

Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Summary of Meeting #6—February 23, 2015

The Rock Terrace School/Tilden Middle School Roundtable Discussion Group (Roundtable) met for its sixth meeting on February 23, 2015. The meeting was held in the Library Media Center of Rock Terrace School from 7:00 to 8:30 p.m. The materials handed out at the meeting follow this summary.

Ms. Deborah S. Szyfer, senior planner, Division of Long-range Planning, Department of Facilities Management, Montgomery County Public Schools (MCPS), and Dr. Gwendolyn Mason, director, Department of Special Education Services, facilitated the meeting. Ms. Szyfer reviewed the agenda, outcomes for the meeting, and the feedback from the previous meeting.

Roundtable members reviewed the attached planning grid and requested that the fencing item under the Site Issues be changed to reflect that only some of the area be fenced to address safety and sensory issues. After reviewing the planning grid, the Roundtable members reviewed the draft review and also asked that the language for the outdoor fencing be changed to reflect that some areas be fenced to address the safety and sensory needs of some students.

After reviewing the planning grid and draft report, Ms. Szyfer explained the next steps in the process. The second public information meeting will be held on March 4, 2015 at Tilden Middle School. The Roundtable report will be submitted to the interim superintendent of schools and the Board of Education on March 6, 2015. The superintendent's recommendation will be released on March 23, 2015. The Board schedule is as follows:

- April 14, 2015 BOE Work session
- April 27, 2015 Public Hearing
- May 12, 2015 Final Action

**Rock Terrace School/Tilden Middle School
Roundtable Discussion Group Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Facility Issues	
Will the revitalization/expansion project for Tilden MS be delayed due to the possible collocation?	The timing of the Tilden MS revitalization/expansion project will not be impacted by the possible collocation with Rock Terrace School.
What is the cost for the possible collocation of Tilden MS and Rock Terrace School?	No cost estimates have been developed for the possible collocation. If the Board of Education approves the collocation of the two schools, a feasibility study will follow which will determine the scope and cost for the collocation of the two schools.
Can some of the rooms be designed larger because of the number of paraeducators in the classrooms?	DLRP will analyze the space needs of the programs during the feasibility study to determine if any spaces would need to be larger.
Can the health room be shared? How about the 18-21 year old students?	The health room could be shared. DLRP would review the space needs to ensure that the health room is large enough to meet the needs of the student population. In addition, the health room could be designed with a designated area for the 18-21 year old students.
Can the number of doors be limited because many of the Rock Terrace School students tend to be runners/elopers.	The building design needs to meet Fire Safety Codes. This issue would be addressed during the design phase to ensure the safety and security of the students.
Sound separation is needed to address the sensory needs of the special education students.	This requirement will be included in the educational specifications and addressed during the design phase.
Separate entrances and main office for each school. The administrative suites can be collocated but a door would be needed between the two schools.	This requirement will be included in the educational specifications and addressed during the design phase.
How would the PA systems work for the two schools?	This requirement will be included in the educational specifications and addressed during the design phase.
Lighting and sound needs of students need to be taken into account.	This requirement will be included in the educational specifications and addressed during the design phase.
Future expansion for Tilden Middle School to accommodate enrollment growth.	A master planned addition will included in the educational specifications. In addition, the architect will be asked to identify a location for relocatable classrooms.

**Rock Terrace School/Tilden Middle School
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Opportunity/Challenge	Response/Proposed Recommendation
Administration	
Rock Terrace School serves middle school and high school lunches. Would this be able to continue in a collocated school?	Staff from the Division of Food Services had indicated that they could serve lunch to both schools from one kitchen.
In order to maximize the green space on the site, the schools are willing to consider one bus loop.	Starting times would be reviewed by the Office of School Support and Improvement (OSSI) and the Department of Transportation during the design phase to determine if the schools could share one bus loop.
Questions were raised about administration, specials, and related services staffing to meet the needs of all the students.	Staffing allocations for Rock Terrace School are determined by the Office of Special Education Services whereas staffing allocations for Tilden Middle School are determined by the OSSI. The staff patterns would continue with a collocated facilities based on the needs of the students and budget.
Related Services	
Can sensory rooms be provided at both schools?	This requirement will be included in the educational specifications for both schools and addressed during the design phase.
Art/Music/PE/LMC	
Rock Terrace School students benefit from cardiovascular equipment in the PE program. Could a fitness room be included in the program?	If the schools are collocated, DLRP can explore the possibility of providing an adaptive fitness room that could be shared by both Rock Terrace School students and the Learning for Independence (LFI) students at Tilden Middle School.
Tilden Middle School is an old high school with a large stage. Can a larger stage be designed in the new facility? Also, Rock Terrace School has a stage that is used by the students for theater productions and graduation.	The current stage at Tilden Middle School is the same size as the stage that MCPS provides for new middle schools. Because both schools require a stage, DLRP would explore the possibility of providing one larger stage to share by both schools.
Tilden Middle School uses the LMC seven periods a day for instructional purposes. Concerns were raised about Rock Terrace School student access to the LMC.	If the LMC were to be shared, separate instructional areas would be provided for both schools to ensure equal access to the students.

**Rock Terrace School/Tilden Middle School
Roundtable Discussion Group Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Professional Development/Teacher/Staff Needs	
Roundtable members identified opportunities for staff development and collaboration.	Staff from both schools could consult and collaborate and share teaching strategies to support students with learning differences as well as curriculum goals.
Need to consider the physical building to facilitate professional development and collaboration.	Areas such as the workroom with staff mailboxes, staff development areas, and staff rooms could be shared. This consideration will be included in the educational specifications and considered during the design phase.
Inclusion Opportunities/Student Needs	
What will the interaction of the general education students be with the special education students if collocated?	The purpose of the collocation is not to force inclusion for all the Rock Terrace School students but to provide opportunities for inclusion to the maximum extent appropriate. The IEP team of staff and parents would make the decision for inclusion on an individual case by case basis.
Many Rock Terrace School students have sensory issues so issues have been raised about noise in the dining rooms if they are too close or the stage is located between the dining rooms.	If the schools are collocated, the architects will address the sensory needs of the students and ensure that there is acoustic isolation for the Rock Terrace School students.
Roundtable members have identified inclusion opportunities in PE, art, music, and some of the specialty classes offered at Rock Terrace School.	If the schools are collocated, inclusion opportunities would be considered on individual student need.
How would inclusion opportunities work if the schools are on different schedules and bell times?	If the schools are collocated, the school administrations would need to work together to coordinate schedules for inclusion opportunities.
How would inclusion opportunities be provided to the high school students?	High school students would be provided inclusion opportunities at Walter Johnson High School as appropriate.
Scheduling of outdoor PE spaces will need to be addressed.	If the schools are collocated, the PE staff would need to work together to schedule the use of the outdoor PE areas.
Field trips and in school assemblies could be opportunities for inclusion.	These opportunities would identified by staff as appropriate.

**Rock Terrace School/Tilden Middle School
Roundtable Discussion Group Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
Site Issues	
The entire area should be fenced to protect students from leaving the site?	This requirement will be included in the educational specifications and addressed during the design phase.
Tilden Middle School currently has a track because it is located on an old high school site. This feature is important to the school.	This requirement will be included as a wellness path in the educational specifications and addressed during the design phase.
The basketball courts should be located near the Tilden Middle School cafeteria for easy access during lunch.	This requirement will be included in the educational specifications and addressed during the design phase.
Concerns were raised about maximizing green space and outdoor PE space for both schools.	This requirement will be included in the educational specifications and addressed during the design phase.
Design of site needs to ensure the safety of students including the bus loading area and the loading/receiving area.	This requirement will be included in the educational specifications and addressed during the design phase.
Tilden Middle School requires a student drop off area.	This requirement is part of the standard middle school program and will be included in the design of the site.
Tilden Middle School uses different entrances for arrival and dismissal of the LFI and Asperger's students.	This requirement will be included in the educational specifications and addressed during the design phase.
The location of the greenhouse and garden beds is important to the Rock Terrace School program.	The location of these areas will be addressed during the design phase.

Report of the Rock Terrace School/ Tilden Middle School Collocation Roundtable Discussion Group

March 6, 2015

Background

Currently, there are three stand-alone special education schools owned by Montgomery County Public Schools (MCPS)—Stephen Knolls School, Rock Terrace School and the Carl Sandburg Learning Center. These programs are located in aging facilities that are in need of improvements. On November 27, 2007, the Board of Education (Board) 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. The Maryland State Department of Education (MSDE) also 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.

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.

The collocation of special education centers with general education schools, such as the Longview School at Spark M. 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. On November 17, 2011, the Board approved the collocation of the Carl Sandburg Learning Center with Maryvale Elementary School which is scheduled to occur in January 2019, leaving two stand-alone special education schools for the school system to address. One of these special education centers, the Rock Terrace School, serves students ages 12–21 throughout the county and focuses on school-to-work programs. Many of the students have multiple disabilities, resulting in complex learning

needs, and an increasing percentage of the students are diagnosed with Autism Spectrum Disorder.

The school was built in 1950 and was assessed for a revitalization/expansion project using the Facilities Assessment with Criteria and Testing methodology in the 2010–2011 school year. Of the secondary schools assessed that year, Rock Terrace School received the highest score and is in the greatest need for a revitalization/expansion project to provide an up-to-date facility to support the services that the students at this center receive.

In order to continue providing the high level of services for Rock Terrace School students in a modern facility, the Board of Education directed MCPS staff to convene a Roundtable Discussion Group (Roundtable) with multistakeholder representation to review the possibility of collocating Rock Terrace School with Tilden Middle School. With an upcoming capital project, Tilden Middle School was identified because of its central location in the Walter Johnson Cluster and the site size and accessibility to accommodate the two schools. Tilden Middle School, a Grades 6–8 school also serves students in the Aspergers and Learning for Independence programs. According to the *Board Requested Amendments to the FY 2015–2020 Capital Improvements Program* (CIP, the revitalization/expansion project is scheduled for completion in January 2019. Although Tilden Middle School is currently located on Old Georgetown Road, the current Tilden Holding School, located on Tilden Lane, will be to be revitalized/expanded to house Tilden Middle School.

Committee Representation and Role

Staff and parent representatives from Rock Terrace School and Tilden Middle School as well as a representative from the Montgomery County Council of Parent Teacher Associations (MCCPTA) Special Education Committee served on the Roundtable. MCPS staff from the Department of Special Education Services (DSES) 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, Samaha Architects, PC, was hired to develop collocation site concepts for Roundtable review and analysis. (The Roundtable roster is included in Attachment A.)

The Roundtable was charged with guiding staff and the architects to prepare a number of different site concepts that would collocate the two schools on the Tilden Lane site and to analyze the pros and cons of these site concepts. Furthermore, the Roundtable discussed facility implications, identified staffing implications, and discussed opportunities for special education students to receive instruction in the general education environment to the maximum extent appropriate. (The charge is included in Attachment B.) In addition, the Roundtable visited Spark M. Matsunaga Elementary School/Longview School.

The superintendent of schools will consider the input from the Roundtable before making a recommendation for possible collocation of Rock Terrace School in March 2015. The outcome of this process will not impact the revitalization/expansion schedule for Tilden Middle School, which is currently scheduled for completion in January 2019.

Roundtable Meetings

The committee met on the following dates: December 18, 2014, January 5 and 20, and February 4, 12, and 23, 2015. In addition, two Public Information meetings were held—one at the outset of the process on December 1, 2014, and one at the end of the process on March 4, 2015. At the first Roundtable meeting, the Roundtable members reviewed the background, charge, process, and timeline for the process. In addition, the Roundtable shared concerns relating to the possible collocation and developed criteria to guide in the development of the site concepts.

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

- Plan the physical structures with logistical aspects in mind to ensure that all programmatic needs are addressed
- Meet sensory, motor, and behavioral needs of all students
- Respect and preserve identity of each school
- Provide opportunities for students to interact when appropriate
- Provide supports to teachers to enable successful inclusion outcomes
- Make sure the facilities are built with the future in mind to accommodate future enrollment and technology changes
- Keep the needs of the neighborhood with respect to transportation and parking
- Maintain career experiences for Rock Terrace School students
- Maintain outdoor space at Tilden Middle School that is unique to the school culture
- Maintain autonomy and integrity of Rock Terrace School for the student
- Create a state-of-the-art facility—cutting edge and innovative
- Be mindful of the sensory needs of the student
- Extra sensitive communication in a building (implementation)

At the second meeting, the architects led a design charrette where Roundtable members were asked to design a collocated facility for Rock Terrace School and Tilden Middle School. A design charrette is defined as a “work session in which a group or groups of designers collaboratively participate in an intense period of design or planning activity”. The Roundtable members were divided into three groups and given a large site plan and small building plans to facilitate the charrette.

The architect returned to the third meeting with eight site concepts. Two of the eight concepts showed two building options while the other six concepts presented one building options for the Roundtable to consider. After reviewing the eight concepts, the Roundtable eliminated two concepts. One of the two two-building concepts (Concept 2) was eliminated because the Roundtable believed that one concept with two facilities was sufficient to facilitate the discussion for the possible collocation. Concept 6 was eliminated because it would be difficult to provide direct circulation for Tilden Middle School students without crossing into the Rock Terrace School hallways. At the fourth meeting the Roundtable members identified the pros and cons for each of the six remaining site concepts. Roundtable members also met with their respective Parent Teacher Associations and staff to identify pros and cons. (The six site concepts with the pros and cons 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 Rock Terrace School and Tilden Middle School. 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:

- 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 Roundtable concerning the possible collocation is included in the next section. Roundtable members also visited Longview School/Spark M. Matsunaga Elementary School built in 2001 where they had an opportunity to tour the schools facilities and speak with staff members to learn about successfully collocated special education schools. The Longview School was designed with 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. In addition, the proposed plans for the future collocation of the Carl Sandburg Learning Center and Maryvale Elementary School were shared with the Roundtable members to show the Roundtable how two programs can be designed with separate instructional areas, clear circulation paths and identifies for both schools, and shared areas for both schools.

Summary of Opportunities and Challenges

In the course of the activities and discussions of the Roundtable, 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 and needs of the students and staff at both schools, while providing to the maximum extent appropriate, opportunities for students with disabilities to interact with their non-disabled peers. Minimizing the building footprint and maximizing the site elements, including field space also was an important consensus item for both schools.

The Roundtable members spent considerable time discussing the implications of building components, such as circulation patterns, access points, and shared areas in the one building concepts. There was consensus that if the schools were collocated, a one building concept would facilitate the goals of collocation better than a two building concept. Given the sensory and learning needs of the students who attend Rock Terrace School, the Roundtable determined that the facility design should ensure that the learning spaces remain as separate as possible and be designed to accommodate the needs of special education students, which differ considerably from the needs of the general education population. Each school should have its own physical education spaces, specialty classrooms such as science, art, and music, and cafeteria.

Consideration was made to areas that could be shared. Some areas of the schools that are used by students could be shared such as the Library Media Center, an adaptive weight room to support the Rock Terrace School and Learning for Independence students, and the stage. The Library Media Center could be designed with two separate entrances and instructional areas but with one shared area for the collection. Other components of the facility, such as kitchen and building services, were identified as areas that could be shared. In particular, the administrative suites and staff areas would function advantageously if placed in adjoining suites in order to facilitate ease of communication and access between the administrators and to facilitate staff development and collaboration.

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. For example, the Rock Terrace School prefers a smaller main entrance for the students. Furthermore, the facility and site will need additional security features to ensure the safety of Rock Terrace School students, many of whom are flight risks. In particular, fencing the outdoor play fields is absolutely critical. With the needs of the students in mind, the Roundtable 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 students at both schools. The design features and areas that could be shared to allow for inclusion opportunities would be further identified during the schematic design process.

In order to ensure the student and program needs of both schools, there was consensus that each school maintain its own principal to serve as the administrator and educational leader for the programs. Rock Terrace School requires a principal with a strong knowledge of special education as all of the students at the school present with complex learning needs, including “autism” and “multiple disabilities” codes. The principal of Tilden Middle School oversees the general education Grades 6–8 middle school program as well as the Learning for Independence and Aspergers programs. With projected enrollment of 1100-1200 students at Tilden Middle School and approximately 100 special education students at Rock Terrace School it is important to maintain the current administrative structure of both schools.

In addition to maintaining a separate administration staff for each school, there was consensus among the Roundtable members to maintain separate staffing for related services and special classes, including art, music, physical education, and instructional media center. The Rock Terrace School students have unique sensory, motor, learning, and emotional 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.

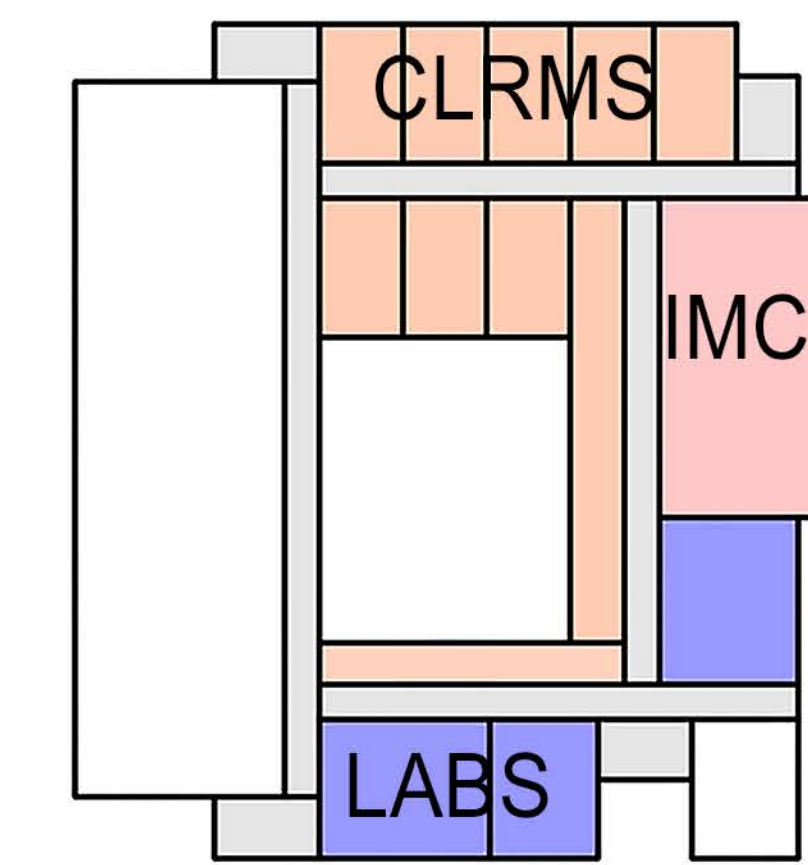
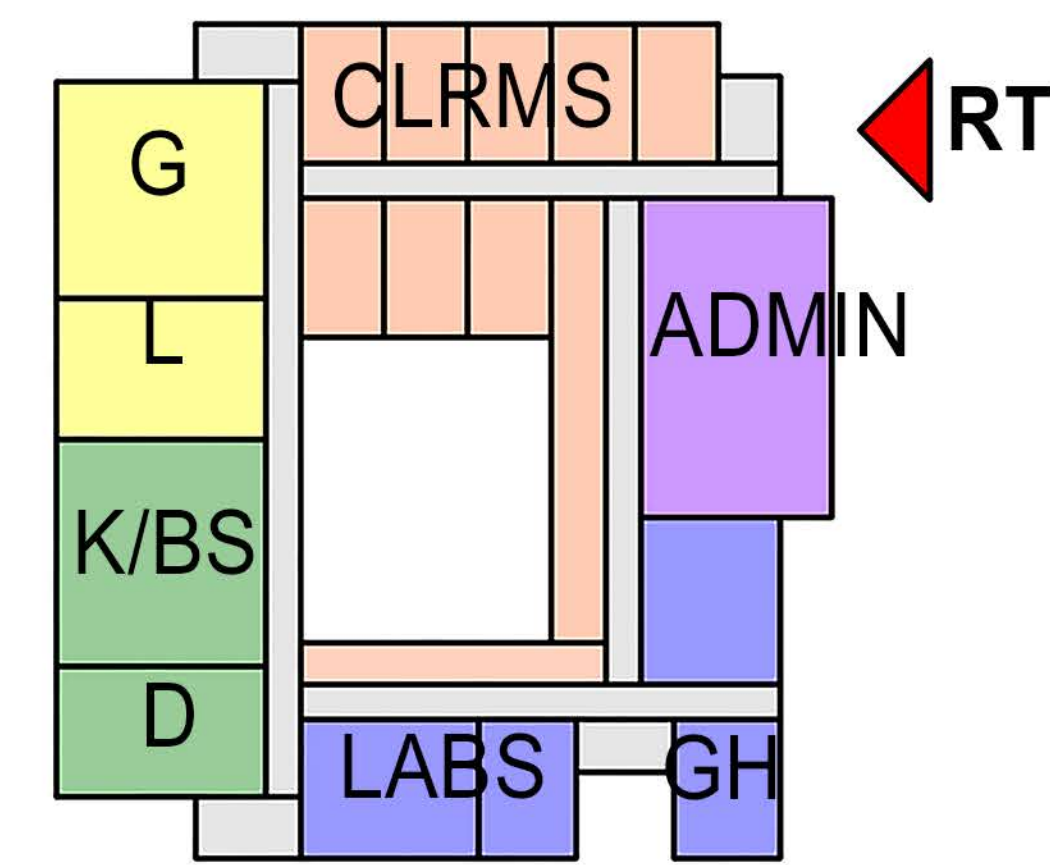
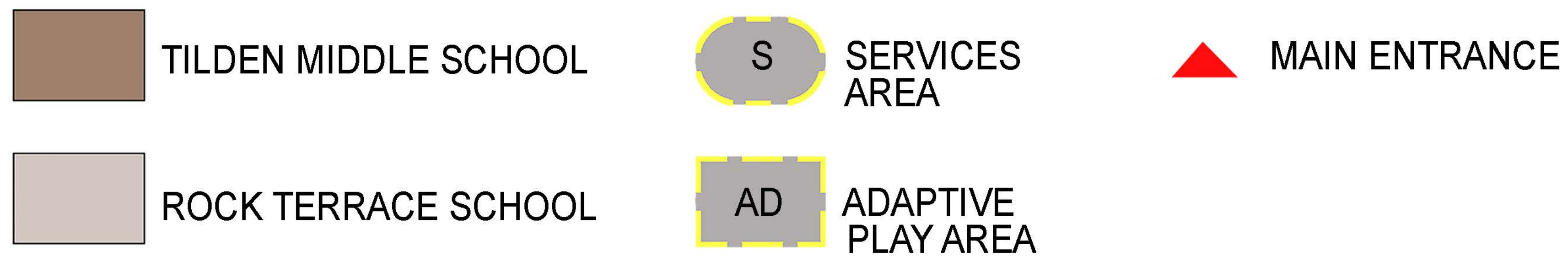
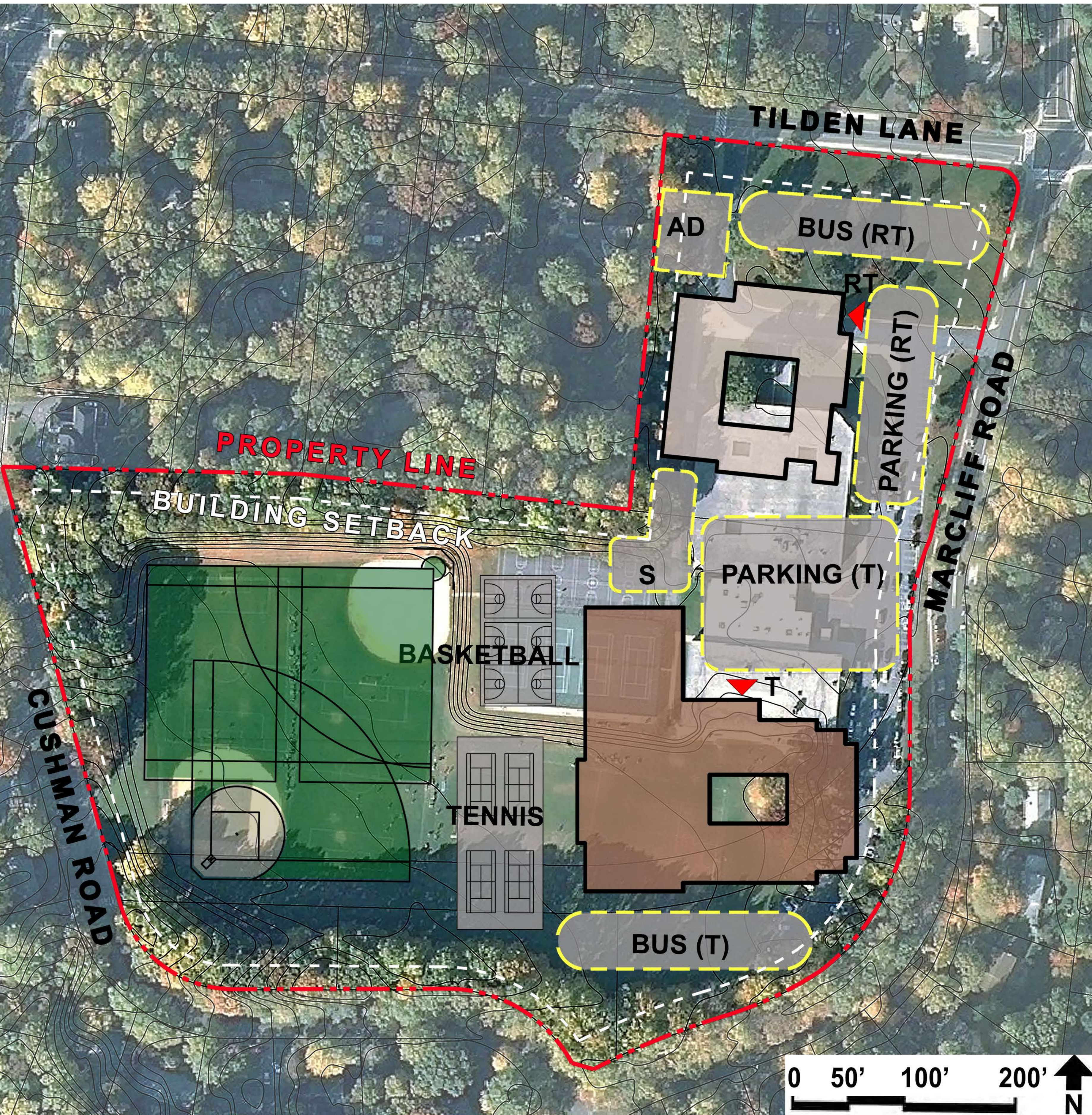
The Roundtable recognized the advantages of collocation for providing opportunities for special education students to interact with general education students when appropriate. The Roundtable also recognized additional benefits of such an arrangement. A collocated facility would provide excellent opportunities for both staffs to experience and share professional learning activities and collaboration. Tilden Middle School staff would have the benefit of training and knowledge of the staff Rock Terrace School and would thus gain expertise with students with multiple

disabilities, including Autism Spectrum Disorder. The staff members at Rock Terrace School in turn would have an opportunity to work with grade level content teams at Tilden Middle School and collaborate on teaching strategies to implement the quality of teaching and learning.

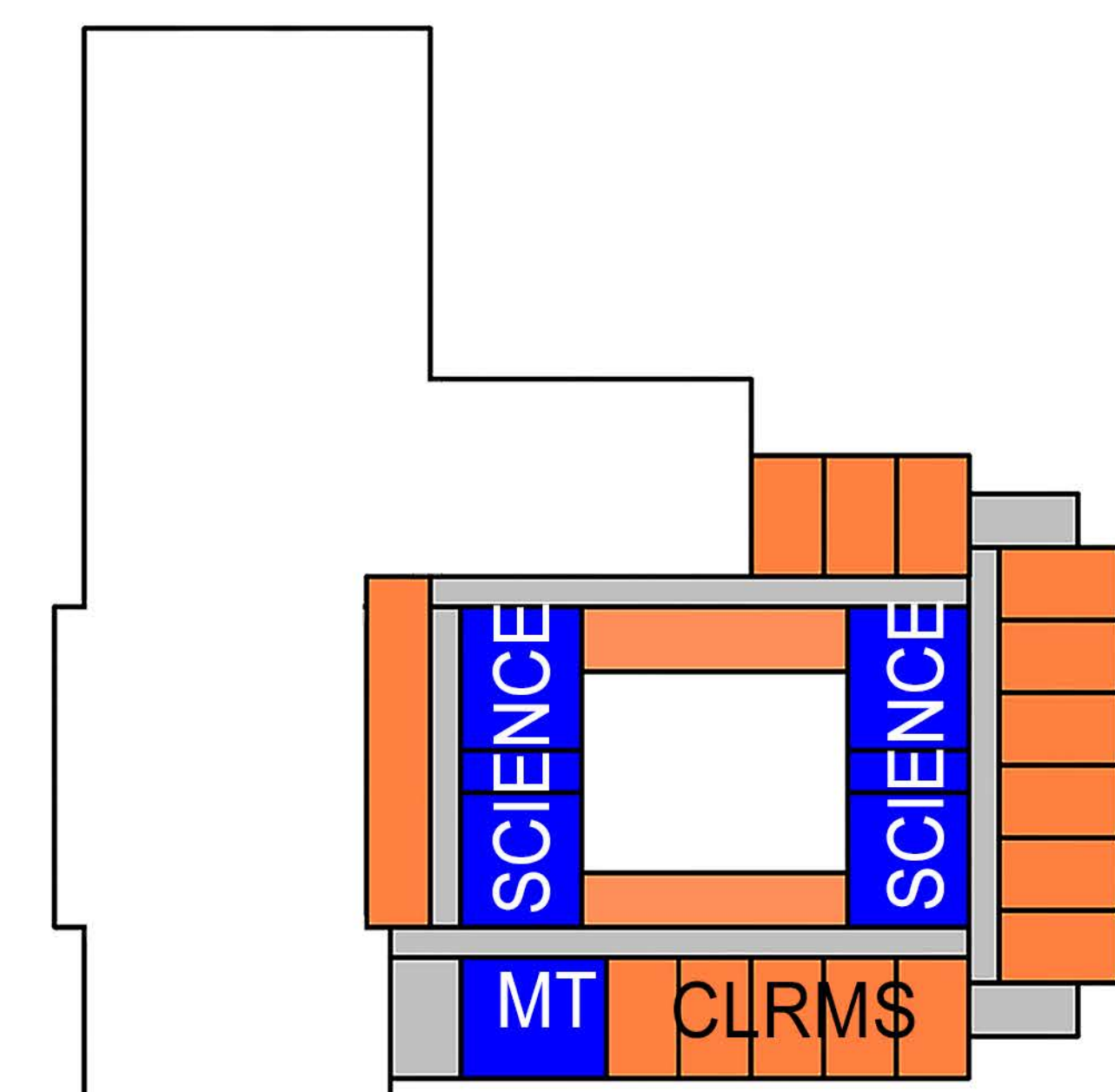
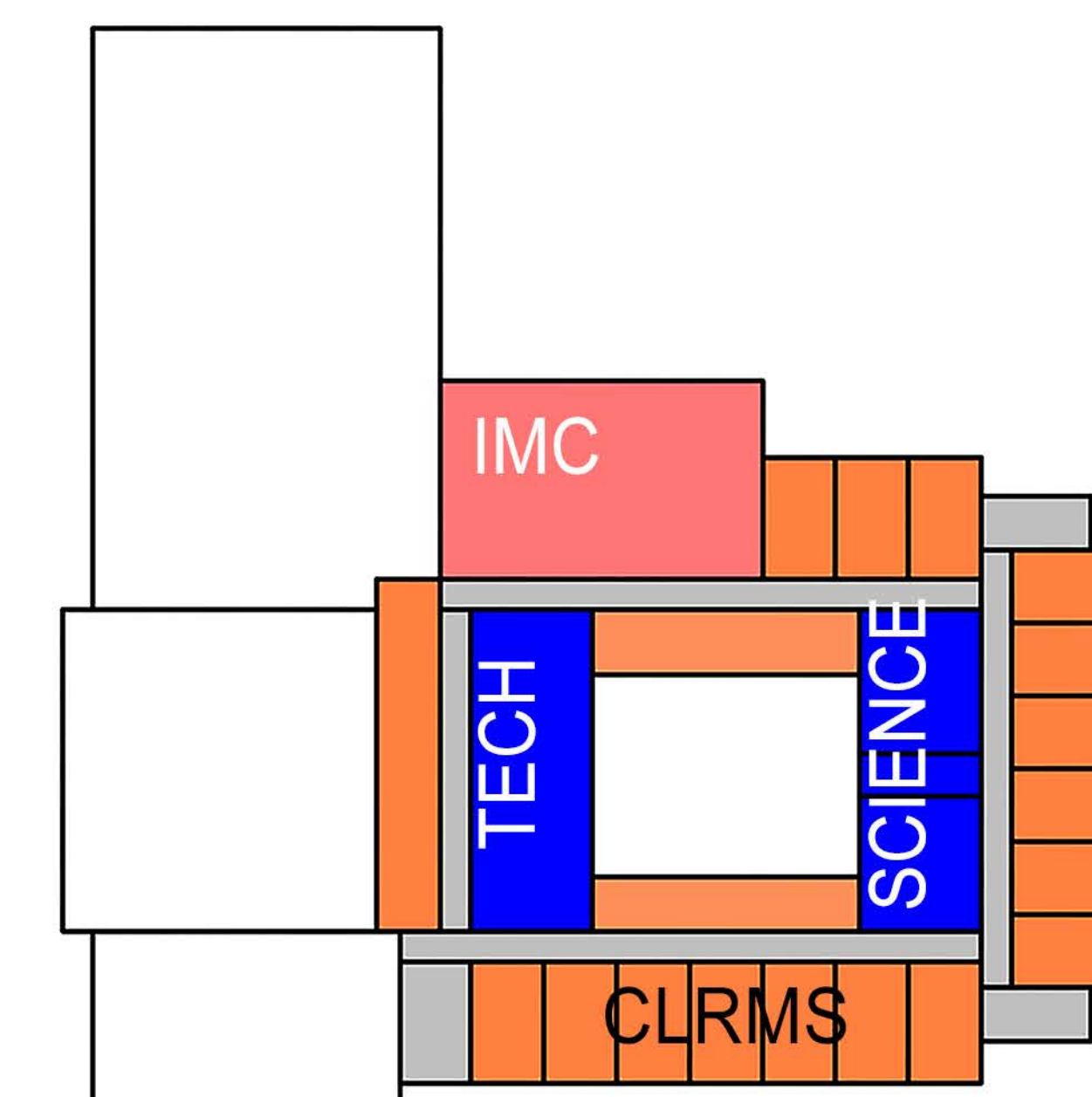
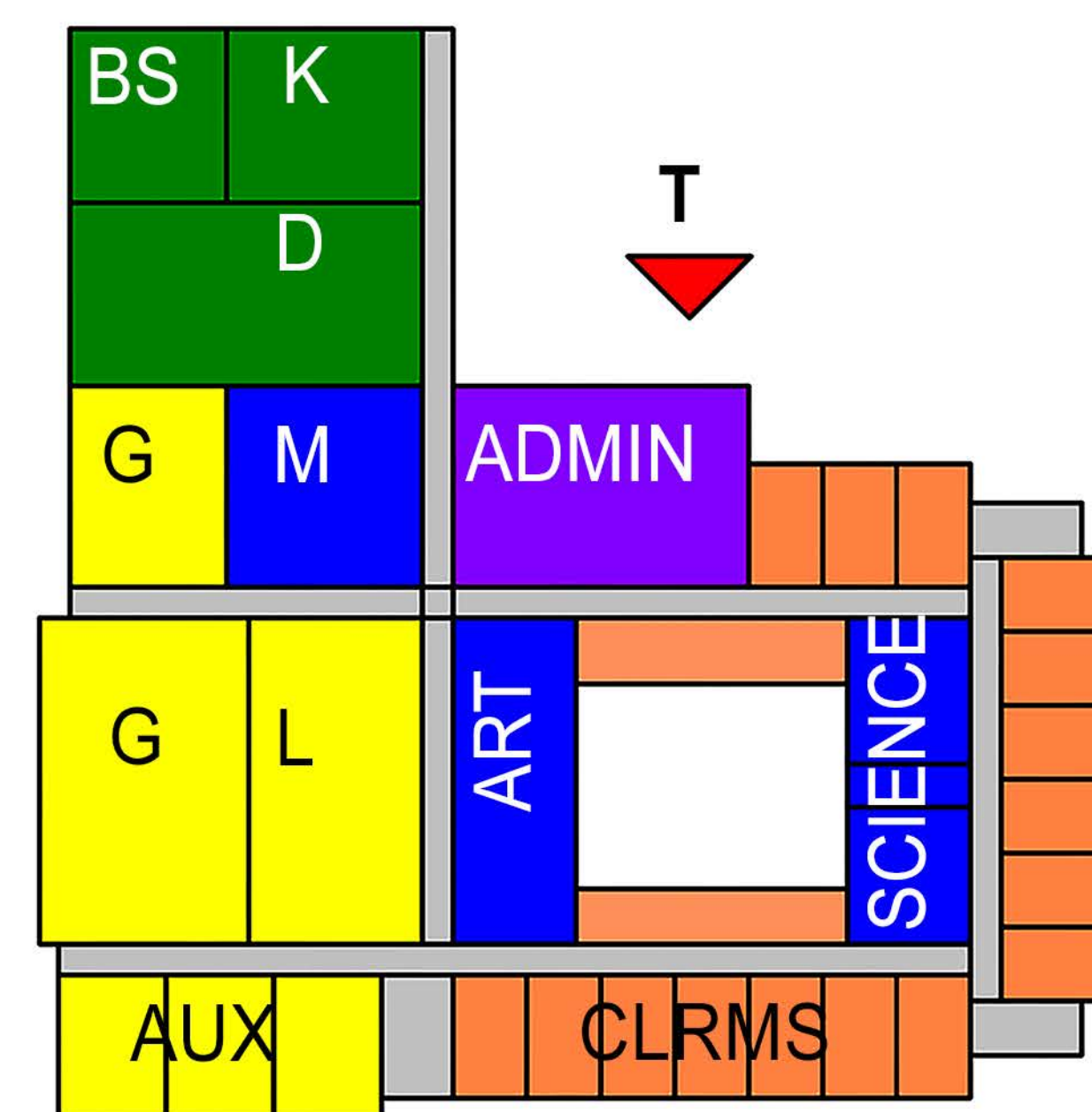
With respect to the site, there was consensus among Roundtable members that maximizing green space and outdoor physical education space be a key goal if the two schools are collocated. A shared bus loop and parking lot could be considered to meet this goal. Because Tilden Middle School is currently located on a high school site, the school utilizes the running track. A wellness path is requested for the revitalized/expanded school that could be shared by both schools. The location of the basketball courts also is important to Tilden Middle School. Currently, the basketball courts are located adjacent to the cafeteria and used by students during lunch periods. This relationship is important to continue in the revitalized/expanded school. Ensuring that students don't cross the loading/rectifying area is important to both schools. Some members believe it would be important for Tilden Middle School to be accessed from Tilden Lane and have a Tilden Lane address. The location of the greenhouse and garden beds is critical to the horticulture program for Rock Terrace School students.

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CONCEPT 1



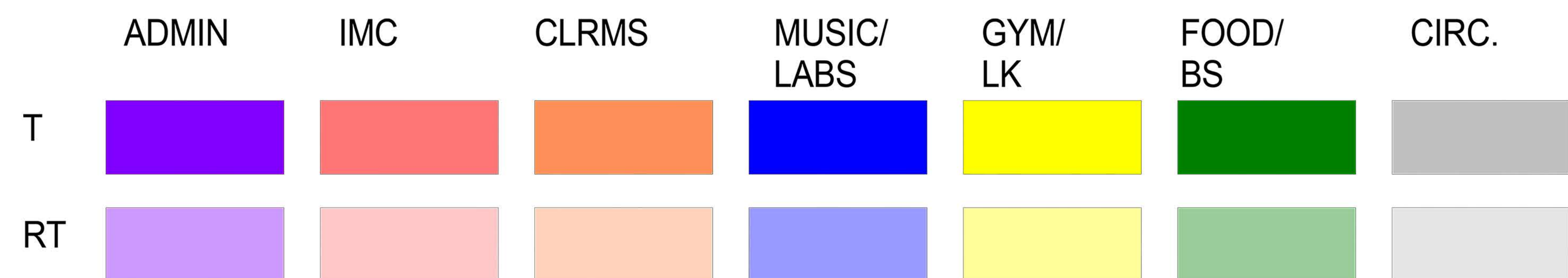
- G GYM
- L LOCKER
- D DINING
- K KITCHEN
- M MUSIC
- BS BUILDING SERVICES
- GH GREENHOUSE
- MT MULTIPURPOSE



FIRST FLOOR

SECOND FLOOR

THIRD FLOOR

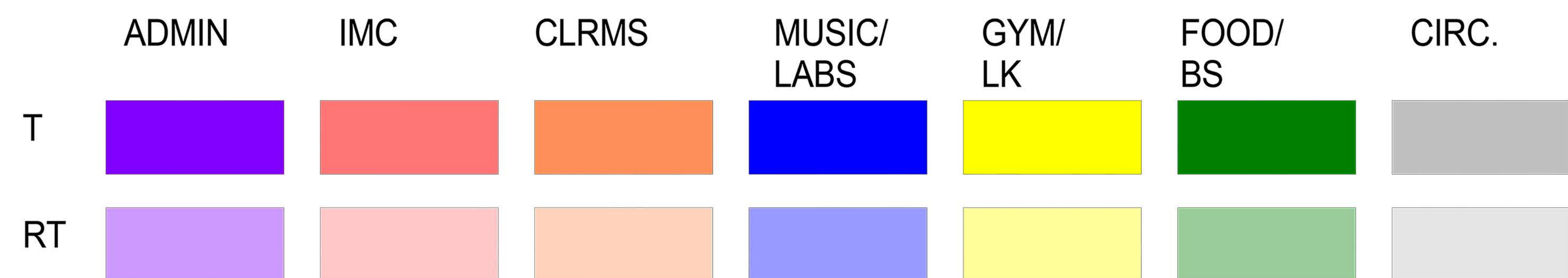
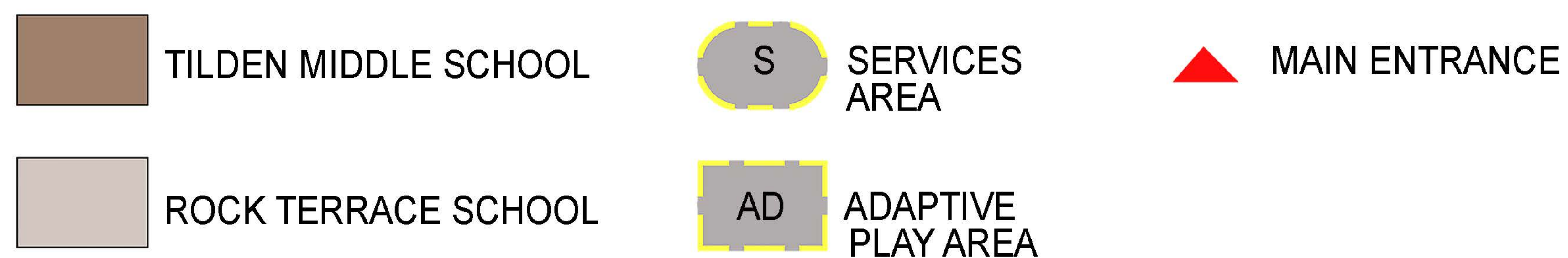
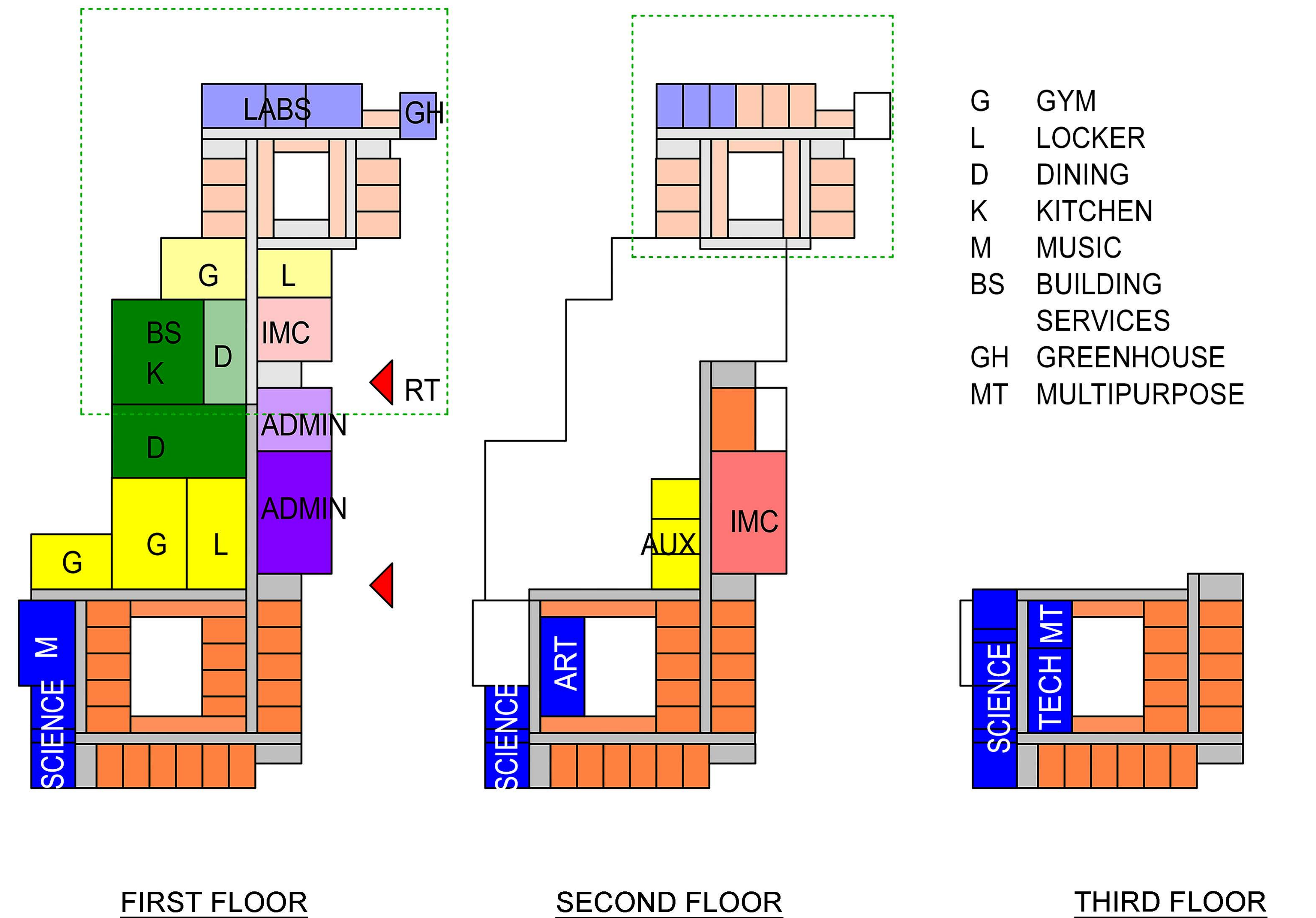
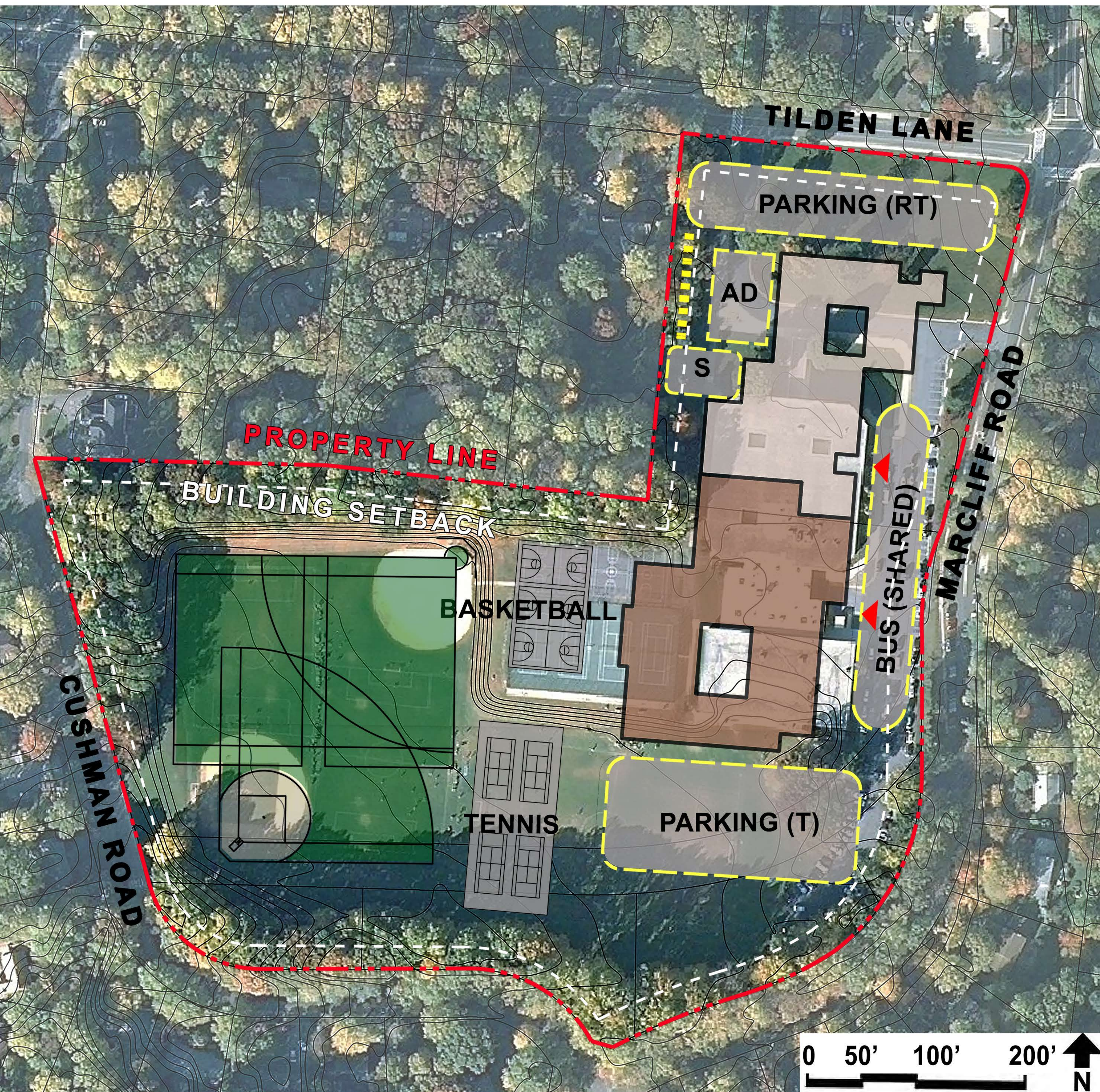


Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 1

Pros	Cons
<ul style="list-style-type: none"> • Separate entrances • Separate bus loops • Easy access for Tilden to outdoor space from cafeteria • Clear identities for both schools • Music room proximity to cafeteria • Some school staff members like two building concept 	<ul style="list-style-type: none"> • Bus loop & main entrance for Tilden on opposite ends • Not as cost effective • Rock Terrace needs easier access to fields without crossing service area • More land footprint covered (less green space) • Tilden MS not on Tilden Lane • Tilden doesn't have access to adaptive physical education area • Greenhouse too close to parking • Adaptive physical education area too close to road and bus loop(safety) • 3rd story too close to Marcliff Road and neighbors • Repeats all spaces that could be shared (i.e. building services, kitchen) • Students would have to go outside to visit other school • Doesn't promote social inclusion

CONCEPT 3

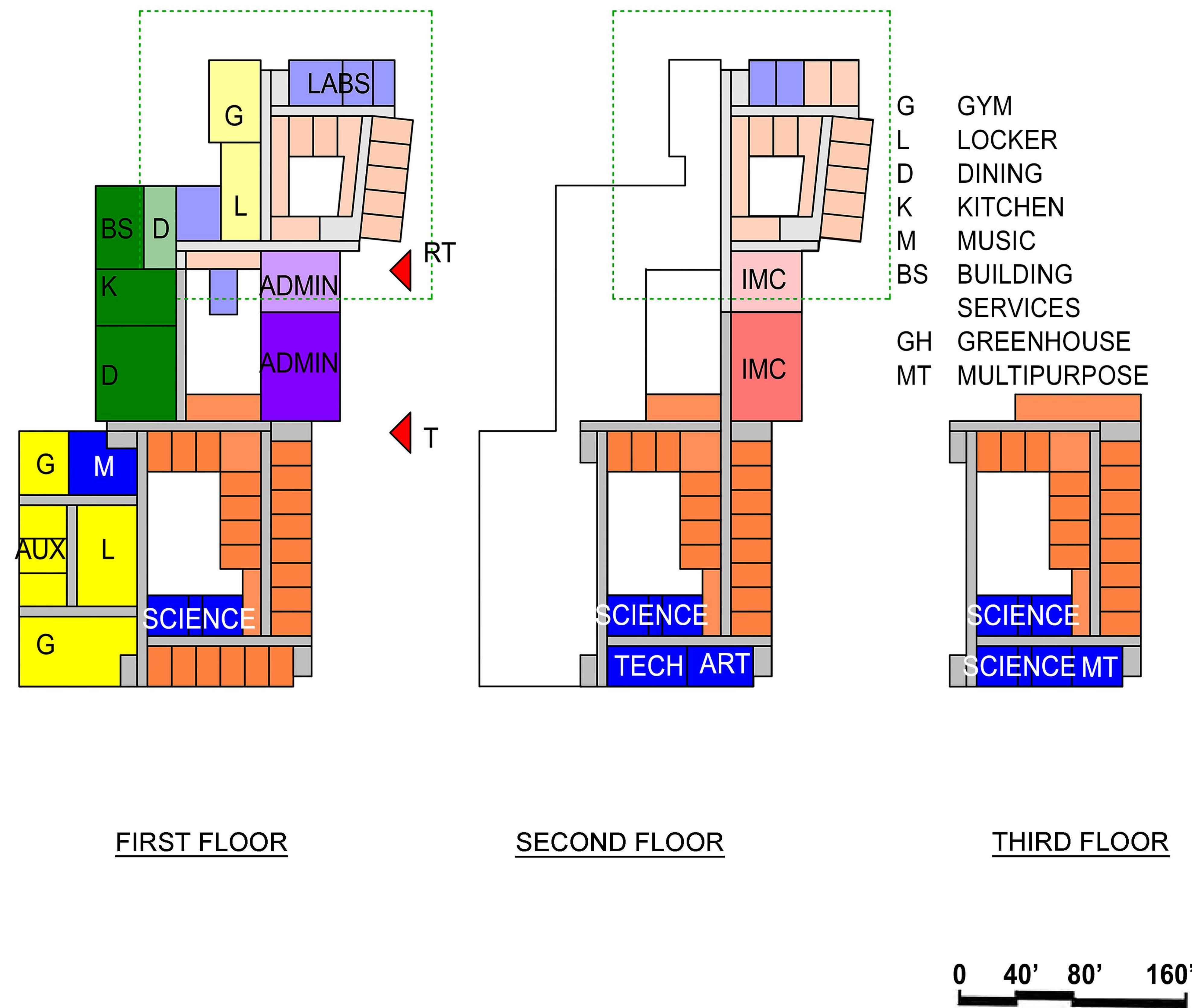
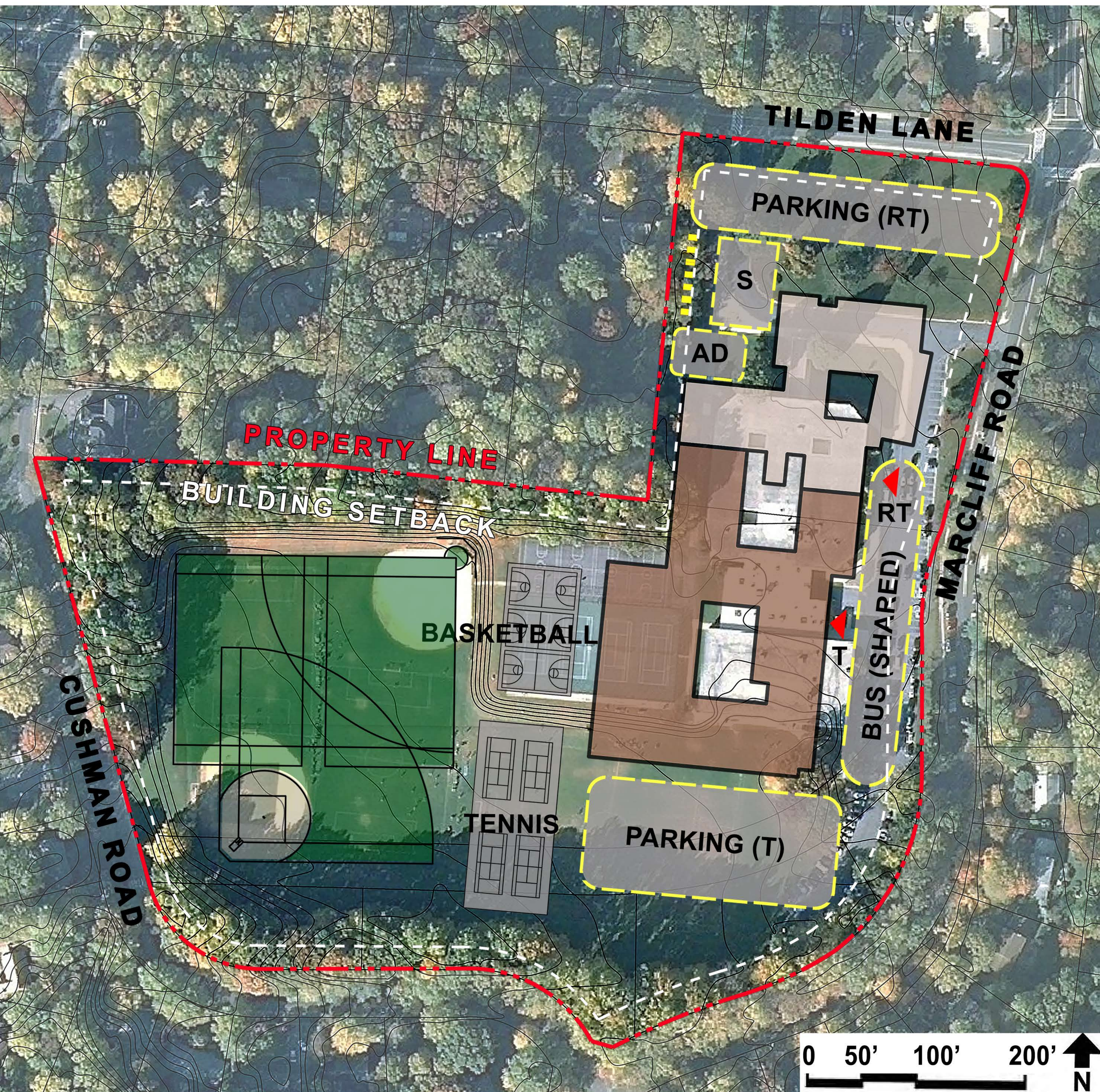


Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 3

Pros	Cons
<ul style="list-style-type: none"> • Two separate entrances with shared administration suite • Main entrances connected to bus loops • Economies of scale by collocating administration and staff areas • Maneuverability between schools better than Option 1 • Tilden has good access to the field 	<ul style="list-style-type: none"> • No separation between two schools • Garden area should be close to greenhouse • Need clear delineation of which school is which, especially with entrances so close together • Need daylight access in Rock Terrace dining • Adaptive physical education area close to parking and service • Not best use of space • Tilden should be in front on Tilden Lane • Music next to classrooms—noise • Rock Terrace does not have good access to fields

CONCEPT 4



- G GYM
- L LOCKER
- D DINING
- K KITCHEN
- M MUSIC
- BS BUILDING SERVICES
- GH GREENHOUSE
- MT MULTIPURPOSE

- TILDEN MIDDLE SCHOOL
- ROCK TERRACE SCHOOL
- S SERVICES AREA
- AD ADAPTIVE PLAY AREA
- MAIN ENTRANCE

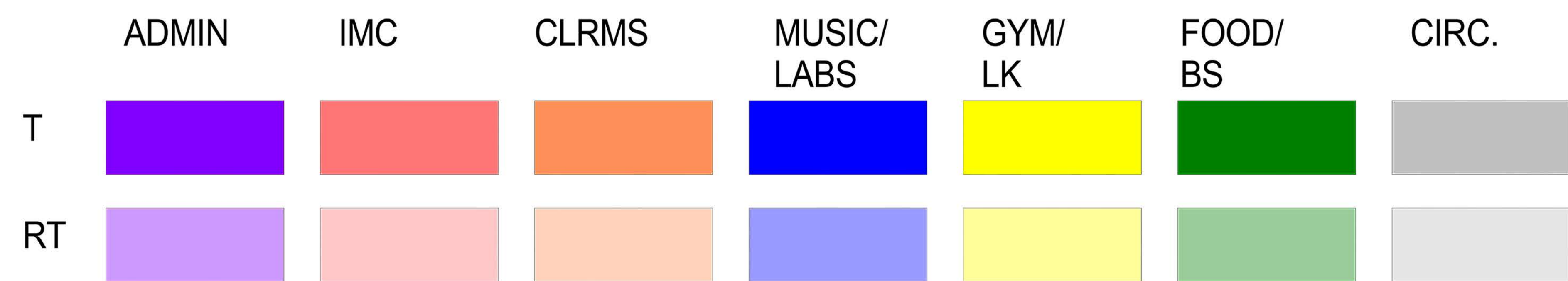
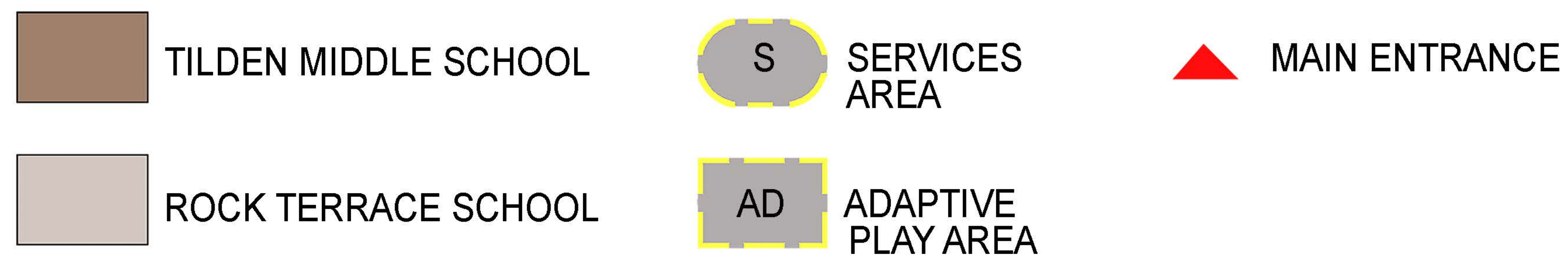
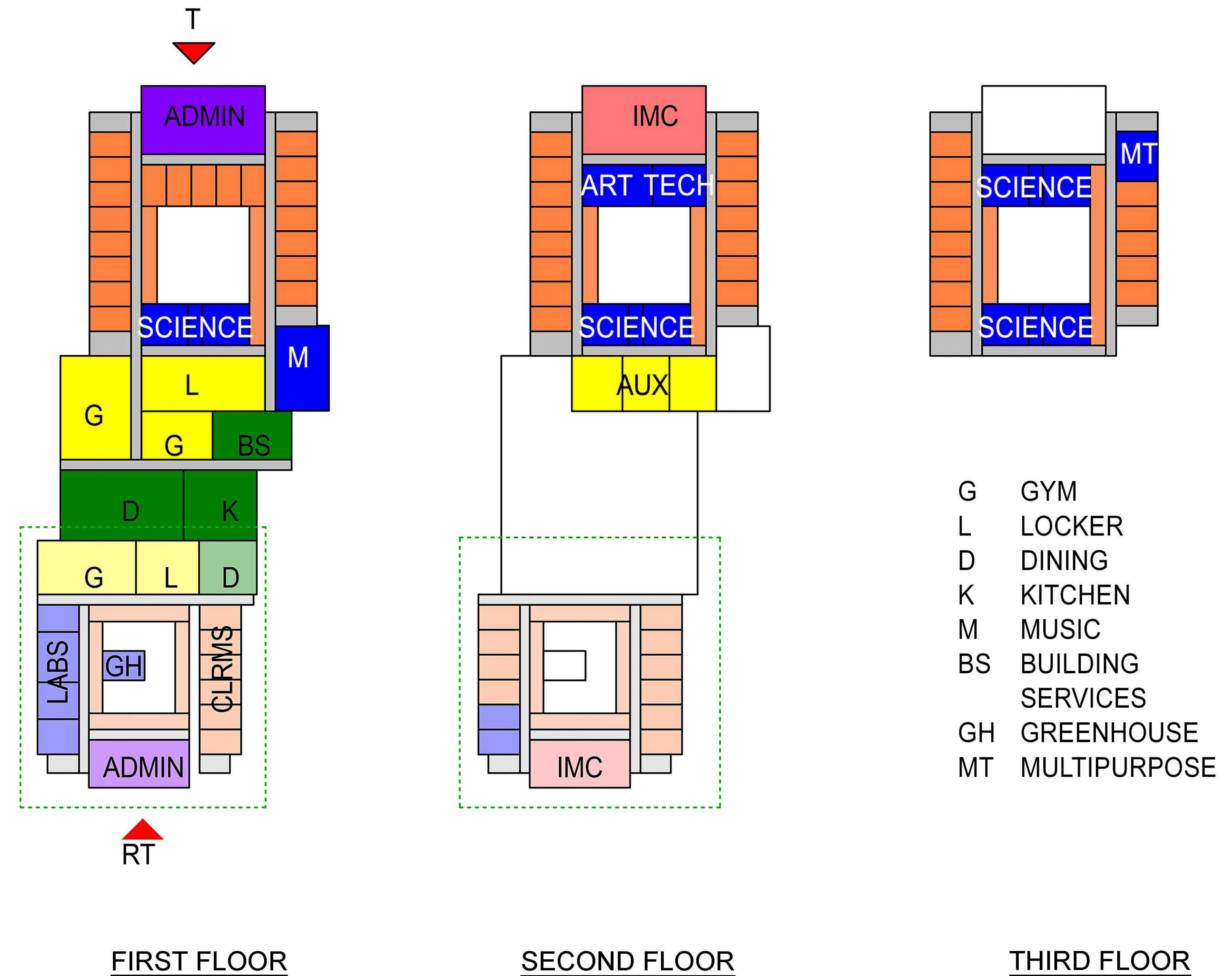
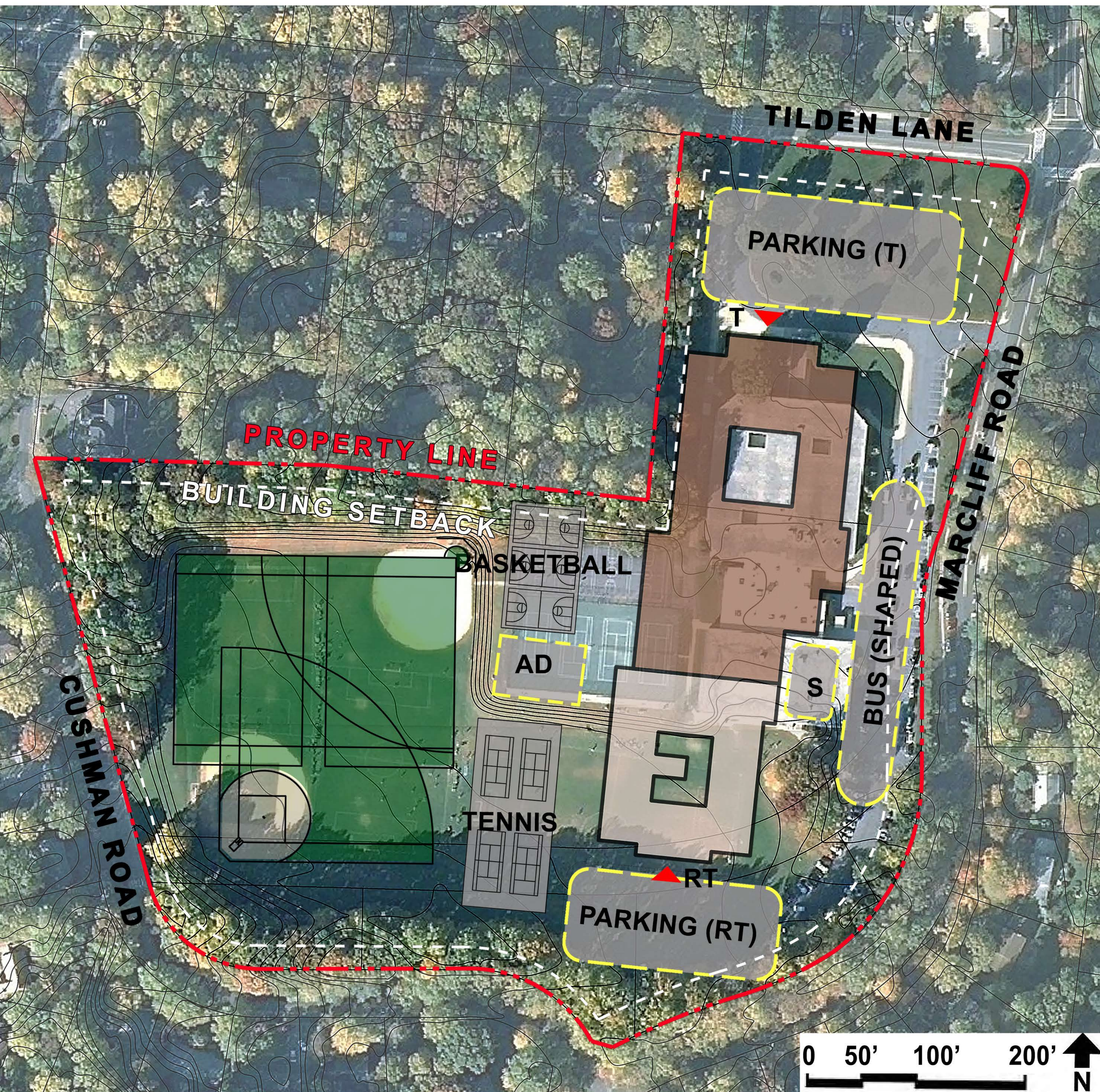
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T							
RT							

Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 4

Pros	Cons
<ul style="list-style-type: none"> • 3 courtyards • Separate gyms • Combined courtyard for schools to share • Greenhouse location • Clearly defined school division • Separate entrances with a shared administration • Music room proximity to cafeteria/gym and other classes 	<ul style="list-style-type: none"> • Basketball and tennis courts are far away from Rock Terrace • Two parking lots—can there be one? • Combined courtyard • Rock Terrace classrooms have strange configuration • Not enough sun for greenhouse • Entrances too close together • Building too spread out • Location of adaptive physical education area near have adaptive physic play area up front/fenced • Loss of green • Shared media center • Admin together • Traffic on Tilden w/parking not ideal • Service area too close to AD

CONCEPT 5

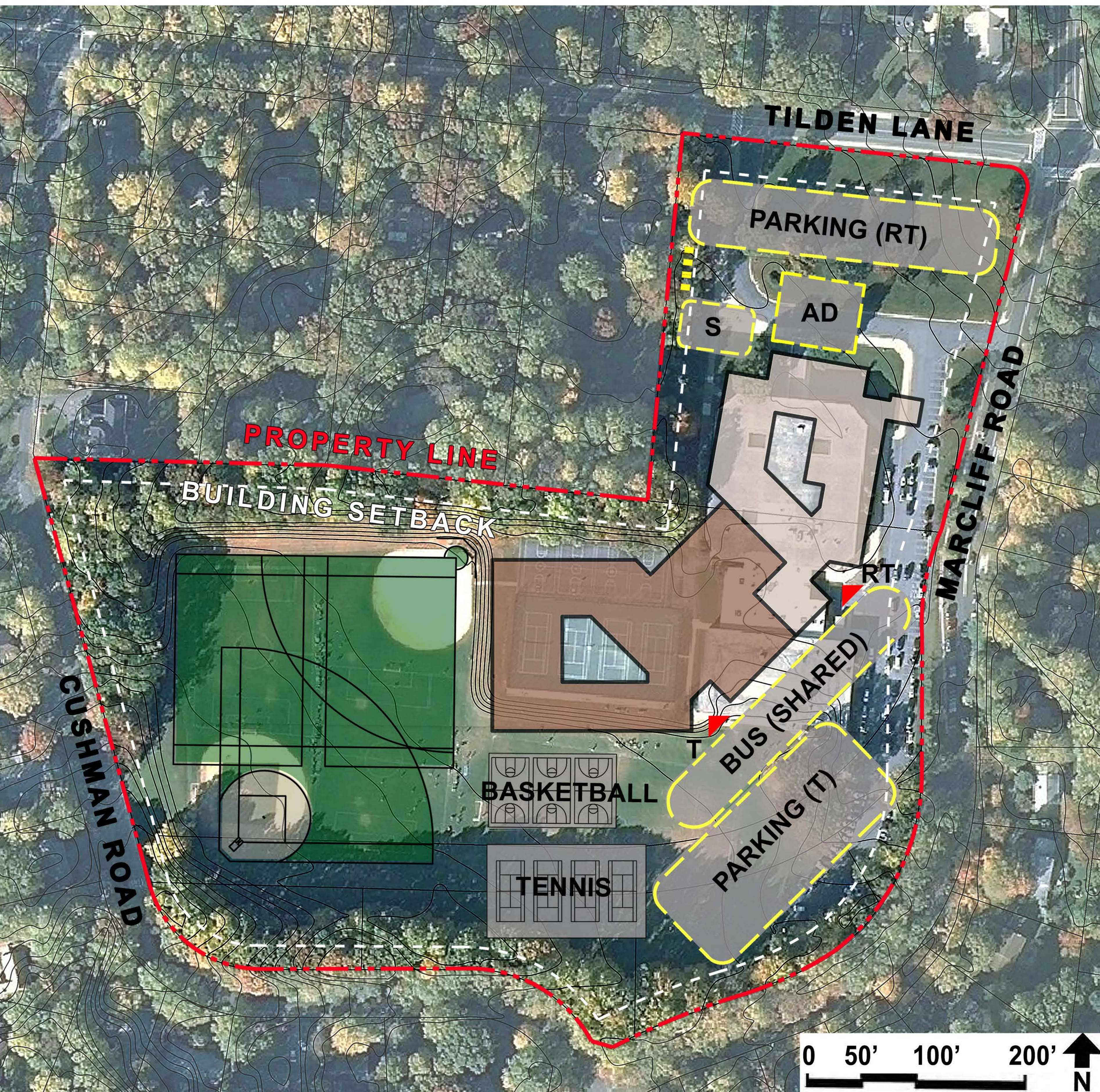


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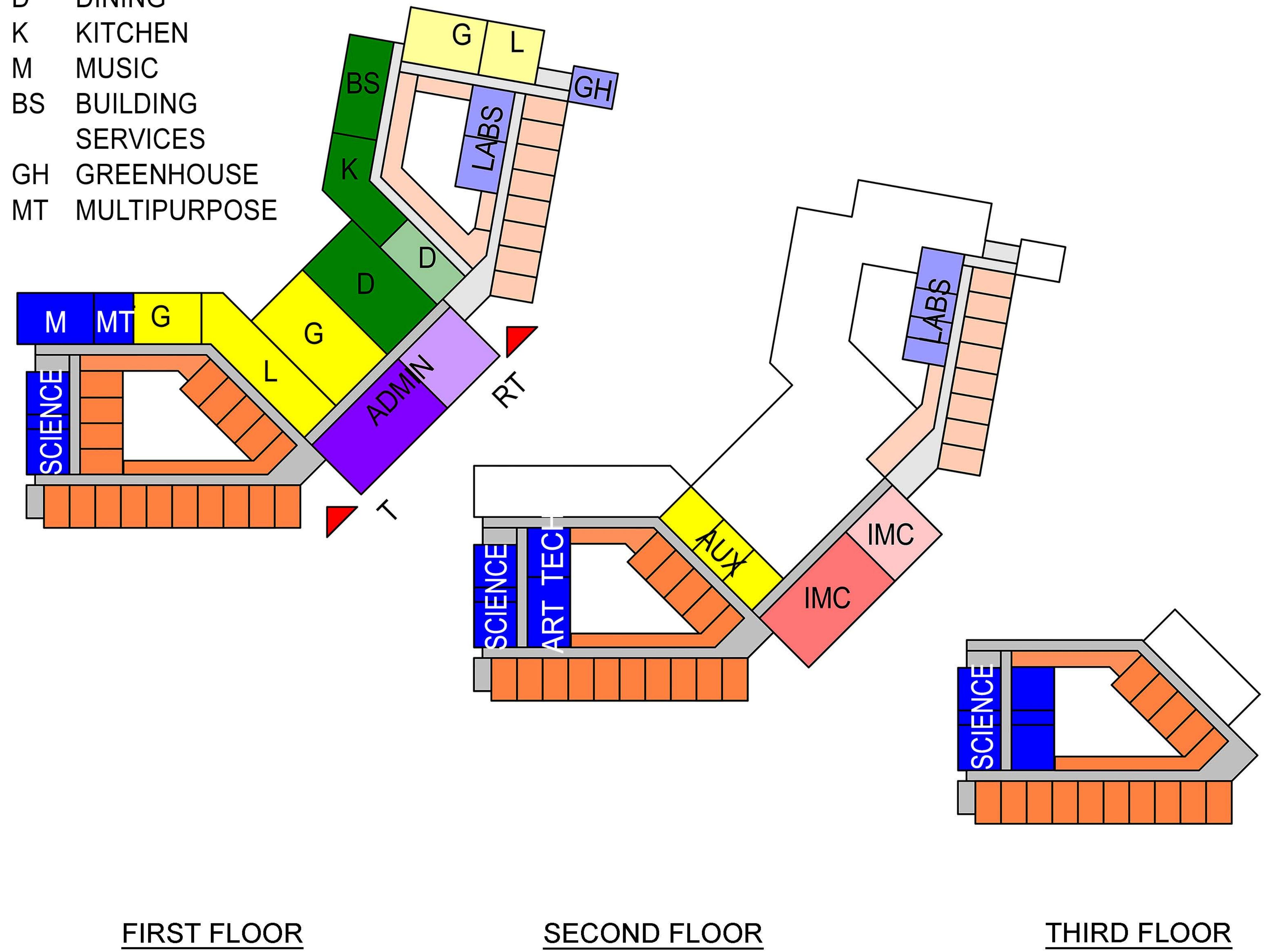
Concept 5

Pros	Cons
<ul style="list-style-type: none"> • Separate administration/school entrances • Tilden Middle School is on Tilden Lane • Dining has easy access to outdoors • Outdoor student areas separate from traffic (safer) • Service space works w/parking • Greenhouse location—seems to have room for garden beds • Tilden is visible from Tilden Lane • Offices are separate • Best service area—safest 	<ul style="list-style-type: none"> • Shared bus loop—chaotic (All special education buses at Tilden Middle School leave early) • Main entrance for Rock Terrace hidden • Adaptive play area needs to be isolated from distractions (switch adaptive play area with tennis courts) • 3rd story on Tilden Lane closer to neighbors • Separate administration and media centers • AD not adjacent to RT building and between basketball and tennis courts not ideal • Tilden MS entrance needs to face street not woods • No windows in dining area • Music next to classroom (noise) • Admin office should be central

CONCEPT 7



- G GYM
- L LOCKER
- D DINING
- K KITCHEN
- M MUSIC
- BS BUILDING SERVICES
- GH GREENHOUSE
- MT MULTIPURPOSE



TILDEN MIDDLE SCHOOL	SERVICES AREA	MAIN ENTRANCE
ROCK TERRACE SCHOOL	ADAPTIVE PLAY AREA	

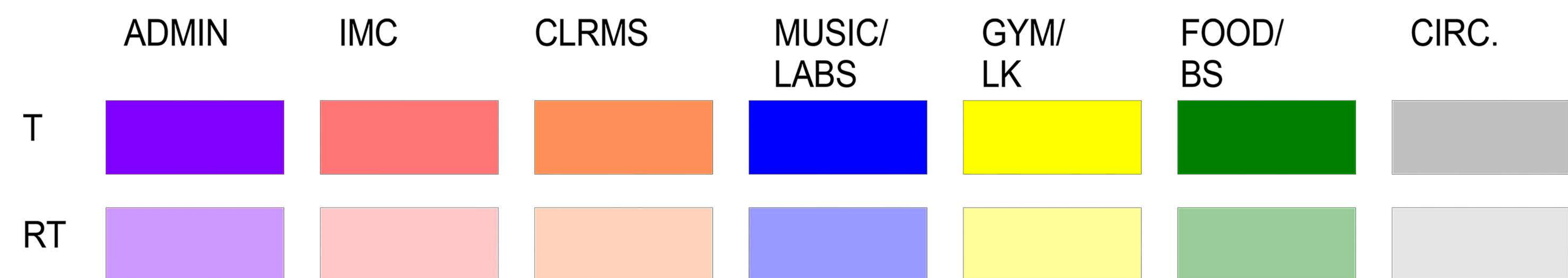
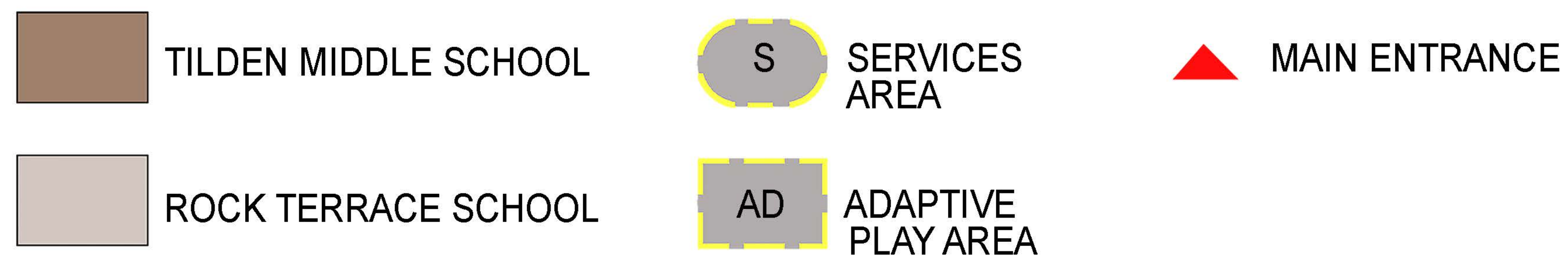
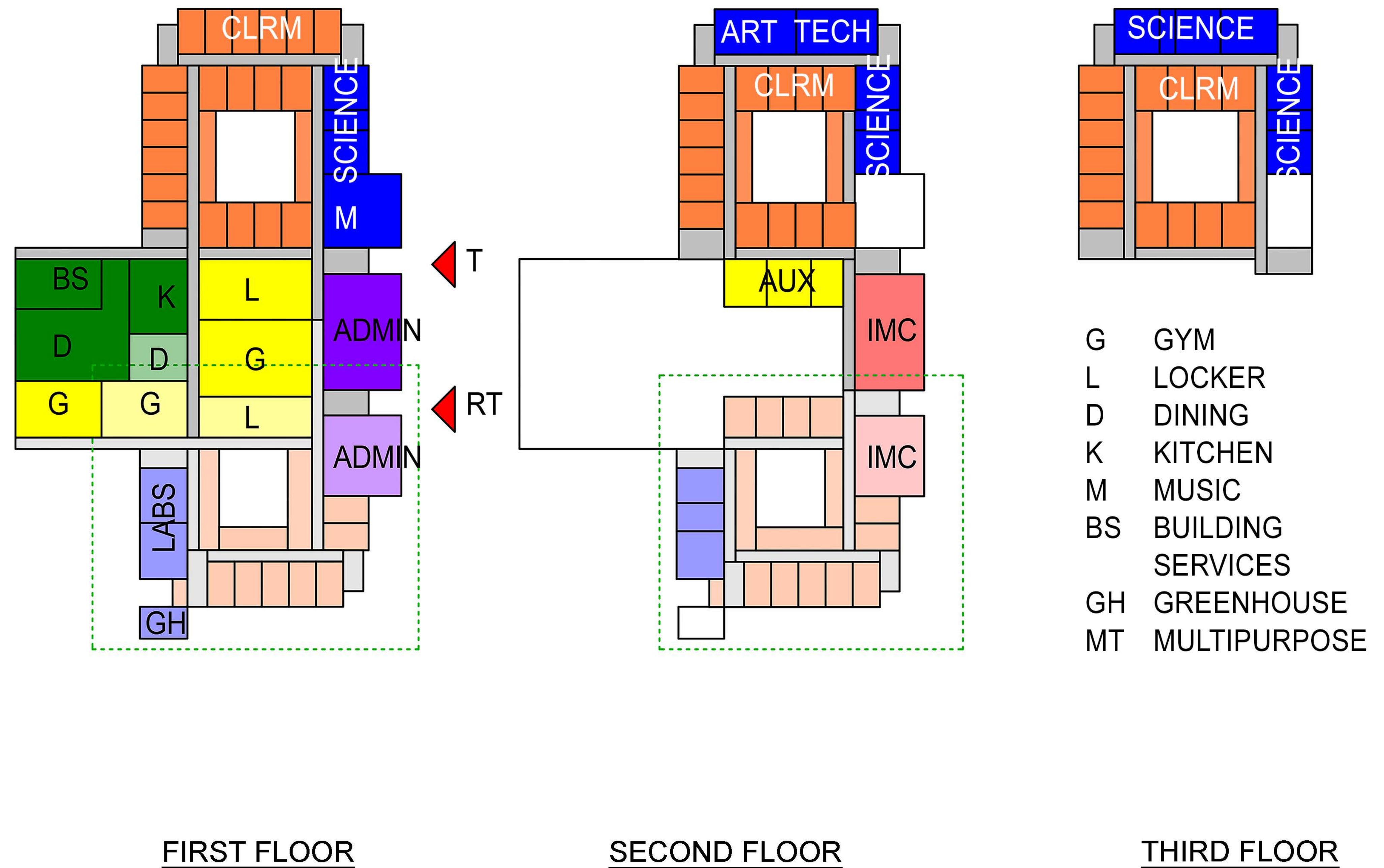
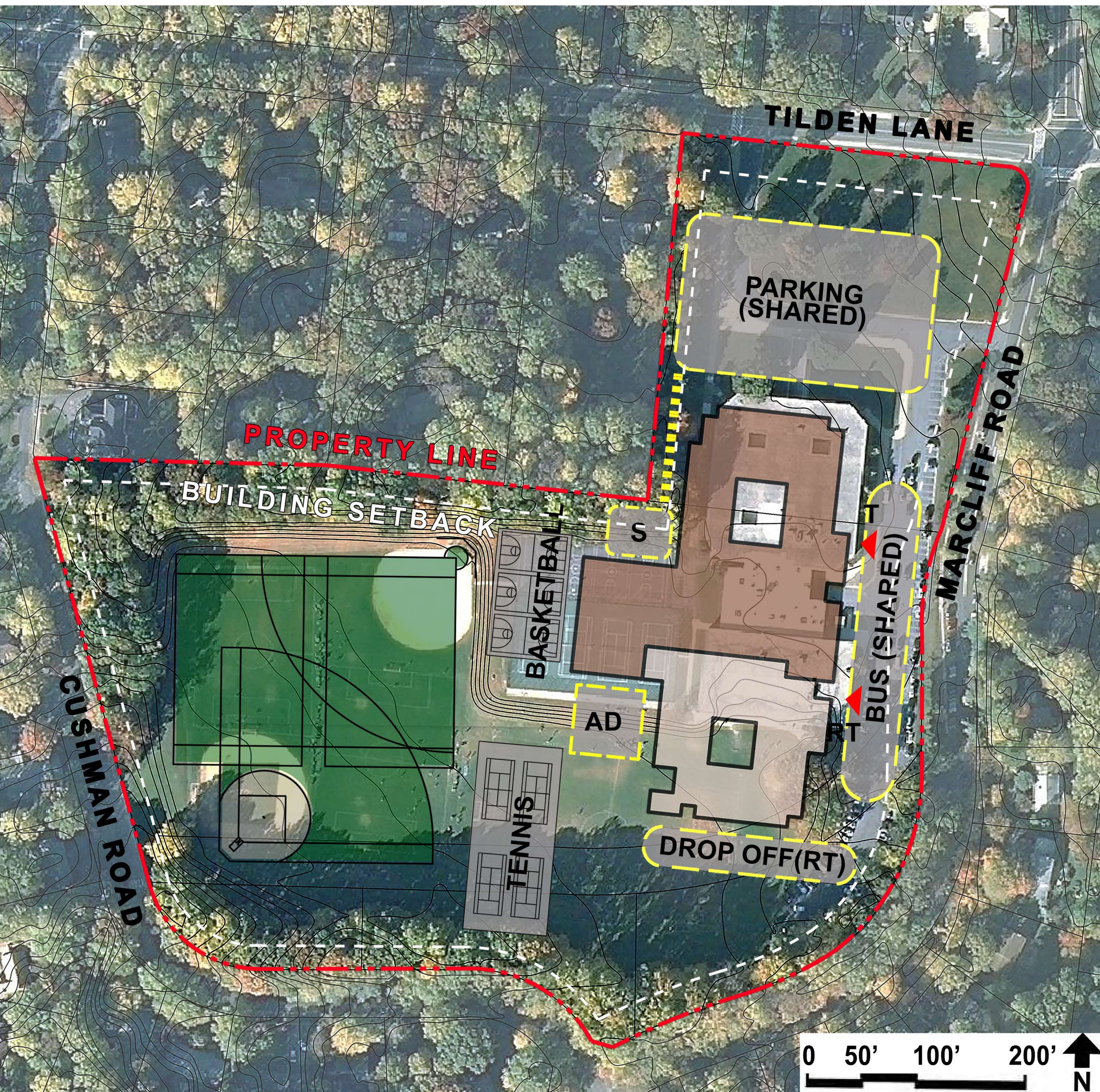
	ADMIN	IMC	CL RMS	MUSIC/LABS	GYM/LK	FOOD/BS	CIRC.
T							
RT							

Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 7

Pros	Cons
<ul style="list-style-type: none"> • Shared administrative suite • Shared media center • Walking loop for both schools • Separate main entrances; shared administration • 3rd story tucked in away from street/neighbors • Service area doesn't have to be crossed • Location of greenhouse – lots of sunlight • Cool shape • Easy parking access for both schools • Aesthetically pleasing from Tilden Lane • Could AD be in courtyard? 	<ul style="list-style-type: none"> • Rock Terrace far from fields • Adaptive play area close to parking • Greenhouse location to road • Loss of green space • Collocate parking – save green space • Too far to outside from dining • Need to provide room for garden beds – 8 – 4' x 10's near greenhouse • Shared bus loop – looks like they could be separated • Tilden Middle School cafeteria too far from exterior fields/courts; issue during lunch • Traffic on Tilden Lane for community and unsightly • Students in fenced-in area visible from street; Safety of students is first • RT students cannot access courts • Music next to classrooms—noise • Location of service area near RT

CONCEPT 8



Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 8

Pros	Cons
<ul style="list-style-type: none"> • Tilden can exit straight outside from dining • Athletics together • Long corridors provide accessible link between schools • Separate media centers • Don't cross service lane to get to play area • Admin. Space is close but not shared • Two Separate entrances • 1 parking/save green space • Best plan • Seems to preserve green space • Shared parking • Good location for basketball and tennis courts • Outdoor fields close to RT 	<ul style="list-style-type: none"> • Separate media centers • Rock Terrace dining area doesn't have windows • Admin. Space isn't shared • Put garden beds near greenhouse • Parking/access to Rock Terrace is difficult • Shared bus loop (need to be spread apart and made into two) • Service access to Rock Terrace is limited • Too much shared space • Crowded hallways near gym—problematic for Rock Terrace—Can the gyms be switched? • Doesn't make sense for Tilden Middle School to go through Rock Terrace to get to 2nd gym • Tilden students being dropped off have to go through building to get to cafeteria • Entrances too close • Cuts Tilden from access to fields (cross-over) – used by TMS all seven period • Music next to classrooms—noise

**Rock Terrace School/Tilden Middle School
Roundtable Discussion Group Roster**

Name		Organization
Seth	Adams	Division of Construction, MCPS
Shameen	Antonio-Williams	MCCPTA Special Education Committee
David	Cochran	Tilden Middle School, staff member
Jennifer	Cope	MCCPTA Area Vice President
Valentina	di Francesco	Tilden Middle School, parent
Ashley	Doyle	Special Educator Rock Terrace School
Domenick	Fabii	Tilden Middle School, staff member
Pamela	Fountain	Tilden Middle School, staff member
Tim	Francis	Rock Terrace School, staff member
Karen	Kulpinski (Martinez)	Tilden Middle School, staff member
Irina	LaGrange	Tilden Middle School, principal
Kathy	Lertora	Rock Terrace School, principal
Patricia	McCormick	Rock Terrace School, staff member
Debby	Orsak	Tilden Middle School, parent
Eileen	Pioli	Rock Terrace School, parent
Debbie	Posner	Rock Terrace School, staff member
Jason	Rosenberg	Rock Terrace School, staff member
Carol	Scott	Rock Terrace School, parent
Anne	Sexton	Tilden Middle School, staff member
Christina	Sloan	Tilden Middle School, staff member
Janan	Slough	Walter Johnson High School, Assistant Principal
Lumpoange	Thomas	Tilden Middle School, parent
Mike	Valentin	Rock Terrace School, staff member
Rachel	Wills	Walter Johnson HS, RTSE
Rick	Wright	Rock Terrace Parent (US)