EARLY LEARNING PROGRAMS

for Young Children with Special Needs

Baltimore City Public Schools
As a parent or guardian, you have an essential role to play as your child’s first teacher. And, as a parent or guardian of a young child with special needs, you are also an important advocate for your child’s education. City Schools is your partner as you and your family start on this journey of learning and growth with your child.

This booklet describes the special education programs and services available through City Schools for young children with an Individualized Education Programs (IEP). There are many options, with programs designed for children with a range of developmental, language, behavioral, or medical requirements. Browse these pages to find out about the programs available to meet your child’s needs.

We look forward to including you and your family in the great things that happen every day in City Schools classrooms!

For more information about the programs listed in this booklet, please call 443-984-2000, email EarlyLearningPrograms@bcps.k12.md.us, or visit www.baltimorecityschools.org.
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Itinerant Services
Parents bring their child to their neighborhood school to receive services such as speech and language therapy.

3- and 4-year-olds

Services at Head Start
Children who attend Head Start can receive services at their program sites.

3- to 5-year-olds
Services in Pre-kindergarten or Kindergarten

City Schools’ students in general education pre-k or kindergarten programs receive special instruction or related services during the school day. IEP goals and objectives become part of daily classroom routines and instruction. Services are provided in or outside the regular classroom, in accordance with each child’s IEP. General educators can receive support with IEP implementation through the Collaborative Consultation Model.

**Pre-k and kindergarten students**

Full day, 5 days a week
Citywide Preschool Special Education Programs

**Partners Program**
This program offers a full-inclusion setting for pre-k and kindergarten children with disabilities who show emerging social, communication, and academic skills. Students participate in a general education classroom for most of the day and receive additional support for part of the day through a special education co-teaching model. Children with and without IEPs receive grade-appropriate instruction in a highly structured, routines-based classroom that uses visual and sensory supports.

**Pre-k and kindergarten students**
Full day, 5 days per week

**Let’s Grow Half-Day**
Children with and without IEPs work together, learning in a language-rich environment with teaching strategies designed to help them meet developmental milestones. The curriculum focuses on social skills and developmentally appropriate skills of concentration, coordination, and independence.

**3- and 4-year-olds (who are too young for pre-k)**
2.5 hours, 5 days per week
Citywide Preschool Special Education Programs (continued)

Let’s Grow Full-Day
Children with IEPs work in small group settings outside of the general education setting for approximately half of the school day. Children join a general education class for the other half of the day, where they work with their peers to develop social skills while learning academic content.

- Pre-k and kindergarten students
  - Full day, 5 days per week

Early Learning Environment (ELE)
Children with developmental delays who need more intensive specialized instruction learn in a separate classroom for most of the day. It is a highly structured, routines-based classroom that uses a multi-sensory approach to learning and gives children many opportunities to practice new skills.

- 3- and 4-year-olds (who are too young for pre-k)
  - 2.5 hours, 5 days per week

- Pre-k and kindergarten students
  - Full day, 5 days per week
Citywide Preschool Special Education Programs (continued)

*Early Therapeutic Environment (ETE)*

This program offers a small, separate class for children whose social, emotional, or behavioral needs cannot be met in the general education setting. Instructional strategies within the grade-appropriate curriculum include specialized classwide behavior management, clear and consistent rules and routines, positive behavior supports, crisis intervention, and therapeutic support from full-time behavioral specialists.

**Pre-k and kindergarten students**

Full day, 5 days per week
Early Learning Environment–Auditory/Oral

This full-day program provides a language-rich environment, where children experience an academic curriculum while concentrating on communication and thinking skills. Teachers are specialists in working with hearing-impaired children and make use of ear-level frequency modulation (FM) systems that help students develop speech, language, and auditory skills.

3- and 4-year-olds and pre-k and kindergarten students with hearing aids/cochlear implants

Full day, 5 days per week
Cheryl A. Casciani
Chair, Baltimore City Board of School Commissioners

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