

# **Superintendent's Recommendation for Carl Sandburg Learning Center/ Maryvale Elementary School Collocation**

**October 14, 2011**

## **Background**

The delivery of special education services in Montgomery County Public Schools (MCPS) is guided by Board of Education Policy IOB, *Education of Students with Disabilities*. This policy states that MCPS is committed to the following:

- Improving educational results by assuring access to instruction in the general education class to the maximum extent possible;
- The participation, to the maximum extent possible, of students with disabilities with non-disabled peers in all aspects of school life, including academic, social, and extracurricular activities;
- Providing a continuum of services for students with disabilities and educating them in the least restrictive environment appropriate for the child to ensure success for every student.

The continuum of services ranges from serving students in their home school to serving students in special education centers. Although consideration must first be given to providing services in the student's home school, some students require that services be provided in a special education center. MCPS currently operates five special education schools. One of these schools, the Regional Institute for Children and Adolescents (RICA), is owned by the Maryland Department of Health and Mental Hygiene. The other four—Longview, Rock Terrace, Carl Sandburg, and Stephen Knolls—are owned by MCPS. Longview was collocated with Spark M. Matsunaga Elementary School in a facility that was constructed in 2001. The other three are located in aging facilities that are in need of improvements. At the November 27, 2007, meeting of the Board of Education, the Board adopted a resolution regarding facility improvements to stand-alone special education centers in MCPS. The resolution stated that prior to the superintendent of schools making a recommendation on facility improvements for any of the stand-alone special education centers, a multistakeholder work group of community members and appropriate staff must be convened.

Furthermore, the Maryland State Department of Education has stated that state funding would be unlikely to be approved for facility improvements to 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. Accordingly, MCPS is considering collocating stand-alone special education centers together with schools that serve the general education population in order to ensure that students with disabilities are served in the least restrictive environment appropriate for students to succeed.

One of these special education centers, the Carl Sandburg Learning Center, is located in a facility that was constructed in 1962 and in need of renovations to provide an up-to-date facility to support the services that the students receive at this center. Carl Sandburg Learning Center was previously scheduled for a modernization in the *Amended FY 2007–2012 Capital Improvements Program* (CIP). However, it was taken off the schedule due to concerns about continuing to deliver education in stand-alone special education centers and the unlikelihood of obtaining state funding for such facilities.

In order to continue providing the high level of services in a modern, up-to-date facility that is needed by the population served in Carl Sandburg Learning Center, the superintendent of schools directed MCPS staff to convene a multistakeholder committee to review the possibility of collocating the Carl Sandburg Learning Center on the Maryvale Elementary School campus. Maryvale Elementary School was identified for the following reasons: an upcoming modernization is scheduled for the school, the school is centrally located in the Rockville Cluster, and the site is large enough to accommodate the programs that exist at Maryvale Elementary School and the Carl Sandburg Learning Center.

Maryvale Elementary School currently serves students in three distinct programs—a Preschool Autism Program, a French Immersion Program for Grades K–5 students living in the upper half of the county, and a general education English Program that serves Grades K–5 students living in the Maryvale Elementary School service area. Carl Sandburg Learning Center provides special education instruction to students from across the entire county. These students have multiple disabilities resulting in complex learning needs and an increasing percentage of the students are diagnosed with Autism Spectrum Disorder.

### **Committee Representation and Role**

Staff and parent representatives from Maryvale Elementary School and Carl Sandburg Learning Center served on the committee. MCPS staff from the Department of Special Education Services and the Division of Long-range Planning, Department of Facilities Management, facilitated the meetings. The Special Education Advisory Committee was invited to attend the meetings and was kept informed by the director of the Department of Special Education Services throughout the process. In addition, the architectural firm, Architecture Inc., was hired to develop collocation site approaches for committee review and analysis.

The committee was charged with guiding staff to prepare a number of different site approaches that would collocate the two schools on the Maryvale Elementary School site and to analyze the pros and cons of these site approaches. Furthermore, the committee discussed facility implications, identified staffing implications, and discussed opportunities for special education students to receive instruction in the general education program. As part of the process, the committee visited other collocated special education programs.

### **Roundtable Meetings**

The committee met from January 2011 through May 2011. In addition, two public information meetings were held in January 2011 and in June 2011. At the onset of the process, the

committee members shared concerns relating to the possible collocation and developed criteria to guide in the development of the site approaches.

The committee criteria included the following (items listed in no priority order):

- Ensure safety of all students.
- Meet social and academic needs of all students.
- Meet sensory, motor, and behavioral needs of all students.
- Ensure site accessibility to the community.
- Ensure safe access for buses, cars, etc.
- Ensure security measures are provided in the facility.
- Provide opportunities for students to interact when appropriate.
- Provide supports to teachers to enable successful inclusion outcomes.
- Maintain the unique identities of each school.
- Plan the physical structures with logistical aspects in mind to ensure that all programmatic needs are addressed.
- Provide clearly defined and bounded spaces for students (their space) to promote independence and sense of belonging.
- View special education students positively in terms of what they can do and contribute.
- Recognize strengths of all students.

During the process, the architect developed site approaches to address the roundtable criteria listed above. The approaches included conceptual site and building layouts to collocate Maryvale Elementary School and Carl Sandburg Learning Center, and the committee identified the pros and cons for each of the site approaches. Please see Appendix A for the approaches with the committee's analysis.

In addition to reviewing site plans, the committee discussed the opportunities and challenges that would be associated with the possible collocation of Maryvale Elementary School and Carl Sandburg Learning Center. A Planning Grid was developed that captured the various opportunities and challenges, along with an explanation for each opportunity or challenge. Please see Appendix B for the Planning Grid. The Planning Grid was organized into the following sections:

- Program/Instruction
- Art/Music/Physical Education/Instructional Media Center
- Related Services
- Professional Development/Teacher/Staff Needs
- Inclusion/Student Issues
- Facility Issues

The committee also visited two collocated special education centers in the state of Maryland—Longview School/Spark M. Matsunaga Elementary School in Montgomery County (built in 2001) and Cedar Lane School in Howard County (built in 2006). Committee members had an opportunity to tour both facilities and speak with staff and parents at both schools to learn about

successfully colocated special education schools. The special education programs for these facilities were designed as separate components of the colocated facility. The special education spaces were not integrated into the general education facility; instead, areas at these schools were designed to allow for inclusion opportunities.

### **Opportunities and Challenges Expressed by the Committee**

In the course of the activities and discussions of the committee, there was consensus around many important issues regarding the possible collocation of the two schools. One of the most important points of consensus was the need to maintain the autonomy and integrity of the programs at both schools while providing to the maximum extent appropriate, opportunities for students with disabilities to interact with their nondisabled peers.

The committee determined that it was important for each school to maintain its own principal to serve as the administrator and educational leader for the programs in each school. Carl Sandburg Learning Center requires a principal with a strong knowledge of special education, because all of the students at the school present with complex learning needs, including autism and multiple disabilities. The principal of Maryvale Elementary School currently oversees three distinct programs including a general education English Program for Grades K–5, a French Immersion Program for Grades K–5, and a Prekindergarten Autism Program. Both principals currently are charged with overseeing multiple programs.

In the case of the collocation of Longview School at Spark M. Matsunaga Elementary School, a single principal oversees both programs. However, the committee did not consider this model to be appropriate for the collocation of Carl Sandburg Learning Center and Maryvale Elementary School for historical, programmatic, and logistical reasons. In 2001, when Longview School was colocated with Spark M. Matsunaga Elementary School, Longview School did not have a principal; instead, the school had a coordinator who served as the administrator for the program.

When Longview School moved into the new colocated facility, the coordinator position was maintained for Longview School and the principal of Spark M. Matsunaga Elementary School became the lead administrator for both schools. In contrast to Longview School, Carl Sandburg Learning Center always has had a principal to oversee the programs. Whereas the principal of Longview School/Spark M. Matsunaga Elementary School supervises only two programs, there would be four programs that one principal would need to supervise at Maryvale Elementary School/Carl Sandburg Learning Center. Also, Longview School, rated for a capacity of 48 students, currently serves 42 students; Carl Sandburg Learning Center currently serves more than 125 students and presents a greater administrative challenge.

In addition to determining that a separate principal is needed for each school, the consensus of the committee was to maintain separate staffing for related services and special classes including art, music, physical education, and an instructional media center. As described previously, Carl Sandburg Learning Center primarily serves students with Autism Spectrum Disorder. Students with Autism Spectrum Disorder have unique sensory, motor, and learning needs that require specialized staff to enable them to access the curriculum in different areas of instruction including physical education, art, music, and the media center. These students also need

specially trained related service providers to facilitate their availability for learning. At Maryvale Elementary School, the instructional media center contains collections in two languages—English and French—to meet the needs of the general education program and the French Immersion Program and would thus need its own media specialist.

Committee members spent considerable time discussing the physical configuration of a facility in which two schools with significantly different student populations could be collocated. The committee members agreed that the two schools should be designed as one facility. Some components, such as the kitchen and building services, were identified as areas that could be shared. Other building components, such as administrative spaces, would function most advantageously if placed in adjoining suites in order to facilitate ease of communication and access between the administrators. A unified instructional media center collection with two separate entrances and specialized media instructional rooms to serve small and large group instruction also was considered.

The committee members suggested incorporating a student interaction classroom into the building plan of the Carl Sandburg Learning Center in order to provide structured opportunities for students from both schools to interact during instruction. This interaction classroom would provide students from Carl Sandburg Learning Center with the opportunity to transition into a general education setting by degrees and thereby widen the range of inclusion opportunities traditionally available to special education students in general education settings.

With the respective student populations in mind, the committee spent considerable time discussing the implications of building components, such as circulation patterns and access points. Given the sensory disabilities and learning needs of the students attending Carl Sandburg Learning Center, the committee determined that the facility design should ensure that most of the learning spaces remain separate and designed to accommodate the needs of special education students—which differ considerably from the needs of the general education population. Due to the specialized needs of Carl Sandburg Learning Center students, the gymnasium, multipurpose room, and outdoor play spaces cannot be shared by both populations. Indoor spaces will need to be designed with the needs of the special education students in mind and by necessity will differ—especially in scale and acoustical features—from what best serves the general education population.

Furthermore, the facility and site will need additional security features to ensure the safety of students from Carl Sandburg Learning Center, many of whom are flight risks. In particular, fencing the play fields and outdoor play areas is critical. With the needs of the students in mind, the committee determined that designs that keep the buildings compact with convenient—but secure and supervised—access points for communication and inclusion opportunities would best serve the needs of all the programs contained in Carl Sandburg Learning Center and Maryvale Elementary School. Areas that could be shared to allow for inclusion opportunities would be further identified during the schematic design process.

Committee members were unanimous in recognizing the advantages of collocation for providing opportunities for special education students to interact with general education students when appropriate. Committee members also recognized additional benefits of such an arrangement: a

collocated facility would provide excellent opportunities for professional staff development and collaboration. Maryvale Elementary School staff would have the benefit of the training and knowledge of Carl Sandburg Learning Center staff and thus would gain expertise when working with students with multiple disabilities including Autism Spectrum Disorder. The staff at Carl Sandburg Learning Center, in turn, would have an opportunity to work with grade-level teams at Maryvale Elementary School.

### **Superintendent's Recommendation**

I commend the work of the Roundtable Advisory Committee in its thoughtful and thorough review of the opportunities and challenges associated with the possible collocation of Carl Sandburg Learning Center with Maryvale Elementary School. In developing my recommendation, I have carefully considered all of the input received, including the Roundtable Advisory Committee Report and the Planning Grid. I also have considered Board of Education Policy IOB, *Education of Students with Disabilities*, Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning* in developing my recommendations.

The proposal to collocate a special education center with a general education school must be addressed with sensitivity. The committee provided a strong framework for developing my recommendation. I recommend that the Board of Education adopts the collocation of Carl Sandburg Learning Center with Maryvale Elementary School, beginning in August 2018. Although the modernization for Maryvale Elementary School is scheduled for completion in January 2018, I believe that relocating Carl Sandburg Learning Center midyear would create too much disruption for the staff and students. Waiting until the beginning of the following school year will ensure a smooth transition for students and staff from Carl Sandburg Learning Center and minimize the impact for students with multiple disabilities. To move forward with the planning for the collocation, a recommendation will be made in the Fiscal Year (FY) 2013–2018 Capital Improvements Program (CIP) for FY 2013 facility planning funds to conduct a feasibility study for the project. The purpose of the feasibility study is to determine the scope, cost, and constructability for the collocation of the two schools. Staff and parents from both schools will participate in the feasibility study.

The collocation of Carl Sandburg Learning Center with Maryvale Elementary School is consistent with Board of Education policy and federal and state mandates to serve students in the least restrictive environment and to provide opportunities for inclusion to individual students when appropriate. Students in stand-alone special education centers have limited opportunities to interact with nondisabled peers and in the general education setting. The collocation of the two schools will provide students with familiarity of the facility and with students and staff from the adjacent school.

I support the desire of the committee to have two principals maintained when the schools are collocated. As the committee highlighted, each school currently has a principal who serves as the administrator and educational leader for its programs. Carl Sandburg Learning Center requires a principal with a strong understanding of special education needs in order to oversee a

school with more than 125 special education students. In addition, the principal of Maryvale Elementary School oversees two distinct programs in one facility.

I support maintaining separate staffing for related services and special classes, including art, music, physical education, and an instructional media center. Given the unique sensory, motor, and learning needs of the students from Carl Sandburg Learning Center, staff requires specialized skills in order to enable students to access the curriculum in different areas of instruction including physical education, art, music, and the media center. These staffing decisions will need to be made by the superintendent of schools and the Board of Education prior to the school opening in 2018.

As the feasibility study moves forward in FY 2013, I recommend that the two schools be designed as one facility. The classrooms and support rooms for each school should be located in separate parts of the building. Also, to meet the specialized needs of students from Carl Sandburg Learning Center, the gymnasium, multipurpose room, and outdoor play spaces will be designed as separate facilities. However, some areas of the building, such as the kitchen, should be shared. Other components, particularly the administrative spaces, should be located in adjoining suites in order to facilitate ease of communication and access between the administrators. A unified instructional media center collection with two separate entrances and specialized media instructional rooms to serve small and large group instruction also should be considered in the design of the facility. To support inclusion opportunities, I recommend that a student interaction classroom be designed in the building plan of Carl Sandburg Learning Center to provide structured opportunities for students from both schools to interact during instruction.

Staff in the Department of Facilities Management will work with the design team to address circulation patterns and access points of Carl Sandburg Learning Center to ensure the safety of the students. Furthermore, the facility and site will need additional security features to ensure the safety of students from Carl Sandburg Learning Center, many of whom are flight risks. In particular, fencing the play fields and outdoor play areas is critical. In addition, to address the sensory disabilities and learning needs of the students, the scale and acoustical features will be designed with the needs of the special education students in mind.

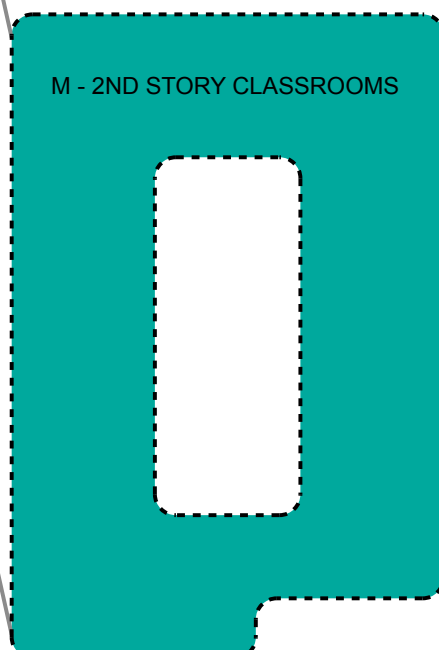
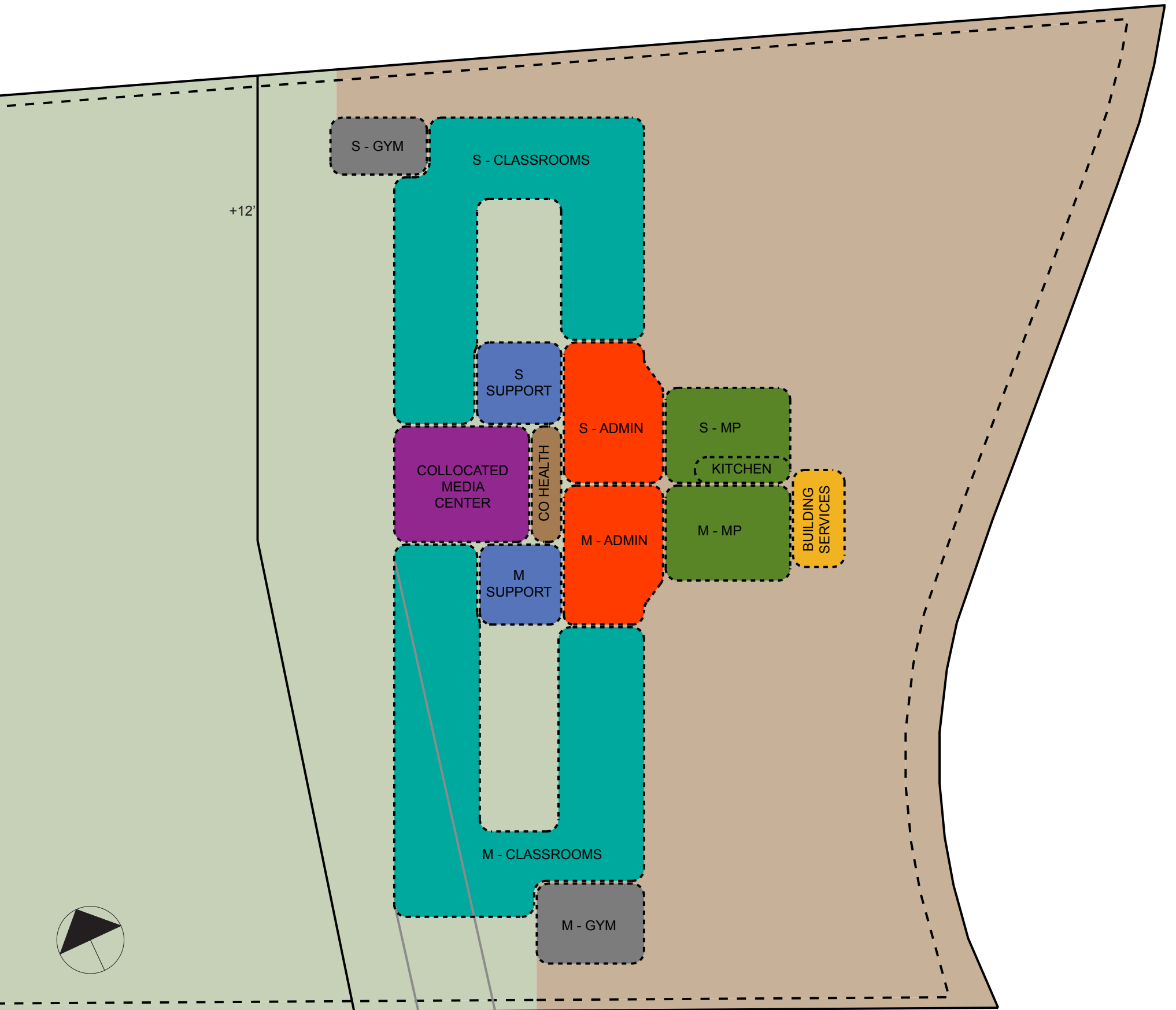
## **Summary**

The collocation not only will provide special education students with advantages to interact with general education students when appropriate, it will provide excellent opportunities for professional staff development and collaboration. As the committee noted, staff from Maryvale Elementary School would benefit from the training and knowledge of the staff at Carl Sandburg Learning Center and thus would gain expertise when working with students with multiple disabilities, including Autism Spectrum Disorder. In turn, the staff at Carl Sandburg Learning Center will gain knowledge and expertise when working with grade-level teams at Maryvale Elementary School.

# Appendix A

## Approaches and Analysis

# APPROACH "A"



6/09/2011



architecture  
incorporated

# Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

## Approach A

Plusses	Minuses
<ul style="list-style-type: none"><li>• Provides possibility for separate parking areas for each school</li><li>• Administrative area locations facilitate professional interaction while accommodating each program's security needs</li><li>• Provides centralized kitchen and building services</li><li>• Maryvale gymnasium ideally located for after hours use</li><li>• Shields Sandburg student's view of Maryvale bus loop and parking areas</li><li>• Ideal layout for classrooms</li></ul>	<ul style="list-style-type: none"><li>• Multipurpose room locations may limit vehicular circulation options</li><li>• Views from administrative areas to parking areas are more limited</li></ul>

# APPROACH "B"



6/09/2011

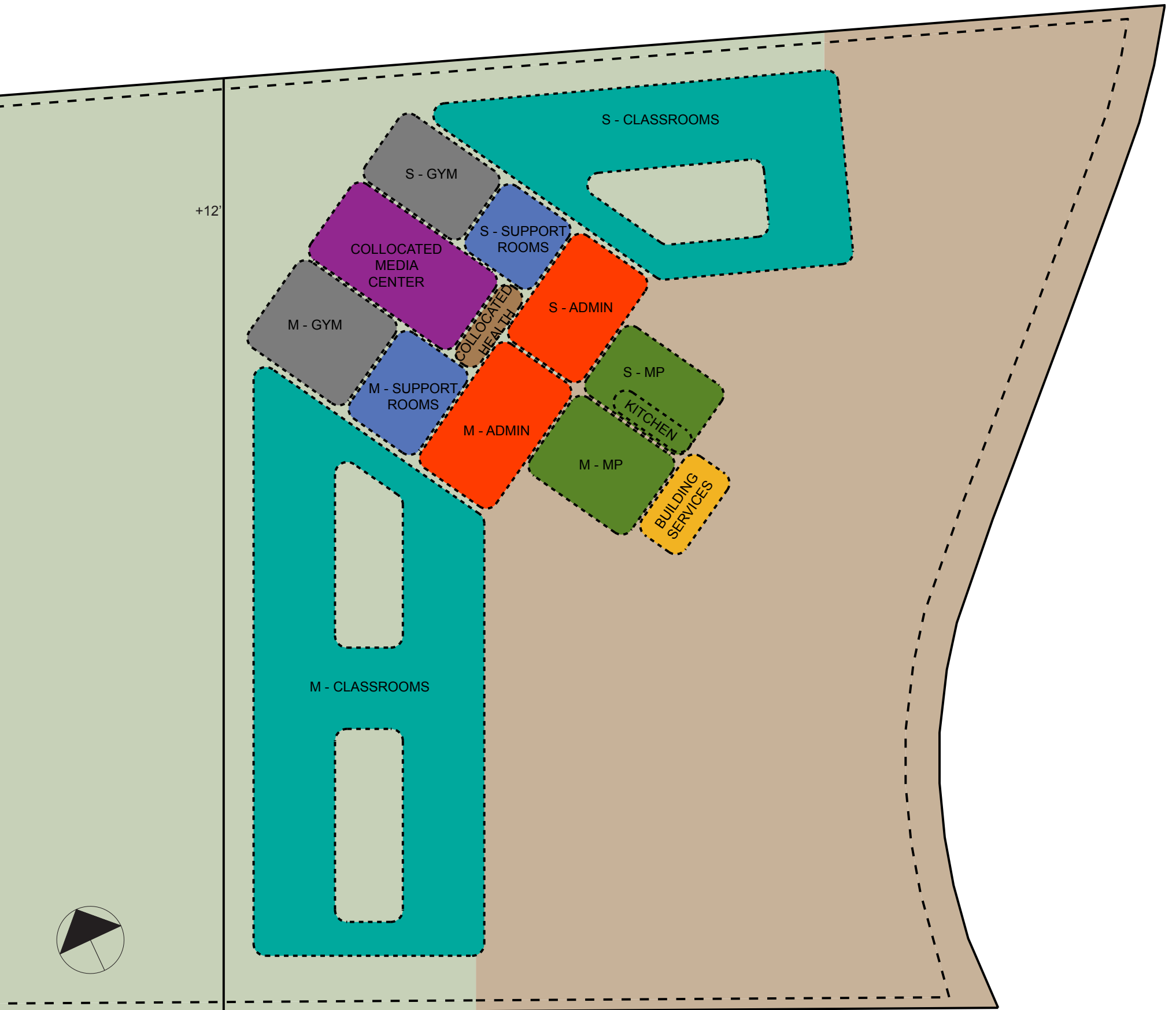


# Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

## Approach B

Plusses	Minuses
<ul style="list-style-type: none"><li>• Administrative area locations facilitate professional interaction while accommodating each program's security needs</li><li>• Provides good security views from administrative areas to parking areas.</li><li>• Provides centralized kitchen and building services</li><li>• Shields Sandburg student's view of Maryvale bus loop and parking area</li><li>• Ideal layout for classrooms.</li></ul>	<ul style="list-style-type: none"><li>• Vehicular circulation and parking may be difficult at northeast site corner due to grades</li><li>• Gymnasiums not ideally located for after hours use</li></ul>

# APPROACH "C"



6/09/2011

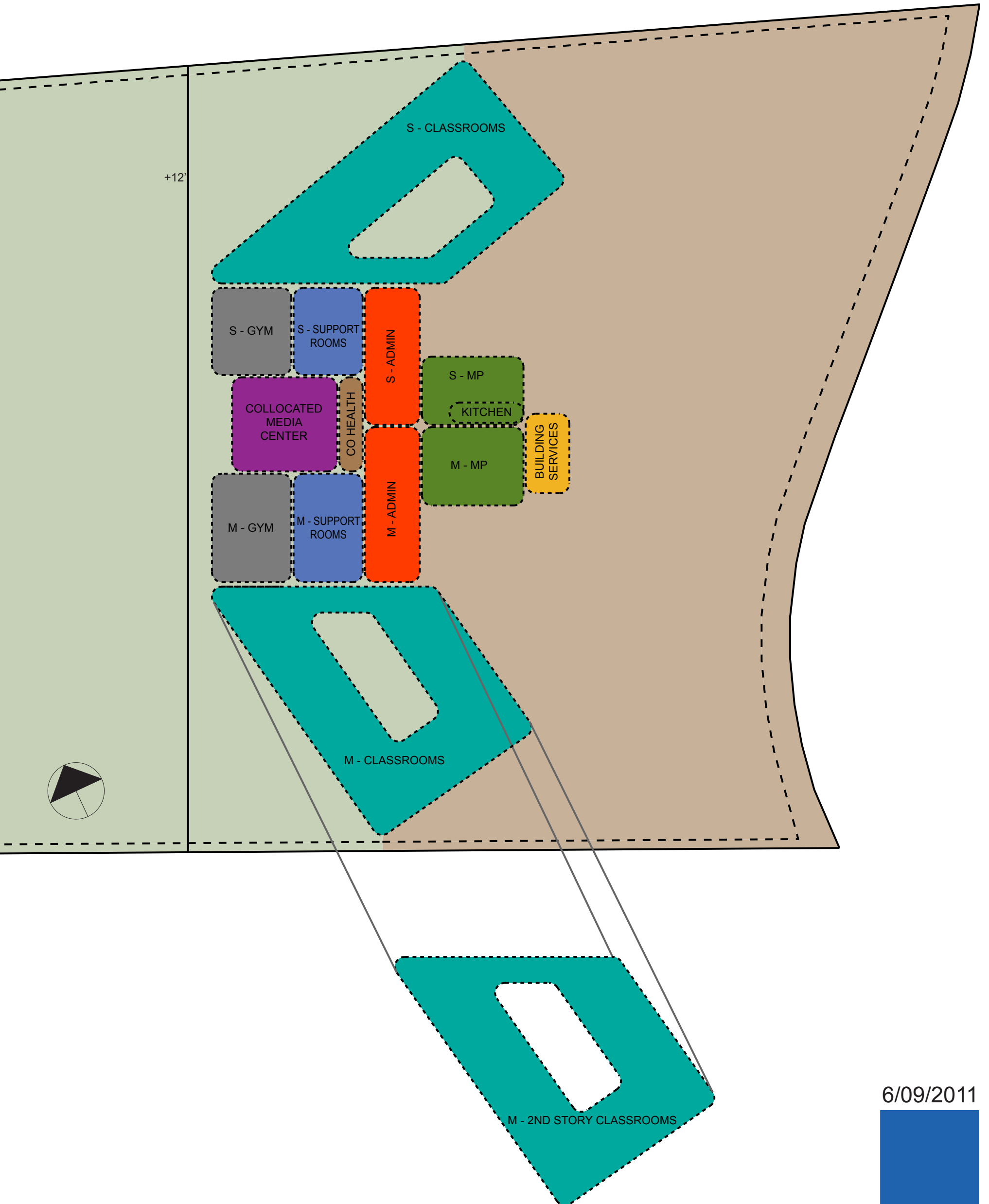


# Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

## Approach C

Plusses	Minuses
<ul style="list-style-type: none"><li>• Administrative area locations facilitate professional interaction while accommodating each program's security needs</li><li>• Provides good security views from administrative areas to parking areas.</li><li>• Provides centralized kitchen and building services</li></ul>	<ul style="list-style-type: none"><li>• Single story Maryvale classroom wing occupies a large site area</li><li>• Difficult community access to gymnasiums</li></ul>

# APPROACH "D"



6/09/2011

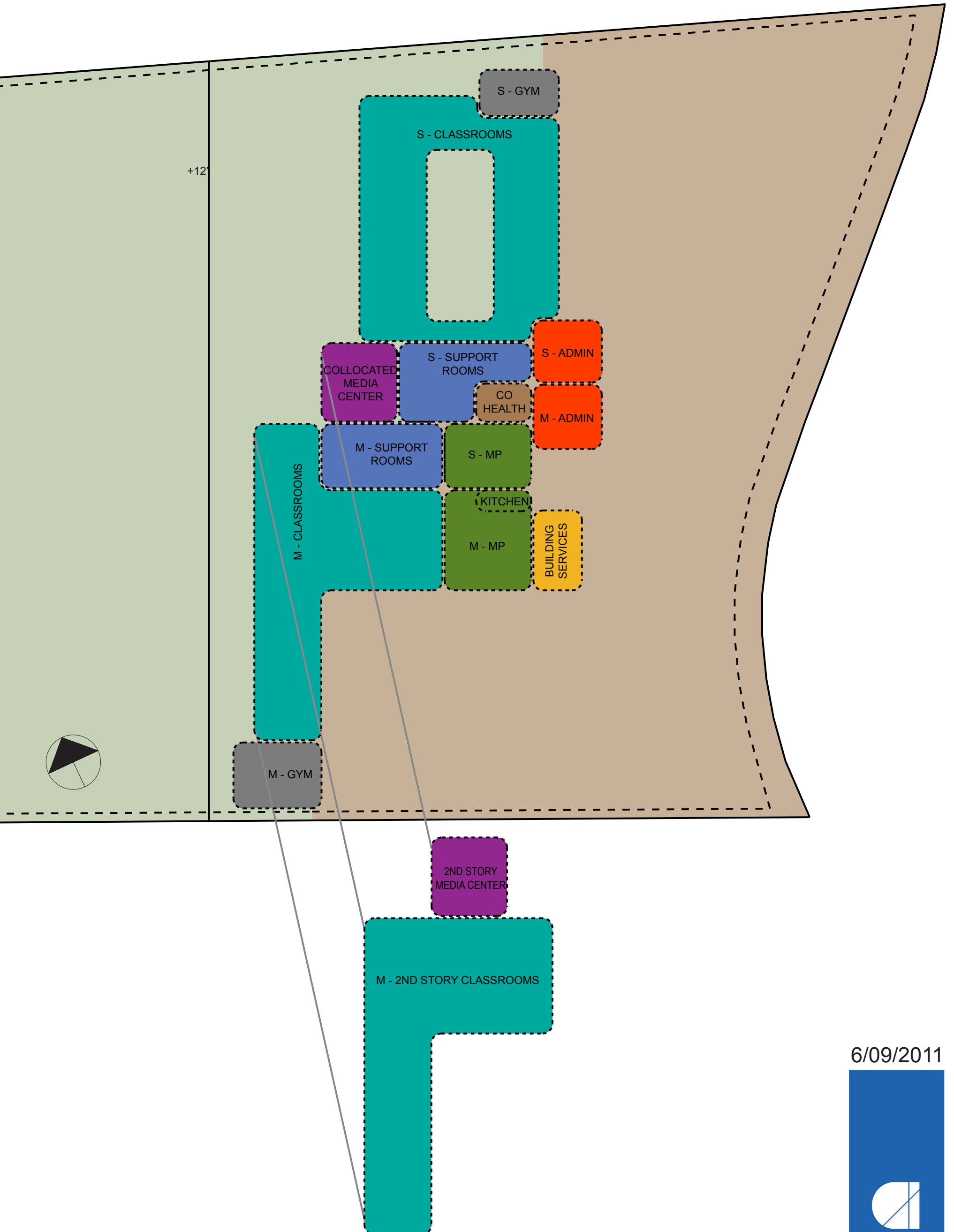


Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee

Approach D

Plusses	Minuses
<ul style="list-style-type: none"><li>• Administrative area locations facilitate professional interaction while accommodating each program's security needs</li><li>• Provides good security views from administrative areas to parking areas</li><li>• Angled classrooms wings create spaces for kindergarten play areas.</li><li>• Improves vehicular circulation opportunities.</li></ul>	<ul style="list-style-type: none"><li>• Difficult community access to gymnasiums.</li></ul>

# APPROACH "E"



6/09/2011

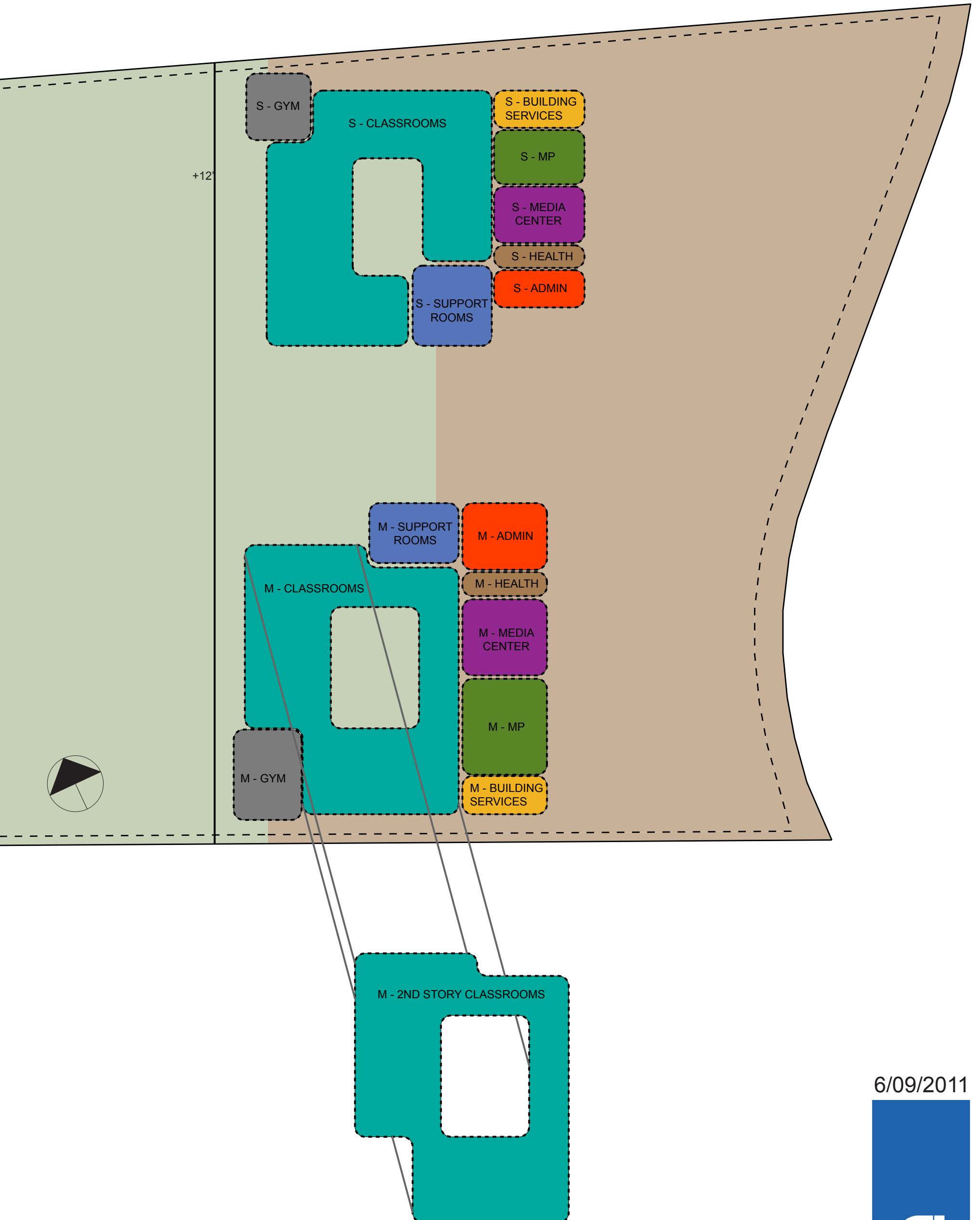


# Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

## Approach E

Plusses	Minuses
<ul style="list-style-type: none"><li>• Multipurpose room locations do not block administrative area views</li><li>• Admin area locations facilitate either single building entrance or separated building entrances.</li><li>• Separates parking areas for each school</li><li>• Both gyms ideally located for after hours use.</li></ul>	<ul style="list-style-type: none"><li>• Long Maryvale classroom wing.</li><li>• Elongated circulation route for Maryvale classrooms.</li><li>• Two-story media center area.</li><li>• Sandburg multi-purpose room access requires Sandburg students to travel through the Maryvale facility.</li></ul>

# APPROACH "F"



6/09/2011

# Maryvale Elementary School/Carl Sandburg Learning Center Roundtable Advisory Committee

## Approach F

Plusses	Minuses
<ul style="list-style-type: none"><li>• Maintains autonomy of both schools</li></ul>	<ul style="list-style-type: none"><li>• Limits opportunities for students to interact</li><li>• Limits opportunities for professional development, interaction and teaming.</li><li>• Requires use of more site area</li><li>• Requires two loading docks and two building services locations, which adds to vehicular circulation and site demands</li></ul>

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## Appendix B

### Planning Grid

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Administration</b>	
Strong concerns with whether Sandburg LC will maintain its principal in the collocated facility. Cannot replicate the Matsunaga/Longview model.	Carl Sandburg LC has more than twice as many students as Longview. Maryvale already has three different programs—English, French, and pre-K Autism. It would be difficult for one principal to oversee the needs of all of these students. A school like Sandburg needs a principal requires knowledge of special education because 100% of the students require special education services. Maintain the integrity and quality of the all the programs at Maryvale. Maintain integrity of the current instructional models.
Need to review the start times for each school.	Starting times will be reviewed by the Office of School Performance and Transportation. As described above, start times need to be coordinated with the learning needs of the students. Number of busses is large at both schools. There is limited vehicular access from First Street. There is a strong preference for two separate bus loops on the site. The committee understands that there may be limited driveways onto the site.
The schools must have separate staffing for administration, specials, and related services to meet the needs of all the students and programs.	Staffing allocations for Maryvale ES are determined with the Office of School Performance while the staffing allocations for Carl Sandburg LC are determined with the Department of Special Education. The staff patterns would continue with the collocated facility.
Building should be fail safe for Sandburg students. There's no room for error. Staff needs to be properly prepared to handle situations.	Appropriate staff development should be provided to staff at both schools to address needs of students.
Cafeteria issues: serve breakfast for both schools and then lunch	Provide Sandburg with a smaller cafeteria but food services will be providing breakfast and lunch to both school populations. Need for two separate cafeterias and two separate serving line for each school. Need separate access to the serving lines and the design needs to address the sensory needs of the Sandburg students.
Should there be one or two main office?	Concern that the Sandburg student could get into the Maryvale side. Need to maintain two separate main offices to maintain independence of Sandburg students and maintain intimate setting. Follow the Longview/Matsunaga model with two separate main entrance but a shared hallway so administration suite can communicate and collaborate together.

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Administration</b>	
Will there be a shared health room How will the needs of the Sandburg students be addressed in a shared health room?	MCPS staff will work with the Department of Health and Human Services to develop a plan for the design health room to ensure that the needs of all the students are met. Both schools have experinece with students with complex medial conditions as well as learning and academic needs. The new facility would need to ensure that Sandburg students maintain independence to get to the health room on their own. However, the design also needs to ensure that the Sandburg students don't have access to Maryvale from the health room. If there were one health room, it should continue to be staffed with two health techs to cover the health room because the health tech from Sandburg often times needs to address medical incidences in the classroom. Ensure that the schools' don't lose staffing.
At Sandburg there is no assistant principal. When principal is out who is in charge of Sandburg?	It would be difficult for one AP to oversee both schools. Therefore, continue the same model that is currently used at Sandburg, where a Sandburg staff member oversees the building when the principal is away. The Sandburg staff knows all of the students very well and this needs to continue in a collocated facility. However, there should be strong communication between the administration between the two schools.

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Program/Instruction</b>	
What would the education of the Carl Sandburg LC students be at Maryvale ES?	The Carl Sandburg LC programs would not change if the schools were collocation.
What if the enrollment at Sandburg exceed 142 students? There could be growth in the program.	This issue will be reviewed with the superintendent to determine the long-term plans for this school.
Sandburg instruction starts later because unloading and breakfast. Instruction starts at 10:00 am. Maryvale starts at 9:15 because kids come from all over the county. Sandburg and Maryvale have the same end times.	Need to look at bus loop because some of the Maryvale busses arrive late and could coincide with Sandburg. At one time there is around 6 buses at one time. Bus unloading at Maryvale is around 20 minutes ending at 9:10. At Sandburg there may be many busses stacked at one time. What is the most optimal learning time for Carl Sandburg LC? When Dept of Transportation looks at start times, we need to consider the optimal times for learning for the Sandburg students. Need a buffer for the Sandburg students. Need to review schedules for start time, bus stacking, and bus loop layout. Sandburg students need time to acclimate and prepare for students. We need to consider the impact on students and instruction. Afternoon busses need to be reviewed carefully because students are ready to go home. Is there another access to the site other than First Street?
<b>Related Services</b>	
One sensory room should support quiet room and the other should support motor room with swings and scooters.	This requirement will be included in the educational specifications and addressed during the design phase.
The related services such as OT/PT areas for Maryvale and Sandburg should be separate.	This requirement will be included in the educational specifications and addressed during the design phase.
Provide the spaces that are needed for the related services.	Speech language, OT PT will be provided spaces for instruction for pull out and plug in and an area to prepare lessons.
How will staffing for related services be addressed at both schools? What if one staff member has time to serve students at the other school.	Staffing will be allocated based on the needs. There may be the need for additional staffing to support inclusion opportunities. Concerns were raised that staff may have added responsibility to address the of needs of the students for inclusion opportunities. The school staffing would continue to be separate; Sanburg would be staffed from Special Education and Maryvale would be staffed from OSP.
Observation rooms are needed for pre-K Autism and Sandburg	This requirement will be included in the educational specifications and addressed during the design phase.

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Art/Music/PE/IMC</b>	
If there is one Media Center, would there be shared staffing? i.e. only one Media Specialist to serve all of the programs at Maryvale/Sandburg?	Because Maryvale has an English and French program, the new facility should continue to be staffed with two Media Specialists to ensure that the needs of all the students/programs are met.
Could parts of the IMC be shared? Ideally, there may need to separate IMC to serve the needs of all of the programs.	Need to address the scheduling of the use of the Media Center and if both schools could be served in one IMC because it would be impossible to schedule all of the students for instruction. May need two separate Media Centers to serve the needs of all the students and programs and because of scheduling purposes. If there is one reading collection, Sandburg would need a separate room for instructional. Need to address overstimulation issue so students can access the curriculum.
Separate physical education spaces.	All the plans show the gyms located in separate parts of the building. Each school would have the appropriate equipment to serve the students.
Often times students are provided general education opportunities in the specials classes.	Need to ensure that the appropriate staff is provided to support inclusion opportunities. If additional staffing is required, MCPS would ensure that the school receives the appropriate staffing to support inclusion opportunities.
Scheduling of lunch and recess will need to be addressed.	

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Professional Development/Teacher/Staff Needs</b>	
Opportunities for professional development for staff.	Students with Autism attend general education schools as well as Sandburg. Provide expertise with students of autism and multiple disabilities. General education teachers are looking forward to professional opportunities. Teachers in general education will need professional development to understand how to address the inclusion opportunities. Support fellow colleagues within a building and plan with same grade levels. Great opportunity for Sandburg students to work with general education teachers/students but additional supports will be needed. Child needs to get supports to ensure success in the general education environment. Need paraeducator staff to support the inclusion
Need to consider the physical building to facilitate the professional development and collaboration.	Plan for collaboration for the teams.
<b>Inclusion/Students Issues</b>	
What will be the interaction of the general education and special education students in a collocated facility?	The purpose of collocation is not to force inclusion but to provide opportunities for inclusion to the maximum extent appropriate. Team of staff/parents would make the decision for inclusion on an individual case by case basis.
Concern that Sandburg students will not be treated the same as the Maryvale students as the same as they are treated in the current facility.	Students will need education to welcome each of the school populations. Counselors and staff will need to work together.
Need to make sure the safety of children, quality of education is maintained in the collocated facility	
Make sure that the option of being in a separate day school is available for children who get over anxious and over stimulated in a general education setting.	
Many Sandburg parents have expressed that they feel comfortable at Sandburg knowing that their children are understood by all of the staff at the school. Don't want to lose that.	
Protect Sandburg and give our children a true continuum of inclusion, which includes the necessary complete removal from general education.	
Maryvale is accustomed to providing inclusion opportunities when it is appropriate for an individual student.	

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Facility Issues</b>	
Could the modernization of the Maryvale ES be delayed because of the collocation?	The modernization schedule will not be impacted by the possible collocation of the schools.
Would Carl Sandburg LC be moved mid-year (January 2018) or could the school wait and start a fresh new year.	This issue will be reviewed during the design process.
Will there be more boys toilet rooms because the Sandburg population is approximately 75% male/25% female students?	The number of restrooms is determined by WSSC code. The design team will ensure that there are sufficient toilet rooms for the student population.
The number of doors to the outside will need to be limited?	Many Sandburg students have a tendency to run, so the design must ensure that students cannot easily leave the building and there is limited access. This issue will be shared with the architects during the design phase.
Sound separation is needed between the two schools.	This requirement will be included in the educational specifications and addressed during the design phase.
Will Autism staff be located in the facility?	
Need to ensure that the Sandburg students are not distracted.	This requirement will be included in the educational specifications and addressed during the design phase.
Need to ensure that the Sandburg students have the independence to travel within the school without worrying about them entering Maryvale.	This requirement will be included in the educational specifications and addressed during the design phase.
Treat the rooms for sound isolation and lighting to address the sensory issues for the Sandburg/Maryvale Autism students.	This requirement will be included in the educational specifications and addressed during the design phase.
Cameras and safety doors with hesitation push bars.	This requirement will be included in the educational specifications and addressed during the design phase.

**Maryvale Elementary School/Carl Sandburg Learning Center  
Roundtable Advisory Committee Planning Grid**

Opportunity/Challenge	Response/Proposed Recommendation
<b>Facility Issues</b>	
Why can't the school system fix the building and increase space for student population growth at Sandburg?	<p>The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for facility improvements to 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. In addition BOE policy IOB, states the following: Improve educational results by assuring access to instruction in the general education class to the maximum extent possible.</p> <p>Participate to the maximum extent possible of students with disabilities with non-disabled peers in all aspects of school life, including academic, social, and extracurricular activities.</p> <p>Provide a continuum of services for students with disabilities and educating them in the least restrictive environment appropriate for the child.</p>
Kitchen/service area.	Kitchen space could be shared but the serving lines and cafeteria would need to be separate and isolate the noise and distraction. Share building services and food services but we need to maintain staffing and ensure safety of students.
Design a room in Carl Sandburg that would allow for inclusion opportunities with Maryvale ES students.	Bringing smaller amounts of students from Maryvale ES to Carl Sandburg would address the sensory needs of the Sandburg students.
<b>Site Issues</b>	
Entire site will need to be fenced, particularly near the industrial areas. How high will the fence be?	This requirement will be included in the educational specifications and addressed during the design phase.
Design of site needs to ensure safety of students including playground and bus loading area.	This requirement will be included in the educational specifications and addressed during the design phase.
Bus loading area must be shielded from Sandburg students.	This requirement will be included in the educational specifications and addressed during the design phase.