



## Nonpublic School Profile:

The Harbour School

**Overall School Type(s):** Day School

School Contact Information <sup>1</sup>	
<b>Mailing Address:</b> 1277 Green Holly Drive, Annapolis, MD 21409	<b>Total Number Service Sites:</b> 2
<b>Phone Number:</b> (410) 974-4248	<b>Certificate of Approval (COA) Status:</b> Full (Annapolis Campus), Probationary (Baltimore Campus)
<b>Website:</b> <a href="http://www.harbourschool.org">www.harbourschool.org</a>	<b>COA Expiration Date:</b> 5/4/2018
<b>CEO:</b> Dr. Linda Jacobs	<b>Date of Last OSSE Monitoring Visit:</b> 11/4/2015

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

### CAMPUS/PROGRAM CONTACT INFORMATION

The Harbour School - Annapolis Campus

Campus Contact Information	
<b>Mailing Address:</b> 1277 Green Holly Drive, Annapolis, MD 21409	<b>School Type:</b> Day School
<b>Phone Number:</b> (410) 974-4248	<b>Is the facility public transportation accessible:</b> No
<b>Campus Leader:</b> Dr. Linda Jacobs, <b>Title:</b> Executive Director	<b>Distance (in miles) of facility from Washington, DC:</b> 36 miles
<b>Campus Website:</b> <a href="http://www.harbourschool.org">www.harbourschool.org</a>	

Campus Disability Categories Served			
<b>Autism</b>	X	<b>Multiple Disabilities</b>	X
<b>Deaf-Blindness</b>		<b>Orthopedic Impairment</b>	
<b>Deafness</b>		<b>Other Health Impairment</b>	X
<b>Developmental Delay</b>	X	<b>Specific Learning Disability</b>	X

<sup>1</sup> 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.

<sup>2</sup> Table reflects aggregate information from all campuses.



Emotional Disturbance	X	Speech or Language Impairment	X
Hearing Impairment		Traumatic Brain Injury	X
Intellectual Disability	X	Visual Impairment	

### Campus Program Offerings<sup>3</sup>

The Harbour School is an individualized diagnostic program. Students completing the high school program have the opportunity to earn a public school diploma, an accredited high school diploma or a certificate of high school achievement. Program emphasis is on providing an academically challenging program while meeting individuals needs in a psychologically supportive setting. Graduates are prepared to enter college or the workforce. An honors program for gifted learning disabled students is available. Services provided include self-contained special education, diagnostic-prescriptive evaluation, speech and language therapy, counseling, psychological service, small-group therapy, transitional programming and social skills training, art, music, drama, dance, vocational assessment and training, occupational therapy and physical therapy.

<b>School Year (# of school days):</b> 200	<b>Extended School Year(# of school days):</b> The Harbour School is an 11 month program
<b>Instructional hours per day:</b> 6.6	<b>Maximum Student Capacity:</b> 200
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>• <b>Number of DC Students:</b> 17</li> <li>• <b>Number of Non-DC Students:</b> 158</li> </ul>	<b>Genders Served:</b> <ul style="list-style-type: none"> <li>• Males</li> <li>• Females</li> </ul>

### Campus Education Program

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

### Campus Behavior Management

<b>Positive Behavior Support Program/Strategy Used:</b> Social Skills Development Plan	<b>Behavior Tracking System Used:</b> Social Skills Incentive Plan (Harbour Payroll System)
<b>Does this campus implement seclusion interventions?<sup>4</sup></b> No	<b>Does this campus implement physical restraint interventions?<sup>5</sup></b> No
<b>Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)</b> <ul style="list-style-type: none"> <li>• Sensory diet</li> <li>• Orton Gillingham</li> <li>• Social Thinking</li> <li>• Zones of Regulation</li> <li>• Alert Program</li> </ul>	

<sup>3</sup> 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.

<sup>4</sup> 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)

<sup>5</sup> 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)

<b>Campus Staff Demographics- Teacher Certification</b>		
	<b>Staff</b>	<b>Contracted<sup>6</sup></b>
General Education Teachers	0	0
Special Education-Certified Teachers	19	0
Dually-Certified Teachers (e.g., special education & science)	9	0
Content Certified Teachers	1	0
Total Number of Teachers	26	0

<b>Related Service Provider Certifications/Licenses</b>		
	<b>Staff</b>	<b>Contracted</b>
Speech Language Pathologist (SLP)	4	0
Physical Therapist (PT)	0	1
Occupational Therapist (OT)	3	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	5	0
Counselor/Psychologist	1	0
Psychiatrist/Medical Doctor	0	0
Nurse	0	1
Medication Technician	8	0

<b>Additional Nonpublic School Staff</b>		
	<b>Staff</b>	<b>Contracted</b>
Staff responsible for addressing behavioral difficulties	98	0
1:1 Aides	7	0
Teaching Assistants	26	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)	5	0
Interns	0	0

<b>Campus Reported Incidents<sup>7</sup></b>			
	<b>SY 13-14</b>	<b>SY 14-15</b>	<b>SY 15-16</b>
Total number of out-of-school suspensions	0	7	1
Total number of in-school suspensions	0	0	0
Total number of physical restraints	0	0	0
Total number of seclusions	0	0	0

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

<sup>7</sup> 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**

**The Harbour School - Baltimore Campus**

Campus Contact Information	
<b>Mailing Address:</b> 12251 Dolfield Boulevard, Owings Mills, MD 21117	<b>School Type:</b> Day School
<b>Phone Number:</b> (443) 394-3760	<b>Is the facility public transportation accessible:</b> Yes
<b>Campus Leader:</b> Dr. Linda Jacobs, <b>Title:</b> Executive Director	<b>Distance (in miles) of facility from Washington, DC:</b> 45 miles
<b>Campus Website:</b> www.harbourschool.org	

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

Campus Program Offerings <sup>8</sup>	
<p>The Harbour School is an individualized diagnostic program. Students completing the high school program have the opportunity to earn a public school diploma, an accredited high school diploma or a certificate of high school achievement. Program emphasis is on providing an academically challenging program while meeting individuals needs in a psychologically supportive setting. Graduates are prepared to enter college or the workforce. An honors program for gifted learning disabled students is available. Services provided include self-contained special education, diagnostic-prescriptive evaluation, speech and language therapy, counseling, psychological service, small-group therapy, transitional programming and social skills training, art, music, drama, dance, vocational assessment and training, occupational therapy and physical therapy.</p>	
<b>School Year (# of school days):</b> 200	<b>Extended School Year (# of school days):</b> The Harbour School is an 11 month program
<b>Instructional hours per day:</b> 6.6	<b>Maximum Student Capacity:</b> 200
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>• <b>Number of DC Students:</b> 1</li> <li>• <b>Number of Non-DC Students:</b> 146</li> </ul>	<b>Genders Served:</b> <ul style="list-style-type: none"> <li>• Males</li> <li>• Females</li> </ul>

<sup>8</sup> 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.



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

Campus Behavior Management	
<b>Positive Behavior Support Program/Strategy Used:</b> Social Skills Development Plan	<b>Behavior Tracking System Used:</b> Social Skills Incentive Plan (Harbour Payroll System)
<b>Does this campus implement seclusion interventions?</b> <sup>9</sup> No	<b>Does this campus implement physical restraint interventions?</b> <sup>10</sup> No
<b>Campus Therapeutic Techniques/Interventions:</b> (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.)	
<ul style="list-style-type: none"> <li>• Sensory diet</li> <li>• Orton Gillingham</li> <li>• Social Thinking</li> <li>• Zones of Regulation</li> <li>• Alert Program</li> </ul>	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted <sup>11</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	14	0
Dually-Certified Teachers (e.g., special education & science)	6	0
Content Certified Teachers	1	0
Total Number of Teachers	20	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	5	0
Physical Therapist (PT)	0	1
Occupational Therapist (OT)	1	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	4	0
Counselor/Psychologist	1	0
Psychiatrist/Medical Doctor	0	0
Nurse	0	1
Medication Technician	8	0

<sup>9</sup> 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)

<sup>10</sup> 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)

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

<b>Additional Nonpublic School Staff</b>		
	<b>Staff</b>	<b>Contracted</b>
Staff responsible for addressing behavioral difficulties	81	0
1:1 Aides	5	0
Teaching Assistants	20	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)	4	0
Interns	0	0

<b>Campus Reported Incidents<sup>12</sup></b>			
	<b>SY 13-14</b>	<b>SY 14-15</b>	<b>SY 15-16</b>
Total number of out-of-school suspensions	1	1	5
Total number of in-school suspensions	0	0	0
Total number of physical restraints	0	0	0
Total number of seclusions	0	0	0

<sup>12</sup> 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](mailto:Edgar.Stewart@dc.gov).

