

The High Road School of Cecil County is an educational program that specializes in servicing the unique needs of students who exhibit significant and challenging behaviors. In partnership with CCPS, the High Road School of Cecil County is able to provide a small and highly structured educational/therapeutic setting that includes individual and small group counseling sessions to address each student's individualized social and emotional needs. Students who attend the partnership program have a greater opportunity for transitioning back to their home school with the appropriate supports and implementation of a more prescriptive behavior management program.

Contact Information

Cecil County Public Schools Department for Special Education

201 Booth Street
Elkton, MD 21921
410-996-5450

High Road School of Cecil County

Director: Gary Hunt
3035 Singerly Road
Elkton, MD 21921
410-398-6900



Serving learners, families, and the community.

Partnership Seat Program

*Cecil County Public Schools &
High Road School of Cecil
County Partnership*

Vision

To provide an interim placement for students who exhibit significant emotional difficulties, with a short term opportunity to receive intensive services (social skills instruction and counseling as needed) that will allow students to return to a less restrictive setting within their home school.





HIGH ROAD SCHOOL OF CECIL COUNTY

Projected Student Outcomes:

- decrease the frequency and duration of chronic and challenging behaviors identified prior to the partnership placement
- continue to improve student's ability to utilize positive behavioral strategies and demonstrate progress on individual social and emotional goals that will allow a smooth transition back to the home school
- provide a quality educational learning experience that is aligned with CCPS curriculum and the Maryland College and Career Ready Standards

TRANSITIONING TO THE PROGRAM

The IEP team makes the placement determination. If the Partnership Seat program is deemed an appropriate placement, the IEP is revised and individual goals are identified to determine the skills the student would need to demonstrate prior to revisiting the placement decision.

To ensure a smooth transition to the program, determinations about individual student supports are considered and could include, but are not limited to, the use of a social story, meeting the staff in advance, a classroom visit, and counseling supports.

In addition to academic instruction, the program teaches:

- **Self-Awareness** (identifying emotions, self-confidence, self-efficacy)
- **Self-Management** (impulse control, stress management, self-discipline, motivation, goal setting, organizational skills)
- **Social-Awareness** (perspective taking, empathy, appreciating diversity, respect for others)
- **Relationship Skills** (communication, social engagement, relationships, cooperation, resolving conflicts, seeking help or helping)
- **Responsible Decision Making** (problem solving skills, ethical responsibility)

CONTINUOUS MONITORING

Student progress is monitored and data is collected on individualized behavior plans, IEP goals, and objectives to determine progress on pro-social replacement skills and self-regulation strategies for reentry to the public school setting.

An administrator from the student's home school frequently visits the classroom to observe/monitor progress toward the goals set by the IEP team and to stay connected and maintain a positive rapport with the student.

TRANSITION OUT OF THE PROGRAM

Based on the student's progress, an IEP team meeting is scheduled to discuss whether or not the student is ready to transition back to the home school. If the IEP team determines that continuation in the partnership seat remains appropriate, administrators will continue to monitor student progress. If the student is going to begin to transition back to the home school, the IEP team will review the IEP and develop a written plan to provide a smooth and successful transition.