



Nonpublic School Profile:

The Foundation Schools

Overall School Type(s): Day School

School Contact Information ¹	
Mailing Address: 6000 Executive Board, Suite 605, Rockville, MD 20852	Total Number Service Sites: 2
Phone Number: (301) 881-0078	Certificate of Approval (COA) Status: Full
Website: www.foundationschools.org	COA Expiration Date: 8/31/2018
CEO: Gina James	Date of Last OSSE Monitoring Visit: 5/2/2017

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

CAMPUS/PROGRAM CONTACT INFORMATION The Foundation School of Prince George's County

Campus Contact Information	
Mailing Address: 1330 McCormick Drive, Largo, MD 20774	School Type: Day School
Phone Number: (301) 773-3500	Is the facility public transportation accessible: Yes
Campus Leader: Tori Wilson, Title: Principal	Distance (in miles) of facility from Washington, DC: 12
Campus Website: www.foundationschools.org	

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

¹ 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.

² Table reflects aggregate information from all campuses.



Intellectual Disability	X	Visual Impairment	
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Campus Program Offerings³

The Foundation Schools provides a highly specialized educational and therapeutic program for students identified with emotional disabilities, as well as those with social, emotional and learning challenges, preparing them to be lifelong learners. The vision of The Foundation Schools is that all students experience success. Our purpose is to inspire, uplift and motivate our students to strive for a bright future and believe they can achieve their dreams.

The Foundation School provides a full continuum of educational services and therapeutic supports to meet the unique academic and emotional needs of each student. We primarily offer specialized classrooms to meet the unique needs of students who are emotionally disabled but also serve other special education students with a history of emotional and behavioral issues which impact their school progress. We offer a specialized classroom for students with intellectual disabilities and social emotional and learning challenges such as students with autism.

The program for each student at The Foundation School is determined through the development and implementation of the individual student's Individualized Education Program individualized education program (IEP). This individualized education program (IEP) will include a determination of the related services to be provided at The Foundation Schools. Related services that can be provided by The Foundation Schools include: Behavior Support Services, Individual Therapy, Psychiatric Services (including medication evaluations and management), Speech and Language Therapy, Occupational Therapy, Job Coaching/Transition Services, and Dedicated Aide Support.

The comprehensive psycho-educational day program at The Foundation School has been carefully designed to meet the educational, psychiatric, psychological, and social needs of each student. The Common Core State Standards drive our instruction and prepare students for lifelong learning. The school curriculum includes all subjects required by the state and local school systems as well as a specialized career research and development program of study. All state mandated assessments, including the PARCC assessments, DC Science Assessment, and MSAA assessment, are administered according to state guidelines. Curriculum based measures and individual educational assessment tools, such as the Woodcock-Johnson Tests of Achievement IV, are used to provide additional academic progress measures. We work closely with students to make sure they are on target to receive their high school diploma at the completion of high school. Students can also receive a Certificate of Attendance, as an alternative to the High School Diploma, when determined by the individualized education program (IEP) team.

In addition to our academic curriculum, we offer an intensive behavior and therapeutic supports program to meet each student's individual needs. We have a schoolwide behavior management system that includes a points and levels progression system, incentives, and consequences. Our behavior management system is built on the tenants of School Wide Positive Behavior Supports. Through the behavior management system and explicit social skills instruction, students are explicitly taught to demonstrate appropriate behavior and provided with opportunities to practice appropriate behavior. Students are charged with monitoring their behavior in conjunction with feedback from the staff of The Foundation School and they receive rewards for accomplishing behavior goals. In addition to the schoolwide behavior management system, students who

³ 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.

require additional supports in this area may have increased behavior support services, a dedicated aide, or an individual behavior plan to address a specific negative behavior.

We offer individual therapy and group counseling on a variety of topics. The goal of this school based counseling is to help students to be more school ready and more available for learning. Additional therapeutic focus includes: Drug and alcohol education, prevention, and counseling, violence prevention, trauma-informed cognitive behavior therapy, anger management, social skills development, grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided by the program therapists at The Foundation School in order to establish collaborative communication with each student's parent/guardian as well as the student's outpatient treatment providers or supports. Therapists also work with the student and parent on truancy concerns and attendance plans as needed. Our Foundation Links program works with students and parents to help prevent or address excessive truancy issues with students and assists family members with basic needs and counseling.

Our classes are small with a low student to staff ratio. Each class has at least two staff (a teacher and a program assistant). Staff at The Foundation School also includes the school administrative team, consulting psychiatrist, certified special education teachers, licensed therapists, licensed speech/language pathologists, licensed occupational therapist, behavior management specialists, dedicated aides and program assistants.

The Foundation School Therapeutic Approaches/Interventions

Counseling/Behavior Support Services:

- Provided in individual and group settings according to student needs
- Provided as pull-out or push in services according to student needs
- Cognitive Behavioral Therapy including CBITS (Cognitive Behavioral Intervention in Schools)
- Motivational interviewing
- Explicit social skills instruction
- Play therapy
- Life Space Crisis Intervention
- Mediation
- Conflict resolution and problem solving
- Meditation and relaxation education
- Social thinking techniques
- Family support and counseling, parenting education

Speech and Language:

- Provided in individual and group settings according to student needs
- Provided as pull-out or push in services according to student needs
- Language Therapy: Clinician-directed Approach, Literature-based Approach, Whole-Language Approach
- Language Therapy Program in Use: Links to Language, The Listening Program, iPad Language Apps
- Articulation Therapy: Traditional Articulation Therapy, Phonological Approach (Contrast Therapy, Core Vocabulary Approach, Cycles Therapy, Naturalistic Intervention), Oral Motor Therapy
- Articulation Programs in Use: Articulate It, Speech 3-D, Institute of Phonology P-ESL program, iPad Articulation Apps
- Fluency Treatment: Indirect (Environmental changes, dealing with emotions, consultation with staff) and Direct (Fluency Shaping Approach, Fluency Modification Approach - Van Riper)

Occupational Therapy

- Provided in individual and group settings according to student needs
- Provided as pull-out or push in services according to student needs
- Handwriting Without Tears Protocol
- Multisensory Approach to Learning
- Figure 8 Challenges
- Graphic Organizers to help with focus and gathering thoughts for sentences
- SOCC table for self-regulation
- Provide Universal Design for Learning support to teachers and staff to support academic needs of diverse learners e.g. Fine Motor (handwriting remediation/ assistive technology), accommodations to enhance performance on academic programs, classroom design to reduce barriers to student participation
- Executive Functioning required for prevocational and work tasks
- Provide training/teaching compensatory strategies in activities of daily living (clothing, feeding, work)
- Promoting safe functional mobility for daily life tasks
- Consult on Sensory Processing accommodations to meet student's behavioral needs for success in the school environment

Foundation LINKS Program

- Provide in-home intervention and support for students in crises
- Work with students who are at risk for school failure, drop-out, substance abuse
- Help to ensure students stay in school, experience academic and personal success
- Work closely with students around Truancy and help develop plan for improving school attendance
- Helps students avoid future incidents of nonattendance, prevent truancy and dropout and re-engage students in the educational process
- Provide home-based and after school outreach interventions
- Connects students and their families to quality community-based resources
- Providing crisis intervention services such as food and clothing, transportation and in-home therapeutic services.

Career Connections

- Provide career exploration for all students.
- Program supports our students' successful transition from school to post-secondary education or the world of work.
- Students are exposed to coordinated career activities, skill-based lessons focusing on areas related to career development, college preparation and oral/written communication skills.
- Exposure to special speakers, vocational development trips, college tours, SAT preparation and a host of activities are regularly scheduled throughout the school year.
- Social Skill development, work ethics and self-advocacy development
- Development of other pertinent skills including time management strategies, appropriate business attire, business communication skills, interviewing techniques and hands-on job experience through in-school and community-based internships.
- Provides job training through supervised work-based learning experiences
- Provide SAT preparation to completing college applications and financial coaching
- Assistance with job placements

School Year (# of school days): 180

Extended School Year(# of school days): 18



Instructional hours per day: 6	Maximum Student Capacity: 250
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 58 • Number of Non-DC Students: 99 	Genders Served: <ul style="list-style-type: none"> • Males • Females

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

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Positive Behavior Intervention and Supports (PBIS), behavior incentive plans, positive behavior facilitation, Life-Space Crisis Intervention, Choices and Changes	Behavior Tracking System Used: Point system, Level progression system, Kickboard Behavior Tracking Technology for Schools
Does this campus implement seclusion interventions?⁴ Yes	Does this campus implement physical restraint interventions?⁵ Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) <ul style="list-style-type: none"> • Cognitive Behavioral Therapy (CBT) • Motivational interviewing • Solution-focused/goal directed therapy • Play therapy • Group therapy 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ⁶
General Education Teachers	0	0
Special Education-Certified Teachers	15	1
Dually-Certified Teachers (e.g., special education & science)	3	0
Content Certified Teachers	0	0
Total Number of Teachers	19	1

Related Service Provider Certifications/Licenses		
	Staff	Contracted
Speech Language Pathologist (SLP)	0	1
Physical Therapist (PT)	0	0

⁴ 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)

⁵ 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)

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

Occupational Therapist (OT)	0	2
Orientation & Mobility Specialist (OMS)	0	0
Social Worker (SW)	12	0
Counselor/Psychologist	43	0
Psychiatrist/Medical Doctor	2	0
Nurse	0	0
Medication Technician	6	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	8	0
1:1 Aides	22	14
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)	2	0
Interns	2	0

Campus Reported Incidents ⁷			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	46	90	140
Total number of in-school suspensions	16	N/A	N/A
Total number of physical restraints	104	313	336
Total number of seclusions	497	470	515

CAMPUS/PROGRAM CONTACT INFORMATION
The Foundation School of Montgomery County

Campus Contact Information	
Mailing Address: 220 Girard Street, Suite 300, Gaithersburg, MD 20877	School Type: Day School
Phone Number: (301) 740-7807	Is the facility public transportation accessible: Yes
Campus Leader: Tamiko Lobaugh, Title: Principal	Distance (in miles) of facility from Washington, DC: 23 miles
Campus Website: www.foundationsschools.org	

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

⁷ The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

Intellectual Disability	X	Visual Impairment	
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Campus Program Offerings⁸

Specialized educational and therapeutic program for students identified with emotional disabilities, as well as those with social, emotional and learning challenges, preparing them to be lifelong learners. The vision of the program is that all students experience success. Purpose is to inspire, uplift and motivate our students to strive for a bright future and believe they can achieve their dreams. School provides a full continuum of educational services and therapeutic supports to meet the unique academic and emotional needs of each student. The school primarily offers specialized classrooms to meet the unique needs of students who are emotionally disabled but also serve other special education students with a history of emotional and behavioral issues which impact their school progress. School offers a specialized classroom for students with intellectual disabilities and social emotional and learning challenges such as students with autism. The program for each student is determined through the development and implementation of the individual student's Individualized Education Program individualized education program (IEP). This IEP will include a determination of the related services to be provided. Related services include: Behavior Support Services, Individual Therapy, Psychiatric Services (including medication evaluations and management), Speech and Language Therapy, Occupational Therapy, Job Coaching/Transition Services, and Dedicated Aide Support.

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School also offers individual therapy and group counseling on a variety of topics. The goal of this school based counseling is to help students to be more school ready and more available for learning. Additional therapeutic focus includes: Drug and alcohol education, prevention, and counseling, violence prevention, trauma-informed cognitive behavior therapy, anger management, social skills development, grief and loss, peer mediation, conflict resolution, and intensive crisis intervention. Case management services are provided by the program therapists at the school in order to establish collaborative communication with each student's parent/guardian as well as the student's outpatient treatment providers or supports. Therapists also work with the student and

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parent on truancy concerns and attendance plans as needed. The Foundation Links program works with students and parents to help prevent or address excessive truancy issues with students and assists family members with basic needs and counseling. Classes are small with a low student to staff ratio. Each class has at least two staff (a teacher and a program assistant). Staff also includes the school administrative team, consulting psychiatrist, certified special education teachers, licensed therapists, licensed speech/language pathologists, licensed occupational therapist, behavior management specialists, dedicated aides and program assistants.

Therapeutic Approaches/Interventions

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- Graphic Organizers to help with focus and gathering thoughts for sentences
- SOCC table for self-regulation
- Provide Universal Design for Learning support to teachers and staff to support academic needs of diverse learners e.g. Fine Motor (handwriting remediation/ assistive technology), accommodations to enhance performance on academic programs, classroom design to reduce barriers to student participation
- Executive Functioning required for prevocational and work tasks
- Provide training/teaching compensatory strategies in activities of daily living (clothing, feeding, work)



- Promoting safe functional mobility for daily life tasks
- Consult on Sensory Processing accommodations to meet student’s behavioral needs for success in the school environment

LINKS Program

- Provide in-home intervention and support for students in crises
- Work with students who are at risk for school failure, drop-out, substance abuse
- Help to ensure students stay in school, experience academic and personal success
- Work closely with students around Truancy and help develop plan for improving school attendance
- Helps students avoid future incidents of nonattendance, prevent truancy and dropout and re-engage students in the educational process
- Provide home-based and after school outreach interventions
- Connects students and their families to quality community-based resources
- Providing crisis intervention services such as food and clothing, transportation and in-home therapeutic services.

Career Connections

- Provide career exploration for all students.
- Program supports student successful transition from school to post-secondary education or work.
- Students are exposed to coordinated career activities, skill-based lessons focusing on areas related to career development, college preparation and oral/written communication skills.
- Exposure to special speakers, vocational development trips, college tours, SAT preparation and a host of activities are regularly scheduled throughout the school year.
- Social Skill development, work ethics and self-advocacy development
- Development of other pertinent skills including time management strategies, appropriate business attire, business communication skills, interviewing techniques and hands-on job experience through in-school and community-based internships.
- Provides job training through supervised work-based learning experiences
- Provide SAT preparation to completing college applications and financial coaching
- Assistance with job placements

School Year (# of school days): 180	Extended School Year (# of school days): 18
Instructional hours per day: 6	Maximum Student Capacity: 115
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 2 • Number of Non-DC Students: 62 	Genders Served: <ul style="list-style-type: none"> • Males • Females

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

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: PBIS, behavior incentive plans, positive behavior facilitation, Life-Space Crisis Intervention, Choices and Changes	Behavior Tracking System Used: Point system, Level progression system, Kickboard Behavior Tracking Technology for Schools



Does this campus implement seclusion interventions? ⁹ Yes	Does this campus implement physical restraint interventions? ¹⁰ Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) <ul style="list-style-type: none"> • Cognitive Behavioral Therapy (CBT) • Motivational Interviewing • Solution-focused/goal directed therapy • Play therapy • Group therapy 	

Campus Staff Demographics- Teacher Certification		
	Staff	Contracted ¹¹
General Education Teachers	0	0
Special Education-Certified Teachers	5	1
Dually-Certified Teachers (e.g., special education & science)	3	0
Content Certified Teachers	1	0
Total Number of Teachers	9	1

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

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	3	0
1:1 Aides	8	1
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	3	0

⁹ 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)

¹⁰ 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)

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

Campus Reported Incidents¹²			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	11	9	22
Total number of in-school suspensions	0	0	0
Total number of physical restraints	9	32	12
Total number of seclusions	N/A	N/A	N/A

¹² 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.

