

Interim Superintendent's Recommendation for Rock Terrace School/Tilden Middle School Collocation

March 23, 2015

Executive Summary

On November 17, 2014, the Board of Education approved a roundtable discussion group to explore the possible collocation of Rock Terrace School and Tilden Middle School. Rock Terrace School is one of five stand-alone special education schools in Montgomery County and is located in an aging facility. There is need for an updated and modern facility to serve its student population. Board Policy IOB, *Education of Students with Disabilities*, states that Montgomery County Public Schools (MCPS) is committed to the participation to the maximum extent possible of students with disabilities with nondisabled peers in all aspects of school life, including academic, social, and extracurricular activities. Furthermore, the state of Maryland has indicated that MCPS may not be eligible to receive capital funds to revitalize/expand stand-alone special education centers because students in these schools are not provided the opportunity to receive instruction and interact with students in a general education setting to the maximum extent appropriate. Collocation allows two schools to operate in one facility while providing students with disabilities the opportunity to interact with nondisabled peers and access the general education program to the maximum extent appropriate while also maintaining individual school identities. MCPS has identified collocation of a special education school with a general education school as a strategy to meet the goals of Board Policy IOB, *Education of Students with Disabilities*, and the state of Maryland, and to receive capital funds to revitalize/expand special education schools.

Rock Terrace School, which serves students ages 12 through 21 throughout the county and focuses on academic and school-to-work programs to prepare students for college, career, and community readiness, was assessed for a revitalization/expansion project using the Facilities Assessment with Criteria and Testing (FACT) methodology in the 2010–2011 school year. Of the secondary schools assessed that year, Rock Terrace School received the highest score and was in the greatest need for a revitalization/expansion project. With an upcoming revitalization/expansion project, Tilden Middle School was identified as a possible site for collocation because of its central location in the Walter Johnson Cluster, its history of serving special education students, and the site size and accessibility to accommodate the two schools.

After careful consideration of the work and input from the Rock Terrace School/Tilden Middle School Roundtable Discussion Group (Roundtable) and the community, I recommend that the Board adopts the collocation of Rock Terrace School and Tilden Middle School on the Tilden Lane site, beginning in August 2019, pending necessary funding approvals. Facility Planning funds are approved for the Tilden Middle School revitalization/expansion project; therefore, I also recommend that the feasibility study commence for the revitalization/expansion project for the collocated facility to house Tilden Middle School and Rock Terrace School immediately after

the Board takes action on this matter. Planning and construction funds will be included in the *Superintendent's Recommended FY 2017–2022 Capital Improvements Program* (CIP) in October 2015.

Background

The delivery of special education services in MCPS is guided by Board Policy IOB, *Education of Students with Disabilities*. The policy 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 nondisabled 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 to ensure success for every student.

The continuum of services ranges from serving students in their home school to serving students in special education schools. Although consideration must first be given to provide services in the student's home school, some students require services to be provided in a special education school. MCPS currently operates five special education schools. Four of the five special education schools are located in aging facilities that are in need of an up-to-date and modern facility.

Longview School was collocated with Spark M. Matsunaga Elementary School in a facility that was constructed in 2001. On November 17, 2011, the Board approved the collocation of a second special education center, Carl Sandburg Learning Center, with Maryvale Elementary School. This collocation currently is scheduled to occur in January 2019, pending funding approvals, leaving two stand-alone special education schools that are owned and operated by MCPS for the school system to address—Rock Terrace School and Stephen Knolls School. A third stand-alone special education school, the John L. Gildner Regional Institute for Children and Adolescents, is owned by the state of Maryland and, therefore, falls under the jurisdiction of the state of Maryland. MCPS staff will continue to explore a school for Stephen Knolls School to collocate with in the future.

Rock Terrace School and Tilden Middle School

Rock Terrace School serves students ages 12 through 21 throughout the county and focuses on school-to-work programs. Many of the students have multiple disabilities that result 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 FACT 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 and education that the students at this school receive.

In order to continue providing the high level of services and education for Rock Terrace School students in a modern facility, the Board directed MCPS staff to convene a Roundtable with multistakeholder representation to review the possible collocation of Rock Terrace School with Tilden Middle School. With an upcoming revitalization/expansion project, Tilden Middle School was identified because of its central location in the Walter Johnson Cluster, the history of the Walter Johnson Cluster serving special education students, 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 (LFI) programs. According to the *Board Requested Amendments to the FY 2015–2020 CIP*, the revitalization/expansion project is scheduled for completion in January 2019. Although Tilden Middle School currently is located in the former Woodward High School facility, on Old Georgetown Road in Rockville, the current Tilden Holding Center, located on Tilden Lane in Rockville, will be revitalized/expanded to house Tilden Middle School. As is planned in the FY 2015–2020 CIP, after Tilden Middle School relocates to the Tilden Lane site, the Woodward High School facility will become the secondary holding school for school revitalization/expansion projects scheduled after Tilden Middle School.

In 1978, the Department of Special Education expanded the continuum of services for secondary students with disabilities in the Walter Johnson Cluster with the establishment of Learning Centers at Walter Johnson High School and Tilden Middle School. The Learning Centers were established to serve students with learning disabilities who required self-contained services and small group instruction. In addition to the establishment of the Learning Centers, services for students with significant cognitive disabilities were established at both schools. The LFI Program was established at Tilden Middle School to serve students within the region with significant cognitive disabilities. The Department of Special Education also established the LFI and the School Community-Based programs (SCB) at Walter Johnson High School to offer a continuum of services for this population to serve the region. SCB students are significantly more impacted cognitively and physically than LFI students, requiring a smaller student/teacher ratio and significant adaptations to the classroom environment to support their instructional and personal care needs. The Department of Special Education also established the Gifted and Talented Learning Disabilities and the Aspergers programs at Walter Johnson High School. These programs provide opportunities for students countywide when deemed appropriate.

The array of special education students served at Tilden Middle School and Walter Johnson High School over the years has created a culture of respect, acceptance, inclusion, and openness to the diverse needs of all learners. One of the most significant accomplishments of both Tilden Middle School and Walter Johnson High School was the establishment of the Best Buddies Program, which fosters the participation of nondisabled peers to support the social and emotional needs of disabled students in all aspects of school life. From dances, sports, and other school-related events, nondisabled students partner with special education students, forming lasting relationships that change the lives of both individuals. As a result of the success of this program, each school has been recognized by the state of Maryland for having the top Best Buddies Program in the state.

Roundtable 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, Inc., Special Education Committee served on the Roundtable. 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 Samaha Associates, P.C. was hired to develop collocation site concepts for the Roundtable to review and analyze.

The Roundtable was charged to guide staff and the architects to prepare a number of different site concepts to 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 and site implications and discussed opportunities for special education students to receive instruction in the general education environment to the maximum extent appropriate. In addition, the Roundtable visited Spark M. Matsunaga Elementary School/Longview School.

Roundtable Meetings

The Roundtable met on the following dates: December 18, 2014, January 5 and 20, 2015, 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 conclusion of the process on March 4, 2015. At the first Roundtable meeting, the Roundtable members reviewed the background, charge, process, and timeline. In addition, the Roundtable shared concerns that related 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 the identity of each school.
- Provide opportunities for students of both schools 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.
- Awareness of the needs of the neighborhood with respect to traffic and parking conditions.
- 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 and Tilden Middle School for the students.
- Create a state-of-the-art facility—cutting edge and innovative.
- Be mindful of the sensory needs of the students.

During the process, the architect developed site concepts to address the Roundtable criteria listed above. The concepts included conceptual site and building layouts to collocate Rock Terrace School and Tilden Middle School. The Roundtable identified the pros and cons for each of the site concepts (site concepts with Roundtable analysis included in Appendix A).

In addition to reviewing site plans, the Roundtable discussed the opportunities and challenges that would be associated with the possible collocation of Rock Terrace School and Tilden Middle School. A Planning Grid was developed that captured the various opportunities and challenges, along with an explanation for each opportunity or challenge (Planning Grid included in Appendix B). The Planning Grid was organized into the following sections:

- Facility Issues
- Administration
- Related Services
- Art/Music/Physical Education/Media Center
- Professional Development/Teacher/Staff Needs
- Inclusion Opportunities/Student Issues
- Site issues

Several Roundtable members visited Longview School/Spark M. Matsunaga Elementary School in Germantown (built in 2001). Roundtable members had an opportunity to tour the facility and speak with staff about a successfully collocated special education school. The Longview School/Spark M. Matsunaga Elementary School programs were designed as separate components of the collocated facility. The special education spaces were not integrated into the general education facility; instead, areas were designed at these schools to allow for inclusion opportunities when appropriate. Roundtable members noted that more and clearer separation of the Rock Terrace School and Tilden Middle School would be required to address the sensory and safety needs of the Rock Terrace School students than the design at Longview School/Spark M. Matsunaga Elementary School.

Opportunities and Challenges Expressed by the Roundtable

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 at both schools while providing, to the maximum extent appropriate, opportunities for students with disabilities to interact with their nondisabled peers. Minimizing the building footprint and maximizing the site elements—including field space—also was an important consensus item for both schools.

The Roundtable spent considerable time discussing the implications of building components such as circulation patterns, access points, and shared areas in the one-building concept. 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 and distinct as possible and be designed

to accommodate the needs of special education students, which differ considerably from the needs of the general education population. For example, each school should have its own physical education spaces and specialty classrooms, such as science, art, and music, and the cafeteria.

Consideration was given as far as areas that could be shared, such as the instructional media center, an adaptive weight room to support the Rock Terrace School and LFI students, and the stage. The instructional 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 the kitchen and building services office, were identified as areas that could be shared by both schools. In particular, the Roundtable noted that 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.

The design of indoor spaces must consider the needs of the special education students which by necessity will differ—especially in scale and acoustical features—from what best serves the general education population. For example, Rock Terrace School prefers a smaller main entrance for the students, while Tilden Middle School prefers a more substantial main entrance to accommodate a larger student population. Furthermore, the facility and site will need additional security features to ensure the safety of Rock Terrace School students, some of whom are flight risks. For example, fencing for some outdoor play areas is necessary to address the safety and sensory needs of some Rock Terrace School students. If the schools were to be collocated, 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 maintains its own principal to serve as the administrator and educational leader for the program. Rock Terrace School requires a principal with a strong knowledge of special education as all of the students at the school present complex learning needs that include autism and multiple disability codes. The principal at Tilden Middle School oversees the general education Grades 6–8 middle school program, as well as the LFI and Aspergers programs. With a projected enrollment of 1100 to 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 administrative 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 the 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 areas of instruction including physical education, art, music, and the instructional media center. The students also need specially trained related service providers who facilitate their availability for learning.

The Roundtable recognized that collocation provides opportunities for special education students to interact with general education students when appropriate. In addition, a collocated facility would provide excellent opportunities for both school staffs to experience and share professional learning activities. Tilden Middle School staff would have the benefit of the training and

knowledge of the Rock Terrace School staff and thus would 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 improve 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 should be considered to meet this goal. Because Tilden Middle School currently is located on a high school site, the school utilizes the running track. Both schools requested a wellness path as part of the revitalized/expanded project. The location of the basketball courts also is important to Tilden Middle School. Currently, the basketball courts are located adjacent to the cafeteria and are used by students during lunch periods. This relationship is important to continue in the revitalized/expanded school. Ensuring that students do not cross the loading/service area also is important to both schools. The location of the greenhouse and garden beds is critical to the horticulture program for Rock Terrace School students.

Superintendent's Recommendation

I commend the work of the Roundtable in its thoughtful and thorough review of the opportunities and challenges associated with the possible collocation of Rock Terrace School with Tilden Middle School. To develop my recommendation, I carefully considered all of the input received, including the Roundtable Report, the Planning Grid, feedback from the public information meetings, and other input. I also considered Board of Education Policy IOB, *Education of Students with Disabilities*, Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*, in developing my recommendations.

The proposal to collocate a special education school with a general education school is complex. The Roundtable provided a strong framework to assist in developing my recommendation. I recommend that the Board adopts the collocation of Rock Terrace School and Tilden Middle School on the Tilden Holding Center site, beginning in August 2019, pending necessary funding approvals. Facility Planning funds are approved for the Tilden Middle School revitalization/expansion; therefore, I also recommend that the feasibility study commence for the revitalization/expansion project for the collocated facility to house Tilden Middle School and Rock Terrace School immediately after the Board takes action on this matter. The purpose of the feasibility study is to determine the scope, cost, and constructability for the collocation of the two schools. Staff and parents from both schools, as well as the feeder schools, will be invited to participate in the feasibility study. Consistent with MCPS procedures, the adjacent neighbors and neighborhood and civic associations in the Luxmanor community also will be invited to participate in the feasibility study and throughout the design process for the revitalization/expansion of Tilden Middle School and Rock Terrace School.

I understand that some community members raised concerns about the composition of the Roundtable and the process utilized to identify the opportunities and challenges associated with the possible collocation of Rock Terrace School and Tilden Middle School. The composition of the Roundtable was consistent with MCPS Regulation FAA-RA, *Long-range Educational*

Facilities Planning. Staff and parent representatives were selected from the two schools that were the subject of the Roundtable. These parents were identified because of their understanding of the programs and organization of Tilden Middle School and Rock Terrace School. Furthermore, the process utilized during the Roundtable process was consistent with MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*, and the previous Roundtable process conducted that was used to explore the collocation of Maryvale Elementary School and Carl Sandburg Learning Center. I believe that the composition and process for the Roundtable provided all of the information necessary to consider my recommendation. The thoughtful discussions provided staff with an excellent understanding of all of the aspects of this project and will help us develop the best possible plan to create collocated schools that will serve the students well and enhance the community.

My recommendation to collocate Rock Terrace School with Tilden Middle School is consistent with Board Policy IOB, *Education of Students with Disabilities*, and federal and state mandates to serve students in the least restrictive environment and to provide opportunities for inclusion to individual students to the maximum extent appropriate. Students in stand-alone special education schools have limited opportunities to interact with nondisabled peers and in the general education setting. The collocation of the two schools will provide individual middle school students at Rock Terrace School the opportunity to participate in the general education programs and social activities, such as field trips and school assemblies at Tilden Middle School, when appropriate. Inclusion opportunities for high school students would be identified at Walter Johnson High School.

I also recommend maintaining separate staffing for related services and special classes, including art, music, physical education, and the instructional media center. Given the unique sensory and learning needs of the Rock Terrace School students, staff require specialized skills to enable them to access the curriculum in areas of instruction including physical education, art, music, and the instructional media center. I also concur with the Roundtable that the staffs from both schools should work together to enhance professional development opportunities for the delivery of special education and general education programs.

I appreciate the concerns raised by the community regarding the age and grade level span of the students served at Rock Terrace School. Rock Terrace School serves middle, high, and upper school students ages 12 through 21. Recognizing the programmatic needs as well as the age span of the students at Rock Terrace School, opportunities for inclusion at Tilden Middle School only will be considered when individual middle school students at Rock Terrace School are deemed appropriate for such experiences. These opportunities may include participation in the content subject areas, arts rotation classes, and extracurricular activities. Decisions regarding inclusive opportunities will involve the input of the Rock Terrace School and Tilden Middle School Individualized Education Program (IEP) teams. The large Best Buddies Program at Tilden Middle School also will provide inclusive opportunities for the middle school Rock Terrace School students.

Rock Terrace School also will partner with Walter Johnson High School to ensure access to appropriate age and grade level peers when inclusive opportunities are deemed appropriate. Walter Johnson High School currently serves students with significant cognitive disabilities and

staff has extensive experience with this population. Opportunities for inclusion in the content subject areas, electives, and extracurricular activities also would involve the input of the Rock Terrace School and Walter Johnson High School IEP teams. The outstanding and state-recognized Best Buddies Program at Walter Johnson High School will provide another opportunity for inclusive opportunities for high school and upper school Rock Terrace School students.

The upper school students at Rock Terrace School are ages 18 through 21 and are similar in age to the group of LFI students served at Walter Johnson High School. These students are in their final years of working on transition goals to prepare for college, career, and community readiness. These students spend the majority of their school day working in the community and learning how to travel to prepare for postsecondary experiences.

I support the desire of the Roundtable to maintain two principals when the schools are collocated. As the Roundtable highlighted, each school currently has a principal who serves as the administrator and educational leader for the school programs. I concur that Rock Terrace School requires a principal with a strong understanding of special education needs to oversee a school with almost 100 special education students. In addition, based on enrollment projections, the principal at Tilden Middle School will be required to oversee a large middle school that also has two special education programs. Therefore, my recommendation includes maintaining two separate principals for the schools when the collocation occurs.

If the Board approves the collocation and as the feasibility study moves forward in spring 2015, I recommend that the two schools be designed as one facility. The classrooms and support rooms for each school should be located in separate parts of the building. Other spaces, such as the administrative areas, instructional media center, and auxiliary gymnasium should be collocated to support inclusion opportunities for students and to allow staff to collaborate together. The health room, stage, building services, and kitchen and outdoor physical education spaces should be shared to provide efficiencies in the building and to maximize the green space on the site. If the school schedules permit, the parking and bus loop should be shared.

I appreciate the concerns raised about the possible loss of green space, additional traffic on Tilden Lane, and utilities. These issues are challenging at most of our school projects as program requirements necessitate a larger building and additional site amenities. As a part of the feasibility study, a traffic impact analysis and environmental assessment will be conducted to better identify conditions and address the concerns during the planning phase. The traffic impact analysis will help the design team, which includes Department of Facilities Management staff and Samaha Architects, P.C, understand the concerns of the community. Outcomes from the traffic impact analysis will generate a plan to mitigate the concerns including circulation patterns and access points of Rock Terrace School and Tilden Middle School to ensure safe access onto the property for buses, cars, and pedestrians. I also am confident that the design team will successfully address the concerns raised by the schools and the community to maintain as much of the fields as possible. The design team will explore options to minimize the building footprint while maximizing the green space on the site. Furthermore, the feasibility study will evaluate all existing utilities on the site including electricity, water, and natural gas, and provide necessary solutions to upgrade the utilities to support both schools.

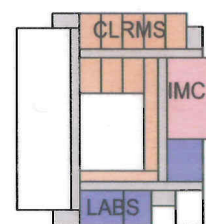
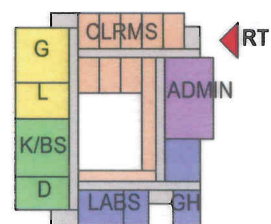
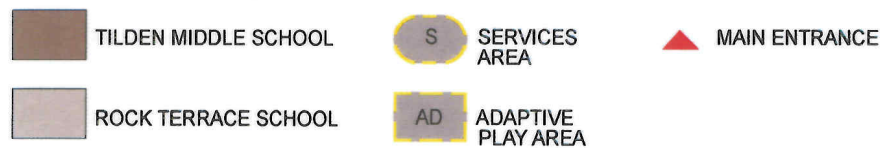
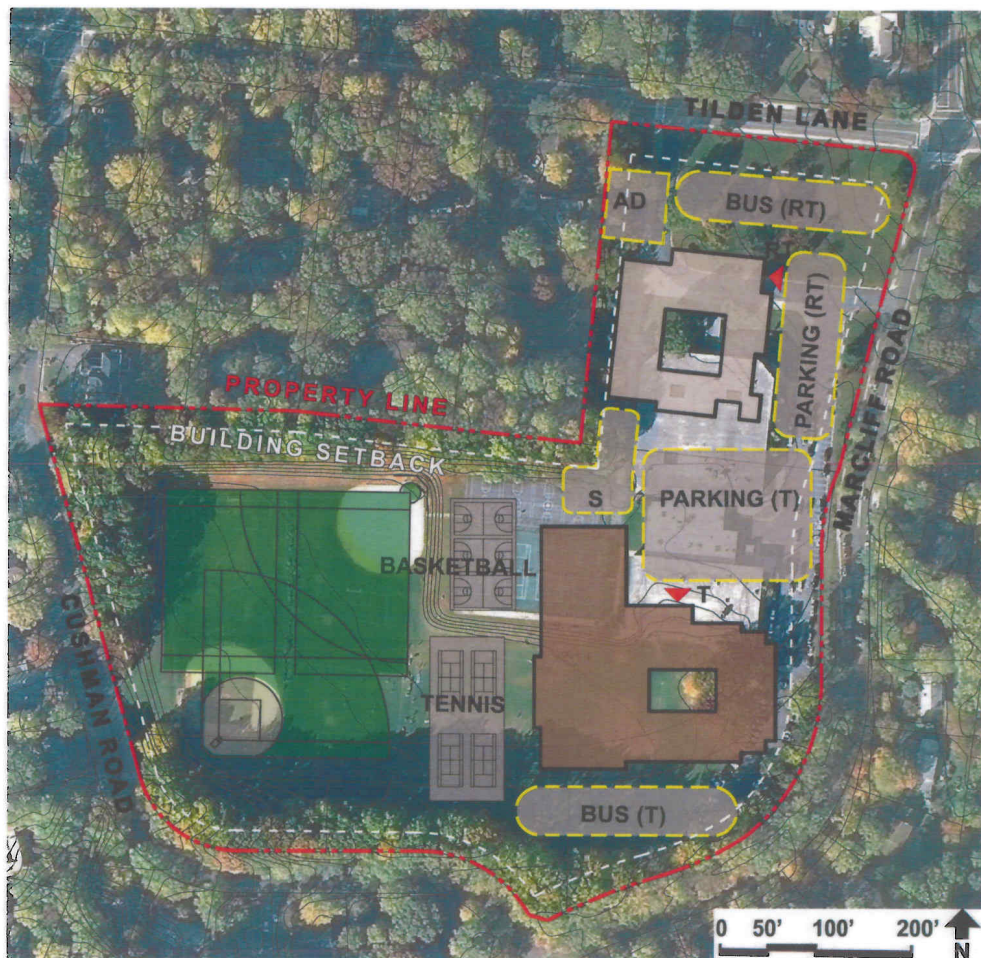
The facility and site also will need additional security features to ensure the safety of Rock Terrace School students, some of whom are flight risks, such as providing some fencing for the outdoor play areas. This fencing also will benefit students with significant cognitive disabilities enrolled in the LFI classes at Tilden Middle School. In addition, to address the sensory and learning needs of the students, the scale and acoustical features will be designed to address the needs of the special education students.

Summary

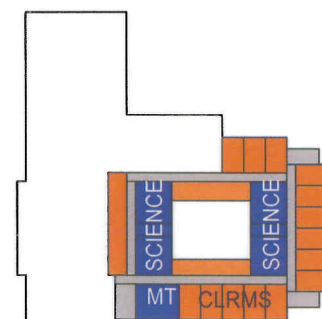
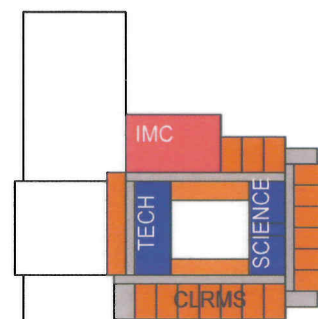
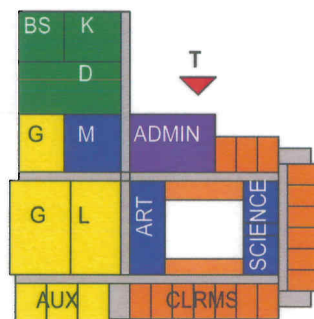
The collocation will provide students in both schools with new, state-of-the-art learning spaces that will greatly benefit these school communities. It will continue the strong tradition of the Walter Johnson cluster of welcoming and supporting students with special needs by providing special education students with opportunities to interact with general education students to the maximum extent appropriate. In addition, it also will provide opportunities for professional staff development and collaboration for both schools. As the Roundtable noted, Tilden Middle School staff will learn from the expertise and knowledge that Rock Terrace School staff have working with students with multiple disabilities, including Autism Spectrum Disorder. In turn, the staff at Rock Terrace School will gain knowledge and expertise in working with general education colleagues at Tilden Middle School.

CONCEPT 1

Appendix A



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



FIRST FLOOR

SECOND FLOOR

THIRD FLOOR

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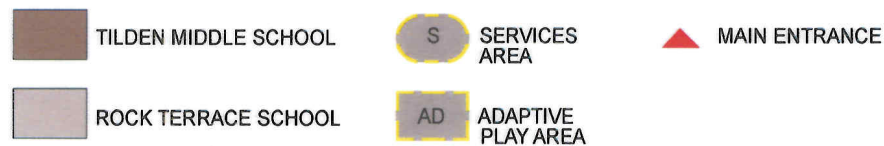
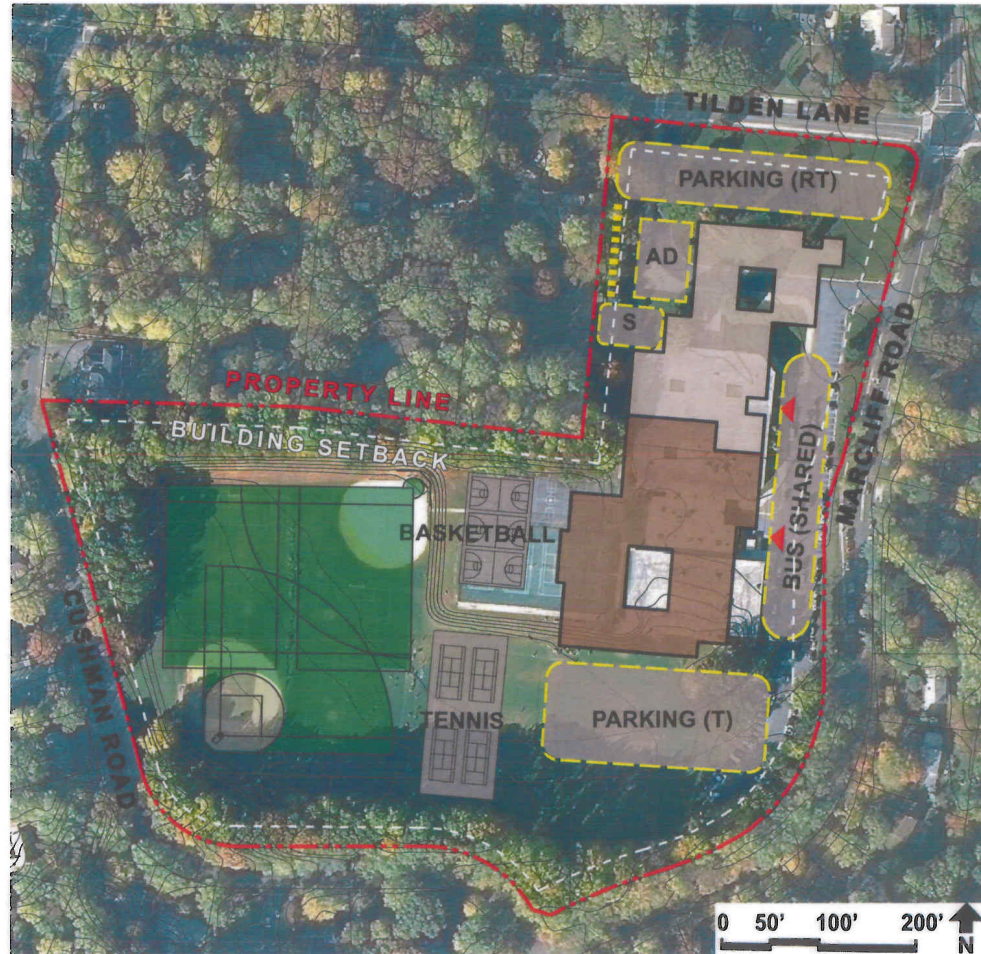
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Rock Terrace School/Tilden Middle School Roundtable Discussion Group

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 closer to parking • Adaptive play area too close to road (safety) • 3rd story too close to Marcliff Road and neighbors • Adaptive physical education area too close to bus loop • Repeats all spaces that could be shared (i.e. building services, kitchen) • Uses more spaces to have two schools • Students would have to go outside to visit other school • Doesn't promote social inclusion

CONCEPT 3



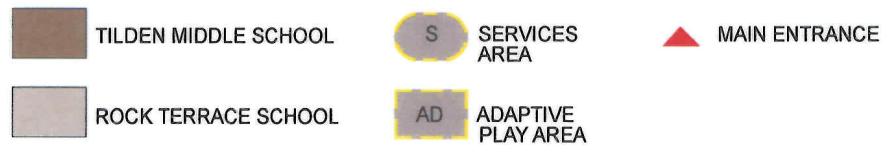
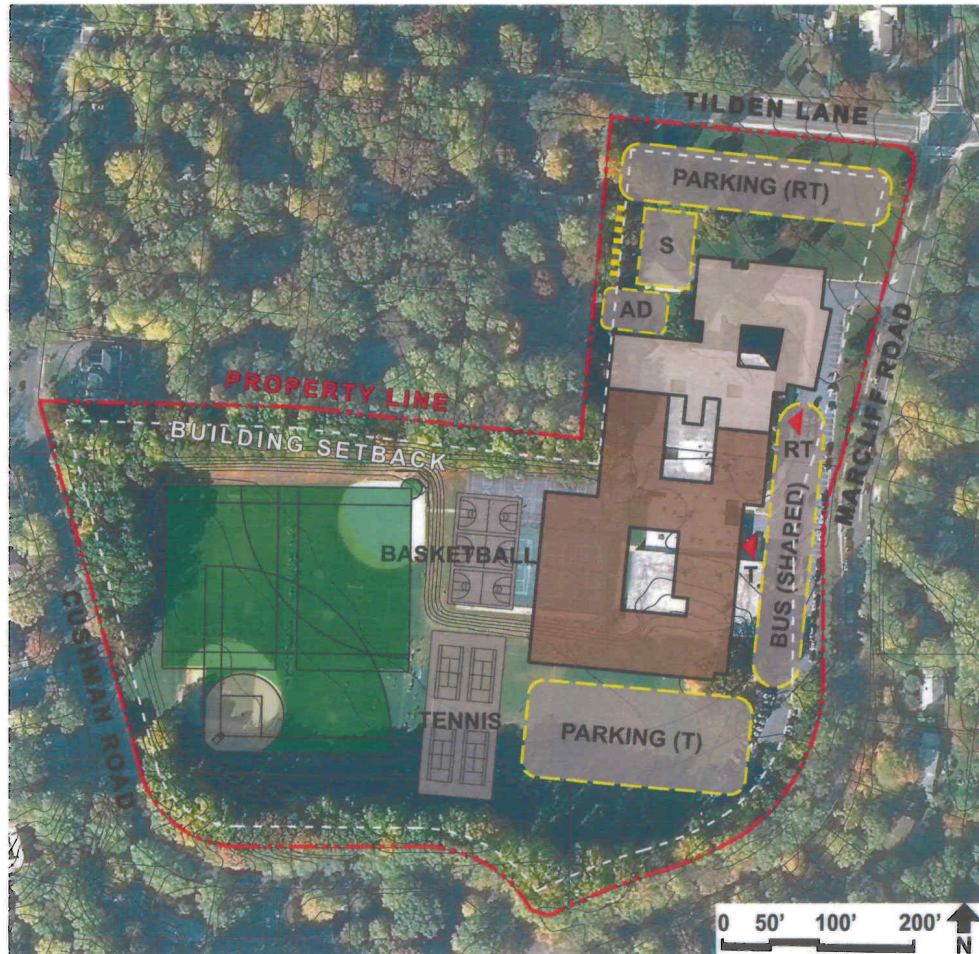
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Rock Terrace School/Tilden Middle School Roundtable Discussion Group


Concept 3

Pros	Cons
<ul style="list-style-type: none">• Two separate entrances with shared administration suite• Want better separate identities of schools• Main entrances connected to bus loops• Economies of scale by collocating administration and staff areas• Maneuverability between schools better than Option 1• Tilden to the south for better field access	<ul style="list-style-type: none">• No separation between two schools• Culinary Arts not near kitchen; if separate kitchen, ok• Garden area needs to be located near the greenhouse• Shared bus loop (need to be spread apart and made into two)• Need clear delineation of which school is which, especially w/entrances so close together• Need daylight access in Rock Terrace dining• Adaptive physical education area close to parking and service• Large building footprint• Tilden should be in front on Tilden Lane• Music next to classrooms—noise• Rock Terrace does not have good access to fields

CONCEPT 4



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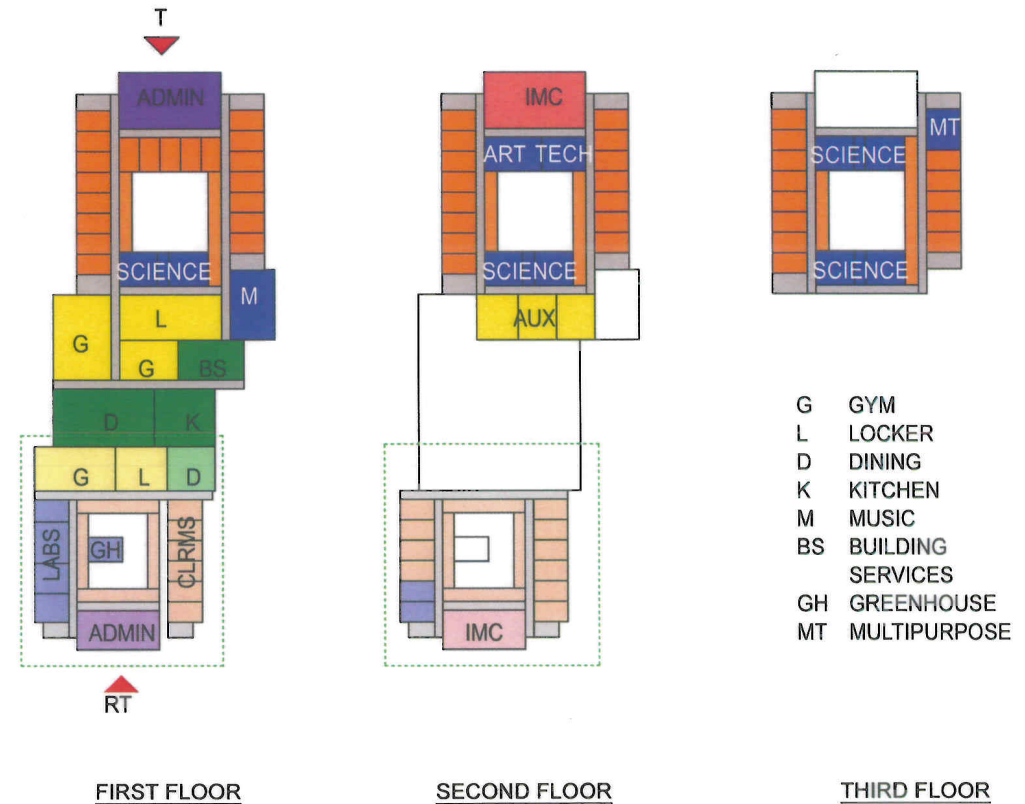
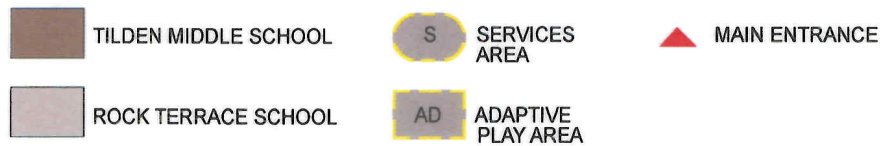
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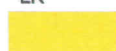







Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 4

Pros	Cons
<ul style="list-style-type: none"> • 3 courtyards • Separate gyms • Combined courtyard for schools to share • Greenhouse location • Interior open spaces. Clearly defined school division • Separate entrances; shared administration • Music room proximity to cafeteria/gym and other classes (noise) 	<ul style="list-style-type: none"> • Basketball and tennis courts are far away from Rock Terrace • Two parking lots • Combined courtyard • Shared bus loop (need to be spread apart and made into two) • Rock Terrace classrooms have strange configuration • Not enough sun for greenhouse • Entrances too close together • Large building foot print/loss of green space • Location of adaptive physical education area in front of school is not ideal • Shared media center • Shared administration • Traffic concern on with parking located off of Tilden Lane • Service area too close to adaptive physical education area

CONCEPT 5



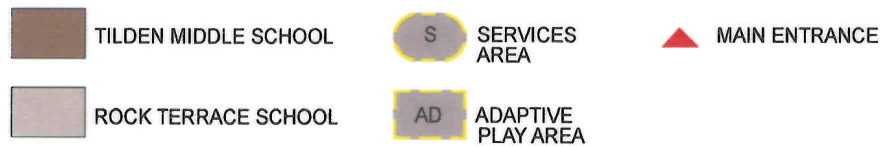
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Rock Terrace School/Tilden Middle School Roundtable Discussion Group

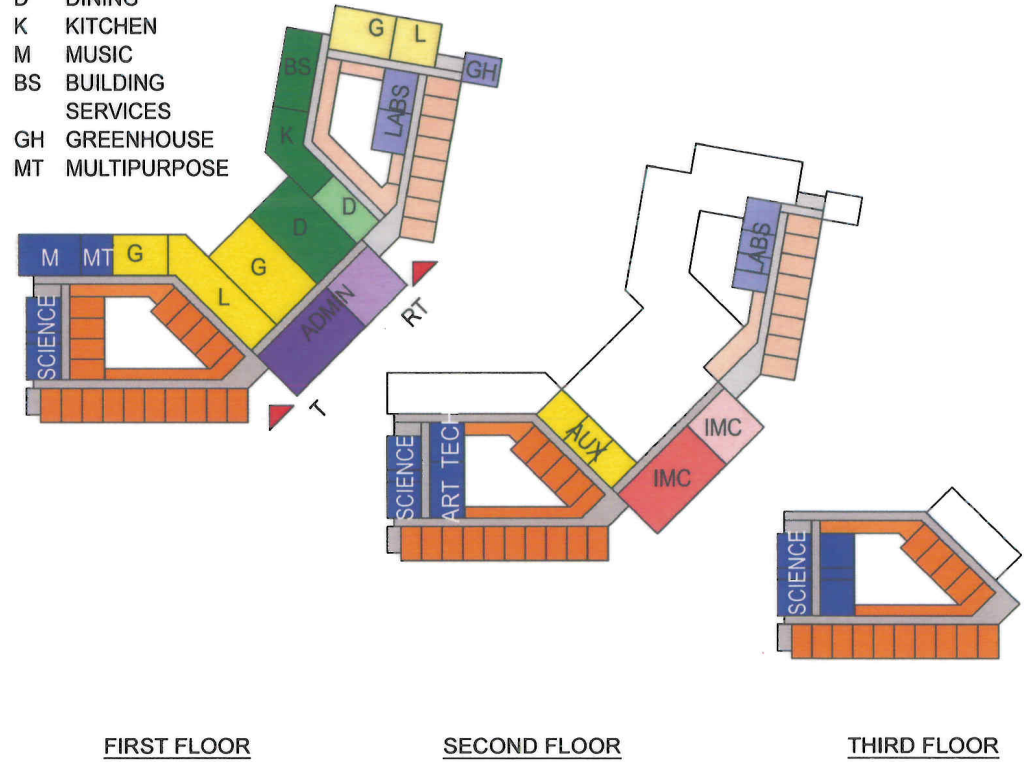
Concept 5

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 service areas • Service area works well with 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"> • Main entrance for Rock Terrace hidden • Adaptive play area needs to be isolated from distractions (switch adaptive play area with tennis courts) • Shared bus loop (need to be spread apart and made into two) • 3rd story on Tilden Lane too close to neighbors • Separate administration and media centers • Adaptive physical education area not adjacent to Rock Terrace 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) • Administration office should be central to the facility

CONCEPT 7



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



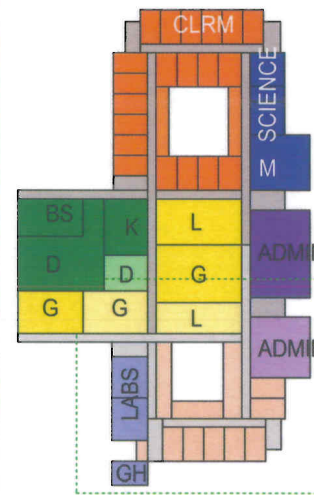
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Rock Terrace School/Tilden Middle School Roundtable Discussion Group

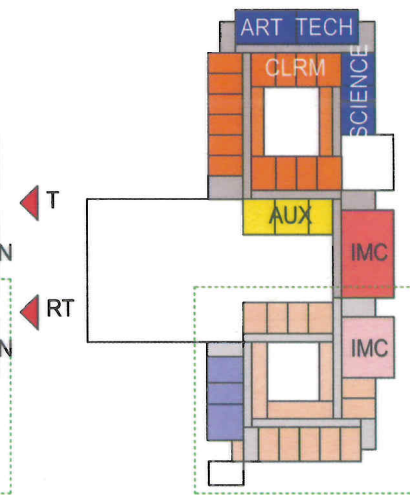
Concept 7

Pros	Cons
<ul style="list-style-type: none"> • Separate main entrances with a shared administrative suite • Shared media center • 3rd story tucked in away from street/neighbors • Service area doesn't have to be crossed • Location of greenhouse provides ideal sunlight • Cool shape • Easy parking access for both schools • Aesthetically pleasing from Tilden Lane 	<ul style="list-style-type: none"> • Rock Terrace School far from fields • Adaptive play area close to parking • Greenhouse location to road • Loss of green space • Shared bus loop (need to be spread apart and made into two) • Separate parking areas (Collocate parking save green space) • Need to provide room for garden beds – 8 – 4' x 10's near greenhouse • Tilden Middle School cafeteria too far from exterior fields/courts; issue during lunch • Traffic on Tilden Lane for community and unsightly • Safety concern with location of adaptive physical education area along Tilden Lane • Rock Terrace students cannot access courts • Music next to classrooms—noise • Location of service area near Rock Terrace

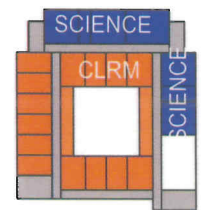
CONCEPT 8



FIRST FLOOR

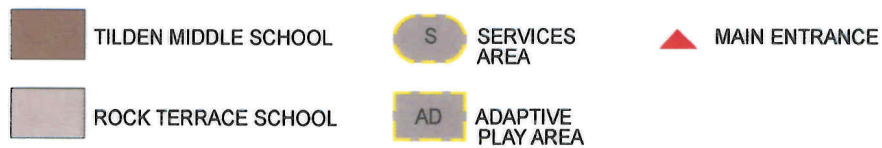


SECOND FLOOR



THIRD FLOOR

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



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

Rock Terrace School/Tilden Middle School Roundtable Discussion Group

Concept 8

Pros	Cons
<ul style="list-style-type: none"> • Tilden can exit directly to the outside courts from cafeteria • Athletics together • Long corridors provide accessible link between schools • Separate media centers • Students don't need to cross service area to access fields/courts • Administration space is close but not shared • Two Separate entrances • 1 parking that save green space • Best plan • Plan seems to preserve green space • Shared parking • Good location for basketball and tennis courts • Outdoor fields close to Rock Terrace 	<ul style="list-style-type: none"> • Separate media centers • Rock Terrace dining area doesn't have windows • Administration space isn't shared • Parking is far away from Rock Terrace School • Shared bus loop (need to be spread apart and made into two) • Too much shared space • Concern with location of gymnasiums—Tilden MS students would need to enter Rock Terrace School to access some of the physical education areas • Tilden students being dropped off have to go through building to get to cafeteria • Entrances too close • No direct access to fields from Tilden MS lockers rooms • Music next to classrooms—noise

**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 be 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
Roundtable Discussion Group Planning Grid**

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	
Can some of the area be fenced to address the safety and sensory needs of some students?	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.