

Report of the Maryvale Elementary School/ Carl Sandburg Learning Center Collocation Roundtable Advisory Committee

July 8, 2011

Background

Currently, there are five stand-alone special education schools in Montgomery County Public Schools (MCPS). These programs are located in aging facilities that are in need of improvements. On November 27, 2007, the Board of Education adopted a resolution concerning stand-alone special education centers in Montgomery County. The resolution stated that prior to the superintendent of schools making a recommendation on facility improvements for any of the stand-alone special education centers, a multi-stakeholder work group of community members and appropriate staff be convened.

Board of Education Policy *IOB—Education of Students with Disabilities*, states that MCPS is committed to:

- Improving educational results by assuring access to instruction in the general education class to the maximum extent possible
- The participation to the maximum extent possible of students with disabilities with non-disabled peers in all aspects of school life, including academic, social, and extracurricular activities
- Providing a continuum of services for students with disabilities and educating them in the least restrictive environment appropriate for the child

Furthermore, the Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for facility improvements to 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. Accordingly, MCPS is considering collocating stand-alone special education centers together with schools that serve the general education population.

One of these special education centers, the Carl Sandburg Learning Center, was built in 1962 and has been in need of renovations to provide an up-to-date facility to support the services that the students at this center receive. Carl Sandburg Learning Center was previously scheduled for a modernization in the *Amended FY 2007–2012 Capital Improvements Program* (CIP). However, it was taken off schedule due to concerns about continuing to deliver education in stand-alone special education centers and the unlikelihood of obtaining state funding for such facilities.

In order to continue providing the high level of services in a modern, up-to-date facility that is needed by the population served in Carl Sandburg Learning Center, the superintendent of schools directed MCPS staff to convene a multi-stakeholder committee to review the possibility of collocating the Carl Sandburg Learning Center on the Maryvale Elementary School campus. Maryvale Elementary School was identified for the following reasons: an upcoming modernization is scheduled for the school; the school is centrally located in the Rockville Cluster; and, the site is large enough to accommodate the programs that exist in Maryvale Elementary School and Carl Sandburg Learning Center. Maryvale Elementary School currently serves students in three distinct programs—a Preschool Autism program, a French Immersion program for Grades K–5 students living in the northern part of the county, and an English program that serves Grades K–5 students living in the Maryvale Elementary School service area. Carl Sandburg Learning Center provides special education instruction to students across the entire county. These students have multiple disabilities, resulting in complex learning needs, and an increasing percentage of the students are diagnosed with Autism Spectrum Disorder.

Committee Representation and Role

Staff and parent representatives from Maryvale Elementary School and Carl Sandburg Learning Center served on the committee. MCPS staff from the Department of Special Education Services and the Division of Long-range Planning, Department of Facilities Management, facilitated the meetings. The Special Education Advisory Committee was invited to attend the meetings and was kept informed by the director of the Department of Special Education Services throughout the process. In addition, the architectural firm, Architecture Inc., was hired to develop collocation site approaches for committee review and analysis. (The committee roster is included in Attachment A.)

The Committee was charged with guiding staff to prepare a number of different site approaches that would collocate the two schools on the Maryvale Elementary School site and to analyze the pros and cons of these site approaches. Furthermore, the committee discussed facility implications, identified staffing implications, and discussed opportunities for special education students to receive instruction in the general education program. (The charge is included in Attachment B.) In addition, the committee visited other collocated special education programs.

The superintendent of schools will consider the input from the committee before making a recommendation for the Carl Sandburg Learning Center as part of the *FY 2013–2018 Capital Improvements Program* in October 2011. The outcome of this process will not impact the modernization schedule for Maryvale Elementary School, which is currently scheduled for completion in January 2018.

Roundtable Meetings

The committee met on the following dates: January 25, February 22, March 22, April 6, and May 17 and 24, 2011. In addition, two Public Information meetings were held—one at the outset of the process on January 11, 2011, and one at the end of the process on June 9, 2011. At the first Roundtable meeting, the committee members reviewed the background, charge, process,

and timeline for the process. In addition, the committee shared concerns relating to the possible collocation and developed criteria to guide in the development of the site approaches.

The committee criteria included the following (items listed with no priority order):

- Ensure safety of all students
- Meet social and academic needs of all students
- Meet sensory, motor, and behavioral needs of all students
- Ensure site accessibility to the community
- Ensure safe access for buses, cars, etc.
- Ensure security measures are provided in the facility
- Provide opportunities for students to interact when appropriate
- Provide supports to teachers to enable successful inclusion outcomes
- Maintain the unique identities of each school
- Plan the physical structures with logistical aspects in mind to ensure that all programmatic needs are addressed
- Provide clearly defined and bounded spaces for students (their space) to promote independence and sense of belonging
- See special education students positively in terms of what they can do and contribute
- Recognize strengths of all students

At the second meeting, the committee finalized the criteria and reviewed opportunities for how best to share space should the two schools be collocated. During this meeting, the architect facilitated a brainstorming activity to identify possible site approaches. The architect returned to the third and fourth meetings with site approaches that incorporated the criteria that were finalized during the second meeting. The committee identified the pros and cons for each of the site approaches. (The approaches with the committee's analysis are included in Appendix C.)

At the fifth and sixth meetings, the committee discussed the opportunities and challenges that would be associated with the possible collocation of Maryvale Elementary School and Carl Sandburg Learning Center. The Planning Grid that is included in Appendix D captures the various opportunities and challenges, along with an explanation or proposed recommendation. The Planning Grid is organized into the following sections:

- Program/Instruction
- Art/Music/Physical Education/Instructional Media Center
- Related Services
- Professional Development/Teacher/Staff Needs
- Inclusion/Student Issues
- Facility Issues

A summary of the key points identified by the committee concerning the possible collocation is included in the next section. The committee also visited two collocated special education centers

in the state of Maryland—Longview School/Spark M. Matsunaga Elementary School in Montgomery County (built in 2001) and Cedar Lane School in Howard County (built in 2006).. Committee members had an opportunity to tour both facilities and speak with staff and parents at both schools to learn about successfully collocated special education schools. In both of these recent examples, the special education programs were designed as separate components of the collocated facility. The special education spaces are not integrated into the general education facility; instead, areas were designed at these schools to allow for inclusion opportunities.

Summary of Opportunities and Challenges

In the course of the activities and discussions of the committee, there was consensus around many important issues concerning the possible collocation of the two schools. One of the most important points of consensus was the need to maintain the autonomy and integrity of the programs at both schools, while providing to the maximum extent appropriate, opportunities for students with disabilities to interact with their non-disabled peers.

The committee determined that it is important that each school maintain its own principal to serve as the administrator and educational leader for the programs in each school. Carl Sandburg Learning Center requires a principal with a strong knowledge of special education because all of the students at the school present with complex learning needs, including “autism” and “multiple disabilities” codes. The principal of Maryvale Elementary School needs to oversee three distinct programs, including a general education English program for Grades K–5, a French Immersion program, and a prekindergarten Autism program. It would be very difficult for one principal to oversee the needs of all the students who attend the programs at both of the schools.

In the only other recent example of a special education school collocating with a general education school in Montgomery County, Longview School and Spark M. Matsunaga Elementary School, a single principal oversees both programs. However, this example is not an appropriate model for the collocation of Carl Sandburg Learning Center and Maryvale Elementary School for historical, programmatic, and logistical reasons. In 2001, when the Longview School was collocated with Spark M. Matsunaga Elementary School, Longview School did not have a principal; instead, the school had a coordinator position that served as the administrator for the program. Therefore, when Longview School moved into the new collocated facility, the coordinator position was maintained for Longview School and the principal of Spark M. Matsunaga Elementary School became the lead administrator for both schools. In contrast to Longview School, Carl Sandburg Learning Center has always had a principal-level administrator to oversee the programs. Whereas the principal of Longview School/Spark M. Matsunaga Elementary School supervises only two programs, there would be four programs that one principal would need to supervise at Maryvale Elementary School/Carl Sandburg Learning Center. Also, Longview School, rated for a capacity of 48 students, currently serves only 42 students, while Carl Sandburg Learning Center currently serves over 125 students and presents a much greater administrative challenge.

In addition to determining that a separate principal is needed for each school, the consensus of the committee was to maintain separate staffing for related services and special classes, including

art, music, physical education, and instructional media center. As described previously, Carl Sandburg Learning Center primarily serves students with Autism Spectrum Disorder. Students with Autism Spectrum Disorder have unique sensory, motor, and learning needs that require specialized staff to enable them to access the curriculum in different areas of instruction, including physical education, art, music, and the media center. They also need specially trained related service providers who facilitate their availability for learning. At Maryvale Elementary School, the instructional media center contains collections in two languages—English and French—to meet the needs of the general education program and the French Immersion Program and would thus need its own media center specialist.

The committee spent considerable time discussing the physical configuration of a facility in which two schools with significantly different student populations could be collocated. The committee members agreed that the two schools should be designed as one facility. Some components, such as kitchen and building services, were identified as areas that could be shared. Other components, in particular, the administrative spaces, would function most advantageously if placed in adjoining suites in order to facilitate ease of communication and access between the administrators. A unified instructional media center collection with two separate entrances and specialized media instructional rooms to serve small and large group instruction were considered.

The committee suggested incorporating a student interaction classroom into the building plan of Carl Sandburg Learning Center that would provide structured opportunities for students from both schools to interact during instruction. This interaction classroom would provide Carl Sandburg Learning Center students with the opportunity to transition into a general education setting by degrees and thereby widen the range of inclusion opportunities traditionally available to special education students in general education settings.

With the respective student populations in mind, the committee spent considerable time discussing the implications of building components, such as circulation patterns and access points. Given the sensory disabilities and learning needs of the students attending Carl Sandburg Learning Center, the committee determined that the facility design should ensure that most of the learning spaces remain separate and designed to accommodate the needs of special education students, which differ considerably from the needs of general education populations. Because of the specialized needs of Carl Sandburg Learning Center students, the gymnasium, multipurpose room, and outdoor play spaces cannot be shared by both populations. Indoor spaces will need to be designed with the needs of the special education students in mind and by necessity will differ—especially in scale and acoustical features—from what best serves the general education population. Furthermore, the facility and site will need additional security features to ensure the safety of Carl Sandburg Learning Center students, many of whom are flight risks. In particular, fencing the play fields and outdoor play areas is absolutely critical. With the needs of the students in mind, the committee determined that designs that keep the buildings compact with convenient but secure and supervised access points for communication and inclusion opportunities would best serve the needs of all the programs contained in Maryvale Elementary School and Carl Sandburg Learning Center. The design features and areas that could be shared to allow for inclusion opportunities would be further identified during the schematic design process.

The committee was unanimous in recognizing the advantages of collocation for providing opportunities for special education students to interact with general education students when appropriate. The committee also recognized additional benefits of such an arrangement. A collocated facility would provide excellent opportunities for professional staff development and collaboration. Maryvale Elementary School staff would have the benefit of training and knowledge of the staff at Carl Sandburg Learning Center and would thus gain expertise with students with multiple disabilities, including Autism Spectrum Disorder. The staff at Carl Sandburg Learning Center in turn would have an opportunity to work with grade level teams at Maryvale Elementary School.

APPENDICES

Appendix A	Committee Roster
Appendix B	Committee Charge
Appendix C	Approaches and Analysis
Appendix D	Planning Grid

Appendix A

Committee Roster

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Roster**

First Name	Organization
Julide Aker	Carl Sandburg Learning Center Parent
Erin DeMoss	Maryvale Elementary School Staff
Patricia Diehl	Carl Sandburg Learning Center Staff
Karen Gregory	Maryvale Elementary School Principal
Jean Kiernan	Maryvale Elementary School Staff
Erin Kemp	Maryvale Elementary School Staff
Marlene Kenny	Carl Sandburg Learning Center Principal
Toni Lewan	Carl Sandburg Learning Center Staff
Ashley Lieto	Carl Sandburg Learning Center Staff
Vernard McBeth	Maryvale Elementary School Parent
Caryn Nagler	Maryvale Elementary School Parent
Mary Newman	Carl Sandburg Learning Center Staff
Carol Scott	Carl Sandburg Learning Center Parent
Sarah Starr	Carl Sandburg Learning Center Staff
Jennifer Till	Maryvale Elementary School Staff
Claire Zapatka	Maryvale Elementary School Staff

Appendix B

Committee Charge

Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee Charge

January 25, 2011

Background

On November 27, 2007, the Board of Education adopted a resolution concerning stand-alone special education centers. The resolution stated that prior to the superintendent making a recommendation on facility improvements for stand-alone special education centers, a multi-stakeholder work group of community members and appropriate staff should be convened. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for facility improvements to 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 Carl Sandburg Learning Center was previously scheduled for a modernization in the Amended FY 2007–2012 CIP, due to the need for an up-to-date facility to support the services that the students at this center receive. Carl Sandburg Learning Center, however, was taken off the schedule due to concerns for funding as described above. In order to continue providing the high level of services in a modern, up-to-date facility, the superintendent has directed MCPS staff to convene a roundtable advisory committee with multi-stakeholder representation to review the possibility of collocating the Carl Sandburg Learning Center on the Maryvale Elementary School campus. Maryvale Elementary School was identified because there is an upcoming modernization, the school is centrally located in the Rockville Cluster, and the site is large enough to accommodate Maryvale Elementary School and Carl Sandburg Learning Center.

Roundtable Advisory Committee Purpose

The Roundtable Advisory Committee will guide staff in preparing approaches that would collocate the two schools on the Maryvale Elementary School site. The activities of the committee will include, but not be limited to the following: discussing the facility implications; identifying staffing implications; identifying opportunities for special education students to receive instruction in the general education program; and conducting site visits to other collocated special education programs.

The Roundtable Advisory Committee members will analyze the approaches developed during the process; however, the Roundtable Advisory Committee is not a decision-making forum and will not vote on the approaches nor develop any recommendations. The Roundtable Advisory Committee will submit a report to the superintendent that will include individual committee member evaluations of the approaches that are developed during the process. The superintendent will consider the evaluations and other input from the committee before making a recommendation for the Carl Sandburg Learning Center as part of the FY 2013–2018 Capital Improvements Program in October 2011. The outcome of this process will not impact the modernization schedule for Maryvale Elementary School.

Timeline

Five meetings are scheduled for the Roundtable Advisory Committee from January 2011 through May 2011. (See attachment for dates.) These meetings will be held at Maryvale Elementary School and Carl Sandburg Learning Center. Two public information meetings will be held at the beginning and end of the process to present the approaches that were identified by the Roundtable Advisory Committee. The general public will have an opportunity to provide feedback on the options at the public information meetings.

Representation

Committee members will represent a wide range of stakeholders, including staff and parents from Maryvale Elementary School and Carl Sandburg Learning Center, the Special Education Advisory Committee (SEAC) and the MCCPTA Special Populations Committee.

Questions

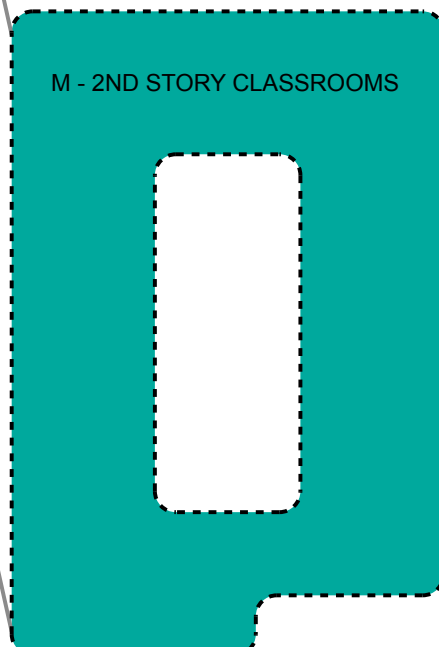
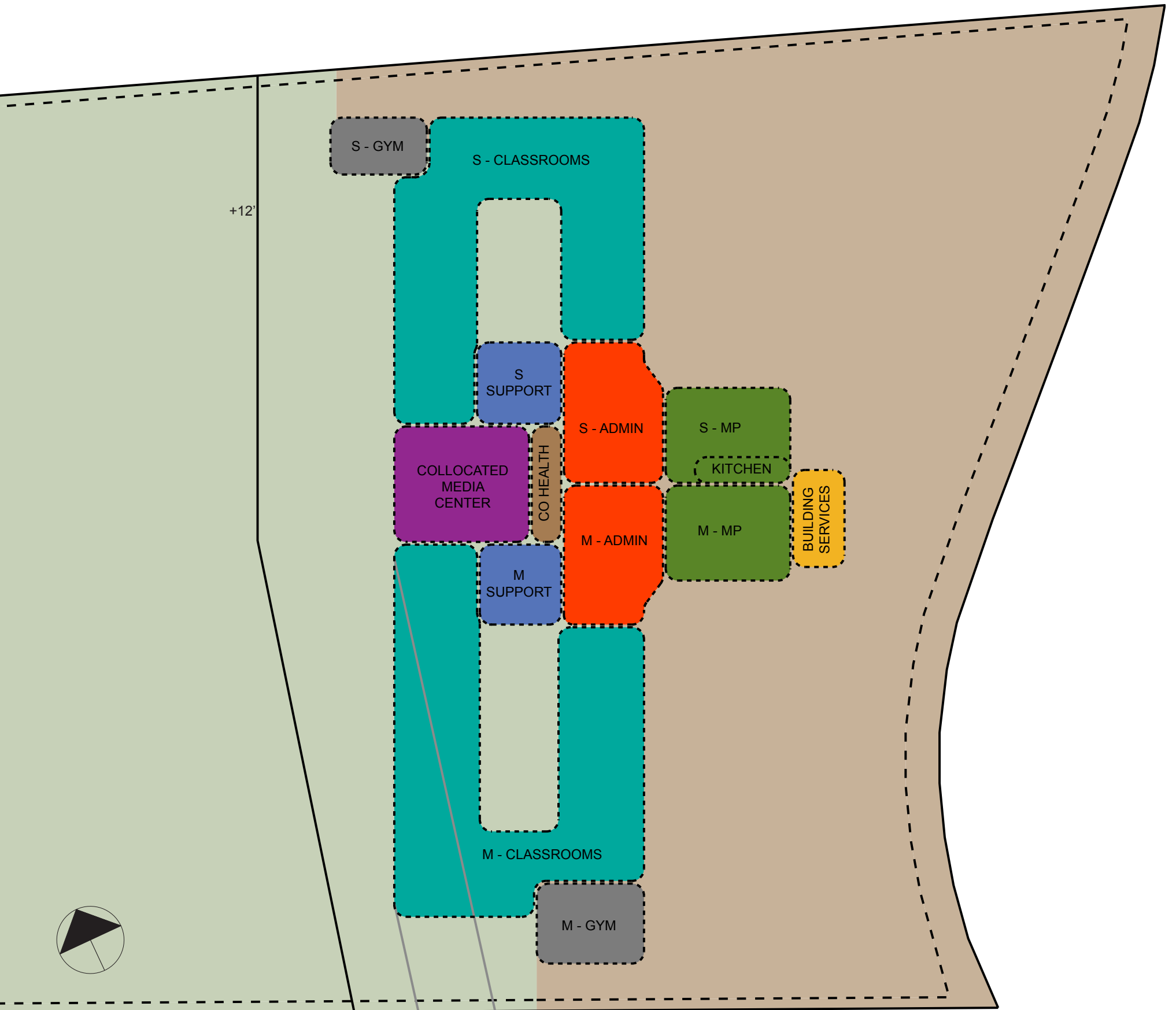
For questions concerning the Roundtable Advisory Committee, please contact Ms. Deborah Szyfer, senior planner, Division of Long-range Planning at 240-314-4700. All materials will be posted on the MCPS, website at—

http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

Appendix C

Approaches and Analysis

APPROACH "A"



6/09/2011

Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

Approach A

Plusses	Minuses
<ul style="list-style-type: none">• Provides possibility for separate parking areas for each school• Administrative area locations facilitate professional interaction while accommodating each program's security needs• Provides centralized kitchen and building services• Maryvale gymnasium ideally located for after hours use• Shields Sandburg student's view of Maryvale bus loop and parking areas• Ideal layout for classrooms	<ul style="list-style-type: none">• Multipurpose room locations may limit vehicular circulation options• Views from administrative areas to parking areas are more limited

APPROACH "B"



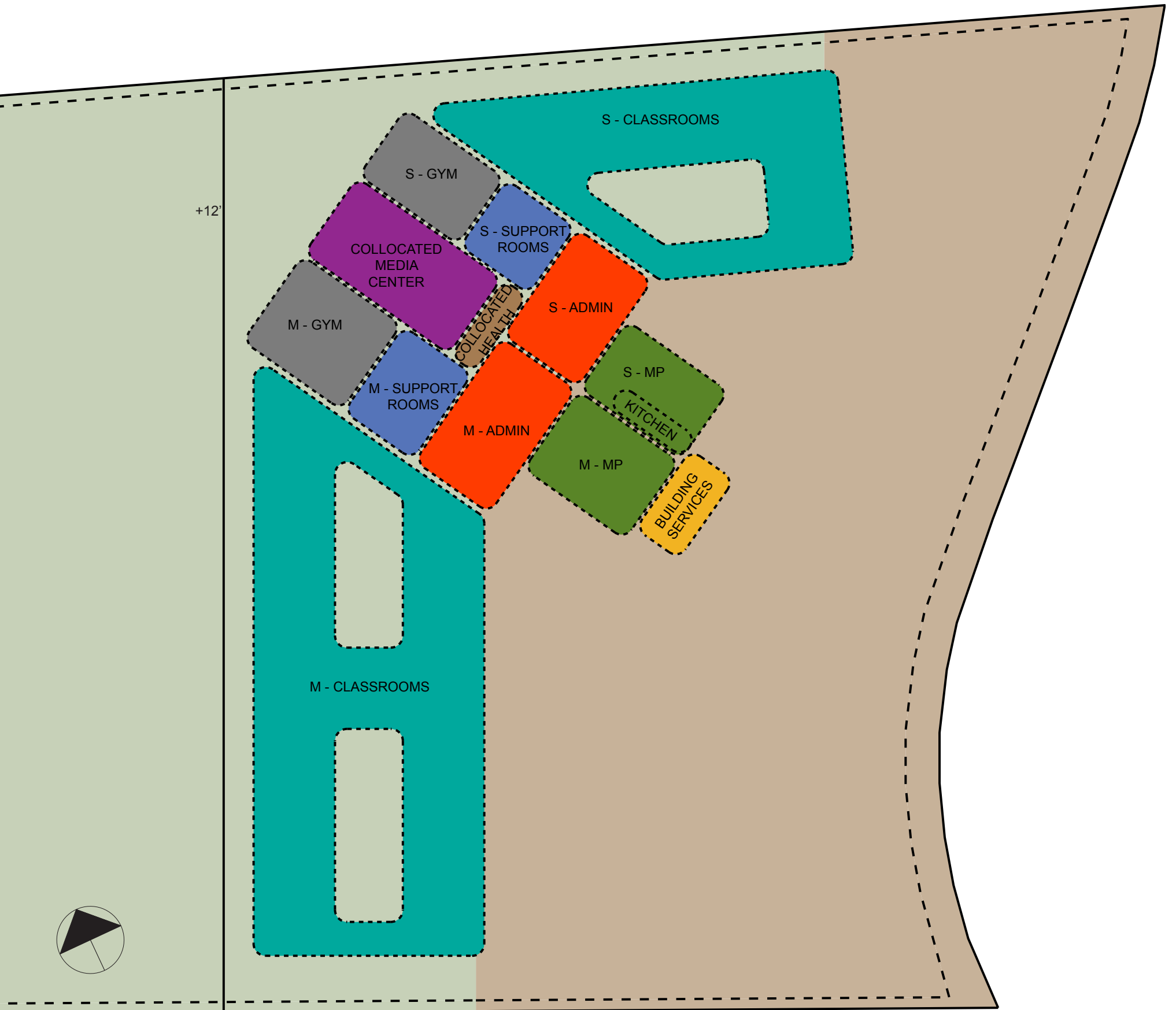
6/09/2011

Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

Approach B

Plusses	Minuses
<ul style="list-style-type: none">• Administrative area locations facilitate professional interaction while accommodating each program's security needs• Provides good security views from administrative areas to parking areas.• Provides centralized kitchen and building services• Shields Sandburg student's view of Maryvale bus loop and parking area• Ideal layout for classrooms.	<ul style="list-style-type: none">• Vehicular circulation and parking may be difficult at northeast site corner due to grades• Gymnasiums not ideally located for after hours use

APPROACH "C"



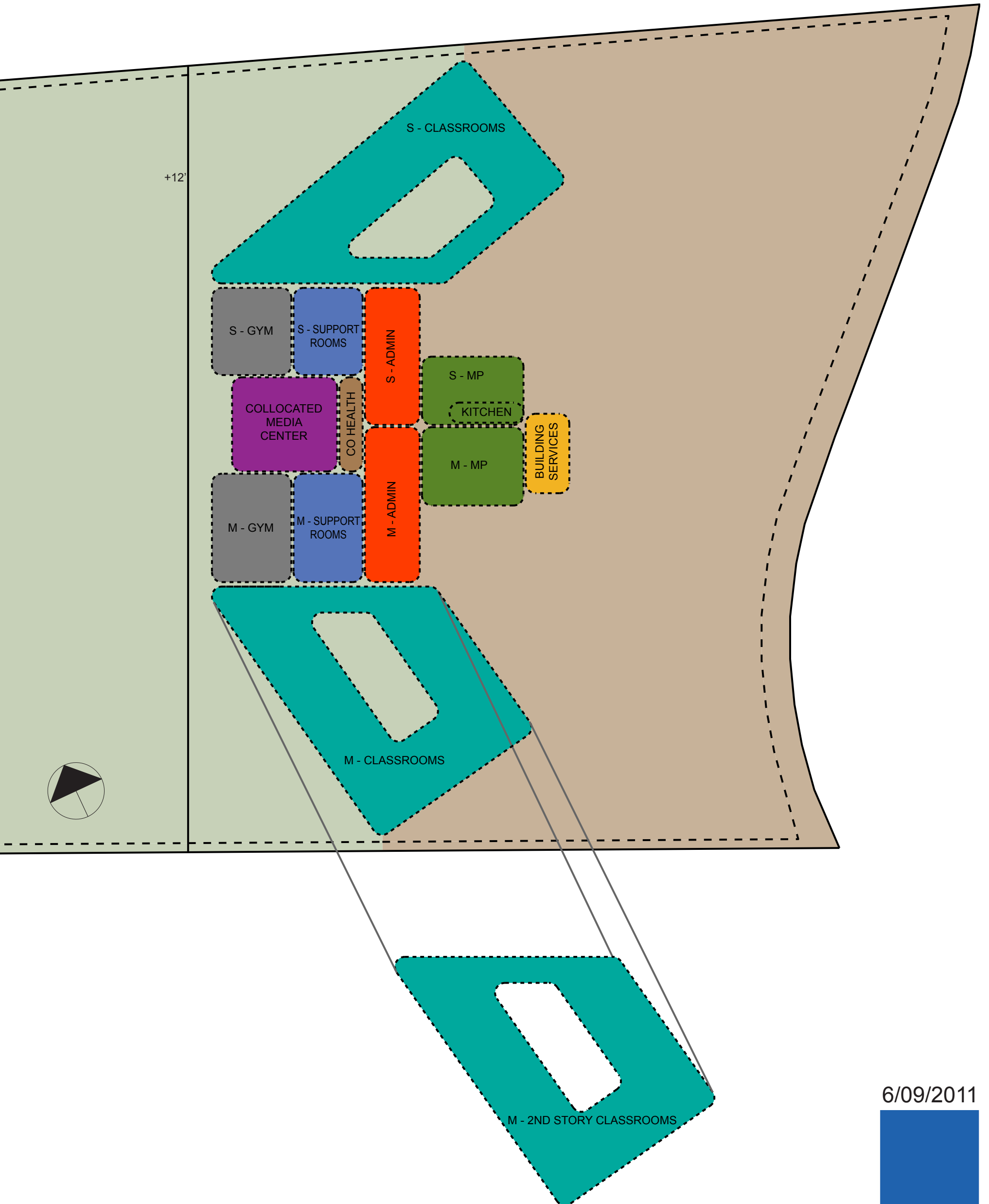
6/09/2011

Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

Approach C

Plusses	Minuses
<ul style="list-style-type: none">• Administrative area locations facilitate professional interaction while accommodating each program's security needs• Provides good security views from administrative areas to parking areas.• Provides centralized kitchen and building services	<ul style="list-style-type: none">• Single story Maryvale classroom wing occupies a large site area• Difficult community access to gymnasiums

APPROACH "D"



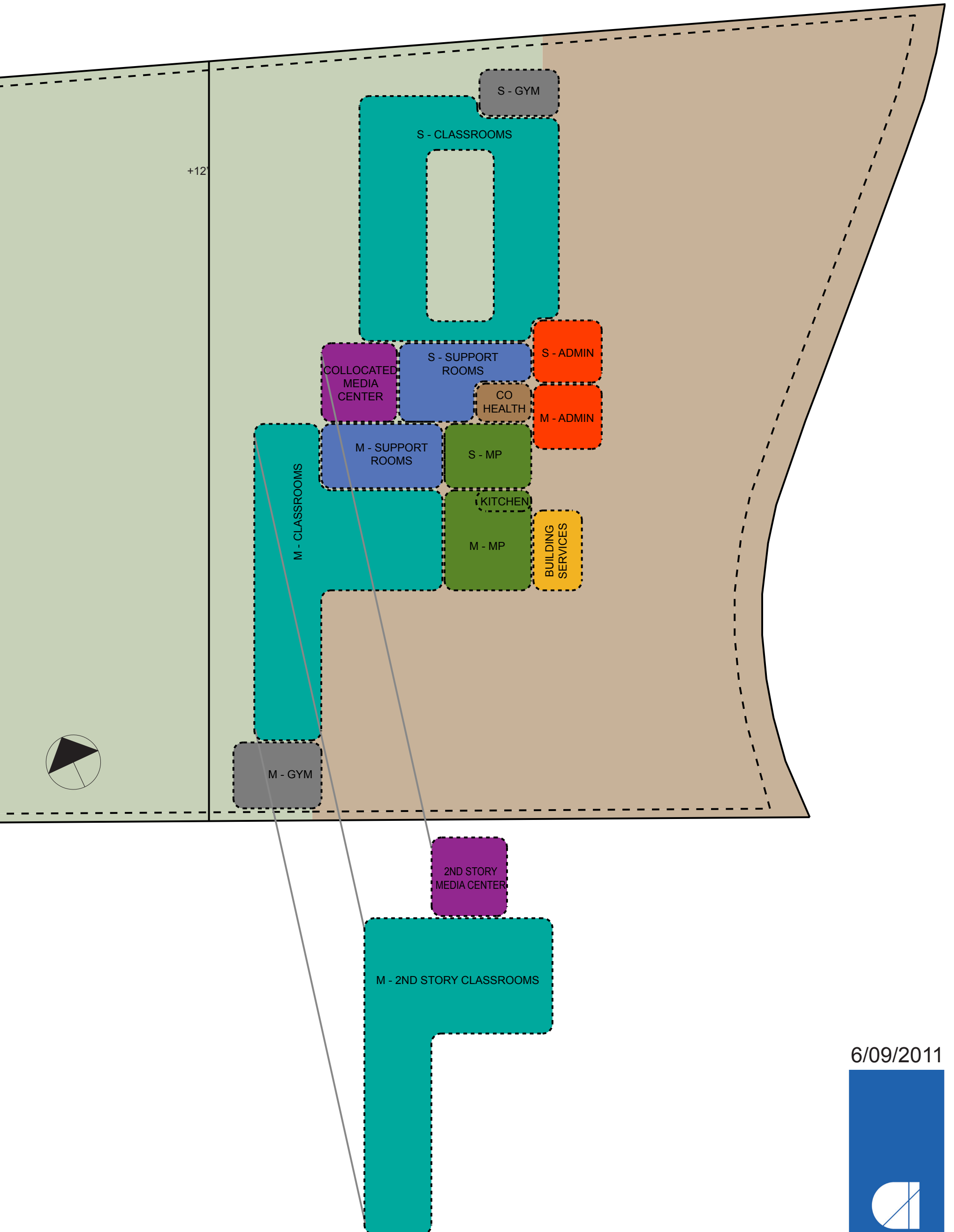
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Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

Approach D

Plusses	Minuses
<ul style="list-style-type: none">• Administrative area locations facilitate professional interaction while accommodating each program's security needs• Provides good security views from administrative areas to parking areas• Angled classrooms wings create spaces for kindergarten play areas.• Improves vehicular circulation opportunities.	<ul style="list-style-type: none">• Difficult community access to gymnasiums.

APPROACH "E"



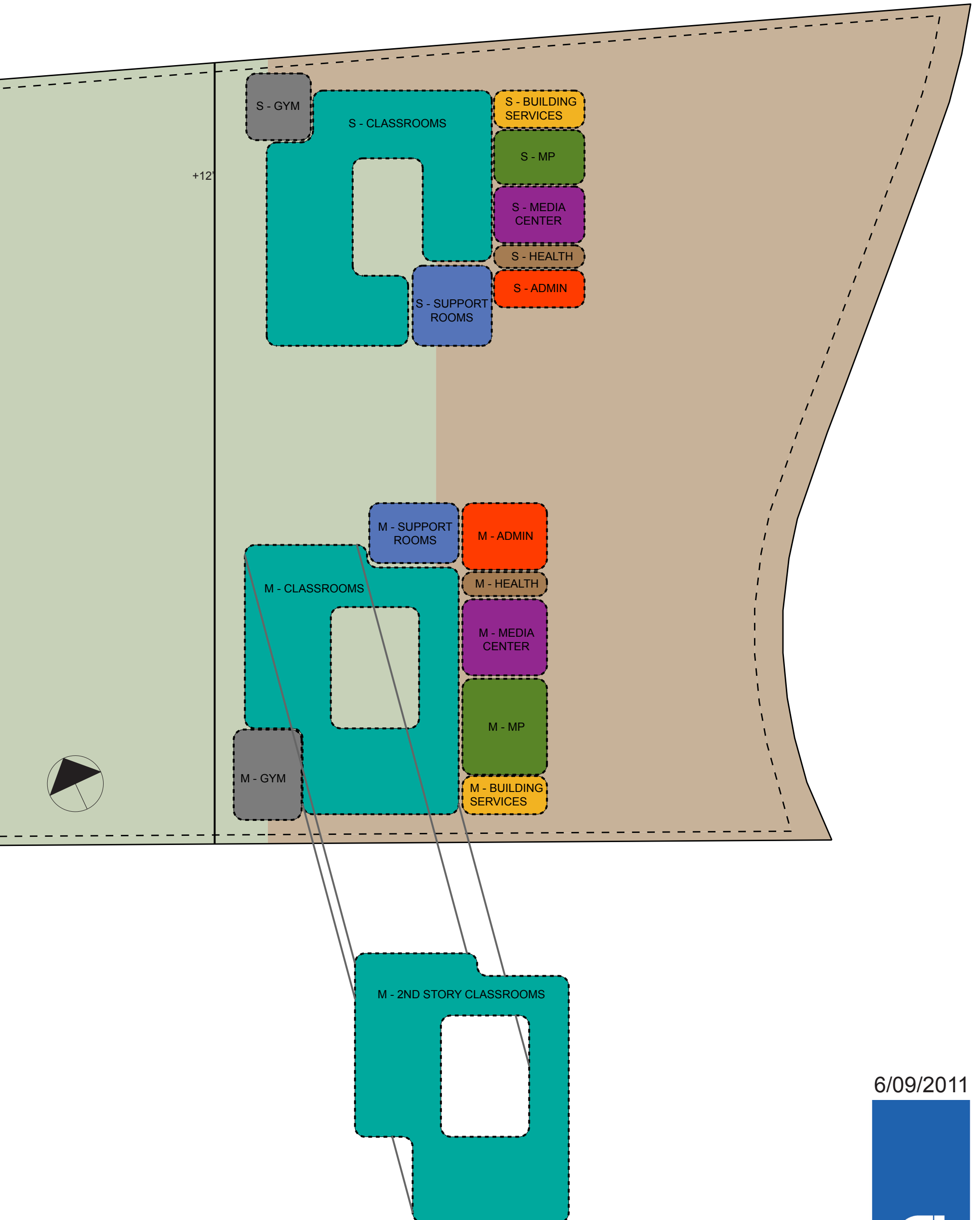
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Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

Approach E

Plusses	Minuses
<ul style="list-style-type: none">• Multipurpose room locations do not block administrative area views• Admin area locations facilitate either single building entrance or separated building entrances.• Separates parking areas for each school• Both gyms ideally located for after hours use.	<ul style="list-style-type: none">• Long Maryvale classroom wing.• Elongated circulation route for Maryvale classrooms.• Two-story media center area.• Sandburg multi-purpose room access requires Sandburg students to travel through the Maryvale facility.

APPROACH "F"



6/09/2011

Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

Approach F

Plusses	Minuses
<ul style="list-style-type: none">• Maintains autonomy of both schools	<ul style="list-style-type: none">• Limits opportunities for students to interact• Limits opportunities for professional development, interaction and teaming.• Requires use of more site area• Requires two loading docks and two building services locations, which adds to vehicular circulation and site demands

Appendix D

Planning Grid

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Administration	
Strong concerns with whether Sandburg LC will maintain its principal in the collocated facility. Cannot replicate the Matsunaga/Longview model.	Carl Sandburg LC has more than twice as many students as Longview. Maryvale already has three different programs—English, French, and pre-K Autism. It would be difficult for one principal to oversee the needs of all of these students. A school like Sandburg needs a principal requires knowledge of special education because 100% of the students require special education services. Maintain the integrity and quality of the all the programs at Maryvale. Maintain integrity of the current instructional models.
Need to review the start times for each school.	Starting times will be reviewed by the Office of School Performance and Transportation. As described above, start times need to be coordinated with the learning needs of the students. Number of busses is large at both schools. There is limited vehicular access from First Street. There is a strong preference for two separate bus loops on the site. The committee understands that there may be limited driveways onto the site.
The schools must have separate staffing for administration, specials, and related services to meet the needs of all the students and programs.	Staffing allocations for Maryvale ES are determined with the Office of School Performance while the staffing allocations for Carl Sandburg LC are determined with the Department of Special Education. The staff patterns would continue with the collocated facility.
Building should be fail safe for Sandburg students. There's no room for error. Staff needs to be properly prepared to handle situations.	Appropriate staff development should be provided to staff at both schools to address needs of students.
Cafeteria issues: serve breakfast for both schools and then lunch	Provide Sandburg with a smaller cafeteria but food services will be providing breakfast and lunch to both school populations. Need for two separate cafeterias and two separate serving line for each school. Need separate access to the serving lines and the design needs to address the sensory needs of the Sandburg students.
Should there be one or two main office?	Concern that the Sandburg student could get into the Maryvale side. Need to maintain two separate main offices to maintain independence of Sandburg students and maintain intimate setting. Follow the Longview/Matsunaga model with two separate main entrance but a shared hallway so administration suite can communicate and collaborate together.

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Administration	
<p>Will there be a shared health room How will the needs of the Sandburg students be addressed in a shared health room?</p>	<p>MCPS staff will work with the Department of Health and Human Services to develop a plan for the design health room to ensure that the needs of all the students are met. Both schools have experinece with students with complex medial conditions as well as learning and academic needs. The new facility would need to ensure that Sandburg students maintain independence to get to the health room on their own. However, the design also needs to ensure that the Sandburg students don't have access to Maryvale from the health room. If there were one health room, it should continue to be staffed with two health techs to cover the health room because the health tech from Sandburg often times needs to address medical incidences in the classroom. Ensure that the schools' don't lose staffing.</p>
<p>At Sandburg there is no assistant principal. When principal is out who is in charge of Sandburg?</p>	<p>It would be difficult for one AP to oversee both schools. Therefore, continue the same model that is currently used at Sandburg, where a Sandburg staff member oversees the building when the principal is away. The Sandburg staff knows all of the students very well and this needs to continue in a collocated facility. However, there should be strong communication between the administration between the two schools.</p>

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Program/Instruction	
What would the education of the Carl Sandburg LC students be at Maryvale ES?	The Carl Sandburg LC programs would not change if the schools were collocation.
What if the enrollment at Sandburg exceed 142 students? There could be growth in the program.	This issue will be reviewed with the superintendent to determine the long-term plans for this school.
Sandburg instruction starts later because unloading and breakfast. Instruction starts at 10:00 am. Maryvale starts at 9:15 because kids come from all over the county. Sandburg and Maryvale have the same end times.	Need to look at bus loop because some of the Maryvale busses arrive late and could coincide with Sandburg. At one time there is around 6 buses at one time. Bus unloading at Maryvale is around 20 minutes ending at 9:10. At Sandburg there may be many busses stacked at one time. What is the most optimal learning time for Carl Sandburg LC? When Dept of Transportation looks at start times, we need to consider the optimal times for learning for the Sandburg students. Need a buffer for the Sandburg students. Need to review schedules for start time, bus stacking, and bus loop layout. Sandburg students need time to acclimate and prepare for students. We need to consider the impact on students and instruction. Afternoon busses need to be reviewed carefully because students are ready to go home. Is there another access to the site other than First Street?
Related Services	
One sensory room should support quiet room and the other should support motor room with swings and scooters.	This requirement will be included in the educational specifications and addressed during the design phase.
The related services such as OT/PT areas for Maryvale and Sandburg should be separate.	This requirement will be included in the educational specifications and addressed during the design phase.
Provide the spaces that are needed for the related services.	Speech language, OT PT will be provided spaces for instruction for pull out and plug in and an area to prepare lessons.
How will staffing for related services be addressed at both schools? What if one staff member has time to serve students at the other school.	Staffing will be allocated based on the needs. There may be the need for additional staffing to support inclusion opportunities. Concerns were raised that staff may have added responsibility to address the of needs of the students for inclusion opportunities. The school staffing would continue to be separate; Sanburg would be staffed from Special Education and Maryvale would be staffed from OSP.
Observation rooms are needed for pre-K Autism and Sandburg	This requirement will be included in the educational specifications and addressed during the design phase.

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Art/Music/PE/IMC	
If there is one Media Center, would there be shared staffing? i.e. only one Media Specialist to serve all of the programs at Maryvale/Sandburg?	Because Maryvale has an English and French program, the new facility should continue to be staffed with two Media Specialists to ensure that the needs of all the students/programs are met.
Could parts of the IMC be shared? Ideally, there may need to separate IMC to serve the needs of all of the programs.	Need to address the scheduling of the use of the Media Center and if both schools could be served in one IMC because it would be impossible to schedule all of the students for instruction. May need two separate Media Centers to serve the needs of all the students and programs and because of scheduling purposes. If there is one reading collection, Sandburg would need a separate room for instructional. Need to address overstimulation issue so students can access the curriculum.
Separate physical education spaces.	All the plans show the gyms located in separate parts of the building. Each school would have the appropriate equipment to serve the students.
Often times students are provided general education opportunities in the specials classes.	Need to ensure that the appropriate staff is provided to support inclusion opportunities. If additional staffing is required, MCPS would ensure that the school receives the appropriate staffing to support inclusion opportunities.
Scheduling of lunch and recess will need to be addressed.	

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Professional Development/Teacher/Staff Needs	
Opportunities for professional development for staff.	Students with Autism attend general education schools as well as Sandburg. Provide expertise with students of autism and multiple disabilities. General education teachers are looking forward to professional opportunities. Teachers in general education will need professional development to understand how to address the inclusion opportunities. Support fellow colleagues within a building and plan with same grade levels. Great opportunity for Sandburg students to work with general education teachers/students but additional supports will be needed. Child needs to get supports to ensure success in the general education environment. Need paraeducator staff to support the inclusion
Need to consider the physical building to facilitate the professional development and collaboration.	Plan for collaboration for the teams.
Inclusion/Students Issues	
What will be the interaction of the general education and special education students in a collocated facility?	The purpose of collocation is not to force inclusion but to provide opportunities for inclusion to the maximum extent appropriate. Team of staff/parents would make the decision for inclusion on an individual case by case basis.
Concern that Sandburg students will not be treated the same as the Maryvale students as the same as they are treated in the current facility.	Students will need education to welcome each of the school populations. Counselors and staff will need to work together.
Need to make sure the safety of children, quality of education is maintained in the collocated facility	
Make sure that the option of being in a separate day school is available for children who get over anxious and over stimulated in a general education setting.	
Many Sandburg parents have expressed that they feel comfortable at Sandburg knowing that their children are understood by all of the staff at the school. Don't want to lose that.	
Protect Sandburg and give our children a true continuum of inclusion, which includes the necessary complete removal from general education.	
Maryvale is accustomed to providing inclusion opportunities when it is appropriate for an individual student.	

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Facility Issues	
Could the modernization of the Maryvale ES be delayed because of the collocation?	The modernization schedule will not be impacted by the possible collocation of the schools.
Would Carl Sandburg LC be moved mid-year (January 2018) or could the school wait and start a fresh new year.	This issue will be reviewed during the design process.
Will there be more boys toilet rooms because the Sandburg population is approximately 75% male/25% female students?	The number of restrooms is determined by WSSC code. The design team will ensure that there are sufficient toilet rooms for the student population.
The number of doors to the outside will need to be limited?	Many Sandburg students have a tendency to run, so the design must ensure that students cannot easily leave the building and there is limited access. This issue will be shared with the architects during the design phase.
Sound separation is needed between the two schools.	This requirement will be included in the educational specifications and addressed during the design phase.
Will Autism staff be located in the facility?	
Need to ensure that the Sandburg students are not distracted.	This requirement will be included in the educational specifications and addressed during the design phase.
Need to ensure that the Sandburg students have the independence to travel within the school without worrying about them entering Maryvale.	This requirement will be included in the educational specifications and addressed during the design phase.
Treat the rooms for sound isolation and lighting to address the sensory issues for the Sandburg/Maryvale Autism students.	This requirement will be included in the educational specifications and addressed during the design phase.
Cameras and safety doors with hesitation push bars.	This requirement will be included in the educational specifications and addressed during the design phase.

**Maryvale Elementary School/Carl Sandburg Learning Center
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Facility Issues	
Why can't the school system fix the building and increase space for student population growth at Sandburg?	<p>The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for facility improvements to 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. In addition BOE policy IOB, states the following: Improve educational results by assuring access to instruction in the general education class to the maximum extent possible.</p> <p>Participate to the maximum extent possible of students with disabilities with non-disabled peers in all aspects of school life, including academic, social, and extracurricular activities.</p> <p>Provide a continuum of services for students with disabilities and educating them in the least restrictive environment appropriate for the child.</p>
Kitchen/service area.	Kitchen space could be shared but the serving lines and cafeteria would need to be separate and isolate the noise and distraction. Share building services and food services but we need to maintain staffing and ensure safety of students.
Design a room in Carl Sandburg that would allow for inclusion opportunities with Maryvale ES students.	Bringing smaller amounts of students from Maryvale ES to Carl Sandburg would address the sensory needs of the Sandburg students.
Site Issues	
Entire site will need to be fenced, particularly near the industrial areas. How high will the fence be?	This requirement will be included in the educational specifications and addressed during the design phase.
Design of site needs to ensure safety of students including playground and bus loading area.	This requirement will be included in the educational specifications and addressed during the design phase.
Bus loading area must be shielded from Sandburg students.	This requirement will be included in the educational specifications and addressed during the design phase.