

# SPECIAL EDUCATION CENTERS

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### **Longview School**

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

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

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

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

### **Rock Terrace School**

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of ALOs aligned with the curriculum to prepare the students for transition to the high school program. The high school program emphasizes the ALOs aligned with the curriculum and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness. Rock Terrace School is collocated with Tilden Middle School. While the Rock Terrace School model remains the same, the collocation offers shared spaces for students enrolled at the two schools.

### **Carl Sandburg Learning Center**

Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, Autism Spectrum Disorders, language disabilities, and emotional or other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS curriculum or ALOs aligned with the curriculum. Modification of curriculum materials and instructional strategies based on students' needs is the basis of all instruction. Emphasis is placed on the development of language and academic and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system. Carl Sandburg Learning Center is collocated with Maryvale Elementary School. While the Carl Sandburg Learning Center model remains the same, the collocation offers shared space for students enrolled at the two schools.

### **Stephen Knolls School**

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

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### Projected Enrollment and Space Availability

Effects of the Superintendent's Recommended FY 2023 Capital Budget and FY 2023–2028 Capital Improvements Program

Schools			Prelim.	Projections						2031	2036
			21–22	22–23	23–24	24–25	25–26	26–27	27–28		
Stephen Knolls School	Program Capacity		122	122	122	122	122	122	122		
	<b>Enrollment</b>		57	59	57	57	57	57	57		
	Available Space		65	63	65	65	65	65	65		
	Comments										
Longview School	Program Capacity		56	56	56	56	56	56	56		
	<b>Enrollment</b>		65	56	65	65	65	65	65		
	Available Space		(9)	0	(9)	(9)	(9)	(9)	(9)		
	Comments										
RICA	Program Capacity		180	180	180	180	180	180	180		
	<b>Enrollment</b>		102	102	102	102	102	102	102		
	Available Space		78	78	78	78	78	78	78		
	Comments										
Rock Terrace School	Program Capacity		128	128	128	128	128	128	128		
	<b>Enrollment</b>		80	80	80	80	80	80	80		
	Available Space		48	48	48	48	48	48	48		
	Comments										
Carl Sandburg Center	Program Capacity		135	135	135	135	135	135	135		
	<b>Enrollment</b>		100	100	100	100	100	100	100		
	Available Space		35	35	35	35	35	35	35		
	Comments										
Cluster Information	Utilization		65%	64%	65%	65%	65%	65%	65%		
	Enrollment		404	397	404	404	404	404	404		

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## Demographic Characteristics of Schools

Schools	2021-2022						2020-2021		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	57	0%	29.8%	0%	36.8%	26.3%	34.6%	21.2%	7.8%
Longview School SP	65	0%	21.5%	10.8%	36.9%	27.7%	30.8%	21.5%	9.8%
RICA SP	102	9.8%	35.3%	0%	22.5%	29.4%	44.4%	14.8%	25.2%
Rock Terrace School SP	80	0%	30.0%	12.5%	27.5%	26.3%	36.9%	16.7%	6.0%
Carl Sandburg Learning Center SP	100	0%	45.0%	10.0%	30.0%	12.0%	56.4%	34.0%	12.8%
<b>Elementary County Total</b>	<b>71278</b>	<b>5.3%</b>	<b>21.8%</b>	<b>13.6%</b>	<b>34.8%</b>	<b>24.0%</b>	<b>40.3%</b>	<b>29.1%</b>	<b>13.4%</b>

\*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2020-2021 school year.

\*\*Percent of English for Speakers of Other Languages (ESOL) during the 2020-2021 school year. High School students are served in regional ESOL centers.

\*\*\*Mobility Rate is the number of entries plus withdrawals during the 2020-2021 school year compared to average daily membership.

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

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

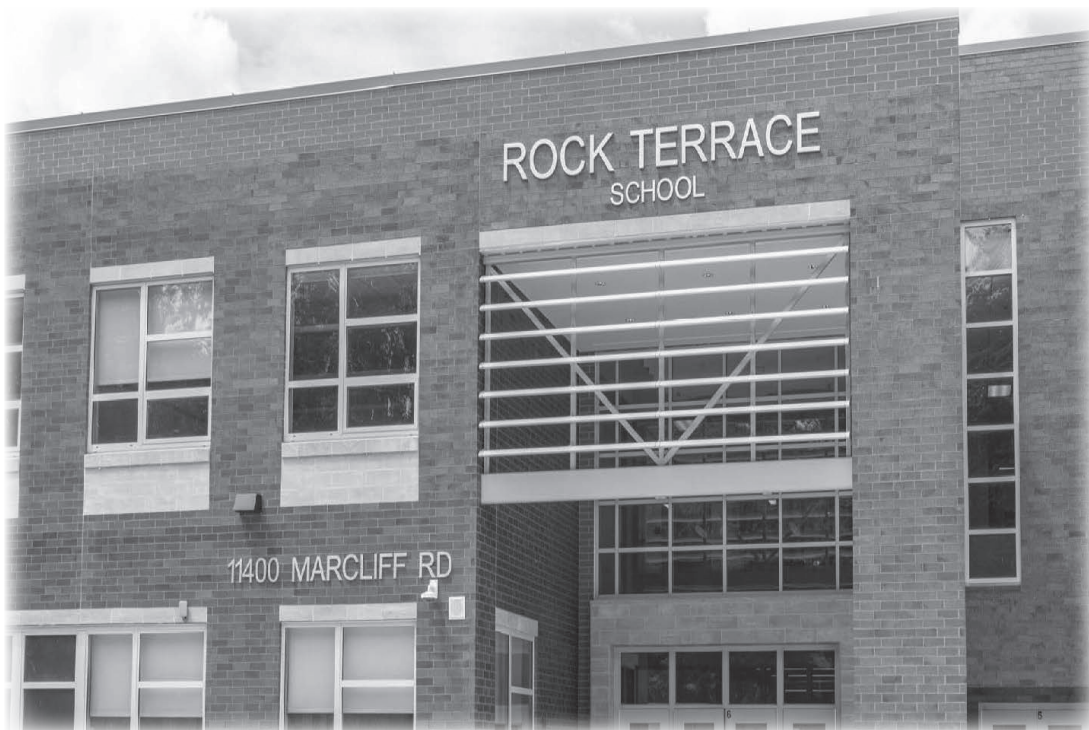
## Program Capacity Table (School Year 2021-2022)

Schools	Special Education Services																																	
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESES @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP@12	PEP @18	VISION (Elementary) @7	OTHER	
Stephen Knolls School SP	Pre-K-12	122	19	4													8											5	1			1		
Longview School SP	K-12	56	10	2																							8							
Rock Terrace School SP	6-12	128	20	4													8				8													
RICA SP	4-12	180	18																					18										
Carl Sandburg Learning Center SP	Pre-K-6	135	20	3			2														1	13		1										

## SPECIAL EDUCATION CENTERS

### Facility Characteristics of Schools 2021–2022

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms	County Programs
Stephen Knolls School	1958	1979	48,872	6.6			
Longview School	2001		40,362	10			
RICA SP	1977		95,000	14.3			
Rock Terrace School	1950	2020	60,534	19.75			
Carl Sandburg Learning Center	1962	2020	52,227	17.7			



Rock Terrace School