




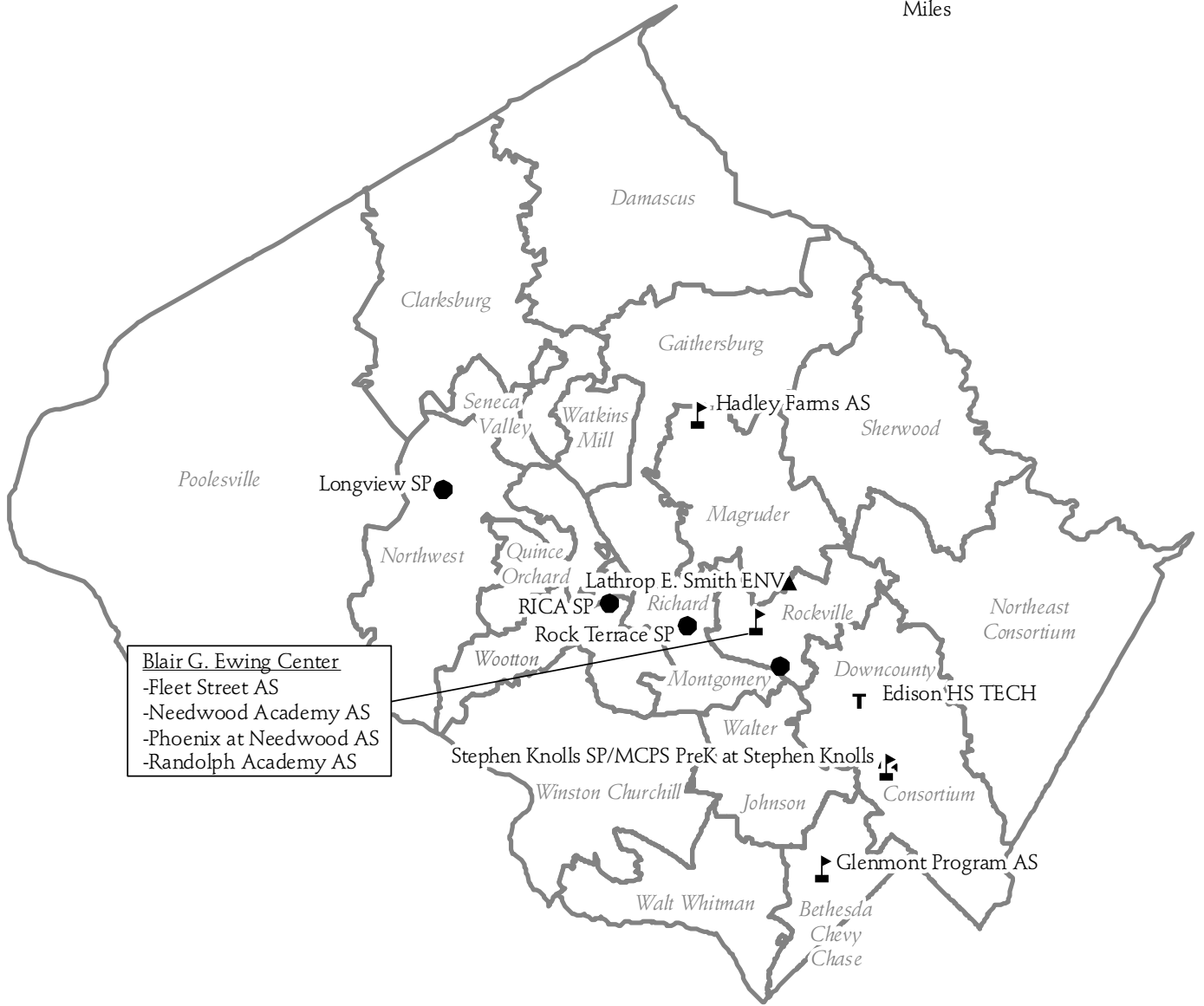
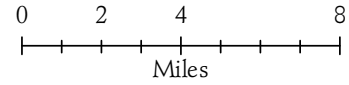


# Other Educational Facilities

-  AS: Alternative School
-  ENV: Environmental Education Center
-  SP: Special Education Center
-  TECH: Technical Career High School
-  Cluster Boundary



**Blair G. Ewing Center**  
 -Fleet Street AS  
 -Needwood Academy AS  
 -Phoenix at Needwood AS  
 -Randolph Academy AS



## ALTERNATIVE PROGRAMS

Alternative education is delivered in Montgomery County Public Schools (MCPS) for middle and high school students who are unsuccessful in their home schools for a variety of reasons. Level 1 programs are intervention programs for at-risk students located within each secondary school. MCPS currently operates six secondary alternative school programs in three separate facilities for students. These programs are considered Level 2 and Level 3 programs that provide direct instruction, supports and services to address the academic, social, emotional and physical health of adolescents. The alternative program administrative offices are located in the Blair G. Ewing Center. A brief description of each program follows.

### Level 1 Programs

The Level 1 program is a prerequisite for application to the Alternative Programs (AP). All secondary schools are required to establish a Level 1 program as an intervention strategy for providing at-risk students with an opportunity to make improvements in their academic program and/or improve their behavior.

### Level 2 High School Alternative Programs

Application to a Level 2 program must include documentation of the student's participation in the Level 1 program. The following programs are operated solely by Montgomery County Public Schools for high school students who are not successful for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Collaborative Problem Solving Team (CPS). Each site provides academic instruction in coursework that earns credits toward a high school diploma. In addition, a behavioral/social skills component addresses social skills necessary to return the student to his/her home school and succeed. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

### Needwood Academy

As of August 2009, Needwood Academy is the newly consolidated high school alternative program, merging the Emory Grove and McKenney Hills alternative programs. The program is located in the Blair G. Ewing Center and is operated for high school students who are not achieving at their potential for a wide variety of reasons, usually including behavior, academic and/or attendance problems. Students are referred through the home school CPS team and facilitated by the referring school pupil personnel worker (PPW). The program provides academic instruction in coursework for credits toward a high school diploma. In addition, a behavioral/social skills component is infused into the curriculum to teach social skills necessary to return to home schools and succeed. The program provides a

teacher advisory program as one method to insure that each student is known well by at least one adult in the program.

## Level 2 High School Recovery Program

### Phoenix Program

Also located in the Blair G. Ewing Center, the Phoenix Program is a structured recovery program for high school students, grades 9–12, with substance abuse problems that interfere with school attendance, performance, and behaviors. Students can be referred directly by agency drug treatment partners or through the home school CPS. The referral process is facilitated by the pupil personnel worker (PPW) and includes required written documentation from the student's treatment provider. Student participation in the home school level 1 program is not a requirement for Phoenix students. The Phoenix Program includes academic instruction through Needwood Academy in courses for credit toward a high school diploma. A drug-free environment is maintained through weekly urinalysis and group counseling on recovery. In addition, high adventure activities and a community service component foster self-esteem and team building in drug-free activities. Phoenix is not a treatment program; rather it is a support program for students in treatment or immediately after treatment.

## Level 2 Middle School Alternative Programs

The following programs are operated solely by MCPS for middle school students who are not achieving at their potential for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's School Collaborative Problem-solving Team (CPS). Each site provides academic instruction in courses leading to completion of grade-level curriculum and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return the student to his/her home schools and succeed. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

### Glenmont Middle School Program at Lynnbrook Center

Glenmont serves students attending schools in the Down-county area.

### Hadley Farms Middle School Program

Hadley Farms Center serves students attending schools in the Upcounty area.

## Level 3 Programs

The following programs are located at the Blair G. Ewing Center.

### Fleet Street Program

Fleet Street Middle School program serves students grades 6–8 who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Chief Operating Officer's office in lieu of expulsion. The referral process is facilitated by the referring school's pupil personnel worker (PPW). The program provides academic instruction in courses leading to completion of grade level objectives and promotion. In addition, a behavioral/social skills component gives students the skills necessary to return to their home schools and succeed. Special education students who have been expelled are also placed here. The program provides structured, smaller classes, close supervision, direct instruction in behavioral skills and immediate reinforcement to students. In addition to differentiated academic and behavioral interventions, the program also offers counseling, case management services, parent outreach, and frequent progress monitoring. The intent of the program is to help students return to and function effectively in their home comprehensive secondary school.

### Randolph Academy

Randolph Academy serves students in grades 9–12 who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Chief Operating Officer's office in lieu of expulsion. The referral process is facilitated by the referring school's pupil personnel

worker (PPW). The program provides an academic program in courses for credit toward a high school diploma. Special education students who have been expelled are also placed here. Students utilize direct teacher instruction along with Distance Learning during a modified school day schedule. The program provides small structured, classes, close supervision, direct instruction in behavioral skills and immediate reinforcement to students. In addition to differentiated academic and behavioral interventions, the program also offers counseling, case management services, parent outreach, and frequent progress monitoring. The intent of the program is to help students return to and function effectively in their home comprehensive secondary school. The program provides transportation for the morning and afternoon session. Meals are not included.

### 45-day Interim Placement Program

45-day Interim Alternative Education Setting (IAES) is for special education students, grades 6-12, and is managed by the Randolph Academy site coordinator. Students are placed in the program for involvement in drugs, weapons or serious bodily injury. Students remain enrolled in their home school, which provides daily class work and assignments. Principals can locate the process for accessing this program in the "Discipline for Special Education Student Procedures" and through consultation with the Department of Equity, Assurance and Compliance (DEAC) and their special education supervisors. Students attend for three hours a day, and there are morning and afternoon sessions. One session is for high school students with the other session for middle school students.

## OTHER EDUCATIONAL FACILITIES

**Alternative Centers**

<b>Programs</b>	<b>Location</b>	<b>Established</b>	<b>Agency</b>	<b>Grades</b>	<b>Enrollment</b>	<b>Length of Stay</b>
<b>Level 2 Recovery</b>						
Phoenix	Blair G. Ewing Center	1979	MCPS	9-12	50	1-3 semesters
<b>Level 2 Alternative</b>						
Glenmont MS Program	Lynnbrook Center	1997	MCPS	6-8	25	1-3 semesters
Hadley Farms MS Program	7401 Hadley Farms Dr.	2002	MCPS	6-8	25	1-3 semesters
High School Program	Blair G. Ewing Center	2009	MCPS	9-12	120	1-3 semesters
<b>Level 3 Alternative</b>						
Randolph Academy	Blair G. Ewing Center	1999	MCPS	9-12	50	1-2 semesters
Fleet Street Program	Blair G. Ewing Center	2003		6-8	30	1-2 semesters
<b>Private Interagency—Residential</b>						
Karma Academy	175 Watts Branch Pkwy.	1972	Private, non-profit	9-12	13	10-18 Months

## CAREER AND TECHNOLOGY EDUCATION PROGRAMS

Career and Technology Education (CTE) Career Pathway Programs (CPPs) prepare students for lifelong learning. In Montgomery County Public Schools (MCPS), there currently are 28 CPPs that are organized within the following nine career clusters:

- Arts, Humanities, Media, and Communications;
- Biosciences, Health Science, and Medicine;
- Business Management and Finance;
- Education, Training, and Child Studies;
- Engineering, Scientific Research, and Manufacturing Technologies;
- Environmental, Agricultural, and Natural Resources;
- Human and Consumer Services, Hospitality, and Tourism;
- Information Technologies (one program is listed in the Foundations section); and
- Law, Government, Public Safety, and Administration.

Over 20,000 MCPS students are completing at least one CTE pathway program course at high schools throughout the county or at the Thomas Edison High School of Technology (TEHST). From FY 2007 to FY 2008, the most recent data reported by the Maryland State Department of Education, CPP enrollment increased by approximately 70 percent. This increase is attributed to both CPP growth and improved data collection processes.

Career and Technology Education (CTE) CPPs continue to focus on rigorous and relevant instruction that prepares students for college and careers. The majority of CTE CPPs are designed to provide free college credit to high school students who attain a grade of “B” or better in articulated coursework through Montgomery College or the University of Maryland, Baltimore County, depending on the CPP selected. Students are completing and passing difficult industry credentialing examinations in areas such as Cisco networking, hospitality, food service, and cosmetology.

The TEHST affords students from all high schools equitable access to CPPs that provide academic and technical knowledge and skills. Students attend TEHST for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE has developed Cluster Advisory Boards for all career clusters that include representatives from the business community and postsecondary institutions, providing seamless experiences for students as they move from middle school to high school to postsecondary experiences.

Funds for special projects will be allocated as needed for MCPS high schools that require minor renovations for CTE programs such as Advanced Engineering—Project Lead the Way, Cisco Academies, and the Academy of Information Technology. Minor upgrades to computer and technology education labs may be needed at some of the high schools implementing courses

that students must complete to fulfill the new technology education graduation requirement.

## Foundations Office Programs

The Montgomery County Student Trades Foundations Office is composed of three separate non-profit educational foundations that support students in the Automotive, Construction, and Information Technology industries. The Foundations Office is a liaison between the business/professional community and MCPS. This relationship promotes the advancement of college and career education and prepares students for a full range of careers within each industry. In MCPS, there are currently 18 pathway programs supervised by the Foundations Office. Articulation agreements that allow students to earn college credit while still in high school have been established for all of the Foundation programs.

The Automotive Trades Foundation (ATF) operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools and the Thomas Edison High School of Technology (TEHST). The programs are nationally certified by National Automotive Technology Education Foundation (NATEF), an affiliation of Automotive Service Excellence (ASE). Our programs also are affiliated with Automotive Youth Education System (AYES), which is the highest level of achievement for automotive technology programs. Automotive instructors maintain industry standard certifications in ASE areas relevant to their programs.

The Construction Trades Foundation (CTF) operates as a licensed Residential Home Builder and supports a variety of construction industry trades that include: Carpentry, Electricity, Masonry, Plumbing, HVAC, Principles of Architecture and CAD Technology, and Foundations of Building and Construction Technology. The CTF programs are located at Damascus High School, Blake High School and TEHST. The Foundation also has established a partnership with Associated Builders and Contractors, Metro Washington Chapter (ABC Metro). ABC Metro has certified the instructors, accredited the facility, and formalized articulation agreements. This program provides a nationally recognized apprenticeship from the National Center for Construction Education and Research (NCCER). The CTF also has aligned with the construction programs at Montgomery College, allowing students further opportunities for professional development and advancement in the construction industry.

The Montgomery County Students Information Technology Foundation (ITF) provides programs in Network Operations at Clarksburg, TEHST, and Rockville high schools. Each is a member of both the Computing Technology Industry Association’s (CompTIA) Education-To-Careers (E2C) program and the Microsoft Developer Network Academic Alliance (MSDN-AA). The ITF’s unique public/private partnership promotes computer education and provides entrepreneurial experiences to high school students throughout Montgomery County. This program serves to prepare students for a seamless transition

OTHER EDUCATIONAL FACILITIES

into the computer technology industry and college or other postsecondary education.

**Capital Project:** As part of the FY 2005–2010 CIP, FY 2005 facility planning funds were approved to determine the scope and cost of adding a construction trades program at Gaithersburg High School as part of the replacement facility. Due to fiscal constraints in the county, the location and opening date will be considered in a future CIP.

**CAPITAL PROJECT**

School	Project	Project Status*	Date of Completion
Construction Trades Program	New Program	Programmed	TBD

\*Approved—Project has an FY 2010 appropriation approved for the FY 2010 Capital Budget.

Recommended—Project has an FY 2011 appropriation recommended in the FY 2011–2016 CIP.

Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

Proposed—Project has facility planning funds approved for the FY 2010 Capital Budget or recommended in the FY 2011–2016 CIP for a feasibility study.