
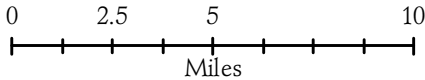


Special Education Centers

 SP: Special Education Center

 Cluster Boundary



SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities 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. Longview School 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 School

Rock Terrace School is comprised of a middle, high, and an upper school that prepares students for post secondary opportunities, including gainful employment and adult day programs. The Fundamental Life Skills curriculum and electives in culinary arts, computer science, and career job training programs prepare students to transition from school to the world of work. Authentic work experiences in the community prepare students for post secondary opportunities.

Capital Project: Rock Terrace School was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix R for the FACT score of this facility.) To address facilities needs to this school, an FY 2013 appropriation for facility planning is recommended in the Modification to Holding, Special Education, and Alternative Centers Project for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is designed for elementary students who need a highly structured setting. The MCPS FLS curriculum and the general education curriculum are used to instruct the students. Emphasis is placed on the development of language, academics, and social skills, which is provided through a transdisciplinary model. 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: A modernization project is scheduled for the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus, with a completion date of January 2018. The students will move to the new facility at the beginning of the 2018–2019 school year. An FY 2013 appropriation is recommended for facility planning funds to conduct a feasibility study to determine the scope and cost of the modernization and collocation project. In order for this modernization to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: On November 27, 2007, the Board of Education adopted a resolution concerning stand-alone special education centers. The resolution stated that when the superintendent of schools was ready to address facility improvements for stand-alone special education centers, a multi-stakeholder work group of community members and MCPS staff should be convened to review and make recommendations for the Board of Education to consider. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for stand-alone special education centers because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate.

Carl Sandburg Learning Center was previously scheduled for a modernization in the Amended FY 2007–2012 CIP because 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 Carl Sandburg Learning Center, the superintendent of schools directed MCPS staff to convene a Roundtable Advisory Committee with a multi-stakeholder representation to review the possibility of collocating Carl Sandburg Learning Center on the Maryvale Elementary School campus. Maryvale Elementary School was identified due to an upcoming modernization, the school is centrally located in the Rockville Cluster, and there is a large site to accommodate the school and the Carl Sandburg Learning Center program.

The Roundtable Advisory Committee included both the 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 facilitated the process: The Roundtable Advisory Committee discussed the various implications of

collocation, including facilities, staffing, and opportunities for special education students to receive instruction in the general education setting. In addition, the committee conducted a site visit to Spark M. Matsunaga Elementary School and Longview Center and engaged in discussions with parents and staff at these collocated schools. The committee submitted a report to the superintendent of schools in July 2011. On October 14, 2011, the superintendent of schools recommended the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus. The Board of Education will take action on this recommendation on November 17, 2011. The recommendation is posted at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/MaryvaleSandburg_SuperintendentsRecommendationForCollocation10142011.pdf

Stephen Knolls School

The Stephen Knolls program services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. The Fundamental Life Skills (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: Stephen Knolls School was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix R for the FACT score of this facility.) To address facilities needs to this school, an FY 2013 appropriation for facility planning is recommended in the Modification to Holding, Special Education and Alternative Centers Project for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Rock Terrace School	Facility Improvements	Proposed	TBD
Carl Sandberg Learning Center	Modernization	Recommended	Aug. 2018
Stephen Knolls School	Facility Improvements	Proposed	TBD

*Approved—Project has an FY 2012 appropriation approved in the Amended FY 2011–2016 CIP.

Recommended—Project has an FY 2013 appropriation recommended in the FY 2013–2018 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 in the Amended FY 2011–2016 CIP for a feasibility study or recommended in the FY 2013–2018 CIP.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability
Effects of the Recommended FY2013–2018 CIP and Non-CIP Actions on Space Available

Schools		Actual 11–12	Projections						2021	2026
			12–13	13–14	14–15	15–16	16–17	17–18		
Stephen Knolls	Program Capacity	190	190	190	190	190	190	190		
	Enrollment	42	42	42	42	42	42	42		
	Available Space	148	148	148	148	148	148	148		
	Comments									
Longview	Program Capacity	48	48	48	48	48	48	48		
	Enrollment	53	53	53	53	53	53	53		
	Available Space	(5)	(5)	(5)	(5)	(5)	(5)	(5)		
	Comments									
RICA	Program Capacity	180	180	180	180	180	180	180		
	Enrollment	95	95	95	95	95	95	95		
	Available Space	85	85	85	85	85	85	85		
	Comments									
Rock Terrace	Program Capacity	100	100	100	100	100	100	100		
	Enrollment	110	110	110	110	110	110	110		
	Available Space	(10)	(10)	(10)	(10)	(10)	(10)	(10)		
	Comments									
Carl Sandburg	Program Capacity	96	96	96	96	96	96	96		
	Enrollment	115	115	115	115	115	115	115		
	Available Space	(19)	(19)	(19)	(19)	(19)	(19)	(19)		
	Comments		Facility Planning For Mod.		Planning for Modernization					
Cluster Information	Utilization	68%	68%	68%	68%	68%	68%	68%		
	Enrollment	415	415	415	415	415	415	415		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2011-2012						2010-2011		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	94	3.2%	29.8%	3.2%	39.4%	22.3%	33.0%	0.0%	9.2%
Longview SP	44	9.1%	20.5%	18.2%	22.7%	29.5%	30.0%	0.0%	14.0%
RICA SP	102	2.0%	36.3%	2.0%	14.7%	45.1%	38.7%	0.0%	101.1%
Rock Terrace SP	93	6.5%	35.5%	7.5%	20.4%	30.1%	38.6%	0.0%	12.9%
Carl Sandburg SP	120	5.8%	27.5%	12.5%	23.3%	30.8%	40.3%	0.0%	23.4%
Elementary County Total	70136	4.9%	20.3%	14.3%	28.0%	32.3%	35.2%	22.0%	12.6%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2010-2011 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2010-2011 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2010-2011 school year compared to total enrollment.

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

Program Capacity and Room Use Table
(School Year 2011-2012)

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	County & Regional Based
Stephen Knolls SP	N/A	190	19	4				1								
Longview SP	N/A	48	10	2												
RICA SP	N/A	180	18													
Rock Terrace SP	N/A	100	16	2												
Carl Sandburg SP	K-5	102	16													

Facility Characteristics of Schools 2011–2012

Schools	Year Facility Opened	Year Reopened/ Modernized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	Linkages to Learning Program	Home School Model
Stephen Knolls SP	1958	1979	48,872	6.6				
Longview SP	2001		40,362	10				
RICA SP	1977		95,000	14.3				
Rock Terrace SP	1950	1974	48,024	10.3				
Carl Sandburg SP	1962		31,252	7.6		2		