



Nonpublic School Profile:

The Pathways Schools

Overall School Type(s): Day School

School Contact Information ¹	
Mailing Address: 801 University Boulevard West, Silver Spring, MD 20901	Total Number Service Sites: 5
Phone Number: (301) 681-4112	Certificate of Approval (COA) Status: Full
Website: www.pathwayschools.org	COA Expiration Date: 10/17/2020
CEO: Dr. Tania DuBeau	Date of Last OSSE Monitoring Visit: 10/21/2015

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

CAMPUS/PROGRAM CONTACT INFORMATION

Pathways Schools- Edgewood

Campus Contact Information	
Mailing Address: 801 University Boulevard West, Silver Spring, MD 20901	School Type: Day School
Phone Number: (301) 681-4112	Is the facility public transportation accessible: Yes
Campus Leader: Dr. Tania DuBeau, Title: CEO	Distance (in miles) of facility from Washington, DC: 4 miles
Campus Website: www.pathwayschools.org	

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

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.



Intellectual Disability	X	Visual Impairment	
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Campus Program Offerings ³	
See program description attached.	
School Year (# of school days): 180	Extended School Year (# of school days): 19
Instructional hours per day: 6.5	Maximum Student Capacity: 45
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 6 • Number of Non-DC Students: 25 	Genders Served: <ul style="list-style-type: none"> • Males • Females • Co-ed (male and female students)

Campus Education Program	
Grades Served: <ul style="list-style-type: none"> • 8-12 	Ages Currently Served: 15-21
Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma • Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Safe Crisis Management	Behavior Tracking System Used: Pathways-designed
Does this campus implement seclusion interventions?⁴ No	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"> • Mindfulness therapy • Collaborative Problem Solving • Individual and group therapy 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ⁶
General Education Teachers	0	0
Special Education-Certified Teachers	3	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	3	0

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.

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.

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

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	24	4
1:1 Aides	2	4
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)	3	0
Interns	1	0

Campus Reported Incidents ⁷			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	41	15	7
Total number of in-school suspensions	0	0	0
Total number of physical restraints	0	0	1
Total number of seclusions	N/A	N/A	N/A

CAMPUS/PROGRAM CONTACT INFORMATION
Pathways Schools- Re-Entry at DuVal

Campus Contact Information	
Mailing Address: 9880 Good Luck Road, Lanham, MD 20706	School Type: Day School
Phone Number: (301) 850-6441	Is the facility public transportation accessible: Yes
Campus Leader: Dr. Tania DuBeau, Title: CEO	Distance (in miles) of facility from Washington, DC: 11 miles
Campus Website: www.pathwayschools.org	

Campus Disability Categories Served			
Autism		Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X

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

Developmental Delay		Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	
Hearing Impairment		Traumatic Brain Injury	
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings ⁸	
See program description attached.	
School Year (# of school days): 180	Extended School Year (# of school days): 19
Instructional hours per day: 6.6	Maximum Student Capacity: 25
Current Enrollment: <ul style="list-style-type: none"> Number of DC Students: 0 Number of Non-DC Students: 10 	Genders Served: <ul style="list-style-type: none"> Males Females Co-ed (male and female students)

Campus Education Program	
Grades Served: <ul style="list-style-type: none"> 9-12 	Ages Currently Served: 13-21
Graduation Tracks Offered: <ul style="list-style-type: none"> Diploma Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Safe Crisis Management	Behavior Tracking System Used: Pathways-designed
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"> Mindfulness therapy Collaborative Problem Solving Individual and group therapy 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ¹¹
General Education Teachers	0	0
Special Education-Certified Teachers	1	0
Dually-Certified Teachers (e.g., special education & science)	2	0
Content Certified Teachers	0	0

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.

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.

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

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

Campus Reported Incidents ¹²			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	10	0	0
Total number of in-school suspensions	0	1	0
Total number of physical restraints	0	0	0
Total number of seclusions	N/A	N/A	N/A

CAMPUS/PROGRAM CONTACT INFORMATION
Pathways Schools- Re-Entry at Friendly

Campus Contact Information	
Mailing Address: 10000 Allentown Road, Fort Washington, MD 20744	School Type: Day School
Phone Number: (301) 449-3173	Is the facility public transportation accessible: Yes
Campus Leader: Dr. Tania DuBeau, Title: CEO	Distance (in miles) of facility from Washington, DC: 6 miles
Campus Website: www.pathwayschools.org	

¹² The 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		Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	X
Developmental Delay		Specific Learning Disability	X
Emotional Disturbance	X	Speech or Language Impairment	
Hearing Impairment		Traumatic Brain Injury	
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings ¹³	
See program description attached.	
School Year (# of school days): 180	Extended School Year (# of school days): 19
Instructional hours per day: 6.6	Maximum Student Capacity: 20
Current Enrollment: <ul style="list-style-type: none"> Number of DC Students: 2 Number of Non-DC Students: 5 	Genders Served: <ul style="list-style-type: none"> Males Females Co-ed (male and female students)

Campus Education Program	
Grades Served: <ul style="list-style-type: none"> 9-12 	Ages Currently Served: 13-21
Graduation Tracks Offered: <ul style="list-style-type: none"> Diploma Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Safe Crisis Management	Behavior Tracking System Used: Pathways-designed
Does this campus implement seclusion interventions? ¹⁴ No	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"> Mindfulness therapy Collaborative Problem Solving Individual and group therapy 	

¹³ 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.

¹⁴ 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)

¹⁵ 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)

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ¹⁶
General Education Teachers	0	0
Special Education-Certified Teachers	0	0
Dually-Certified Teachers (e.g., special education & science)	2	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)	0	1
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	1	0
Counselor/Psychologist	1	0
Psychiatrist/Medical Doctor	0	0
Nurse	0	0
Medication Technician	0	0

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

Campus Reported Incidents ¹⁷			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	7	3	9
Total number of in-school suspensions	0	0	0
Total number of physical restraints	0	0	0
Total number of seclusions	N/A	N/A	N/A

CAMPUS/PROGRAM CONTACT INFORMATION
Pathways Schools- Anne Arundel

Campus Contact Information	
Mailing Address: 1819 Bay Ridge Avenue, Suite 340, Annapolis, MD 21403	School Type: Day School

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

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



Phone Number: (410) 295-1539	Is the facility public transportation accessible: Yes
Campus Leader: Dr. Tania DuBeau, Title: CEO	Distance (in miles) of facility from Washington, DC: 27 miles
Campus Website: www.pathwayschools.org	

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

Campus Program Offerings ¹⁸	
See program description attached.	
School Year (# of school days): 180	Extended School Year (# of school days): 19
Instructional hours per day: 6.6	Maximum Student Capacity: 24
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 0 • Number of Non-DC Students: 20 	Genders Served: <ul style="list-style-type: none"> • Males • Females • Co-ed (male and female students)

Campus Education Program	
Grades Served: <ul style="list-style-type: none"> • 8-12 	Ages Currently Served: 14-21
Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma • Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Safe Crisis Management	Behavior Tracking System Used: Pathways-designed
Does this campus implement seclusion interventions? ¹⁹ No	Does this campus implement physical restraint interventions? ²⁰ Yes

¹⁸ 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.

¹⁹ 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)

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)

Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)

- Mindfulness therapy
- Collaborative Problem Solving
- Individual and group therapy

Campus Staff Demographics- Teacher Certification

	Staff	Contracted ²¹
General Education Teachers	0	0
Special Education-Certified Teachers	0	0
Dually-Certified Teachers (e.g., special education & science)	2	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)	0	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	2	0
Counselor/Psychologist	0	0
Psychiatrist/Medical Doctor	0	0
Nurse	0	0
Medication Technician	0	0

Additional Nonpublic School Staff

	Staff	Contracted
Staff responsible for addressing behavioral difficulties	14	0
1:1 Aides	0	0
Teaching Assistants	14	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	1	0

Campus Reported Incidents²²

	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	0	0	0
Total number of in-school suspensions	0	0	0
Total number of physical restraints	0	0	0
Total number of seclusions	0	0	0

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

²² The incident data included in this profile pursuant to DC Code § 38-2561.16(a)(5)) reflects DC student incidents only.

CAMPUS/PROGRAM CONTACT INFORMATION
Pathways Schools- Horizons

Campus Contact Information	
Mailing Address: 4600 Powder Mill Road, Suite 100, Beltsville, MD 20705	School Type: Day School
Phone Number: (301) 595-3483	Is the facility public transportation accessible: Yes
Campus Leader: Dr. Tania DuBeau, Title: CEO	Distance (in miles) of facility from Washington, DC: 11 miles
Campus Website: www.pathwayschools.org	

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

Campus Program Offerings ²³	
See program description attached.	
School Year (# of school days): 180	Extended School Year (# of school days): 19
Instructional hours per day: 0	Maximum Student Capacity: 35
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 8 • Number of Non-DC Students: 20 	Genders Served: <ul style="list-style-type: none"> • Males • Females • Co-ed (male and female students)

Campus Education Program	
Grades Served: <ul style="list-style-type: none"> • 6-12 	Ages Currently Served: 11-21
Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma • Certificate of Completion 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Safe Crisis Management	Behavior Tracking System Used: Pathways-designed

²³ 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.

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

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ²⁶
General Education Teachers	0	0
Special Education-Certified Teachers	3	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	3	0

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

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	8	4
1:1 Aides	1	3
Teaching Assistants	1	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

²⁴ 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)

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)

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

Campus Reported Incidents²⁷			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	25	5	27
Total number of in-school suspensions	1	0	0
Total number of physical restraints	0	1	0
Total number of seclusions	N/A	N/A	N/A

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



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.



The Pathways School - Anne Arundel
1819 Bay Ridge Avenue, Suite 340
Annapolis, MD 21403
410-295-1539 fax 410-295-3051

MISSION STATEMENT

The Pathways Schools' mission is to enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

PROGRAM GOAL

The goal of the Pathways School – Anne Arundel is to help students in an individualized community-based environment make a natural transition from high school to post-secondary life through opportunities to participate in:

- Academic and functional life skills courses
- Therapeutic services
- Social skills counseling and individualized behavior management
- Community-based experiential activities
- Supported and volunteer employment
- Career exploration and post-secondary training school visits
- Transition-related activities

PROGRAM DESCRIPTION

The Pathways School – Anne Arundel provides integrated academic, therapeutic, and vocational services through community-based programming for up to 24 male and female high school students (ages 15-21) identified as having emotional disabilities. Students with other primary disabilities will be considered for admission if the program is deemed appropriate. These students, who are in need of more intensive services than those in a public school setting, are referred from local school systems (LSS). An educational environment that promotes learning at students' ability levels is provided.

Placement in this program offers students the opportunity to stabilize within an individualized milieu and gives them the options to earn a Maryland High School Diploma or a High School Certificate of Program Completion. The course offerings allow students who have not been successful in traditional school-based settings the opportunity to complete their secondary education. The Pathways School - Anne Arundel offers credit courses for students in grades 9-12 through individual and small group instruction following the Anne Arundel County Public Schools (AACPS) curriculum. Students who are unable to meet the requirements for a county diploma have the option to earn a Maryland High School Certificate of Program Completion. Students planning to earn a Certification of Program Completion may be provided the support to help them prepare to take the GED test in the future.

The cornerstone of the program is intensive individualization of the delivery of services within each student's home community. Each student is assigned to an Individualized Support Staff (ISS) member, who works under the supervision of a certified teacher and in collaboration with a licensed therapist. The assigned ISS provides daily transportation, individualized

instruction, behavior management, social skills training, transition support and crisis intervention. The ISS also supports employment and career development goals for students by monitoring student internship, supported employment, competitive employment, and job development activities. To maximize the collaborative efforts in programming for each student, the team maintains consistent communication with parents/guardians, employers, adult service providers and other community agencies.

Students are transported by the ISS between their places of residence, locations in the community, and the school site. The school is located in Bay Ridge Professional Building, 1819 Bay Ridge Avenue in Suite 340 in Annapolis, Maryland, near other professional organizations and businesses. The suite includes rooms for instruction and therapy, as well as a multi-purpose room and offices. Space within the school is used to provide individual and small group instruction and therapy sessions and also to meet with families, adult service providers and employment supervisors. Individual instruction, experiential learning opportunities, and career exploration are implemented in a variety of locations in the communities surrounding the school and the students' homes, including public libraries, community centers, shopping malls, and places of employment.

Certified teachers and licensed therapists are responsible for implementing the student's IEP. As a student-centered team, the teachers and therapists work collaboratively with the ISS to develop and implement educational and therapeutic services related to the student's IEP goals at the school site and in community settings. Related services for speech/language and occupational therapy are secured on a contract basis or through Anne Arundel County Public Schools. The Principal supervises the daily implementation of the academic and therapeutic programming for the site with periodic LSS reviews throughout the year. Under the supervision and direction of the principal, the Community Program Assistant assists with coordination of the community-based programming. Additional central administrative and support staff such as the Transition Coordinator, Academic Coordinator, Clinical Coordinators, and The Pathways Schools Director of Programs provide feedback to program staff, under the supervision of The Pathways Schools Executive Director.

The Anne Arundel program is one of Pathways Schools' six therapeutic educational programs in Maryland. The Pathways Schools are nonpublic day facilities approved by Maryland State Department of Education to serve students between the ages of 11 and 21 who are identified as having emotional disabilities. The legal entity responsible for governing and operating all programs is Crosswood, Inc., a nonprofit organization, located at 1106 University Blvd., West., Silver Spring, Maryland 20902.

THE PATHWAYS SCHOOL – CROSSLAND RE-ENTRY

6901 Temple Hill Road
Temple Hills, MD 20748
Phone 301-449-3173 Fax 301-449-3047

MISSION STATEMENT

The Pathways Schools' mission is to enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

PROGRAM GOAL

The goal of The Pathways School - Crossland Re-Entry program is to facilitate the student's return to the regular public high school environment, through opportunities including:

- Academic courses in the mainstream and/or in the smaller Pathways on-site setting
- Additional instructional support of special education teachers to boost success in the mainstream courses
- Study skills training to gain learning and coping strategies for public high school classroom
- Therapeutic services
- Social skills counseling and individualized behavior management

PROGRAM DESCRIPTION

The Pathways School - Crossland Re-Entry is a program which provides academic, therapeutic, and transition services for up to thirty high school students, male or female, with emotional disabilities in order to facilitate the students' integration into classrooms at Crossland High School. Students with other primary disabilities will be considered for admission if the program is deemed appropriate. The Pathways School - Crossland Re-Entry program admits students who are high school students, 13-19 years of age, residents of Prince George's County and identified in need of intensive special education services. Eligible students will need to have exhibited successes in academic, behavior, and social skills in the prior school placement and be motivated to attend classes at Crossland High School and earn a high school diploma. The focus of Crossland Re-Entry is to provide support services that will facilitate the student's return to the mainstream classroom. Pathways students may enroll in any of the Crossland High School courses if they meet the prerequisites for the class. The Pathways program staff assesses and determines when students have met the appropriate skill level to enter a mainstream class. The number of mainstreamed classes is gradually increased as the student demonstrates the ability to successfully adjust to and function in the larger environment.

The Crossland Re-Entry Program offers a secondary high school curriculum based on Prince George's County Public Schools' credit requirements. The instructional staff teaches social skills, study skills and all academic subjects to meet graduation requirements. Students also have access to the completer pathway programs (Foreign Language, Advanced Technology and Career Technology Education) offered by Crossland High School. In conjunction with Prince George's County Public Schools, our academic program satisfies credit requirements for a

Maryland high school diploma. Students who are unable to meet the requirements for a county diploma have the option to earn a Maryland High School Certificate of Program Completion.

The Crossland Re-Entry program staff members include a principal, certified teachers, licensed therapists, instructional resource support, and a crisis intervention specialist. The certified teachers and licensed therapists are responsible for implementing the students' IEPs. Under the supervision of the teachers and Principal, the instructional resource support staff member implements daily classroom activities. The crisis intervention specialist supports and implements the behavior management program in coordination with the teachers, therapists, and other staff. Related service providers for speech/ language and occupational therapy are contracted as needed. The principal supervises the daily implementation of the academic and therapeutic programming for the site with periodic reviews by the Local School System. In order to coordinate programming with Crossland High School, the principal participates in meetings with Crossland High School administrators. Additional central administrative and support staff such as the transition coordinator, academic coordinator, clinical coordinators, and Director of Programs provide feedback to staff in the program. The involvement of parents, guardians, families, advocates, and agencies is encouraged to both plan and implement the students' therapeutic, transition, and educational programs.

The Pathways School - Crossland Re-Entry program is located at Crossland High School, 6901 Temple Hill Road, Temple Hills, Maryland 20748. The program is located within the Vocational/Technical wing at Crossland High School in a suite of classrooms, offices, and therapy rooms. Crossland High School's cafeteria services, library media services, curriculum resources, instructional materials and equipment are utilized for student programming. Under the supervision of staff, students have access to all the indoor and outdoor student areas, including the health room, guidance office, computer labs and playing fields.

The Pathways School - Crossland Re-Entry is one of six therapeutic educational Pathways Schools in Maryland. The Pathways Schools are nonpublic day facilities approved by the Maryland State Department of Education to serve students ages 11-21, classified as having emotional disabilities. The legal entity responsible for governing and operating all programs is Crosswood, Inc., a nonprofit organization, located at 1106 University Blvd., West, Silver Spring, MD 20902.

THE PATHWAYS SCHOOL – DUVAL RE-ENTRY

9880 Good Luck Road
Lanham, Maryland 20706
Phone 301-850-6441 Fax 301-794-7845

MISSION STATEMENT

The Pathways Schools' mission is to enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

PROGRAM GOAL

The goal of The Pathways School - DuVal Re-Entry program is to facilitate the student's return to the regular public high school environment, through opportunities including:

- Academic courses in the mainstream and/or in the smaller Pathways on-site setting
- Additional instructional support of special education teachers to boost success in the mainstream courses
- Study skills training to gain learning and coping strategies for public high school classroom
- Therapeutic services
- Social skills counseling and individualized behavior management

PROGRAM DESCRIPTION

The Pathways School - DuVal Re-Entry is a program which provides academic, therapeutic, and transition services for up to twenty-five high school students, male or female, with emotional disabilities in order to facilitate the students' integration into classrooms at DuVal High School. Students with other primary disabilities will be considered for admission if the program is deemed appropriate. The Pathways School DuVal Re-Entry program admits students who are high school students, 13-19 years of age, residents of Prince George's County and identified in need of intensive special education services. Eligible students will need to have exhibited successes in academic/behavior/social skills in the prior school placement and be motivated to attend classes at DuVal High School and earn a Maryland high school diploma. Pathways students may enroll in any of the DuVal High School courses if they meet the prerequisites for the class. The Pathways program staff members assess and determine when students have met the appropriate skill level to enter a mainstream class.

The DuVal Re-Entry Program offers a secondary high school curriculum based on Prince George's County Public Schools' credit requirements. The instructional staff members teach social skills, study skills and all academic subjects to meet graduation requirements. Students also have access to the completer pathway programs (Foreign Language, Advanced Technology and Career Technology Education) offered by DuVal High School. In conjunction with Prince George's County Public Schools, our academic program satisfies credit requirements for a Maryland high school diploma.

The DuVal Re-Entry Program staff members include a principal, certified teachers, licensed therapists, a crisis intervention specialist, and an administrative assistant. The certified teachers and licensed therapists are responsible for implementing the student's IEP. The crisis intervention specialist supports and implements the behavior management program in coordination with the teachers, therapists, and staff. In addition, related service providers for speech/language and occupational therapy are contracted as needed. The therapists may supervise a social work intern. The principal supervises the

daily implementation of the academic and therapeutic programming for the site with periodic reviews by the LEA. In order to coordinate programming with DuVal High School, the principal participates in regularly scheduled meetings with DuVal High School administrators. Additional central administrative and support staff such as the transition coordinator, academic coordinator, clinical coordinators, and director of programs provide feedback to staff in the program. The involvement of parents, guardians, families, advocates, and agencies is encouraged to both plan and implement the students' therapeutic, transition, and educational programs.

DuVal Re-Entry staff members work closely with staff members from other Pathways School programs to ensure the success of eligible students transitioning to the DuVal program. Other eligible students who are residents of Prince George's County are also be considered on an individual basis.

The focus of DuVal Re-Entry is to provide support services that will facilitate the student's return to the regular classroom. The number of mainstreamed classes is gradually increased to full-time as the student demonstrates the ability to successfully adjust to and function in the larger environment.

The Pathways Schools DuVal Re-Entry program is located at DuVal High School, 9880 Good Luck Road, Lanham, Maryland 20706. The program is located in Room 5 which is comprised of a suite of classrooms, offices, and therapy rooms. The Re-Entry Program for uses other classrooms in the building for instruction and other programming, as needed. DuVal High School's cafeteria services, library media services, curriculum resources, instructional materials and equipment are utilized for student programming. Under the supervision of staff, students have access to all the indoor and outdoor student areas, including the health room, guidance office, computer labs and playing fields.

The Pathways Schools-DuVal Re-Entry is one of six therapeutic educational Pathways Schools in Maryland. The Pathways Schools are nonpublic day facilities approved by the Maryland State Department of Education to serve students ages 9-21, classified as emotionally disabled. The legal entity responsible for governing and operating all programs is Crosswood, Inc., a nonprofit organization, located at 1106 University Blvd., West, Silver Spring, MD 20902.

THE PATHWAYS SCHOOL - EDGEWOOD
801 University Boulevard, West
Silver Spring, MD 20901
Phone 301-681-4112 Fax 301-681-4113

MISSION STATEMENT

The Pathways Schools' mission is to enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

PROGRAM GOAL

The goal of the Pathways School –Edgewood is to help students in a small school environment make a natural transition from high school to post-secondary life through opportunities to participate in:

- Academic and functional life skills courses
- Therapeutic services
- Social skills counseling and individualized behavior management
- Community-based experiential activities
- Supported employment and work crews
- Career exploration and post-secondary training school visits
- Transition-related activities

PROGRAM DESCRIPTION

The Pathways School – Edgewood provides integrated academic, therapeutic, and vocational services through school-based and community based programming for up to 38 male and female high school students (ages 15-21) identified as having emotional disabilities. Students with other primary disabilities will be considered for admission if the program is deemed appropriate. The students, who are in need of more intensive services than a public school program, are referred from local school systems (LSS). An educational environment that promotes learning at one's ability level is provided. The Pathways School – Edgewood provides course offerings for students in grades 9-12, which allow students to receive high school credits that are congruent with the requirements of the student's LSS. Students have the opportunity to earn a Maryland High School Diploma. Students who are unable to meet the requirements for a county diploma have the option to earn Maryland High School Certificate of Program Completion. Students planning to earn a Certification of Program Completion may be provided the support to help them prepare to take the GED test in the future.

The transition for any student to a public school or competitive employment setting from a more restrictive environment is difficult at best. Most students are more successful in accomplishing this transition when they have a significant amount of added resources. It is the community-based component of the program that offers students pursuing these goals the specialized help they may need. The program offers students the flexibility both in hours, location, and mobility to travel to public school or employment settings with staff as the student attempts to transition into these settings. This is a unique educational opportunity that has been refined through years of experience serving a diverse student population. In addition, it is the

school-based component of the program that offers students the opportunity to interact in group situations with peers and staff and to develop the social skills essential for a successful transition.

Based on a review of each Individualized Education Program (IEP), student programming is developed and implemented in collaboration with the student's multidisciplinary IEP team. This includes assessing the individual needs in the following areas: academics, job development, therapy, related services, and transportation. At the beginning of each school year staff, including an administrator, teacher, and therapist identify the degree to which a student will receive school-based and community-based services. If at any time during the school year, the team identifies a need for a change in the delivery of services, they determine whether any changes to the IEP are necessary. If the team identifies that the services within Edgewood are no longer meeting the student's needs, an IEP multidisciplinary team meeting will be scheduled.

In addition to the academic curriculum, students receive related services through a structured therapy program, which emphasizes group therapy, individual therapy, and crisis intervention. Family therapy is provided on a case-by-case basis to address the individual needs of each student. The therapy program is integral to facilitating both the students' academic and behavioral progress. Therapy focuses on helping students acquire and apply social skills that will enable them to transition to the next phase of their lives. For many the transition is to post-secondary education, career training or the world of work. For other students, the transition is to a less restrictive secondary school placement. Overall, the Edgewood program offers students a therapeutic school milieu that provides a means to foster the development of stable and appropriate relationships for the student. A structured behavior management system is also utilized throughout the school program.

An integrated transition program provides information and resources that will aid in helping students develop skills for life beyond high school. The program is developed for each individual student based upon his or her Individual Transition Plan (ITP). Students participate in work crew experiences, internships, volunteer jobs, and competitive employment developed and supervised by the Job Coach. Trips to places of employment, training programs, and colleges in the community are planned and coordinated by the Transition Specialist based on the interests and goals of the students. In addition, the Transition Specialist coordinates and works collaboratively with staff and families to complete referrals to adult service agencies and other community support agencies, including Division of Rehabilitation Services (DORS), Developmental Disabilities Administration (DDA), Montgomery County's Career Transition Project, and Prince George's County Community Residences. Each student is empowered to be an active participant along with the Job Coach and Transition Specialist in the development and implementation of the ITP. In addition, the involvement of parents, guardians, families, advocates, and agency representatives is encouraged to both plan and implement the students' therapeutic, transition, and educational programs.

The roles of the Community Support Staff (CSS) and Instructional Assistant have been developed in order to maximize the extent to which the students can be provided individualized support in several areas. The CSS provide both school-based and community-based academic, vocational, social skills, and transition experiences to meet individual students' needs as outlined by county curricula and as stated in the objectives of the students' IEPs and ITPs. A CSS works under the supervision of the certified teachers and in collaboration with the therapists, Job Coach, Crisis Intervention Specialists, and Transition Specialist to provide support in a variety of ways including, individualized instruction, management of student behaviors, social skills training, job development, and job maintenance skills. The Instructional Assistant works under the supervision of the teacher to provide additional support to students within the classroom.

Certified teachers and licensed therapists are responsible for implementing the student's IEP. Related services for speech/language and occupational therapy are secured on a contract basis. The Pathways School Edgewood Administrative Head (Principal) and Educational Director (Vice Principal) supervise the daily implementation of the academic and therapeutic programming for the site with periodic LSS reviews throughout the year. Additional central administrative and support staff such as the Transition Coordinator, Academic Coordinator, Clinical Coordinators, and The Pathways Schools Director of Programs provide feedback to program staff, under the supervision of The Pathways Schools Executive Director.

The school is located in the Luther Rice Memorial Baptist Church at 801 University Boulevard West in Silver Spring, Maryland. On the top floor there are classrooms, therapy rooms, conference rooms, a library, multi-purpose rooms, and staff offices. On the first floor there is an additional meeting room. In addition, the program utilizes a variety of locations in the communities surrounding the school and the students' homes to implement the program, including public libraries, bookstores, recreation centers and the Boys and Girls Club, and community parks. Metro bus and subway access is within easy walking distance of the site.

The Pathways Schools-Edgewood is one of six therapeutic educational Pathways Schools in Maryland. The Pathways Schools are nonpublic day facilities approved by the Maryland State Department of Education to serve students ages 11-21, classified as having emotional disabilities. The legal entity responsible for governing and operating all programs is Crosswood, Inc., a nonprofit organization, located at 1106 University Blvd., West, Silver Spring, MD 20902.

THE PATHWAYS SCHOOL – NORTHWOOD
3401 East West Highway, Suite 240
Hyattsville, MD 20782
Phone 301-853-3923 Fax 301-853-3925

As of August 2014
4600 Powder Mill Road, Beltsville, MD 20705

MISSION STATEMENT

The Pathways Schools' mission is to enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

PROGRAM GOAL

The goal of the The Pathways School – Northwood at Hyattsville program is to help students to gain the social skills, self-control, self-awareness, and academic and therapeutic skills necessary for success in school. For those students at the middle school level this includes preparation for the transition to high school. The high school students are helped to earn a high school diploma. Students are given the opportunity to participate in the activities below in a small school environment.

- Academic courses
- Reading remediation
- Individual, group and family therapy
- Social skills counseling and individualized behavior management
- Career exploration and college visits
- Concurrent enrollment in community college
- Recreational, art, music and other alternative therapy
- Transition counseling
- Community experiences and Field trips

PROGRAM DESCRIPTION

The Pathways School – Northwood provides integrated academic and therapeutic support services for up to 36 male and female students grades 6-12 identified as emotionally disabled. Students with other primary disabilities will be considered for admission if the program is deemed appropriate. The students, who are in need of more intensive services than a public school program, are referred from local school systems (LSS). An educational environment that promotes learning at one's ability level is provided. The Pathways School – Northwood at Hyattsville provides course offerings, which allow students to receive high school credits that are congruent with the requirements of the student's LSS. Students have the opportunity to earn a Maryland or District of Columbia High School Diploma. Students who do not meet the requirements for a state diploma have the option to earn a Maryland or District of Columbia Certificate.

This program offers middle and high school curricula provided by the instructional staff who teach academic subjects. The academic program satisfies requirements set forth by the Maryland State Department of Education (MSDE) and the District of Columbia. In addition to the academic curriculum, students receive related services through a structured therapy program, which emphasizes group therapy, individual therapy, and crisis intervention. Family therapy is provided on a case-by-case basis to address the individual needs of each student. The therapy program is integral to facilitating both the students' academic and behavioral progress. Therapy focuses on helping students acquire and apply social skills that will enable them to transition to the next phase of their lives.

Certified teachers and licensed therapists are responsible for implementing the student's Individualized Education Program. The Principal supervises the daily implementation of the academic and therapeutic programming for the site with periodic LSS reviews throughout the year. Under the supervision of the teachers and Principal, the instructional assistant works with the classroom teachers to implement daily classroom activities and, within the broader school context, support school-wide activities. The crisis intervention specialist supports and implements the behavior management program in coordination with the teachers, therapists, and other staff. The integrated transition program is a related service which provides information and resources that will aid in transition skills for life beyond high school for tenth through twelfth graders. These lessons are provided by the teachers and are developed for each individual student based upon his or her Individual Transition Plan. Related services for one-on-one aides, speech/language therapy, and occupational therapy are employed or contracted as needed. Additional central administrative and support staff, such as the Director of Programs, Academic Coordinator, Clinical Coordinators, Transition Coordinators, and Student Support Services Coordinator provide support and consultation to staff in the program.

Until July 2014, The Pathways School – Northwood program is located 3401 East West Hwy, Suite 240, Hyattsville, MD 20782. Classrooms, offices, therapy, conference, and multipurpose rooms are available for use by the program. Metro bus and subway access is within easy walking distance of the site.

The Pathways School – Northwood is one of six therapeutic educational programs in Maryland. The Pathways Schools are nonpublic day facilities approved by Maryland State Department of Education to serve students between the ages of 11 and 21 who are identified as emotionally disabled. The legal entity responsible of governing and operating all programs is Crosswood, Inc., a nonprofit organization located at 1106 University Boulevard, West, Silver Spring, Maryland 20902.

THE PATHWAYS SCHOOL – SPRINGVILLE RE-ENTRY
2601 University Boulevard, West, 3rd Floor
Wheaton, Maryland 20902
Phone 301-942-1115 Fax 301-942-7677

MISSION STATEMENT

The Pathways Schools' mission is to enable our students to acquire the skills they need to succeed in school, career and life through individualized education and supports.

PROGRAM GOAL

The goal of The Pathways School - Springville Re-Entry program is to facilitate the student's return to the regular public high school environment, through opportunities in a small school environment to participate in:

- Academic courses
- Study skills class to gain learning and coping strategies for public high school classroom
- Therapeutic services
- Social skills counseling and individualized behavior management
- Public high school visits
- Career exploration

PROGRAM DESCRIPTION

The Pathways School - Springville Re-Entry is a program which provides academic, therapeutic, and transition services for up to twenty-four high school students, male or female, with emotional disabilities. Students with other primary disabilities will be considered for admission if the program is deemed appropriate. The program admits students who are high school students, 13-19 years of age and in grades 9 through 12, identified in need of intensive special education services.

The academic program is designed to meet the requirements of each student's Individualized Educational Program (IEP) and to allow students to earn credit toward earning a Maryland or District of Columbia high school diploma or Certificate of Program Completion. An educational environment that promotes learning at one's ability level is provided. One component of the program provides specialized instruction for those students in need of functional academics and life skills. In addition to the academic curriculum, students receive therapeutic related services, which include group therapy, individual therapy, and crisis intervention. Some students are also provided transition related services to develop their skills necessary for post-secondary life. A comprehensive behavior management system is utilized throughout the school program.

Students who are motivated to return to a public high school are prepared for the transition. Eligible students will need to have exhibited success in academic, behavior, and social skills, as well as have a willingness to develop the competencies necessary for a successful transition to the public high school setting. The Springville Re-Entry staff will work cooperatively with public high school settings to facilitate successful student transition on an individual basis.

The Springville Re-Entry program staff members include the principal, certified teachers, licensed therapists, crisis intervention specialist, administrative assistant and contractual speech therapists and occupational therapists. The principal supervises the daily implementation of

the academic and therapeutic programming for the site with periodic reviews by the LSS. The instructional staff and therapists are responsible for providing academic and counseling services consistent with implementing the student's IEP. Under the supervision of the teachers and principal, the instructional assistant works with the classroom teachers to implement daily classroom activities and, within the broader school context, support school-wide activities. The crisis intervention specialist supports and implements the behavior management program in coordination with the teachers, therapists, and staff. Related services for speech/language and occupational therapy are contracted as needed. The administrative assistant supports the management of the office and records. Additional central administrative and support staff such as the Transition Coordinator, Academic Coordinator, Clinical Coordinators, and Director of Programs provide feedback to staff in the program. The involvement of parents, guardians, families, advocates, and agencies is encouraged to both plan and implement the students' therapeutic, transition, and educational programs.

The Pathways School-Springville Re-Entry program is located at 2601 University Boulevard West, Wheaton, Maryland 20902 on the third floor of the Bank of America building. Classrooms, offices, therapy rooms, a conference and a multi-use room are available for use by the program. Additional activities are provided at other locations such as other Pathways' sites, the Wheaton Community Center, and Sligo Creek Park. Metro bus and subway access is within easy walking distance of the site.

The Pathways Schools-Springville Re-Entry is one of six therapeutic educational Pathways Schools in Maryland. The Pathways Schools are nonpublic day facilities approved by the Maryland State Department of Education to serve students ages 9-21, classified as emotionally disturbed. The legal entity responsible for governing and operating all programs is Crosswood, Inc., a nonprofit organization, located at 1106 University Blvd., West, Silver Spring, MD 20902.