
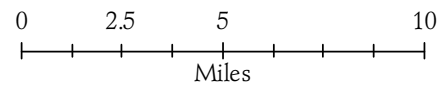


Special Education Centers

 SP: Special Education Center

 Cluster Boundary



SPECIAL EDUCATION CENTERS

Longview

The Longview program provides services to students aged 5–21 with severe to profound mental retardation and multiple disabilities. The Fundamental Life Skills (FLS) curriculum is utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services. The Longview program is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

Regional Institute for Children and Adolescents (RICA)

The RICA—Rockville Program, in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to all 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, consisting 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 are also on staff.

RICA offers fully accredited special education services which 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

Rock Terrace School is comprised of middle, high school, and an upper school that implements school-to-work programs. The instructional focus of the middle school is on functional skills while integrating content from reading/language arts and mathematics that prepare the students for transition to the high school program. The high school program emphasizes the application of functional academic skills that lead to full participation in the school-to-work plan and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The Crossroads Program that serves students with moderate cognitive disabilities was relocated from the Blair G. Ewing Center to Rock Terrace School in September 2008. This program is fully integrated within the Rock Terrace School.

Capital Project: Restroom renovations are recommended for this school for completion in the 2012–2013 school year.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS general education program and the MCPS FLS curriculum are both used to provide instruction for students. 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, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff 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, psychological consultation, and crisis intervention.

Capital Project: Restroom renovations are recommended for this school for completion in the 2014–2015 school year.

Planning Study: On November 27, 2007, the Board of Education adopted a resolution that when the superintendent was ready to address facility improvements for stand-alone special education centers, a multi-stakeholder work group of community members and appropriate staff be convened to review and make recommendations for the Board of Education to consider. These programs are housed in aging facilities that are in need of upgrades. The Maryland State Department of Education (MSDE) has stated that stand-alone special education centers will not be eligible for state funding because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate. Options need to be developed for providing upgraded facilities for all of the special education centers that maintain the current special education programs while meeting the goal of providing special education students with opportunities to receive instruction in a general education setting.

At this time, the superintendent is prepared to address the facility needs for the Carl Sandburg Learning Center that was previously scheduled for a modernization in the Amended FY 2007–2012 CIP. The program is in need of an up-to-date facility to support the level of services that the students at this center receive. In order to continue providing the high level of services in a modern, up-to-date facility for the Carl Sandburg Learning Center, the superintendent has directed MCPS staff to begin conversations with a multi-stakeholder work group to review the possibility of co-locating the Carl Sandburg Learning Center on the Maryvale Elementary School campus and constructing one new facility. Maryvale Elementary School was identified because there is an upcoming modernization, the school is centrally located in the Rockville cluster, and there is a large site size to accommodate the school and the Carl Sandburg Learning Center program.

The work group will include parents and staff from Carl Sandburg Learning Center and Maryvale Elementary School. Staff from the Office of School Performance, the Department of Special Education, and the Division of Long-range Planning will participate in the work group. The activities will include, but not be limited to the following: discussing the facility implications; identifying staffing implications; identifying opportunities for special education students to receive instruction in the general education program; and conducting site visits to and engaging in discussions with parents and staff at Spark M. Matsunaga Elementary School and Longview Center, which are

SPECIAL EDUCATION CENTERS

located on one site within one facility. The work group may identify other activities or issues that it determines are necessary before sending a report to the superintendent.

The work group would begin meeting in January 2010 and submit a report to the superintendent in the spring of 2011. This extended schedule should provide the work group ample time to engage all interested constituents and address all issues of concern. Following the input from the work group, the superintendent may make a recommendation relating to Carl Sandburg Learning Center as part of the FY 2013–2018 Capital Improvements Program in October 2011. The outcomes of the workgroup will not impact the modernization schedule for Maryvale Elementary School. The current CIP recommendation includes FY 2013 facility planning funds to conduct the feasibility study for the Maryvale Elementary School modernization. If it is determined that there is support for co-locating the Carl Sandburg Learning Center at the Maryvale Elementary School site, the building would be designed to support the Carl Sandburg Learning Center program and would be completed on the same schedule as the Maryvale Elementary School modernization in January 2018.

Stephen Knolls

The Stephen Knolls program services students aged 5–21 with severe to profound mental retardation and multiple disabilities. The FLS curriculum is utilized to provide students with skills in communication, mobility, self-help, functional academics, and transition services. The Stephen Knolls program is located in the Stephen Knolls facility.

Capital Project: Restroom renovations are recommended for this school for completion in the 2013–2014 school year.

School	Project	Project Status*	Date of Completion
Rock Terrace	Restroom renovations	Recommended	SY 2012–2013
Carl Sandburg Special Education Center	Restroom renovations	Recommended	SY 2013–2014
Stephen Knolls Center	Restroom renovations	Recommended	SY 2013–2014

*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.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability
Effects of the Recommended FY2011–2016 CIP and Non-CIP Actions on Space Available

Schools		Actual 09–10	Projections						2019	2024
			10–11	11–12	12–13	13–14	14–15	15–16		
Stephen Knolls	Program Capacity	178	178	178	178	178	178	178		
	Enrollment	88	108	108	108	108	108	108		
	Available Space	90	70	70	70	70	70	70		
	Comments		+1 PEP							
Longview	Program Capacity	48	48	48	48	48	48	48		
	Enrollment	51	53	53	53	53	53	53		
	Available Space	(3)	(5)	(5)	(5)	(5)	(5)	(5)		
	Comments									
RICA	Program Capacity	190	190	190	190	190	190	190		
	Enrollment	100	86	86	86	86	86	86		
	Available Space	90	104	104	104	104	104	104		
	Comments									
Rock Terrace	Program Capacity	100	100	100	100	100	100	100		
	Enrollment	115	116	116	116	116	116	116		
	Available Space	(15)	(16)	(16)	(16)	(16)	(16)	(16)		
	Comments									
Carl Sandburg	Program Capacity	96	96	96	96	96	96	96		
	Enrollment	103	115	115	115	115	115	115		
	Available Space	(7)	(19)	(19)	(19)	(19)	(19)	(19)		
	Comments	See Text								
Cluster Information	Utilization	75%	78%	78%	78%	78%	78%	78%		
	Enrollment	457	478	478	478	478	478	478		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2009–2010						2008–2009		
	Total Enrollment	African-American %	American Indian %	Asian-American %	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	88	27.3%	4.5%	8.0%	31.8%	28.4%	26.5%	0.0%	4.8%
Longview SP	51	25.5%	0.0%	19.6%	13.7%	41.2%	19.2%	0.0%	7.7%
RICA SP	100	37.0%	0.0%	4.0%	12.0%	47.0%	23.9%	0.0%	120.5%
Rock Terrace SP	115	46.1%	0.0%	5.2%	14.8%	33.9%	36.9%	0.9%	29.7%
Carl Sandburg SP	103	33.0%	0.0%	10.7%	18.4%	37.9%	37.3%	12.7%	6.9%
Elementary County Total	67018	22.3%	0.3%	16.0%	24.1%	37.3%	31.0%	19.3%	14.0%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS).

**Percent of English for Speakers of Other Languages (ESOL). High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2008–2009 school year compared to total enrollment.

Program Capacity and Room Use Table
(School Year 2009–2010)

Schools	Special Education Programs															
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	School Based	Cluster Based
															Quad Cluster Based	Regional Based
Stephen Knolls SP	N/A	178	19	4				1								
Longview SP	N/A	48	10	2												
RICA SP	N/A	190	19													19
Rock Terrace SP	N/A	100	16	2												10
Carl Sandburg SP	K-6	96	16													16

Facility Characteristics of Schools 2009–2010

Schools	Year Facility Opened	Year Reopened Mod.*	Total Square Footage	Site Size Acres	Adjacent Park	FACT Assess. Score	Child Care**	Reloc-atable Class.	LTL/SBHC***
Stephen Knolls SP	1958	1979	48,872	6.6		TBD			
Longview SP	2001		40,362	10		TBD			
RICA SP	1977		95,000	14.3					
Rock Terrace SP	1950	1974	48,024	10.3		TBD			
Carl Sandburg SP	1962		31,385	7.6				1	

*Schools with a date before 1986 underwent a renovation, not a full modernization of the facility. Schools that were reopened but not fully modernized or completely rebuilt, will be included in the assessments for future modernization based on the year the school was originally opened. See Appendix K for additional information.

**Private child care is provided at the school during the school day.

***LTL=Linkages to Learning. SBHC=School-based Health Center that includes Linkages to Learning.