
Interns	1	0

Campus Reported Incidents¹²			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	2	2	2
Total number of in-school suspensions	3	2	2
Total number of physical restraints	0	0	0
Total number of seclusions	0	0	0

CAMPUS/PROGRAM CONTACT INFORMATION
High Road School of Southern Maryland

Campus Contact Information	
Mailing Address: 95 Catalpa Drive, La Plata, MD 20646	School Type: Day School
Phone Number: (301) 392-6377	Is the facility public transportation accessible: Yes
Campus Leader: Keith White, VP of Operations	Distance (in miles) of facility from Washington, DC: 34 miles
Campus Website: www.catapultlearning.com	

Campus Disability Categories Served			
Autism		Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay		Specific Learning Disability	
Emotional Disturbance	X	Speech or Language Impairment	
Hearing Impairment		Traumatic Brain Injury	
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings¹³

Type I educational program serving the instructional and behavioral requirements of special needs students in a supportive and structured environment. The program is designed to focus on personalized academic and behavioral goals so students can return to a less restrictive setting. The goals of the program are as follows:

- To provide each student with the academic and social skills to be successful in the school, community and family system.
- To prepare students to return to a less restrictive setting as quickly as possible.
- To prepare students for Maryland State testing .
- To provide students with consistent and structured tutorials in order to prevent regression and produce both academic and behavioral gains.

¹² The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

¹³Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.



- To provide data driven instruction and multi-modal teaching approaches by highly trained educators.

Administered by a program director who is responsible for its operation and the following staff: certified special education teachers, assistant teachers, 1:1 aides, social workers, behavioral specialist, transition coordinator, consulting nurse, an administrative assistant and contractual related service staff. Each class is staffed by one full-time certified special education teacher and one full-time assistant teacher with a student to teacher ratio of 9:1. With a maximum capacity of 80 students, program will offer instruction for male and female students in grades 6-12, ages 12-21. In addition to primarily serving students with specific emotional disabilities, the Program also provides services for students who have been diagnosed with multiple disabilities, other health impairments and/or an intellectual disability. A personalized educational program will be developed for each student. The program shall utilize the Charles County Public Schools curriculum for grades 6-12. The educational program will focus on academic instruction in English, Math, Science and Social Studies which will be taught in a self contained classroom. Students will also receive instruction in Art, Physical Education, Health and other electives. A strong behavioral curriculum will be implemented throughout which will emphasize the development of appropriate behaviors necessary for success.

School Year (# of school days): 210	Extended School Year (# of school days): DNP
Instructional hours per day: 6.5	Maximum Student Capacity: 80
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 2 • Number of Non-DC Students: 36 	Genders Served: <ul style="list-style-type: none"> • Males • Females

Campus Education Program

Grades Served: 6-12	Ages Currently Served: 12-21
Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma • Certificate of Completion 	

Campus Behavior Management

Positive Behavior Support Program/Strategy Used: Proprietary Level System	Behavior Tracking System Used: ABLE
Does this campus implement seclusion interventions? ¹⁴ Yes	Does this campus implement physical restraint interventions? ¹⁵ Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) <ul style="list-style-type: none"> • Individual and group counseling • Crisis counseling 	

Campus Staff Demographics- Teacher Certification

	Staff	Contracted ¹⁶
General Education Teachers	0	0

¹⁴A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

¹⁵Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

¹⁶Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.



Special Education-Certified Teachers	1	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	1	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	0	1
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	1	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	2	0
Counselor/Psychologist	0	0
Psychiatrist/Medical Doctor	0	1
Nurse	1	0
Medication Technician	1	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	0	0
1:1 Aides	0	0
Teaching Assistants	2	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	1	0
Interns	0	0

Campus Reported Incidents ¹⁷			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	19	11	6
Total number of in-school suspensions	0	1	0
Total number of physical restraints	21	7	3
Total number of seclusions	56	48	24

CAMPUS/PROGRAM CONTACT INFORMATION
High Road School of Prince George's County

Campus Contact Information	
Mailing Address: 9701 Philadelphia Way, Suite M, Lanham, MD 20706	School Type: Day School
Phone Number: (301) 636-6614	Is the facility public transportation accessible: Yes
Campus Leader: Keith White, Title: VP of Operations	Distance (in miles) of facility from Washington, DC: 12 miles
Campus Website: www.catapultlearning.com	

¹⁷The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

Campus Disability Categories Served			
Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay	X	Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment	X	Traumatic Brain Injury	X
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings¹⁸

Type I educational program serving the instructional and behavioral requirements of special needs students in a supportive and structured environment. The program is designed to focus on personalized academic and behavioral goals so students can return to a less restrictive setting. The goals of the program are as follows:

- To provide each student with the academic and social skills to be successful in the school, community and family system.
- To prepare students to return to a less restrictive setting as quickly as possible.
- To prepare students for Maryland State Testing.
- To provide students with consistent and structured tutorials in order to prevent regression and produce both academic and behavioral gains.
- To provide data driven instruction and multi-modal teaching approaches by highly trained

School is administered by a program director and an Associate Director who are responsible for its operation and the following staff: certified special education teachers, assistant teachers, 1:1 aides, social workers, behavioral specialist, transition coordinator, consulting nurse, an administrative assistant and contractual related service staff. Each class is staffed by one full-time certified special education teacher and one full-time assistant teacher with a student to teacher ratio of 9:1. With a maximum capacity of 90 students, our program will offer instruction for male and female students in grades 1-12, ages 6-21. In addition to primarily serving students with specific emotional disabilities, the Program also provides services for students who have been categorized with Multiple Disabilities, Other Health Impairments and for an Intellectual Disability. A personalized educational program will be developed for each student. The program shall utilize the Prince George's County Public Schools curriculum for grades K-12. The educational program will focus on academic instruction in English, Math, Science and Social Studies which will be taught in a self contained classroom. Students will also receive instruction in Art, Physical Education, Health and other electives. A strong behavioral curriculum will be implemented throughout which will emphasize the development of appropriate behaviors necessary for success.

School Year (# of school days): 180	Extended School Year (# of school days): 24
Instructional hours per day: 6.5	Maximum Student Capacity: 90
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 10 • Number of Non-DC Students: 35 	Genders Served: <ul style="list-style-type: none"> • Males • Females

Campus Education Program

¹⁸Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.

Grades Served: 1-12	Ages Currently Served: 6-21
Graduation Tracks Offered:	
<ul style="list-style-type: none"> • Diploma • Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Proprietary Level System	Behavior Tracking System Used: ABLE
Does this campus implement seclusion interventions? ¹⁹ Yes	Does this campus implement physical restraint interventions? ²⁰ Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)	
<ul style="list-style-type: none"> • Individual and group counseling • Crisis counseling 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ²¹
General Education Teachers	0	0
Special Education-Certified Teachers	2	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	2	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	0	1
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	1	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	1	0
Counselor/Psychologist	0	0
Psychiatrist/Medical Doctor	0	1
Nurse	1	0
Medication Technician	2	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	0	0
1:1 Aides	2	0

¹⁹A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

²⁰Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

²¹Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

Teaching Assistants	2	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	1	0
Interns	0	0

Campus Reported Incidents ²²			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	8	4	15
Total number of in-school suspensions	0	0	0
Total number of physical restraints	10	4	10
Total number of seclusions	15	10	15

CAMPUS/PROGRAM CONTACT INFORMATION
High Road Academy of Howard County

Campus Contact Information	
Mailing Address: 9705 Washington Boulevard, Laurel, MD 20723	School Type: Day School
Phone Number: (301) 483-8605	Is the facility public transportation accessible: No
Campus Leader: Keith White, VP of Operations	Distance (in miles) of facility from Washington, DC: 25 miles
Campus Website: www.catapultlearning.com	

Campus Disability Categories Served			
Autism	X	Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay	X	Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment	X	Traumatic Brain Injury	X
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings²³

Type I full day Special Education and related services program for students with specific learning disabilities in elementary school (grades 3 through 8) and secondary school (grades 9 through 12). The focus of the program is the development and implementation of highly individualized learning programs to meet the needs of each student. The programs are developed in accordance with the individualized education plan individualized education program (IEP) and all available assessment data. While all academic areas will be addressed through the High Road program, the greatest emphasis is placed on the design and implementation of specialized multisensory reading programs. All students will be afforded a minimum of 30 school days of diagnostic/prescriptive teaching to ascertain the best methodologies to target for the student in all academic areas. Ultimately, many students return to less restrictive settings within their local school systems as a result

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of significant academic progress. Reading programs and approaches may include the following in addition to a wide variety of other materials and resources.

- Wilson Reading Program
- Edmark Reading Program
- Glass Analysis for Decoding Only
- Fernald Word Learning Technique
- Lindamood Phoneme Sequencing Program (LiPS)
- Recipe for Reading
- Phono-Graphix Program
- Language! Program (Jane Fell Greene)
- Fast for Word
- Great Leaps Reading Program (Kenneth Campbell)
- Merrill Linguistic Program
- Language Experience Approach
- Orton-Gillingham (Remedial Training for Students with Specific Disability in Reading, Spelling, and Penmanship)
- Morphographs
- Rewards
- Jamestown Timed Readings
- S.P.I.R.E.

Program operates on an eleven-month schedule. Program Goals:

- To provide each student with the academic and social skills necessary to be successful in the school, community, and the family constellation.
- To prepare students to return to a less restrictive setting as quickly as possible.
- To prepare students for the Maryland State testing requirements as well as DC-CAS for DCPS students.
- To provide students with consistent and structured tutorials in order to prevent academic regression.
- To provide students with an array of cultural/recreational experiences .
- To provide each student with the opportunity to earn credits towards completion of Maryland and DC requirements for a high school diploma.
- To provide all students with transition planning activities through classroom instruction and development of career portfolios in accordance with the Maryland

Students in grades three through eight will be instructed according to the specifications of the IEP. This will include intensive, specialized, multisensory instruction in reading, writing, and math. High Road Academy curriculum is based on both state and local standards. All teachers plan instruction based on the Maryland College and Career Ready Standards. In addition, the Anne Arundel County Public School System curriculum is utilized at High Road Academy. The curriculum is available both online and in hard copy (located in school library). Students participate in the Maryland State assessments and DCPS assessments. Students are tested in accordance with the prescribed testing calendar.

Students in grades nine through twelve will be offered the opportunity to earn credits towards a public High School Diploma. (See Policies and Procedures for "High School Program Requirements"). Students will further be provided with the opportunity to take required Maryland State Assessments, High School Assessments, and earn student service learning hours for graduation. All course requirements will be reviewed at least annually by the IEP Team and appropriate local school system coordinators. In order to facilitate consideration of a less restrictive setting, students attending High Road Academy may also have the opportunity, with IEP team

approval, to participate in a partial transition to home school. Students in grades 11 and 12 have the opportunity to participate in work experience as appropriate. Opportunities exist in school and off campus. This is a for credit non-paying work experience. Student placements are done in accordance with the IEP transition plan in terms of student preferences and interests.

High Road Academy is administered by an Executive Director who is responsible for its operation during the entire eleven-month program. In addition, there is a program director to assist in fulfilling duties related to oversight and management of school operations. There is an associate director assigned to High Road Academy as well. The associate director is a full-time, non-teaching position. The associate director is assigned to administrative duties in support of both the executive Director and the program director. These individuals meet the requirements for an Advanced Professional Certificate through Maryland State Department of Education (MSDE). These individuals also hold a minimum of a Master's degree in Special Education. High Road Academy employs fully certified personnel and conditionally certified personnel in all areas to fully implement each student's IEP. These include special education teachers, assistant teachers, speech and language pathologists, occupational therapist, and school counselors. All students receive appropriate staff supervision in all activities throughout the school day.

High Road Academy is able to serve up to approximately ninety boys and girls between the approximate ages of 7-21. In addition to primarily serving students with learning disabilities, High Road Academy provides services for students who have been diagnosed with secondary disabilities in related areas: Other Health Impairment, Speech and Language Impairment, or Emotional Disability. Further, students with Asperger's syndrome or other related disabilities may be admitted provided the IEP team determines that the instructional components of the High Road program are appropriate to meet the needs of the individual student in question. The IEP, however, must be academically focused without an undue emphasis on the social/emotional or behavioral needs of the student. Students attending High Road Academy are eligible to participate in activities with nondisabled peers at the home school as appropriate. Students with limited English proficiency will be admitted to the program after careful consideration of the nature of the learning disability and appropriateness of the program to meet the individual needs of the student.

School Year (# of school days): 210	Extended School Year(# of school days): DNP
Instructional hours per day: 6.5	Maximum Student Capacity: 100
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 3 • Number of Non-DC Students: 75 	Genders Served: <ul style="list-style-type: none"> • Males • Females

Campus Education Program	
Grades Served: 3-12	Ages Currently Served: 7-21
Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma • Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Proprietary Level System	Behavior Tracking System Used: ABLE



Does this campus implement seclusion interventions? ²⁴ No	Does this campus implement physical restraint interventions? ²⁵ No
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) <ul style="list-style-type: none"> • Individual and group counseling • Crisis counseling 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ²⁶
General Education Teachers	0	0
Special Education-Certified Teachers	9	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	9	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	1	0
Physical Therapist (PT)	0	0
Occupational Therapist (OT)	1	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	0	0
Counselor/Psychologist	2	0
Psychiatrist/Medical Doctor	0	0
Nurse	1	0
Medication Technician	3	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	2	0
1:1 Aides	2	0
Teaching Assistants	7	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	3	0
Interns	0	0

Campus Reported Incidents ²⁷			
	SY 13-14	SY 14-15	SY 15-16

²⁴A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

²⁵Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

²⁶Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

²⁷The incident data included in this profile pursuant to DC Code § 38-2561.16(a)(5)) reflects DC student incidents only.

Total number of out-of-school suspensions	0	1	2
Total number of in-school suspensions	0	0	0
Total number of physical restraints	0	0	0



FREQUENTLY ASKED QUESTIONS (FAQS)

I don't see the school name or address of the nonpublic school my child attends. Why not?

There are two possible answers to this question:

1. The nonpublic school may not be on our certificate of approval (COA) list, meaning the school is not currently certified by OSSE. Schools on OSSE's approved COA list are eligible to receive educationally placed students through the individualized education program (IEP) process. If your child's school is not listed here, then more than likely your child was placed through a different District agency or through a Hearing Officer Determination.
2. The profiles are aggregates for the schools as a whole. Many of the nonpublic schools have multiple locations (sometimes referred to as campuses) with varying programs. We have only included the main address in the profile. The reason for this is that when OSSE collected student data from each of the COA-approved nonpublic schools, we asked for aggregate data for all of their locations/campuses. However, if you would like to see a list of the schools and campuses currently approved by OSSE with addresses, disabilities and grades served, please refer to OSSE's approved nonpublic school list found [here](#) on our website. You can also visit the [website](#) for the nonpublic school for more extensive information.

The capacity of the nonpublic school seems higher than what I have seen at the school. Why is that?

The capacity number included in the profile reflects the school's reported maximum capacity. At any given time, the actual enrollment at the school may be lower than the school's maximum capacity.

What is included in the Program Offerings section?

Nonpublic schools were given the opportunity to provide a brief narrative description on their program offerings. For more extensive information on nonpublic schools' program offerings please visit their respective websites. Please note that OSSE included program descriptions to provide parents and IEP teams with information to aid in planning for students' educational program. OSSE does not endorse the specific claims made by nonpublic school programs in their program descriptions.

What's included in the Reported Incidents section?

This is a self-reported section of the Nonpublic Profile. The nonpublic schools submitted information to OSSE on student aggregate data regarding behavior incidents.

What is the different between "DC Students" vs. "All Students"?

Almost all of the schools listed on OSSE's Approved Nonpublic School List accept students from other jurisdictions. When looking at the program capacity, it is important to remember this.



DEFINITIONS

Instructional Hours Per Day - Per District of Columbia Municipal Regulations a nonpublic school is required to provide a minimum of 6 hours of instruction per day for a minimum of 180 days, totaling 1,080 instructional hours.

Physical Restraint - The use of bodily force to limit a student's freedom of movement. The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's IEP to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm; and other less intrusive, nonphysical interventions have failed or been determined inappropriate.(5 DCMR §A-2816.1)

Seclusion - The involuntary confinement of a student alone in a room or area from which he or she is physically prevented from leaving, or from which a student believes he or she may not leave, whether or not in a locked area. A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section 5 DCMR §A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

Student:Teacher Ratio - Number of students per teacher. Some schools may have provided their student:staff ratio that included a teacher and non-instructional staff (e.g., instructional aide, teaching assistant, behavior staff, 1:1 support staff, etc.).

For general questions, please contact Dr. Edgar Stewart, supervisory monitoring specialist, at (202) 741-0259 or Edgar.Stewart@dc.gov



