

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

Planning Study: On November 17, 2014, the Board of Education approved a Roundtable Discussion Group to explore the possible collocation of Rock Terrace School with Tilden Middle School on the Tilden Lane site. With an upcoming revitalization/expansion project, Tilden Middle School was identified because of its central location in the Walter Johnson Cluster, its large site size and accessibility to accommodate the two schools, and the long history of the Walter Johnson cluster serving special education students.

Board of Education Policy IOB, *Education of Students with Disabilities*, states that MCPS is committed to providing students with disabilities the opportunity to interact with non-disabled peers to the maximum extent possible. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for stand-alone special education centers because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate. The collocation of special education centers with general education

schools, such as the Longview School at Matsunaga Elementary School, allows the school system to address the facility needs of the stand-alone special education centers while meeting the goal to provide special education students with opportunities to receive instruction in the general education environment to the maximum extent appropriate.

The Roundtable Discussion Group included parents and staff from Rock Terrace School and Tilden Middle School as well as a representative from the MCCPTA Special Education Committee and the Walter Johnson Cluster. Staff from the Department of Special Education Services, the Division of Long-range Planning, and Division of Construction also participated in the process. To support the activities, an architect was hired to develop concept plans for the possible collocation of the two schools. The activities of the Roundtable included the following:

- Identify opportunities for special education students to receive instruction in the general education environment to the maximum extent appropriate
- Discuss the facility and site implications
- Conduct site visits and engage in discussions with parents and staff at other collocated or soon to be collocated schools in the county and state.

The Roundtable Discussion Group met from December 2014 through February 2015 and submitted a report to the interim superintendent of schools in March 2015. Following input from the Roundtable Discussion Group and the community at large, the interim superintendent of schools recommended and the Board of Education approved the collocation of Rock Terrace School and Tilden Middle School on May 12, 2015.

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. 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 approved 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.

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

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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 approved 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.

Capital Project: Stephen Knolls School was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. To address facilities needs at this school, an FY 2013 appropriation for facility planning was approved in the Modification to Holding, Special Education and Alternative Centers Project, for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

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
Stephen Knolls School	Facility Modifications	Proposed	TBD

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 approved in FY 2017 or in FY 2018 for a feasibility study.

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Projected Enrollment and Space Availability

Effects of the Approved Amendments to the FY 2017–2022 CIP and Non–CIP Actions on Space Available

Schools		Actual 16–17	Projections						2026	2031
			17–18	18–19	19–20	20–21	21–22	22–23		
Stephen Knolls School	Program Capacity	190	190	190	190	190	190	190	190	
	Enrollment	82	90	90	90	90	90	90	90	
	Available Space	108	100	100	100	100	100	100	100	
	Comments									
Longview School	Program Capacity	48	48	48	48	48	48	48	48	
	Enrollment	46	50	50	50	50	50	50	50	
	Available Space	2	(2)	(2)	(2)	(2)	(2)	(2)	(2)	
	Comments									
RICA	Program Capacity	180	180	180	180	180	180	180	180	
	Enrollment	103	100	100	100	100	100	100	100	
	Available Space	77	80	80	80	80	80	80	80	
	Comments									
Rock Terrace School	Program Capacity	100	100	100	100	230	230	230	230	
	Enrollment	93	94	94	94	94	94	94	94	
	Available Space	7	6	6	6	136	136	136	136	
	Comments	Planning for Revitalization/Expansion					Rev/Ex Complete			
Carl Sandburg Center	Program Capacity	79	79	79	79	135	135	135	135	
	Enrollment	93	95	95	95	95	95	95	95	
	Available Space	(14)	(16)	(16)	(16)	40	40	40	40	
	Comments	Planning for Revitalization/Expansion					Rev/Ex Complete			
Cluster Information	Utilization	70%	72%	72%	72%	55%	55%	55%		
	Enrollment	417	429	429	429	429	429	429		

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Demographic Characteristics of Schools

Schools	2016-2017						2016-2017		2015-2016
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	91	0%	29.7%	12.1%	35.2%	20.9%	37.4%	0%	0%
Longview School SP	52	0%	21.2%	11.5%	30.8%	34.6%	30.8%	0%	11.8%
Rock Terrace School SP	93	0%	30.1%	10.8%	18.3%	35.5%	35.5%	6.5%	11.8%
RICA SP	104	9.6%	25.0%	0%	17.3%	43.3%	35.6%	0%	77.5%
Carl Sandburg Learning Center S	93	0%	32.3%	6.5%	34.4%	21.5%	43.0%	41.9%	22.5%
Elementary County Total	76523	5.2%	21.3%	13.8%	32.0%	27.4%	40.3%	23.2%	13.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2015–2016 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 2016–2017)

Schools	Special Education Services																										
	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	HSM @13	School Based	Cluster Based	Quad Cluster Based	County & Regional Based									
															ELEM LAD @13	ELC @10			LANG @12	LEI @10	SCB @6	AAC@7	AUT @6	SPECIAL SCHOOLS @6	DHOH @7	ED @10	EXTENSIONS @6
Stephen Knolls School	190	19	4				1													7	6	1					
Longview School	48	10	2																		8						
RICA	180	18																		18							
Rock Terrace School	100	16	2																10								4
Carl Sandburg Learning Center	79	16	3													1	12										

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Facility Characteristics of Schools 2016–2017

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