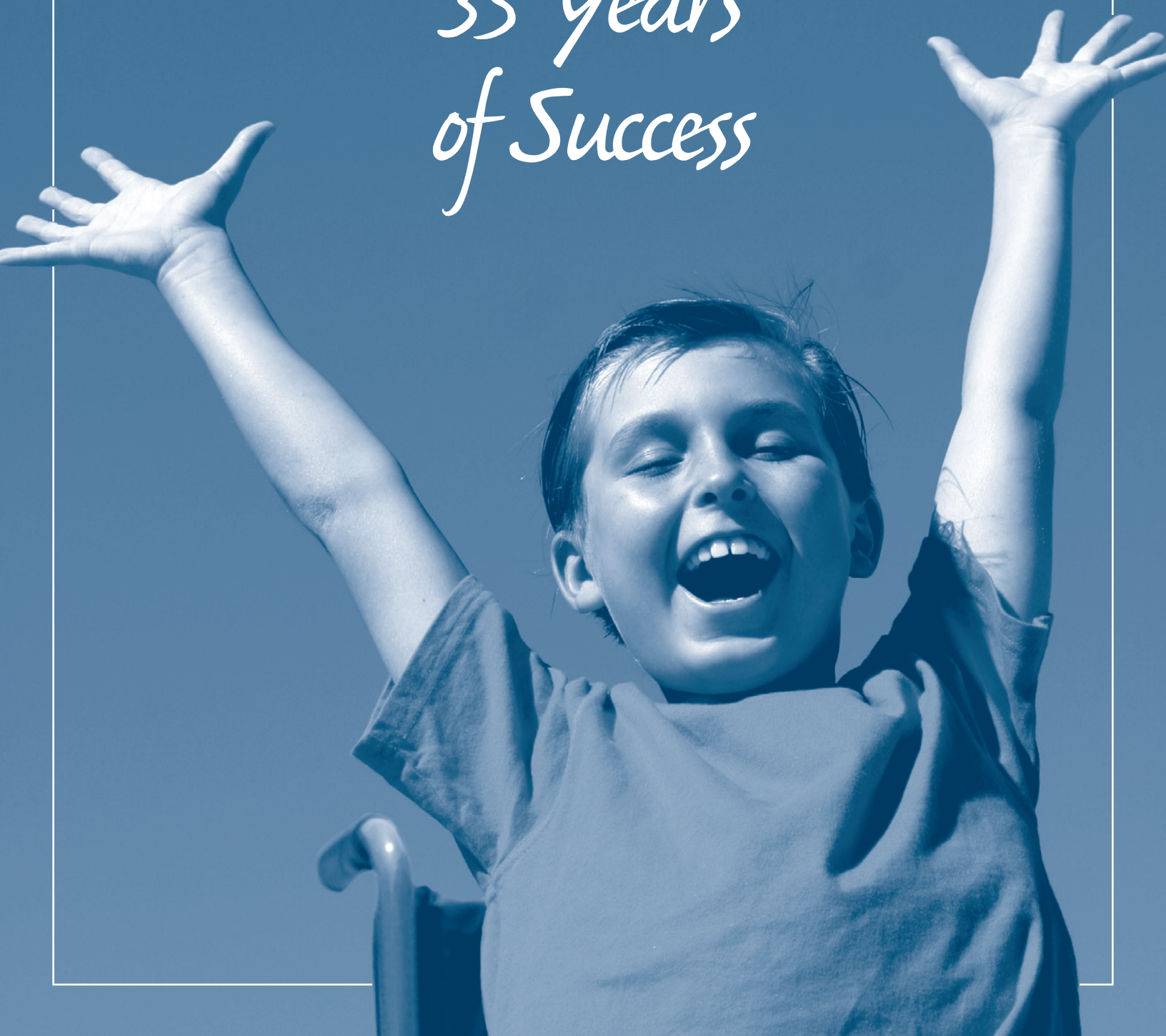




Serving the Private Special Education  
Community Since 1974

*Celebrating  
35 Years  
of Success*



## About ASAH

Since 1974, ASAH has served private special education schools and agencies in New Jersey, ensuring the highest standards of service excellence for students and youth with disabilities.

With a focus on the needs of students, ASAH works to foster partnerships between its members, local school districts, and local communities. We know that these collaborations not only enhance the quality of education programs, they ensure that students with disabilities are served in the least restrictive setting, and have the greatest chance of returning them to public school settings.

While providing information and referral to anyone seeking appropriate placement of individuals with special needs, ASAH also advocates directly for individuals with special needs and their families.

ASAH also promotes programs and policies that protect and enhance the well-being of individuals with disabilities and their families, especially those that impact or interface with education services.

### **ASAH STAFF**

Gerard Thiers, Executive Director  
Susan Recce, Assistant Director  
Theresa Hornberger, Business Manager  
Donna Gomez, Administrative Assistant

### **ASAH BOARD OFFICERS**

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# *Celebrating 35 Years of Success*

1974-2009

Every morning at ASAH member schools across New Jersey, buses arrive to drop off nearly 11,000 students with disabilities. For the next six hours, teams of highly trained special educators, therapists, paraprofessionals, and support staff work together to meet the individualized needs of each and every student. One by one, day by day, we strive to build stories of success.

We do not work alone. Our schools have a long history of collaborative partnerships with parents, school districts, community leaders, and lawmakers. Together, we work not only to help each and every child, but also to advance public policy, promote effective educational practices, and foster productive collaborations between private schools, public school districts, and communities.

ASAH's success can be measured in the outcomes of our member schools. We place an emphasis on returning students to their local public school whenever possible: Forty-five percent of the students who leave ASAH member schools return to local public programs. Those who remain to graduate from our member schools have a high degree of success in adult life, with the connections and supports they need for jobs, day programs, or higher education.

ASAH is deeply humbled by the trust placed in our member schools. We understand the awesome responsibility of educating children and youth with disabilities because we understand each child's potential. We know that with an appropriate education, every student, regardless of disability, can be a success story!

A handwritten signature in blue ink, appearing to read 'Gerard Thiers', with a stylized, flowing script.

Gerard Thiers,  
Executive Director

# William

On December 8, 2006, William graduated from an ASAH member school serving children with autism and entered public kindergarten. William is the fourth of 5 students to graduate, an accomplishment of which the member school is particularly proud – in doing so, the ASAH member school has produced a cumulative savings to New Jersey taxpayers of more than \$20 million.

William's parents are celebrating his graduation because of the many new, formerly believed unachievable, opportunities it represents for him. Although they never gave up after his autism diagnosis, hope didn't really happen again for the family until William entered the ASAH member school in January 2003. In the interim, between his diagnosis and starting at the school, his parents shuffled William to 6 different therapists and specialists each week to secure the "recommended" 32 hours of treatment needed to gain any type of improvement.

**"Although they never gave up after William's autism diagnosis, hope didn't really happen again for his family until he entered an ASAH member private school."**

and capacity to follow directions have given him a life full of activities and fun. William plays with friends, goes out to eat or to the movies, and enjoys skiing with his family.

William is looking forward to going to his new school on the bus with his neighborhood friends. William's parents are looking forward to a new chapter in his education.



When he came to the ASAH member school, some of the doctors who had diagnosed William predicted that he would not learn to speak. After four years of intensive intervention, he speaks English extremely well and has begun to learn and speak Spanish. William is entering kindergarten capable of learning in a typical educational setting.

Today, William is nothing like he was four years ago. He has developed the skills and behaviors of a "typical" interactive, social kindergartner with a great sense of humor. Whereas four years ago his former inability to communicate led to uncontrollable tantrums, his current communication skills



# Ashley

Representing her country, state, Special Olympics New Jersey, and school at the 2007 Special Olympics Summer World Games in Shanghai, China, was the result of Ashley's inherent talent as a sprinter, the support of an ASAH member school, and a little bit of luck.

Ashley had never participated in any track and field events or Special Olympics, but her coach at an ASAH member school saw her talent as a sprinter and encouraged her to join Special Olympics. Over the years, her running ability blossomed. In 2005, Ashley competed at the State Special Olympics Summer Games and qualified for the Summer National Games, a prerequisite for athletes hoping to be part of Team USA for the World Games. At the National Games, Ashley won two gold medals and one silver.

"The luck of the draw" is important in Special Olympics World Games selection. Following National Games Competition, Ashley learned that she was selected for the one female slot given to New Jersey on Team USA. This fairytale dream became reality when Ashley received the blessing of DYFS and her school to attend these World Games.



Ashley had never been on a plane or traveled outside of New Jersey, so flying halfway around the world and being one of 7,000 athletes, representing 170 countries was an adventure of a lifetime.

Ashley took the 23-hour flight to Shanghai. During her three weeks there, she participated in a Host Town Program that introduced her to the Pudong cultural community and exposed her to the same song, dance and special education programs Chinese students attend.

At the games, Ashley gave 150 percent, winning the gold medal in the 4 x 100 relay, the bronze medal in the 100-meter sprint and a 4th place in the 200-meter sprint.

She is truly an ASAH residential school success story!

"Ashley had never participated in any track and field events, but her coach at an ASAH member school saw her talent as a sprinter and encouraged her to join Special Olympics."

# "C"

"C" entered an ASAH member school after many years of unsuccessful school placements. He had struggled with a slew of familial and community stressors, low self-esteem, anger management, and impulse control. Initially he had great difficulty making positive connections with his peers, respecting authority, controlling his angry outbursts and coping with and managing his anger.

By working closely with his parents, teachers and counselors and exploring his strengths, staff at the ASAH school realized that "C" was interested in drumming. Not only did he enjoy all types of percussion, he was able to incorporate this strength at school due to the nature of the multi-sensory program, in his cultural studies, music class, school-wide special events, and therapy.

His parents were able to locate a traditional Puerto Rican drumming group in his county, and "C" is now involved in many state-wide performances, a filmed documentary about the group, and is mentored by one of the group members.



Drumming became an outlet for "C"'s internal feelings of anger, rage, and fear which, once explored and processed, dramatically improved his academic and behavioral progress. With the assistance of the structure of the school program, parental involvement and community support, "C" has shown a great deal of improvement.

He has also developed a sense of self-worth, pride in his accomplishments, and has also managed to engage and maintain meaningful relationships with his peers and staff. Most recently, "C" acted as a role model for other students and as a "teacher" to those who may be more limited than he.

ASAH is proud of "C" for all the hard work he has done to reach his behavioral and academic goals.



"With the assistance of the structure of the school program, parental involvement and community support, "C" has shown a great deal of improvement."

# Julia

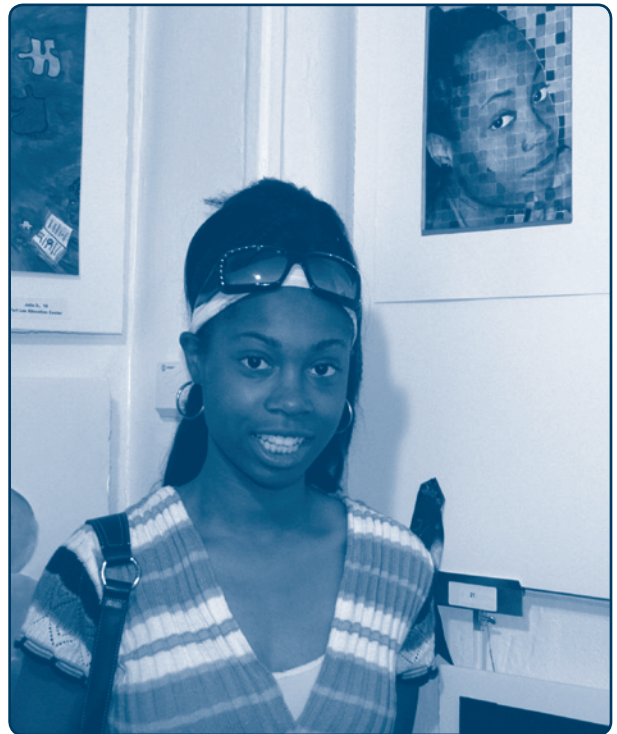
Julia came to an ASAH member school in the ninth grade a troubled, frustrated, and aggressive teenager, but blossomed into an intelligent, athletic, creative, and beautiful young woman.

She was in a stable foster home environment and, with their guidance and her own self-determination, Julia transformed herself into a well-liked, well-rounded individual, capable of taking on any challenge.

Academically, she excelled and became the 2008 salutatorian of her senior class. Julia participated in basketball and track, winning 32 gold, silver and bronze medals. Julia also participated in H'Olympics for 4 years, winning gold and silver medals in track and field, basketball, and volleyball.

Julia won recognition and awards for her artwork and poetry. One of her artworks, "Building the Future One Student at a Time," was selected for the program cover of the 2008 ASAH Conference in Atlantic City. Julia was also awarded a scholarship as a result of her participation in a local art exhibit.

Julia is currently attending her local community college and plans to transfer after two years to the Fashion Institute of Technology in Manhattan for Interior Design.



"Julia came to an ASAH member school in the ninth grade a troubled, frustrated and aggressive teenager, but blossomed into an intelligent, athletic, creative, and beautiful young woman."

# Tiffany

“So that is my story... the story of a young woman who regained her pride and dignity,” said Tiffany as she concluded her valedictorian speech. Many in the audience wondered how she had lost her pride and dignity to begin with. Others knew, but everyone listened intently with admiration to this young woman who so clearly attributed her success to the ASAH member school at which she had finally felt safe.

“It was like I’d been given a magic wand and had customized a school where I could be happy.”

During her freshman year at a public high school, something terrible happened to Tiffany. As she left a bathroom in her school, two older girls pinned her to the wall, and tore at her clothing while groping and fondling her. Several days later, Tiffany was hospitalized for anxiety, but bravely returned to school. She was afraid to walk to school or classes alone, anticipating retaliation from her attackers because she had pressed criminal charges against them. Despite accommodations made for her, Tiffany was harassed, teased, and bullied.

The following year, Tiffany returned to public school, apprehensive but determined to give it another chance. But the bullying continued, and by November, she could no longer cope. She began home instruction. She had become very depressed and attempted suicide. She survived, only to try to take her life again.



Following intense treatment for her depression, therapy and family support, Tiffany decided that she wanted to try school again. She never returned to her public high school, but transferred into an ASAH member high school. Tiffany flourished!!

In her own words: “It was like I’d been given a magic wand and had customized a school where I could be happy.” And happy she was. She was popular, made friends, and became close to her teachers. Tiffany was elected Student Council President, attended the prom, and became a very successful high school student.

Following graduation, Tiffany attended secretarial school to pursue training for a career as a medical secretary. She is now employed at a well-respected medical center in Newark.

Tiffany never actually had a magic wand... just a great deal of inner strength and the support of an ASAH member school, at which she felt safe and accepted.



# Victor

In some aspects, Victor's success story began nearly twenty years ago on a bench in a quiet park. That is where Victor's parents sat reeling from the diagnostic label they'd been given for their son's disability. At a time when "autistic" was often confused with "artistic," Victor's parents happened to sit next to a woman who was part of the professional team at an ASAH member school that specialized in educating students with autism. Thus began Victor's path to success.

Over the years, Victor attended an ASAH member school, where he worked on socialization and academic goals. His family and school worked closely together, sharing every joy and trial. Always sweet, and often quiet, Victor learned to work with confident independence on skills and look to his teachers and family when he was unsure. As Victor grew from a child into a teen and then a young adult, his family sought out the school's suggestions for securing a post-school placement. They visited potential sites and advocated for the placement they desired. The school helped transition Victor to his day placement and he was able to go directly from his school into an adult day center, which also specialized in autism. Due to Victor's successes over the years, as well as the combined efforts of his parents, school, and his new day center, Victor's transition was seamless.



"His family and school worked closely together, sharing every joy and trial. Always sweet, and often quiet, Victor learned to work with confident independence on skills and look to his teachers and family when he was unsure."



Today, Victor enjoys going to his day center, socializes with peers, and has two jobs, where he works as part of an enclave under the supervision of an employment specialist. Victor has worked at STAPLES for a year and a half, and at the Marriott for almost a year. Perhaps one of his greatest achievements is demonstrated at STAPLES, where he is not only working in the community, but with the community. When Victor first started working, he tended to direct customers to aisle #13 for any questions they would ask him. Now, thanks to instruction at home and at the center, Victor is able to answer a customer's question by replying that he will get them help. Victor's success is even sweeter as he has achieved what every parent hopes for

— he is a happy, productive member of his community. And when he walks into his work sites, he greets his fellow workers with a wave and a "hello." Thanks to his education and his parents' hard work, Victor is able to work and live as an integral member of his community.

# Community Experiences Build Skills and Confidence

At one ASAH member school, transition aged students spread their wings and venture out into the community, wearing a watch, carrying a wallet and their favorite item – a cell phone.

The school saw a need for students to get out of the classrooms and experience real life situations, transferring academics to real life. Students experience using a laundromat, shopping in a grocery store and a mall, and ordering lunch at a restaurant. Each student has an assignment to complete.



When students are at the mall, they are supervised from a distance. To increase independence but still provide support, students are encouraged to communicate with staff by using their cell phones if they encounter any difficulties. They are expected to use the mall directory to find a particular destination. Once they find the store, they can ask a salesperson for information regarding a particular item. This encourages them to assert themselves and to communicate with unfamiliar persons – a skill they do not usually have

the opportunity to practice. For lunch, students order, pay for, and carry their lunch from the food court restaurant to a table.



Often, the outing is a chance to use public transportation. As a result of the confidence gained through this experience, several students are now using public transportation independently for non-school related activities.

Other outings include trips to the barber or beauty salon,

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where students learn to communicate their wants and needs. Students also travel to museums and art galleries, as well as to the movie theatre, where students decide what movie to see, purchase their ticket and snacks, and find accessible seating in the theater.

On one recent trip, students went to the Ikea furniture store, where they had an imaginary budget to furnish a small room. This task gave them an opportunity to use their creativity while managing money and acquiring an idea of the best way to use space.

With the full support of their school, these students learn to meet the challenges of real life experiences.

“The school saw a need for students to get out of the classrooms and experience real life situations, transferring academics to real life.”





# John

With a ready smile and a high-five, John begins his day at an ASAH member school. It is hard to believe that this exuberant young teen has confronted a variety of serious medical challenges.

Born prematurely and weighing only two pounds, John was diagnosed with cerebral palsy, a severe respiratory condition, and other disabilities. He underwent his first surgery just twenty-four hours after birth.



When John entered an ASAH member school at the age of three, he needed to be tube fed, could not walk, and his speech was limited to a few phrases in Spanish and English. A year later, John was using a walker and effectively communicating in two languages. With a protocol developed by his doctors and implemented by the school's speech therapist, John no longer needed tube feedings. Under the guidance of the medical consultants at school and the physical therapy department, John's ambulation improved as he moved from a walker to crutches, gaining greater levels of independence.

As John's academic skills improved so did his confidence and overall ability. John's academic, physical, and social progress prompted the school to recommend that he return to his public school for part of his day, for language arts, math, and science. John received highly specialized speech, occupational, and physical therapy, physical education, and a career awareness program at his private school. Now his private school also provides him the opportunity to participate in enrichment programs, exploring his musical talents and playing the clarinet in the school band and singing in the choir.

As John's academic skills improved so did his confidence and overall ability ... this prompted the ASAH member private school to recommend that he return to his public school for part of his day."



John's success story continues and he continues to reach higher levels of independence. This year, he was moved from APA testing and should be taking the ASK 6.

John is a young man full of ambition, determination and the will to succeed. He is never discouraged by temporary setbacks and he is working toward his goals. For all who work with him, John is nothing less than an inspiration.



# Integrating Pet Therapy Into Daily School Life

At one ASAH member school, an innovative pet therapy program for students with disabilities was initiated several years ago. Integrating pet contacts into daily school life, the three-pronged program includes pet-partner dogs' classroom visits, a facility/service dog who has become an essential part of the physical therapy activities, and therapeutic horseback riding.



**“New skills and new behaviors often arise more readily in novel settings that prompt high levels of student interest.”**

In collaboration with a dog trainer experienced in working with children with disabilities, facility/service dogs and their owners visit classes each week. A student's apprehension or impulsivity may interfere with the pleasure of interacting with the animals. With encouragement, many students have been able to markedly reduce these behaviors. The child learns about consistency, as well as the trials, tribulations, and determination required to accomplish a common goal. Eventually, students learn to read the dog's body posture, and teach the dog to respond to specific commands.

The facility/service dog is trained to do specific tasks that are helpful to a child with disabilities. The dog's training allows it to be an integral part of a student's prescribed therapy plans such as working on postural control and developing strength and balance. Using facility/service dogs as part of physical therapy sessions serves many purposes. Often, when disabilities are a factor, moving one's body is very difficult. Involving facility/service dogs increases the level of interest and arousal, thus making the students' movements less of a chore. The facility/service dog creates a partnership within the therapy session that strengthens the student's determination to persevere.

At the same school, some students participate in a therapeutic riding program at a stable with staff experienced in working with children with disabilities. Children move from standing next to horses, to mounting them, to slowly indicating that they are ready to have the horse move along. Sitting astride the horse provides the student with a sense of self-assurance and control. Children may overcome sensory sensitivities to stroke the horse or brush its coat, others with balance issues may accomplish sitting on a saddle and holding the reins carefully and with confidence. New skills and new behaviors often arise more readily in novel settings that prompt high levels of student interest.



# Jeffrey

At the age of six, Jeffrey began to attend an ASAH member school. At the time, he was a very active youngster, difficult to direct, with unintelligible speech and very little functional language. His inability to communicate caused him frustration and he was prone to acting out. His parents were told by professionals that there was a possibility that he would never speak.

Jeffrey thrived in his new environment which provided him the appropriate program, attention and direction for him. The school's focus on the whole child helped Jeffrey develop good language skills and provided him with a solid academic and career education. The school also helped Jeffrey hone his social skills and fostered his interest in athletics and the arts. As a result, Jeffrey accomplished many milestones that he and his parents could not have imagined for him as a six-year-old. He campaigned and was elected as a member of the school's student government, he ran several times in the school's annual 5k race, and he attended many dances, including his prom. At thirteen, Jeffrey had the language skills, discipline and confidence to celebrate his bar mitzvah. This involved Jeffrey learning and reciting his prayers in Hebrew in front of a large audience in his family's synagogue.

He lived at home and attended the ASAH school until he graduated at age 21. Today, at age 28, Jeffrey is a resident in one of the school's group homes. He is a sociable, empathetic, talkative young man. He is gainfully employed, involved in the school's alumni association, and has many interests. He enjoys skiing, horseback riding, basketball and Broadway shows. He enjoys a close relationship with his parents, grandparents, sister, and girlfriend. His sister, Lauren, recently had a baby boy, Spencer, and Jeffrey delights in his new role as an uncle. He has achieved a level of independence that was unimaginable when he first entered the ASAH school. His success can be attributed to the love, patience, and support of his parents, sister, and extended family, and to his time at the ASAH school. He leads a rich, productive, happy life and cherishes his family, friends, and his continuing participation in the school's extended community life.



“Today, at age 28, Jeffrey is a sociable, empathetic, talkative young man and is gainfully employed. He has achieved a level of independence that was unimaginable when he first entered the ASAH school.”

# Ryan

Shortly before Ryan reached the age of 18 months, his parents were given some sobering news: their son would never walk, would never talk, and probably wouldn't live very long.

Now, approaching his sixth birthday, Ryan is walking, holding our hand; can choose between objects; and can point to things that start with a certain letter. He's socially adaptable to any situation. He's loving, caring; it's just been wonderful.



When Ryan was one year-old, he was diagnosed with a chromosomal deletion, a condition that results from loss of chromosomes. He was also born eight weeks early and had been in early intervention since he was five months old because he hadn't met any of his milestones; and he had a lot of kidney issues and underwent a series of surgeries.

When Ryan reached the age of three, his therapists recommended an ASAH member school. After evaluating him, his school district agreed and Ryan began school.

Over a six-month period, Ryan's attention span increased from 30 seconds to about five minutes. He's now starting to follow directions and look at objects more closely. He can recognize his name and make choices by pointing at objects or pictures. For example, teachers will hold up pictures of four different toys, and Ryan will choose which one he wants to play with.

According to his parents, placement at an ASAH member school has been life-changing, both for Ryan and for them. "Here, he can experience things that other kids can, like horseback riding, going to the circus, going to baseball games. It's such a wonderful thing because I couldn't do that as a parent. I couldn't really expose him to what he's exposed to here."

"Placement at an ASAH member school has been life-changing, both for Ryan and for his family."



# Thomas

At one ASAH member school, secondary students formed the first Student Council. It all began one day when one of the students, Thomas, came into the supervisor's office and said he had some good ideas for the school. He said it would be his "honor" to help the school in "expanding our horizons." The majority of the students at the school are non-verbal, but Thomas was able to eloquently express his thoughts. He explained how he knew what it was like to be in a wheelchair and not to be able to do all the things others could do. He said he wanted to look out for his friends who were unable to speak up for themselves.

This was the seed for creating a student forum so that ALL could be heard. Because of his sensitive nature, others now have a voice.

The group met and in a short time since they began, sponsored a Valentine's Day dance and created a cookbook for a fundraiser.

"The most rewarding successes are the personal ones. One student who used to refuse to use his communication device is now using his device regularly at student forum meetings, with support from his friends.



These are the tangible successes, but the most rewarding are the personal changes. One student who regularly refused to use his communication device is now using it at the meetings, with support from his friends. Another student, who rarely spoke up, is now initiating conversation and ideas of his own. He used to refer to himself as a "piece of work," now he calls himself "a masterpiece!"

Another student, who rarely spoke up, is now initiating conversation and ideas of his own. He used to refer to himself as a "piece of work," now he calls himself "a masterpiece!"





# Bryan

When he was 18 months old, Bryan began having seizures and was diagnosed with Angelman syndrome, a rare genetic disorder that causes developmental delays and neurological problems. Today, at age 17, Bryan dances at his school prom, competes in Special Olympics, and eats dinner out with friends.

When he was 11, Bryan was placed by his school district in an ASAH member school. He had attended the local public school through the middle of fifth grade, at which time his medical condition and seizures became unmanageable; he went into significant seizures and did not wake up for three weeks. It was not going to be possible for him to continue school in an inclusion environment. As his medical needs got more complex, there was no doubt in the school district's mind that a private school was the right place.



He was offered one of twelve openings in a new residential wing at the school. In the words of Bryan's mom:

**"At the private school he can be supported, day in and day out. Because of the creativity of the therapists, he's using a completely different kind of walker than we thought possible."**

"We happened to be one of the lucky ones. Our lives and his life are so much better. But there are just not enough options for children who have multiple handicaps. At the private school he can be supported, day in and day out, because of having things like the seating and mobility clinic and the orthotics clinic. We used to have to travel just to do a wheelchair alignment. Now he has a custom-made wheelchair. Because of the creativity of the therapists, he's using a completely different kind of walker than we thought possible. He's had a variety of orthotics made for him – a completely new spring-based design that goes all the way up his leg. He has a stander that he uses in the classroom. Every little component of what his life was all about has been enhanced because of the talent of the people at his school."

Thanks to the outstanding care and education Bryan receives every day at an ASAH member program, he is able to live a wonderful life, with a full social life – including the prom – which his parents could never have imagined. He is involved in so many things; each one of them builds on the next to create a completely different life – and future – than he would have had otherwise.

# *Desi: A parent's perspective*

It hardly seems possible that it has been nearly four years since Desi left your school. So much has happened for her that is still owed to the wonderful care and education she received with you.

After three straight years of honors, Desi finally had a sufficient GPA to apply for the National Honor Society.

She did so in the fall and was recently inducted into her district chapter. She did very well on her SAT, and is planning to attend the local community college next fall. Desi hopes to continue on to the Library Science program at the University of North Carolina at Chapel Hill.

The day before the induction, Desi received a surprise from the State Legislature. She received a proclamation signed by two legislators and one state senator acknowledging her achievements. During the ceremony, they congratulated the teachers for guiding the kids to this benchmark, and later Desi said to me, "Mom...it was all really nice...but my REAL teachers did not get any credit."

Maybe not that night... but I want you all to share in this moment with us. Desi hopes to visit you all again this year, and I want to say again how grateful I am to you all – for the magnificent care you gave to her as a student. The other night I could not help but remember how far Desi has come.

Strictly from a parent's point of view, she has done magnificently, and I think you would be proud of the young woman she has become. Sweet, sassy, and bright, she has a warm heart, and a thoughtful way. She is still close friends with J, and she remains a shining example of what placing the right student in the right school can do.



Strictly from a parent's point of view, Desi has done magnificently, and I think you would all be proud of the young woman she has become.

# ASAH Member Schools and Agencies

## Atlantic County

Y.A.L.E. School East, Inc.

## Bergen County

Alpine Learning Group, Inc.  
Bergen Center for Child Development, Inc.  
The Children's Therapy Center  
Community High School  
Community School, Inc.  
David Gregory School  
ECLC of New Jersey Ho-Ho-Kus  
Educational Partnership for Instructing Children (EPIC)  
Felician School for Exceptional Children, Inc.  
The Forum School  
High Point School of Bergen County  
Holmstead School  
Institute for Educational Achievement  
JCC on the Palisades Therapeutic Nursery  
Learning Center for Exceptional Children, Inc.  
Palisades Learning Center  
REED Academy  
YCS - Fort Lee Education Center  
YCS - George Washington School  
YCS - Sawtelle Learning Center - Paramus Annex  
YCS - Sawtelle Learning Center - Ridgewood Annex

## Burlington County

Children's Home - Mary A. Dobbins School  
Garfield Park Academy  
Githens Center (Burlington County Cerebral Palsy Association)  
Kingsway Learning Center Moorestown Campus  
Y.A.L.E. School North Inc. c/o Nokomis School

## Camden County

Bancroft NeuroHealth Early Intervention Program  
Bancroft Pre-School of Haddon Heights  
Bancroft Pre-School of Washington Township  
Bancroft School  
Bancroft School at Voorhees Pediatric Facility  
Brookfield Schools  
Kingsway Learning Center Haddonfield Campus  
Larc School, Inc.  
Y.A.L.E. School Cherry Hill Campus  
Y.A.L.E. School Southeast, Inc.  
YCS - Sawtelle Learning Center South

## Cumberland County

Devereux New Jersey Comprehensive Community Resources  
Pineland Learning Center, Inc.

## Essex County

ARC of Essex County Stepping Stones School  
Banyan School  
Child Development Center  
The Children's Institute  
Deron School of New Jersey, Inc. (II)  
Essex Valley School  
Horizon High School Cerebral Palsy of North Jersey  
Horizon School Cerebral Palsy of North Jersey  
Mt. Carmel Guild Academy  
Mt. Carmel Guild School and Preschool  
Northwest Essex Community Healthcare Network  
Therapeutic School & Preschool  
Phoenix Center, Inc.  
YCS - Independence High School  
YCS - Sawtelle Learning Center North  
YCS - Therapeutic Learning Center

## Gloucester County

Durand Academy and Community Services  
HollyDELL School  
St. John of God Community Services Archbishop Damiano School  
St. John of God Community Services Early Intervention Program  
St. John of God Community Services Vocational Rehabilitation/Adult Services  
Y.A.L.E. School Williamstown Campus

## Hudson County

Concordia Learning Center at St. Joseph's School for the Blind  
Mt. Carmel Guild High School  
YCS - Ernest M. May Academy  
YCS - Sawtelle Learning Center - Kearny Annex

## Hunterdon County

Hunterdon Learning Center  
Spring Run School Center for Educational Advancement

## Mercer County

Bridge Academy  
Children's Day School of Family Guidance Center  
Eden A.C.R.E.s  
Eden Institute, Inc.  
Eden W.E.R.C.s  
Newgrange Educational Outreach Center

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Newgrange School  
Princeton Child Development Institute  
Titusville Academy

### **Middlesex County**

The Center School  
Lakeview School Cerebral Palsy Association of  
Middlesex County  
New Road School  
Newmark High School  
Pediatric Rehabilitation Department JFK Johnson  
Rehabilitation Institute  
You & Me School

### **Monmouth County**

ARC - Dorothy B. Hersch High School  
Children's Center of Monmouth County  
Coastal Learning Center - North  
Coastal Learning Center - South  
Collier Youth Services - Collier Group Home  
Collier Youth Services - Collier High School  
Collier Youth Services - Kateri Day Camp  
Collier Youth Services - Kateri Environmental  
Education Center  
Collier Youth Services - Project Eco  
CPC Behavioral Healthcare High Point Adolescent  
School  
CPC Behavioral Healthcare High Point Elementary  
School  
LADACIN Network Schroth School & Technical  
Education Center  
Oakwood School  
The Rugby School at Woodfield  
School for Children  
SEARCH Day Program, Inc.

### **Morris County**

Allegro School, Inc.  
The Calais School  
Celebrate the Children  
Chapel Hill Academy  
Daytop Preparatory School  
ECLC of New Jersey Chatham  
Kentwood Academy  
Montgomery Academy  
P.G. Chambers School

### **Ocean County**

Coastal Learning Center - Tuckerton Campus  
Education Academy  
LADACIN Network Lehmann School and Technical  
Education Center  
New Road School of Ocean County  
School for Children with Hidden Intelligence (SCHI)

### **Passaic County**

Banyan Upper School  
Passaic County Elks Cerebral Palsy Elementary School  
Passaic County Elks Cerebral Palsy High School

### **Salem County**

HollyDELL School  
Ranch Hope/Strang School  
St. John of God Community Services The Damian  
O'Shea Children's Center

### **Somerset County**

Bonnie Brae School  
East Mountain School Carrier Foundation  
Green Brook Academy  
Lord Stirling School  
Matheny School at the Matheny Medical and  
Educational Center  
McAuley School for Exceptional Children  
The Midland School  
New Road School of Somerset  
Rock Brook School  
Somerset Hills Learning Institute  
Somerset Hills School

### **Sussex County**

Willowglen Academy - NJ, Inc.

### **Union County**

Arc Kohler School  
Cerebral Palsy League Come Play and Learn Early  
Childhood Center  
Cerebral Palsy League CPL Adult Services  
Cerebral Palsy League Jardine Academy-Cranford  
Campus  
Cerebral Palsy League Jardine Academy-Union Campus  
Cerebral Palsy League Kaleidoscope Early Intervention  
Program  
Children's Specialized Hospital  
Deron School of New Jersey, Inc. (I)  
The Newmark School  
Summit Speech School at the F.M. Kirby Center

### **Warren County**

Stepping Stone School Elnorah, Inc.



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ASA's members are private schools and agencies that serve children with disabilities in New Jersey. Because of their experience and historic success in providing specialized education and support services, ASA members represent an important source of expertise and information about special education in the state.

In addition to private school placements, many ASA members offer consultation services directly to districts that are working to support students with disabilities in public schools, and to parents in need of more intensive supports at home.

ASA's staff is available to answer questions, or respond to your concerns regarding private special education in New Jersey.

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