

# 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.

## SPECIAL EDUCATION CENTERS

### Projected Enrollment and Space Availability

Effects of the Adopted FY 2023–2028 Amended CIP and Non-Capital Actions

Schools			Actual	Projections						2032	2037
			22-23	23-24	24-25	25-26	26-27	27-28	28-29		
Stephen Knolls School	Program Capacity		122	122	122	122	122	122	122		
	Enrollment		67	84	67	67	67	67	67		
	Available Space		55	38	55	55	55	55	55		
	Comments										
Longview School	Program Capacity		56	56	56	56	56	56	56		
	Enrollment		66	66	66	66	66	66	73		
	Available Space		(10)	(10)	(10)	(10)	(10)	(10)	(17)		
	Comments										
RICA	Program Capacity		180	180	180	180	180	180	180		
	Enrollment		84	85	85	85	85	85	85		
	Available Space		96	95	95	95	95	95	95		
	Comments										
Rock Terrace School	Program Capacity		128	128	128	128	128	128	128		
	Enrollment		73	73	73	73	73	73	73		
	Available Space		55	55	55	55	55	55	55		
	Comments										
Carl Sandburg Center	Program Capacity		135	135	135	135	135	135	135		
	Enrollment		88	88	88	88	88	88	88		
	Available Space		47	47	47	47	47	47	47		
	Comments										
Cluster Information	Utilization		61%	64%	61%	61%	61%	61%	62%		
	Enrollment		378	396	379	379	379	379	386		



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### Facility Characteristics of Schools 2022–2023

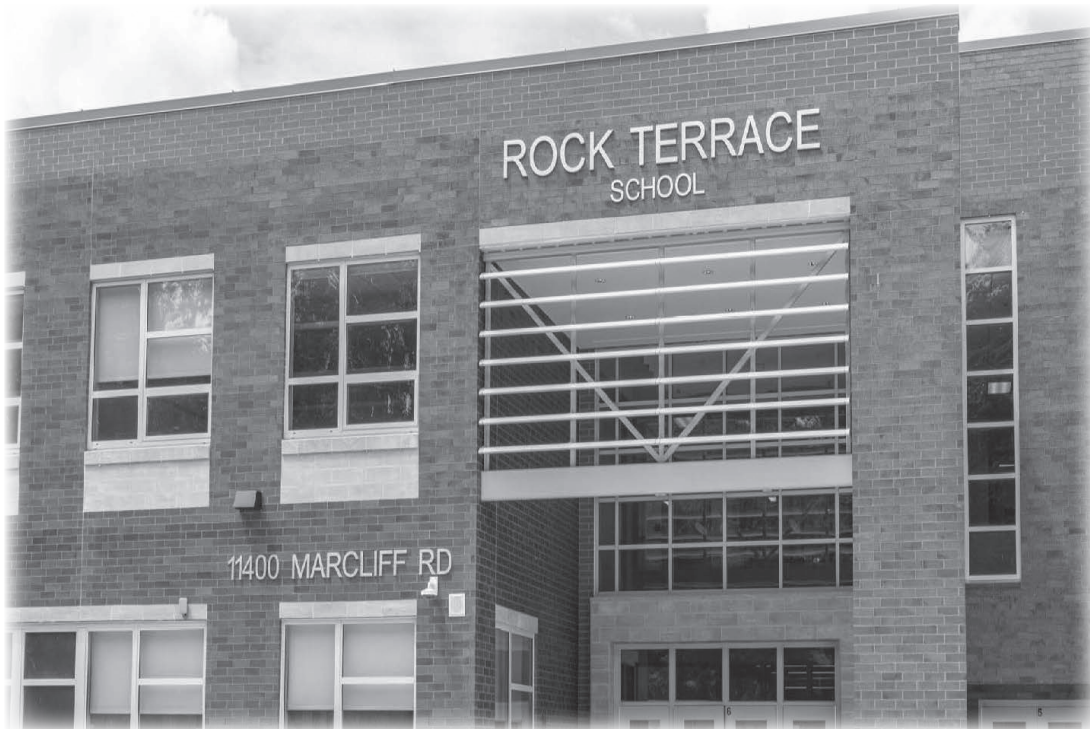
Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Relocatable Classrooms*	County Programs
Stephen Knolls School SP	1958	1979	48,872	6.6			
Longview School SP**	2001		40,362	11.8			
RICA SP	1977		95,000	15.9			
Rock Terrace School SP***	1950	2020	244,561	16.63			
Carl Sandburg Learning Center SP****	1962	2020	52,227	17.85			

\*Relocatables on site to address overutilization

\*\* Longview School is colocated with Spark M. Matsunaga ES

\*\*\* Rock Terrace School is colocated with Tilden MS

\*\*\*\* Carl Sandberg Learning Center is colocated with Maryvale ES



**Rock Terrace School**