



August 4, 2015

**ROCK CREEK SCHOOL ED SPEC/FEASIBILITY STUDY
ED SPEC TEAM MEETING #7
21513/075**

ATTENDEES:

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PROJECT INFORMATION:

* Before an item in bold face indicates a correction to the meeting notes.

[] Indicates an item which occurred subsequent to the meeting.

Meeting Notes:

SCHEDULE STATUS:

1. Ed Spec phase is proceeding

OLD BUSINESS:

No Old Business

NEW BUSINESS:

PD7.1 The Consultant Team provided a recap of the previous meetings the group, which was a hand's on activity. The Consultant team asked the groups to forget about what is currently happening at Rock Creek School and to think about spatial relationships using cut out pieces that represent different programs provided by the Consultants. The groups were encouraged to explore multiple ideas, create their own program pieces, describe relationships between spaces, and to establish private and public functions.

PD7.2 The Consultant team provided a recap of the Building Tours that took place on July 21st and asked the group for feedback. Some of the comments were (but not limited to):

- The tours reaffirmed many of the key principles we have been discussing as a group
- Pods: the group discussed the differences between St. Colletta and River Terrace when it comes to the classroom arrangements. The group leaned more towards the configuration at St. Colletta, but possibly with a different architectural execution. Having a more defined “pod” will allow for more independence and to give each group a sense of identity.
- Rock Creek needs to anticipate future growth. There should text in the Ed Spec to direct the future designer to either add an additional classroom to each pod or to allow for an additional pod.
- The outdoor spaces in all of the schools were great. Having an option for water and shaded areas would be appropriate for Rock Creek. Also adding other opportunities for learning such as fruit trees would be good.
- The gym floor at Rock Creek should allow for students to fall and not harm themselves. The Consultant Team recommended a sprung wood floor.
- St Colletta:
 - The “Main Street” was a nice thought and liked the idea behind it, but too large and not appropriate for its use. The meeting space was also too tall and had poor acoustics.
 - The idea behind using color to define spaces was good, but there was too much color at St. Colletta.
 - The affirmation of the importance of the student is a good value. However, this could be executed in a different way. For example, the “houses” idea was great but could be arranged differently.
 - There was no Media Center at St. Colletta. This is not in line with FCPS’s educational goals and values.
 - The kitchen commons in all of the houses were a good idea.
- River Terrace:
 - The spaces were light and bright without too much color. The patterns on the floor did a nice job of providing wayfinding.
 - The winter garden and courtyard were a nice way of providing experiential learning.
 - Classrooms were the appropriate size and had lots of good natural light. However, the classroom toilet rooms were not appropriate. There wasn’t space for a lift and changing area.
 - The Health Suite and Pool were nicely done, but the actual pool size might need to be bigger at Rock Creek.
 - The flooring in this school is rubber. It might be a good idea to get a sample put in at the current Rock Creek in order to test performance.
 - Using new technologies such as the sound reinforcement in the floor was a good idea.
 - The clouds in the gym looked nice and provided good acoustics. Special consideration needs to take place for the public spaces. Sound modeling should be considered.

- **Ivymount School:**

- The calming room and seclusion rooms were good. Both rooms were nice and private.
- The technology used in the school was good. The cameras in the seclusion room were good for observation abilities.

PD7.3 The Consultant team then shared the first draft of the Rock Creek space summary. The summary included the different departments, individual spaces, number of spaces required, and the square footage of each space. The Consultant team then asked for initial feedback. See attached to these minutes for the draft space summary with updates to reflect comments made during the meeting.

NEXT MEETING:

1. The next design meeting has been scheduled for **Wednesday**, August 19, 2015, at 9:00 a.m. at Frederick County Public Schools Board of Education Room.
2. Due at next meeting: Meeting Agenda

*THESE MEETING NOTES ARE THE OFFICIAL RECORD OF THE MEETING AND REPRESENT THE UNDERSTANDING OF THE WRITER OF ITEMS DISCUSSED AND DECISIONS MADE DURING THIS MEETING. **WE SHALL ASSUME OUR UNDERSTANDING TO BE CORRECT UNLESS WRITTEN NOTICE TO THE CONTRARY IS BROUGHT TO OUR ATTENTION WITHIN SEVEN DAYS.***

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JMS/jms

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ROCK CREEK CENTER - 120 capacity

STAFF	ROOM/SPACE	TEACHING STATIONS	NUMBER EACH	SF EACH	SUBTOTAL	SF TALLY	TS FTE	SE FTE	COMMENTS
ADMINISTRATION									
	ADMINISTRATION					3,040			
1	GENERAL-RECEPTION		1	400	400				
	(IEP) CONFERENCE		1	350	350				
	WORKROOM / MAILROOM		1	150	150				
1	RECORDS/ 12 MO. SECRETARY		1	150	150				
1	PRINCIPAL		1	180	180				
	ADMIN. TOILET		1	60	60				
1	FLEX OFFICE		1	100	100				
	COAT CLOSET		1	20	20				
1	ASSISTANT PRINCIPAL / ADMINISTRATOR		1	150	150				
	STORAGE		1	60	60				
	TEACHER LOUNGE STORAGE		1	20	20				
	TEACHER LOUNGE		1	300	300				
PROFESSIONAL SUPPORT									
	CENTRAL TEACHER WORKROOM / LAB		1	1000	1000				
	TEACHER SITTING AREA		1	100	100				
STUDENT SERVICES									
	HEALTH SUITE					1,200			
	WAITING AREA		1	120	120				
1	EXAM ROOM/TREATMENT		2	150	300				
	STUDENT REST AREA		2	200	400				
1	NURSE'S OFFICE		1	150	150				
	STORAGE		1	30	30				
	STUDENT TOILET - LARGE		1	150	150				
	STUDENT TOILET		1	50	50				
SUPPORT SERVICES									
1	PSYCHOLOGIST		1	200	200				
1	SOCIAL WORKER / GUIDANCE OFFICE		1	150	150				
	STORAGE		1	60	60				
1	RESOURCE ROOM		1	600	600				

	RESOURCE ROOM OFFICE	1	100	100		
	MULTI-PURPOSE MEETING ROOM	1	250	250		
	MOVEMENT ROOM (SOFT PLAY AREA)	1	800	800		
	SENSORY ROOM	1	300	300		
	DE-ESCALATION ROOM	1	0	0		
	HEARING & VISION SPECIALIST	1	200	200		
3	OT/PT OFFICE	3	250	750		
3	SPEECH LANGUAGE PATHOLOGIST OFFICE/STOR.	3	250	750		
STUDENT SERVICES				80		
	SCHOOL STORE & STORAGE	1	80	80		

TEACHING CLUSTERS

CLUSTER A						7,170	
	CLASSROOM & STORAGE	5	5	900	4500	50	
	TOILET ROOM/CHANGING		5	150	750		
	PERSONAL CARE SUITE		1	150	150		
	SHARED LEARNING AREA		1	1200	1200		
	CLUSTER STORAGE		1	300	300		
	CLUSTER TEACHER RESOURCE		1	150	150		
	SECLUSION ROOM		1	60	60		
	STAFF TOILET		1	60	60		
CLUSTER B						7,070	
	CLASSROOM & STORAGE	5	5	900	4500	50	
	TOILET ROOM/CHANGING		5	150	750		
	PERSONAL CARE SUITE		1	150	150		
	SHARED LEARNING AREA		1	1200	1200		
	STORAGE		1	200	200		
	TEACHER RESOURCE		1	150	150		
	SECLUSION ROOM		1	60	60		
	STAFF TOILET		1	60	60		
CLUSTER C						7,070	
	CLASSROOM & STORAGE	5	5	900	4500	50	
	TOILET ROOM/CHANGING		5	150	750		
	PERSONAL CARE SUITE		1	150	150		
	SHARED LEARNING AREA		1	1200	1200		
	STORAGE		1	200	200		
	TEACHER RESOURCE		1	150	150		
	SECLUSION ROOM		1	60	60		
	STAFF TOILET		1	60	60		
EDUCATIONAL SUPPORT							
LEARNING LABS						4,150	
1	INSTRUCTIONAL KITCHEN		1	250	250		
1	DAILY LIVING SUITE		1	500	500		
1	VOCATIONAL TRAINING LAB & TOILET ROOM		1	1000	1000		
	HORTICULTURE LAB & GREENHOUSE		1	1000	1000		
	TECHNOLOGY LAB		1	800	800		

	LEARNING LAB STORAGE	4	150	600	
FINE ARTS					2,200
1	ARTS LAB / "MAKER LAB" & TOILET ROOM	1	1000	1000	
1	ARTS STORAGE / KILN	1	200	200	
	MUSIC AND MOVEMENT & TOILET ROOM	1	800	800	
	STORAGE	1	200	200	
PULL OUT SERVICES					950
1	OT/PT ROOM	1	800	800	
	OT/PT STORAGE	1	150	150	
PHYSICAL EDUCATION					
GYMNASIUM					7,187
	GYMNASIUM	1	6272	6272	
	STORAGE	1	500	500	
	OUTDOOR STORAGE	1	200	200	
	PE OFFICE	1	125	125	
	PE OFFICE LOCKERS/TOILET	1	90	90	
POOL					2,650
	THERAPY POOL	1	1500	1500	
	POOL SIDE CHANGING	1	250	250	
	LOCKERS ROOMS	2	150	300	
	SHOWERS/TOILETS	2	100	200	
	LAUNDRY / TOWELS	1	150	150	
	STORAGE	1	250	250	

PUBLIC COMMONS

SOCIAL AREA				5,000	
COMMONS / DINING	1	3000	3000		
STAGE	1	800	800		
STORAGE	1	200	200		
DISPERSED ACTIVE LEARNING AREAS	1	1000	1000		
MEDIA AND INFORMATION				2,275	
OFFICE / WORKROOM	1	175	175		
OPEN RESOURCE AREA	1	1500	1500		
MEDIA STORAGE	1	100	100		
HEAD END ROOM	1	200	200		
GENERAL STORAGE	1	100	100		
PROJECT ROOM	1	200	200		
TV STATION / LAB	1	150	150		
NUTRITION SERVICES				1,360	
KITCHEN	1	300	300		
SERVING LINE	1	150	150		
OFFICE	1	100	100		
WALK-IN FREEZER	1	100	100		
WALK-IN CHILLER	1	100	100		
DRY STORAGE	1	150	150		
DISH ROOM / TRAY RETURN	1	150	150		
SOAP STORAGE	1	50	50		
CAN WASH	1	50	50		
LOCKER / TOILET	1	120	120		
RECEIVING	1	90	90		
BUILDING SERVICES				2,050	
RECEIVING	1	150	150		
CENTRAL STORAGE	1	300	300		
OPERATIONS OFFICE	1	100	100		
LOCKERS/SHOWERS/TOILETS	1	120	120		
SECURITY OFFICE	1	100	100		
CUSTODIAL CLOSETS	6	60	360		
RECYCLING	1	150	150		
OUTDOOR STORAGE	1	100	100		

STAFF TOILET	3	50	150
MAINTENCE OFFICE	1	120	120
MAINTENCE STORAGE	1	400	400

COMMUNITY SPACE

		510	
COMMUNITY ENGAGEMENT ROOM	1	250	250
OFFICE	1	80	80
STORAGE	1	50	50
PANTRY	1	50	50
OFFICE	1	80	80

OUTDOOR SPACE

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1	OUTDOOR SPACES	1	
43 total	Total Teaching Stations	15	
	Total Net Square Footage		58,122
	TOTAL GROSS AREA (68% EFFICIENCY)		85,439

ROCK CREEK SCHOOL

GENERAL GUIDELINES

COMMUNICATION

Create pervasive opportunities for communication which are “built-in” throughout the school day.

Learning at the Rock Creek School is not bounded by time and place – for the Rock Creek student, learning is continuous, overlapping, integrated and diverse. Whether in a classroom, a corridor or a playground – educators find learning opportunities everywhere all the time. Communication is the medium for teaching and learning, and the avenue to independence and self-expression. For Rock Creek students, the means and modes of communication are individualized and extremely varied – typically requiring adaptive tools and devices. Therefore, to be effective, the Rock Creek School must be planned to accommodate and create pervasive, multi-modal opportunities to for communication.

Every place and space at Rock Creek must be considered a learning environment – designed to facilitate engagement of students in learning activities with the means necessary to communicate. For example, a bulletin board in a corridor or a window with a view to a bird feeder is an opportunity for engagement as long as the means exists for students to interact and respond with each other and with staff. Communication tools and devices run the gamut from low-tech items created by teachers (symbols and signs) to light-tech and high-tech instruments, tablets and computers which require power and which may travel with the student throughout the school.

Therefore, places and spaces throughout the school (not just in the classrooms) must accommodate the use and storage of such tools and devices – offering flexible and efficient means to change and adapt to individual student communication capabilities. In addition, educators require the space and the resources necessary to produce, catalog and store the low-tech tools that they are constantly creating and adapting to facilitate and individualize communications for their students day-to-day.

CHOICE:

Enable students’ voices to be heard with individual choice in their daily experience.

Making individual choices in the daily life at Rock Creek School is a critical way for student voices to be heard in expressions of individuality and the exercise of independence. It follows that options are the key to providing choices – be they choices among learning activities, lunch menu items or how to spend unstructured time. Consistent with approaches to supporting communication, offerings of options for students to choose from should be ubiquitous and flexible – perhaps providing degrees of adaptability to foster progressive independence. For example, restrooms may offer both typical and highly assistive fixtures so that students may choose among options based on their current, individual readiness and capability.

Of course the means to exercise a choice lies in the capacity to communicate those choices, in many ways and in every corner of the school inside and out. Means and methods of communications, supported by technology need to be present at every opportunity for a voice to be heard.

MOVEMENT

Support freedom of movement and ease of movement at all capacities and age groups – within personal space and throughout public space.

Ease and freedom of movement are profound expressions of individual independence and mastery over one's environment. The manner of movement and the context within which students at Rock Creek can exercise freedom of movement, are as varied as they are. For some students independent movement is severely limited by virtue of individual circumstances. For all students, the ability to move with assistance should not be limited. Whether exploring the narrow boundaries of one's personal space, navigating the corridors of the school, or meandering a garden path, safe movement must be encouraged, supported and developed.

Most of the students at Rock Creek require assistance in order to move around effectively and safely, and the degree of assistance can range from remote monitoring to direct assistance by an adult walking along side or pushing a wheelchair. The need for adult support and the preponderance of assistive equipment to facilitate ease and freedom of movement makes demands on space – both in the dimension of pathways and in storage along the path; and on technology – both physical and electronic. Students, teachers and staff need varieties of accommodations to support movement and those accommodations may change for a student as they move from place to place. Therefore, planning should anticipate ease of access and storage throughout the facility for the equipment, technology and people who are necessary to develop and expand mobility for Rock Creek students.

SENSORY

Provide a multi-sensory based environment that is utilized for therapy, fun, and learning.

Rock Creek students need multi-sensory experiences for learning success, developmental therapy and fun. Integration of all of the senses in learning experiences supports engagement, perception and communication while adding so much more dimension to the possibilities for individualized learning. Opportunities for sensory engagement should be ubiquitous, and both generalized and specialized.

Tools, space and the resources to routinely engage the senses must be conveniently available in every classroom; specialized spaces devoted to sensory learning should exist both inside and outside the school; and the planning and design of every space should be considered as opportunities to create a rich and expansive multi-sensory experience for every user.

INDEPENDENCE

Foster the development of maximum independence in authentic activities of daily living and in vocational opportunities.

The ultimate goal in the education of Rock Creek students is to maximize independence. Student must have access to spaces and experiences which will emulate the world outside of school – and home, work and in the public realm. To accommodate such experiences, planning should anticipate and facilitate the progressive development of student capabilities from less to more independence.

As in the consideration of movement and choice, space planning for independence must support variety and flexibility, providing options for the ways in which student may engage the people and things around them. For example, experiences related to lunch may reflect the real world circumstances of dining - at home or a restaurant; or of serving - being served or doing the serving. Optional experiences of engagement in authentic circumstances across the spectrum of individual capabilities, will best prepare Rock Creek students for a life of maxim independence.

RESPONSIVE / ADAPTIVE

Accommodate individual learner abilities and needs via a flexible, adaptable learning environment.

Rock Creek provides highly individualized educational programs to students with considerably different needs and abilities one to the next. Faculty and staff are expert at responding to this variability - innovating and adapting their teaching and care as needed, semester to semester, moment to moment and student by student. The result is considerable variety in the kinds of learning activities which take place.

Effectiveness of spaces in the school, even classrooms, is not measured by the familiar definitions of a functional category - but rather by their capacity to support the variety of leaning activities which will occur. These activities are not necessarily predetermined by curriculum and pedagogy, but are often the result of innovation and adaptation on the fly by faculty and staff. The educators and the students need facilities with infrastructure, technology, spaces and furnishings that are flexible and easily adapted in varieties of ways, day-to-day, in response to individual student needs.

SUPPORTING EXCELLENCE

Support continuous improvement in teaching and learning via provisions for professional development and collaboration.

A culture of excellence exists at Rock Creek - this culture must be supported by planning and design which catalyzes continuous improvement in teaching and learning. Technology and the science of learning are fueling continuous evolution and change in education across the board. These factors can be particularly impactful in special education given the potential of assistive technology and the need for innovative approaches to individualized instruction. Faculty and staff must have convenient access to advances in technology and an ever expanding body of knowledge, with the means to assimilate that knowledge and share it among themselves.

Such access requires spaces for professional development and collaborative exploration outside of the classroom where faculty and staff can perform research; connect with a worldwide special education community; explore and master developments in technology; and develop, refine and test their own innovations and discoveries.

INCLUSION

Provide purposeful inclusive opportunities for the meaningful engagement from students in general education to the supporting communities.

Any effective learning environment will attend to the basic needs of growing children and young adults. Physical needs such as nutrition, health and safety are no more important than the emotional and psychological need to be respected and valued as an individual and as a part of a community. These goals are relevant to the entire FCPS system, and require particular attention for the Rock Creek School to assure that students have access to a full spectrum of authentic experiences and interactions with the world around them.

Vital to authentic learning for Rock Creek students will be procedures, programs and activities that invite the “inclusion” of family members, non-disabled peers and all varieties of supporting communities as participants in the daily life of the school – engaged in purposeful, meaningful activities that foster independence and emulate real-world experiences. Learning spaces and supporting spaces must be planned for such “inclusion” and facilitate its operations and effectiveness.

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