

# SPECIAL EDUCATION CENTERS

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### Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services. Longview School is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

### John L. Gildner Regional Institute for Children and Adolescents (RICA)

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to students and their families through highly structured intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, comprised of school, clinical, residential, and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse also are on staff.

RICA offers fully accredited special education services that emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

### Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

**Capital Project:** A revitalization/expansion project is scheduled for this school with a completion date of September 2020. On May 12, 2015, the Board of Education approved the collocation of Rock Terrace School with Tilden Middle School as part of the revitalization/expansion project. An FY 2018 appropriation was approved to begin the site work for this project. In order for this project to be completed on

this schedule, county and state funding must be provided at the levels recommended in this CIP.

Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School.

An FY 2019 appropriation was approved to construct the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

### Carl Sandburg Learning Center

Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, and emotional or other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS Curriculum 2.0 or Alternate Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies based on students' needs is the basis of all instruction. Emphasis is placed on the development of language and academic and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

**Capital Project:** On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus when the revitalization/expansion project is complete. A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

### Stephen Knolls School

The Stephen Knolls School services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition.

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### CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Rock Terrace School	Revitalization/ expansion with collocation at Tilden MS	Approved	Sept. 2020
Carl Sandberg Learning Center	Revitalization/ expansion with collocation at Maryvale ES	Approved	Sept. 2020

\*Approved—Project has an FY 2019 appropriation for planning or construction funds approved in the FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds recommended or approved for a feasibility study.

“Recommended”—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

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### Projected Enrollment and Space Availability

Effects of the Recommended Amended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections						2028	2033
			18–19	19–20	20–21	21–22	22–23	23–24	24–25		
Stephen Knolls School	Program Capacity		122	122	122	122	122	122	122		
	Enrollment		85	86	86	86	86	86	86		
	Available Space		37	36	36	36	36	36	36		
	Comments										
Longview School	Program Capacity		56	56	56	56	56	56	56		
	Enrollment		56	56	56	56	56	56	56		
	Available Space		0	0	0	0	0	0	0		
	Comments										
RICA	Program Capacity		180	180	180	180	180	180	180		
	Enrollment		100	100	100	100	100	100	100		
	Available Space		80	80	80	80	80	80	80		
	Comments										
Rock Terrace School	Program Capacity		76	76	128	128	128	128	128		
	Enrollment		97	93	93	93	93	93	93		
	Available Space		(21)	(17)	35	35	35	35	35		
	Comments				Rev/Ex Complete						
Carl Sandburg Center	Program Capacity		79	79	135	135	135	135	135		
	Enrollment		93	93	93	93	93	93	93		
	Available Space		(14)	(14)	42	42	42	42	42		
	Comments				Rev/Ex Complete						
Cluster Information	Utilization		84%	83%	69%	69%	69%	69%	69%		
	Enrollment		431	428	428	428	428	428	428		

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### Demographic Characteristics of Schools

Schools	2018–2019						2017–2018		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	85	0%	29.4%	0%	45.9%	17.6%	44.8%	19.8%	6.3%
Longview School SP	56	0%	28.6%	10.7%	32.1%	28.6%	35.2%	0%	14.8%
Rock Terrace School SP	97	0%	24.7%	15.5%	25.8%	29.9%	26.1%	8.0%	12.5%
RICA SP	100	6.0%	35.0%	0%	22.0%	35.0%	33.0%	5.8%	72.8%
Carl Sandburg Learning Center S	93	0%	37.6%	7.5%	34.4%	18.3%	48.9%	44.3%	22.7%
<b>Elementary County Total</b>	<b>76460</b>	<b>5.4%</b>	<b>21.6%</b>	<b>14.0%</b>	<b>32.7%</b>	<b>26.0%</b>	<b>39.1%</b>	<b>25.1%</b>	<b>13.1%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2017–2018 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

**Program Capacity Table**  
(School Year 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services																
															School Based	Cluster Based	Quad Cluster Based			County & Regional Based											
															HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	
Stephen Knolls School SP	1-1	122	19	4														8												5	1
Longview School SP	1-1	56	10	2																								8			
RICA SP	1-1	180	18																					18							
Rock Terrace School SP	PreK-12	76	16	2														4			5				1						
Carl Sandburg Learning Center S	PreK-12	79	16	3																1	12										

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**Facility Characteristics of Schools 2018–2019**

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Stephen Knolls School SP	1958	1979	48,872	6.6			
Longview School SP	2001		40,362	10			
RICA SP	1977		95,000	14.3			
Rock Terrace School SP	1950	1974	48,024	10.3			
Carl Sandburg Learning Center SP	1962		31,252	7.6		2	