



**Nonpublic School Profile:**  
Kennedy Krieger School Program

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

School Contact Information <sup>1</sup>	
<b>Mailing Address:</b> 1750 E. Fairmount Avenue, Baltimore, MD 21231	<b>Total Number Service Sites:</b> 4
<b>Phone Number:</b> (443) 923-9100	<b>Certificate of Approval (COA) Status:</b> Full
<b>Website:</b> <a href="http://www.kennedykrieger.org/special-education">http://www.kennedykrieger.org/special-education</a>	<b>COA Expiration Date:</b> 5/4/2018
<b>CEO:</b> Dr. Gary Goldstein, M.D.	<b>Date of Last OSSE Monitoring Visit:</b> 12/8-12/9/2015

Overall Disability Categories Served <sup>2</sup>			
<b>Autism</b>	X	<b>Multiple Disabilities</b>	X
<b>Deaf-Blindness</b>		<b>Orthopedic Impairment</b>	X
<b>Deafness</b>		<b>Other Health Impairment</b>	X
<b>Developmental Delay</b>		<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**  
Kennedy Krieger Institute-Fairmount Campus

Campus Contact Information	
<b>Mailing Address:</b> 1750 E. Fairmount Avenue, Baltimore, MD 21231	<b>School Type:</b> Day School
<b>Phone Number:</b> (443) 923-9100	<b>Is the facility public transportation accessible:</b> Yes
<b>Campus Leader:</b> Dr. Robin Church, <b>Title:</b> Senior Vice President for Education	<b>Distance (in miles) of facility from Washington, DC:</b> 40 miles
<b>Campus Website:</b> <a href="http://www.kennedykrieger.org/special-education/educational-programs/kindergarten-through-eighth-grade">http://www.kennedykrieger.org/special-education/educational-programs/kindergarten-through-eighth-grade</a>	

Campus Disability Categories Served			
<b>Autism</b>	X	<b>Multiple Disabilities</b>	X
<b>Deaf-Blindness</b>		<b>Orthopedic Impairment</b>	

<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.



<b>Deafness</b>		<b>Other Health Impairment</b>	X
<b>Developmental Delay</b>		<b>Specific Learning Disability</b>	X
<b>Emotional Disturbance</b>	X	<b>Speech or Language Impairment</b>	
<b>Hearing Impairment</b>		<b>Traumatic Brain Injury</b>	X
<b>Intellectual Disability</b>	X	<b>Visual Impairment</b>	

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

The Kennedy Krieger School K-8 is organized into Professional Learning Communities (PLCs). This model fosters a student-centered environment where shared decision making is used to examine our practices and improve our effectiveness. Our program provides integrated related services that work together via a team-based collaborative approach. Kennedy Krieger School K-8 emphasizes cutting-edge, research-based programs across disciplines. Staff uses differentiation, accommodations, modifications, and a multi-sensory approach to teach the Common Core Standards and to target individualized education plan individualized education program (IEP) goals and objectives. The school K-8 utilizes both individualized behavior programming and a school-wide behavior management approach based in Positive Behavior Intervention and Supports (PBIS), as well as Professional Crisis Management (PCM). Sensory strategies are integrated throughout the school environment and are individualized to meet students' needs. The school strives to take an innovative approach to integrating technology. Each classroom provides whole group and individual access to technology to create an engaging classroom environment and to prepare students for an increasingly technology-based society.

<b>School Year (# of school days):</b> 199	<b>Extended School Year(# of school days):</b> 11 month program
<b>Instructional hours per day:</b> 6.250	<b>Maximum Student Capacity:</b> 175
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>• <b>Number of DC Students:</b> 7</li> <li>• <b>Number of Non-DC Students:</b> 142</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> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• 1-8</li> </ul>	<b>Ages Currently Served:</b> 5-14
<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> Positive Behavior Interventions and Supports (PBIS)	<b>Behavior Tracking System Used:</b> Documentum
<b>Does this campus implement seclusion interventions?<sup>4</sup></b> Yes	<b>Does this campus implement physical restraint interventions?<sup>5</sup></b> Yes

<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

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

- Individual and group therapy, art therapy, music therapy, variety of therapy strategies
- PBIS, FBA/ BIP, PCM
- Social Thinking, Social Stories

**Campus Staff Demographics- Teacher Certification**

	Staff	Contracted <sup>6</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	26	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	3	0
Total Number of Teachers	29	0

**Related Service Provider Certifications/Licenses**

	Staff	Contracted
Speech Language Pathologist (SLP)	8	0
Physical Therapist (PT)	1	0
Occupational Therapist (OT)	5	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	11	0
Counselor/Psychologist	3	0
Psychiatrist/Medical Doctor	3	0
Nurse	3	0
Medication Technician	0	0

**Additional Nonpublic School Staff**

	Staff	Contracted
Staff responsible for addressing behavioral difficulties	10	0
1:1 Aides	63	11
Teaching Assistants	23	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	0	0

**Campus Reported Incidents<sup>7</sup>**

	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	1

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>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**  
**Kennedy Krieger Institute-Greenspring Campus High School**

Campus Contact Information	
<b>Mailing Address:</b> 3825 Greenspring Avenue, Baltimore, MD 21211	<b>School Type:</b> Day School
<b>Phone Number:</b> (443) 923-7800	<b>Is the facility public transportation accessible:</b> Yes
<b>Campus Leader:</b> Dr. Robin Church, <b>Title:</b> Senior Vice President for Education	<b>Distance (in miles) of facility from Washington, DC:</b> 40 miles
<b>Campus Website:</b> <a href="http://www.kennedykrieger.org/special-education/educational-programs/kennedy-krieger-high-school">http://www.kennedykrieger.org/special-education/educational-programs/kennedy-krieger-high-school</a>	

Campus Disability Categories Served			
<b>Autism</b>	X	<b>Multiple Disabilities</b>	X
<b>Deaf-Blindness</b>		<b>Orthopedic Impairment</b>	X
<b>Deafness</b>		<b>Other Health Impairment</b>	X
<b>Developmental Delay</b>		<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>	
The Kennedy Krieger High School is a non-public special education day program. The school serves students aged 14 to 21 who have been referred by their local school system. Students may work toward earning a high school diploma.	
<b>School Year (# of school days):</b> 199	<b>Extended School Year (# of school days):</b> 11 months
<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> 5</li> <li>• <b>Number of Non-DC Students:</b> 170</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> 9-12	<b>Ages Currently Served:</b> 14-21
<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> Positive Behavior Interventions and Supports (PBIS)	<b>Behavior Tracking System Used:</b> Documentum

<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.

<b>Does this campus implement seclusion interventions?</b> <sup>9</sup> Yes	<b>Does this campus implement physical restraint interventions?</b> <sup>10</sup> Yes
<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>• Individual and group therapy, art therapy, music therapy</li> <li>• Multi-sensory room, sensory diet</li> <li>• PBIS, FBA/ BIP, PCM</li> <li>• Social Communication, Social Stories</li> <li>• Universal Design for Learning</li> </ul>	

<b>Campus Staff Demographics- Teacher Certification</b>		
	<b>Staff</b>	<b>Contracted<sup>11</sup></b>
General Education Teachers	0	0
Special Education-Certified Teachers	12	0
Dually-Certified Teachers (e.g., special education & science)	21	0
Content Certified Teachers	0	0
<b>Total Number of Teachers</b>	<b>33</b>	<b>0</b>

<b>Related Service Provider Certifications/Licenses</b>		
	<b>Staff</b>	<b>Contracted</b>
Speech Language Pathologist (SLP)	6	0
Physical Therapist (PT)	2	0
Occupational Therapist (OT)	3	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	11	0
Counselor/Psychologist	1	0
Psychiatrist/Medical Doctor	3	0
Nurse	3	0
Medication Technician	0	0

<b>Additional Nonpublic School Staff</b>		
	<b>Staff</b>	<b>Contracted</b>
Staff responsible for addressing behavioral difficulties	0	0
1:1 Aides	61	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)	12	0
Interns	0	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>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	3 out of school suspensions for total of 10 days	0	1
Total number of in-school suspensions	3 in school suspensions for total of 1.5 days	8 in school suspensions for total of 2.25 days	8
Total number of physical restraints	0	0	383 (*contact school for more info on this number)
Total number of seclusions	1	0	30

**CAMPUS/PROGRAM CONTACT INFORMATION**  
**Kennedy Krieger Institute-Greenspring Campus L.E.A.P. Program**

<b>Campus Contact Information</b>	
<b>Mailing Address:</b> 3825 Greenspring Avenue, Baltimore, MD 21211	<b>School Type:</b> Day School
<b>Phone Number:</b> (443) 923-4576	<b>Is the facility public transportation accessible:</b> Yes
<b>Campus Leader:</b> Dr. Robin Church, <b>Title:</b> Senior Vice President for Education	<b>Distance (in miles) of facility from Washington, DC:</b> 40 miles
<b>Campus Website:</b> <a href="http://www.kennedykrieger.org/special-education/educational-programs/leap-program">http://www.kennedykrieger.org/special-education/educational-programs/leap-program</a>	

<b>Campus Disability Categories Served</b>			
<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>	
<b>Developmental Delay</b>		<b>Specific Learning Disability</b>	
<b>Emotional Disturbance</b>		<b>Speech or Language Impairment</b>	
<b>Hearing Impairment</b>		<b>Traumatic Brain Injury</b>	
<b>Intellectual Disability</b>	X	<b>Visual Impairment</b>	

**Campus Program Offerings<sup>13</sup>**

The LEAP Program is an approved Maryland State Department of Education (MSDE) non-public day program. It is designed for children who require an education in a highly structured environment, which will program for their academic, communication, social, behavioral, and community needs. A variety of evidence-based practices and instructional strategies are utilized to implement the Maryland Common Core State Curriculum (MCCSC) and/ or Core Learning Goals in Reading, English/Language Arts, Mathematics, Social Studies, Science, Health, Career Development, Life Skills, and other areas as appropriate to grade level and learner needs. Students participate in the Alternate Maryland School Assessment (Alt-MSA). The LEAP Program does not offer diplomas.

The LEAP Program offers the following components:

<sup>12</sup>The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

<sup>13</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.



- + An interdisciplinary approach to individualized programming which includes input from parents/ students and utilizes professionals from the following disciplines: special education, speech-language pathology, occupational therapy, psychology, behavior analysis, social work, expressive arts therapies (i.e., art and music), nursing, audiology, vocational education, physical therapy, and psychiatry. All school staff meet the MSDE certification requirements in their assigned fields.
- + A structure that facilitates communication among the team members who are implementing the curriculum and individualized education programs (IEPs) (i.e., internal team meetings occur on a regular basis).
- + An eclectic combination of intervention approaches/methods based on best practices, including but not limited to: TEACCH, Applied Behavior Analysis, Picture Exchange Communication Systems, sensory diets, community-based instruction, and vocational training.
- + Small classes (an average of 7 students) with a high staff to student ratio that provides 1:1 supports as needed or as indicated in individualized education programs (IEPs).
- + Speech/Language services which focus on establishing functional language skills through the use of both low and high-tech augmentative communication systems, increasing vocalizations, and improving articulation and social language skills. Services emphasize independence in communication during curricular and community activities and support increased access to the curriculum.
- + Occupational Therapy services which emphasize evaluation of sensory processing and development of strategies to assist students with self-regulation skills.
- + Intensive behavioral supports including functional behavioral assessments, individualized behavior intervention plans, and safe crisis management procedures.
- + Case Management focusing on home-school collaboration and identification of community-based resources and supports for LEAP families.
- + Programmatic mental health and expressive arts services which enhance academic, social, and emotional development.
- + Opportunities to participate in off-site supported and/ or sheltered employment.
- + Activities which promote student wellness and physical development, including aquatics and fitness programs.

A student's week typically consists of applied academics, functional life skills, exposure to the general education curriculum, individualized education program (IEP) driven related services, recreation/leisure activities, social skills training, community-based instruction, and work-based learning. The physical classroom space is designed to provide an atmosphere that enables the child to better predict and utilize his environment through visual cues, multisensory supports, physical structure of the room, and consistent routines and schedules. Such supports aid in the de-escalation and shaping of student behaviors and will increase and maximize a student's availability for academic opportunities.

In order to provide consistent, integrated programming for the students, the educational staff work closely with all related service providers using an interdisciplinary approach. This approach allows staff members to communicate the areas of focus in each discipline to all members of the team. Student progress is more successfully facilitated when they are given the opportunity to generalize across a variety of settings. Regular classroom team meetings are held to discuss the on-going needs and progress of each student. The LEAP Program is committed to serving our students and their families to maximize their independence in the school, in the home, and in the community.

<b>School Year (# of school days):</b> 207	<b>Extended School Year (# of school days):</b> 12 months
<b>Instructional hours per day:</b> 6.2	<b>Maximum Student Capacity:</b> 65
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>• <b>Number of DC Students:</b> 2</li> <li>• <b>Number of Non-DC Students:</b> 62</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> <ul style="list-style-type: none"> <li>Ungraded</li> </ul>	<b>Ages Currently Served:</b> 5-21
<b>Graduation Tracks Offered:</b> Certificate of Completion	

Campus Behavior Management	
<b>Positive Behavior Support Program/Strategy Used:</b> Positive Behavior Interventions and Supports (PBIS) is used as a proactive approach to establish a positive climate within the school building by explicitly teaching and rewarding appropriate behavior of all students and identifying barriers to learning to prevent problem behavior.	<b>Behavior Tracking System Used:</b> LEAP staff collect daily frequency data on occurrence of target behaviors for all students. The Documentum system is used to track the use of seclusion and restraint procedures.
<b>Does this campus implement seclusion interventions?</b> <sup>14</sup> Yes	<b>Does this campus implement physical restraint interventions?</b> <sup>15</sup> Yes
<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>See Program Offerings section</li> </ul>	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted <sup>16</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	11	0
Dually-Certified Teachers (e.g., special education & science)	5	0
Content Certified Teachers	0	0
Total Number of Teachers	11	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	5	0
Physical Therapist (PT)	1	0
Occupational Therapist (OT)	3	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	2	0
Counselor/Psychologist	1	0
Psychiatrist/Medical Doctor	0	0

<sup>14</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>15</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>16</sup>Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.



Nurse	1.5	0
Medication Technician	0	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	0	0
1:1 Aides	57	5
Teaching Assistants	10	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

Campus Reported Incidents <sup>17</sup>			
	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	2	1	0

**CAMPUS/PROGRAM CONTACT INFORMATION**  
Kennedy Krieger Institute-Montgomery County Campus

Campus Contact Information	
<b>Mailing Address:</b> 13313 Old Columbia Pike Silver Spring, MD 20904	<b>School Type:</b> Day School
<b>Phone Number:</b> (443) 923-4170	<b>Is the facility public transportation accessible:</b> Yes
<b>Campus Leader:</b> Dr. Robin Church, <b>Title:</b> Senior Vice President for Education	<b>Distance (in miles) of facility from Washington, DC:</b> 14 miles
<b>Campus Website:</b> <a href="http://www.kennedykrieger.org/special-education/educational-programs/montgomery-county-campus">http://www.kennedykrieger.org/special-education/educational-programs/montgomery-county-campus</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>	
<b>Developmental Delay</b>		<b>Specific Learning Disability</b>	
<b>Emotional Disturbance</b>		<b>Speech or Language Impairment</b>	
<b>Hearing Impairment</b>		<b>Traumatic Brain Injury</b>	
<b>Intellectual Disability</b>	X	<b>Visual Impairment</b>	

**Campus Program Offerings<sup>18</sup>**

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

<sup>18</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.

Kennedy Krieger School-Montgomery County Campus provides educational services to students with autism spectrum disorder (ASD). They will use an interdisciplinary approach to individualizing programming with professional from many disciplines. The instructional program follows best practice teaching methods.	
<b>School Year (# of school days):</b> 199	<b>Extended School Year (# of school days):</b> 11 month program
<b>Instructional hours per day:</b> 6	<b>Maximum Student Capacity:</b> 60
<b>Current Enrollment:</b> <ul style="list-style-type: none"> <li>• <b>Number of DC Students:</b> 3</li> <li>• <b>Number of Non-DC Students:</b> 50</li> </ul>	<b>Genders Served:</b> <ul style="list-style-type: none"> <li>• Males:</li> <li>• Females:</li> <li>• Co-ed (male and female students): X</li> </ul>

Campus Education Program	
<b>Grades Served:</b> <ul style="list-style-type: none"> <li>• 2-8</li> <li>• Ungraded/other</li> </ul>	<b>Ages Currently Served:</b> 7-21
<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> Positive Behavior Interventions and Supports (PBIS) Bronze Level recognition	<b>Behavior Tracking System Used:</b> Documentum
<b>Does this campus implement seclusion interventions?</b> <sup>19</sup> Yes	<b>Does this campus implement physical restraint interventions?</b> <sup>20</sup> Yes
<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>• Structured Teaching (i.e., TEACCH Model)</li> <li>• Video modeling</li> <li>• Applied Behavior Analysis (ABA)</li> <li>• Discrete Trial Systems</li> <li>• Picture Exchange Communication System (PECS); Sensory diets</li> </ul>	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted <sup>21</sup>
General Education Teachers	0	0
Special Education-Certified Teachers	12	0
Dually-Certified Teachers (e.g., special education & science)	2	0

<sup>19</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>20</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>21</sup>Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

Content Certified Teachers	3	0
Total Number of Teachers	12	0

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	4	0
Physical Therapist (PT)	1	0
Occupational Therapist (OT)	2	0
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	4	0
Counselor/Psychologist	0	0
Psychiatrist/Medical Doctor	1	0
Nurse	1	0
Medication Technician	0	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	4	0
1:1 Aides	15	0
Teaching Assistants	8	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

Campus Reported Incidents <sup>22</sup>			
	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	3	0
Total number of seclusions	0	2	0

<sup>22</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).

