

Special Education Advisory Committee SEAC

January 27, 2022

SEAC

Agenda

Welcome	Dr. Gwendolyn J. Mason, Acting Associate Superintendent Office Teaching, Learning, and Schools—Special Education Mr. Philip A. Lynch, Director, Department of Special Education Services
Special Schools Presentation	Principals from Special Schools
2023 Special Education Budget Plan Presentation	Mrs. Julie Hall, Director, Division of Business, Fiscal, and Information Systems Mr. Philip Lynch
Networking	Co-chairs

Longview

Who are we?

Longview School is a separate, public, special education day school that provides comprehensive and collaborative educational services to students 5 to 21 years of age with severe to profound intellectual and/or multiple disabilities. Longview students present many of the following diverse learning needs: complex communication needs (non-verbal), limited motor functioning, visual and/or hearing impairments, and complex medical needs.

Our Mission

To provide a collaborative educational community focused on students' individual growth and to support students to **reach optimum levels of independence and quality of life.**

Our Vision

We endeavor to **facilitate lifelong learning in a rigorous and collaborative environment** for students, staff, families & community.

Collective Agreements

We will remain student focused by:

- Collaboratively problem solving
- Openly communicating.
- Holding all stakeholders accountable to the mission and vision.



Longview

Longview Highlights

- **Family collaboration:**
 - Monthly parent town hall meetings via Zoom and our [Longview Family Resource Site](#)
- **Enrichment Programs** for all students such as a band, drama productions, adapted dance and more.
- **Student Lead Online Businesses**
 - RoarDash, Longview Soapery, Flower Power, and Longview Stationary
 - [Online Store Link](#)
- **Assistive Technology/AAC Supports**
 - Using the [S.E.T.T Framework](#) all students are supported with the tools and instruction to be as independent as possible in accessing their learning
- **Targeted and Continuous Professional Learning** - All staff take part in learning throughout the year: [Longview Professional Learning Resources 2021-22](#)
 - Comprehensive literacy instruction for all students



Stephen Knolls

Vision:

PROSPER

- P** Putting Students First
- R** Renewing Relationships
- O** Open for 5 Days a Week of In-Person Instruction
- S** Supporting Staff to Meet Student Needs
- P** Preparing for Our Future
- E** Educating for Equity
- R** Reestablishing the Culture of Respect



Mission: Seek to represent every aspect of all stakeholders, make big picture decisions to guide and support the school improvement plan, communicate that plan to students, staff, and families and reflect on the structures, processes, and tools that Stephen Knolls School utilizes to ensure it meets the needs of the students, staff, and families.

Stephen Knolls

Our Program:

Stephen Knolls School provides a Special Education Program for students who range in age from three to twenty-one years. Stephen Knolls School provides collaborative comprehensive educational services utilizing a transdisciplinary approach. Students who attend Stephen Knolls live in the southern part of Montgomery County. Classes are comprised of preschool students in the Preschool Educational Program (PEP Full Day). Students in the preschool educational programs have been identified as having a developmental delay or disability. Students ages five to twenty-one have been identified as having multiple disabilities that adversely affect their education. The educational and physical needs of our students are addressed by modifying instructional materials and incorporating resources such as adaptive equipment and augmentative communication devices.

2021-2022 School Improvement Goals:

We will refine and elevate -

- practices to respond to the ongoing health, safety, and communication of our students in order to address IEP goal progress and curricula needs of our students,
- our teaching of informed choice making and communicative intent for our learners,
- the collaboration among our students, families, case managers, therapists, related service providers, and paraeducators, and
- lesson planning with intent across all domains.

Stephen Knolls

Interim Instructional Services/Virtual Academy:

Program Overview:

- Whole Group Morning and Afternoon Circle (addresses social-emotional needs, encompasses greetings, the weather, days of the week, and calendar work)
- Reading/Language Arts, Mathematics, Science and Social Studies (during most whole group instructional times, students receive skill-based instructional sessions with paraeducators)
- Serves 17 students (9 of the students are students who would typically receive IIS services and 8 students are receiving these services due to the pandemic)

The Following Are Programmed into the [Master Schedule](#):

- Music, art, physical education, and Social Emotional Learning (SEL)
- Occupational therapy, speech, physical therapy, vision, ESOL, and DHOH

Rock Terrace

Vision

Our vision at Rock Terrace is to provide an engaging, compassionate program of student-centered academic, vocational and social emotional learning with the goal of preparing our students for independent living and full community participation.

Mission

The Rock Terrace program will pursue specific, measurable and personally meaningful learning outcomes for every student, while maximizing opportunities for diverse experiences and positive relationships.

Home of the Cougars



Rock Terrace

Our Program

Rock Terrace is a separate, special education day school that services students in Grade 6 through Age 21. Our students have complex cognitive, communication, and behavioral needs.

Guiding Principles

1. Rock Terrace classes prioritize increasing students' independent levels of receptive and expressive communication skills through engagement in course content.
2. Communication skills are prioritized in Rock Terrace classes that correspond to IEP goals and objectives selected for individual students.

Our Goals

1. Meeting students where they are (educationally, socially, emotionally and behaviorally) and building skills from existing proficiencies lead to growth in all areas.
2. Planning for and delivering engaging lessons that assist with reducing behaviors.
3. Assessments (state/local/school) gauge instructional learning.

Carl Sandburg



Our Vision:

Engaging and Cultivating Lifelong Learners

Our Mission:

To promote the academic and social-emotional growth of all students through equitable, differentiated, and data-based instruction

Carl Sandburg

Carl Sandburg Learning Center is a small, public, separate special education elementary school dedicated to providing specialized instruction to students with various disabilities.

Students receive related service support (speech, OT and PT) based on their IEPs as well as specials (art, music, PE and media).

We are co-located with Maryvale Elementary School.

We serve approximately 100 students in grades kindergarten through 5th grade in small, highly structured classrooms of 7-9 students per teacher and paraeducator support.

Students are presented with MCPS curriculum (Benchmark and Eureka), adapted to meet needs of our students. Students are pursuing ALO or diploma.

New this year: CIEP process for students to be placed at Sandburg

RICA



Vision

The vision for JLG-RICA School is to provide quality education, care and support for all students who are admitted to the program. All JLG-RICA's students will learn and grow academically, socially and emotionally in a safe, secure and nurturing environment. JLG-RICA School staff will continue to foster the development of our students through a consistent academic and behavioral program, maintaining close working relationships among all stakeholders to prepare the students to become productive citizens of a changing global society.

Mission Statement

As educators who respect our students and their diverse backgrounds and needs, we will work to help them:

GET READY...by supporting them with a safe, structured behavioral program to address social emotional concerns. **GET SET...**by providing a rigorous academic environment for learning. **GO...**to less restrictive schools, to higher education, to the world of work.

RICA

Our Program

The John L. Gildner Regional Institute for Children and Adolescents (RICA) — Rockville is an MCPS special education school for students with emotional disabilities, autism, specific learning disabilities, and other health impairments, serving Montgomery County and several counties in the state of Maryland. Clinical treatment services are provided by the Maryland Department of Health. RICA provides an academic, behavioral, day and residential treatment program in a highly structured, therapeutically integrated milieu. The program of studies used is the MCPS general education curriculum, and includes honors and advanced placement courses, as well as opportunities for remediation. Students are expected to meet the graduation requirements for a Maryland high school diploma or Maryland Certificate.

2021-22 School Goals

Continuing Excellence through E.Q.U.I.T.Y.

Engaging educational experiences inviting and exciting for all students

High **quality** instruction for all students

Approaching the work with **understanding** for all

Being **intentional** in the work to meet the needs of our community

Inclusive of the **total** school community all **year** long commitment

2023 Special Education Budget Plan Presentation

2020 Special Education Budget Plan

