



Nonpublic School Profile:

Lourie Center School

Overall School Type(s): Day School

School Contact Information ¹	
Mailing Address: 12301 Academy Way, Rockville, MD 20852	Total Number Service Sites: 1
Phone Number: (301) 984-4444	Certificate of Approval (COA) Status: Full
Website: www.louriecenter.org	COA Expiration Date: 10/26/2018
CEO: Marcell Wright	Date of Last OSSE Monitoring Visit: 12/7/2016

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

CAMPUS/PROGRAM CONTACT INFORMATION

Lourie Center School

Campus Contact Information	
Mailing Address: 12301 Academy Way, Rockville, MD 20852	School Type: Day School
Phone Number: (301) 984-4444	Is the facility public transportation accessible: Yes
Campus Leader: Marcell Wright, Title: Chief Executive Officer	Distance (in miles) of facility from Washington, DC: 15 miles
Campus Website: www.louriecenter.org	

Campus Disability Categories Served			
Autism		Multiple Disabilities	X
Deaf-Blindness		Orthopedic Impairment	
Deafness		Other Health Impairment	
Developmental Delay		Specific Learning Disability	
Emotional Disturbance	X	Speech or Language Impairment	
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		Visual Impairment	
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Campus Program Offerings³

The Lourie Center School is a Type I full day special education and related services early intervention therapeutic program for children, male and female, (ages 4 to 12) with emotional disabilities and multiple disabilities in nursery school (N-4) and elementary school (kindergarten, grades 1-5). The Lourie Center School operates under the legal authority of the Reginald S. Lourie Center for Infants and Young Children. The content standards are based on the Common Core grade-level content standards for Reading, English Language Arts, Mathematics, Science, and Social Studies. Supports and accommodations will be provided for the Lourie Center School students to access the general education curriculum. Student programs are developed in accordance with the individual education program individualized education program (IEP) and available assessment data. Individual student participation in the program depends on individual rate of progress and continued need for the services provided by the Lourie Center School.

The mission of the Lourie Center School is to improve the social and emotional health of young children and their families through prevention, early intervention, education, research, and training. The purpose of the Lourie Center School is to provide specialized educational/therapeutic services for children with emotional and multiple disabilities which may interfere with their capacities to learn and develop healthy relationships. These emotional and multiple disabilities may be primary, but most often are the result of other developmental delays or handicapping conditions. This program is designed to help each child develop the social and emotional regulation and coping capacities needed for learning and forming constructive relationships. The goal of the Lourie Center School is to enable children to transition to a less restrictive learning environment.

Educational Program:

The Lourie Center School provides educational and therapeutic services to children both male and female, between the ages of 4 through 12 years of age and grades nursery-4, kindergarten, and 1-5. Each classroom incorporates a multisensory-based experiential approach to learning. To achieve this, the curricular program utilizes evidence based programs, adapted Common Core Standards, and county curriculum guides. Academic functioning areas include pre-kindergarten through fifth grade. The program utilizes a series of scope and sequence charts and rubrics, based on the Common Core Standards, in core academic areas, Reading, English Language Arts, Mathematics, Science, and Social Studies to assist in the proper placement of students. Students also receive instruction in Art, Physical Education, and career development.

The curriculum is designed to promote learning, coping, and adaptation in a social context and addresses both the educational and therapeutic needs of the children. The curriculum is enhanced by activities and techniques suggested by the therapeutic team (mental health worker, speech and language pathologist, and/or occupational therapist) that may be modified for implementation into the classroom. Curriculum needs of students may be individualized and developmental, emphasizing gaps in basic concepts and logical thinking. Students are presented with opportunities to make choices, within clear limits, under adult guided supervision enabling them to develop an internal locus of control, internal sense of structure, and focus within the classroom. The curriculum emphasizes a diagnostic-prescriptive approach in both individual and small group instruction to provide a structured, sequential development of basic academic skills. Manipulative materials, games, and other “hands-on” approaches maintain student attention and facilitate multisensory learning.

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.



Each class develops its own sense of community and group identity. Within each class there is flexible grouping of students throughout the instructional day depending on content, academic level, and individualized education program (IEP) needs. The special education teacher, teacher assistant and classroom aides (1:1s) work as a team providing instruction, reinforcement, and remediation of instruction to students. They confer to determine how to best meet the needs of the students. The teacher assistant and classroom aides (1:1s) are under the direct supervision of the classroom special education teacher.

Report cards are developed with the Common Core Standards and grades reflect those standards: advanced (90-100%), proficient (80-90%), basic (70-80%), and below basic (60-70%). School staff also utilizes a variety of extrinsic rewards depending on the behavioral needs of the children in approaching and completing schoolwork. School expectations for teaming and completing class assignments and homework are high, but may be individualized according to specific needs of individual students. Parents are informed on a daily basis as to how their child is functioning through direct communication by classroom special education teacher via point sheets, communication logs, e-mails, etc. They also receive individualized education program (IEP) progress reports and report cards at the end of each term or marking period.

School Year (# of school days): 208	Extended School Year (# of school days): 0
Instructional hours per day: 6	Maximum Student Capacity: 30
Current Enrollment: <ul style="list-style-type: none"> • Number of DC Students: 7 • Number of Non-DC Students: 26 	Genders Served: <ul style="list-style-type: none"> • Males • Females • Co-ed (male and female students)

Campus Education Program	
Grades Served: <ul style="list-style-type: none"> • Pre-Kindergarten • 1-5 	Ages Currently Served: 4-12
Graduation Tracks Offered: <ul style="list-style-type: none"> • Diploma 	

Campus Behavior Management	
Positive Behavior Support Program/Strategy Used: Positive Behavior Interventions and Supports (PBIS)	Behavior Tracking System Used: Daily point sheets, behavioral intervention data sheets, intermediate behavior data sheets, PBIS Excel Scoresheet, behavior intervention on Excel spreadsheet
Does this campus implement seclusion interventions? ⁴ Yes	Does this campus implement physical restraint interventions? ⁵ Yes

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)

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

- Dialectical Behavior Therapy (DBT) Skills
- Cognitive Behavioral Therapy (CBT)
- Play therapy
- Trauma-focused therapy
- Boys and Girls Town Social Skills to Youth Model, Crisis Prevention Institute (CPI)

Campus Staff Demographics- Teacher Certification

	Staff	Contracted ⁶
General Education Teachers	0	0
Special Education-Certified Teachers	5	0
Dually-Certified Teachers (e.g., special education & science)	0	0
Content Certified Teachers	0	0
Total Number of Teachers	5	0

Related Service Provider Certifications/Licenses

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

Additional Nonpublic School Staff

	Staff	Contracted
Staff responsible for addressing behavioral difficulties	12	0
1:1 Aides	12	0
Teaching Assistants	6	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 Incidents⁷

	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	116	66	46
Total number of seclusions	93	122	80

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

⁷ 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.

