



September 1, 2015

**ROCK CREEK SCHOOL ED SPEC/FEASIBILITY STUDY
ED SPEC TEAM MEETING #9
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:

PD9.1 The Consultant Team provided a recap of the previous meetings the group, which was feedback from the first draft of the RCS Ed Spec space summary. The text for the Guiding Principles were also given to the group, but did not have time to have a discussion regarding the Guiding Principles.

PD99.2 The Consultant team then went over the text from the revised Table of Contents and the Guiding Principles. The Guiding Principles text was given at previous meetings. See attached for a revised set of Guiding Principles that reflect changes made during the meeting. The second draft of the Rock Creek space summary was also presented to the group and reflected changes made in previous meetings. 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 additional feedback. See attached to these minutes for the draft space summary with updates to reflect comments made during the meeting. The changes in the space summary also reflect an internal review by the Consultant Team.

NEXT MEETING:

1. The next design meeting has been scheduled for **Tuesday**, September 15, 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.***

Author: Janice Szymanski

JMS/jms

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ROCK CREEK SCHOOL

GUIDING PRINCIPLES

STRIVING FOR EXCELLENCE AT ROCK CREEK SCHOOL AND COMMUNITY

Consistent with the goals of Frederick County Public Schools, the Rock Creek School is at the center of the community it serves and endeavors to provide resources to students and families in a positive and supportive environment that will enable each student to achieve their potential. In addition to the mission and goals established by both Frederick County Public Schools and Rock Creek School, the planning team and the many partners and participants in the efforts to create these Educational Specifications have identified the following eight Guiding Principles that are intended to provide a clear understanding of the vision and values that are to govern the development of a facility for this program.

CONTINUOUS LEARNING

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

A culture of improvement 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.

Families and the ability to communicate between home and school is particularly important in the development of a program geared toward special education. Families and other supportive partners who also need access to the latest information, technology and resources that can help them reinforce and build on the learning that take place within the school day.

Such access requires spaces for professional learning 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. In addition to spaces dedicated to supporting staff, spaces also must be provided in a way that supports families and the ability for teacher and family communication and training.

COMMUNICATION

Create pervasive opportunities for communication which are integrated 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.

STUDENT ENGAGEMENT:

Maximize student engagement in daily life via opportunities for self-expression and individual choice.

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 – 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 convey an expression or exercise a choice lies in the capacity to communicate, 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 and for individuality to be expressed.

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 ones environment. The manner of movement and the context within which students at Rock Creek can exercise freedom of movement, are as varied as the students. For some students independent

movement is severely limited by virtue of individual circumstances. For all students, the ability to move with assistance should be encouraged. 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, flexible environment that offers students individual control of, and access to a full spectrum of sensory engagement in learning.

Rock Creek students need multi-sensory self-regulated experiences for learning success and to fully access their environment. This can require the integration of all of the senses in the learning experience a various times to support optimum engagement, perception and communication. By providing easy access and availability of multiple sensory options a student can significantly expand 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; the planning and design of every space should be considered as opportunities to create a rich and expansive multi-sensory experience for every user.

The ability to control and limit sensory stimulus should be available throughout the facility. Students can vary dramatically in their level of sensitivity to a variety of outside factors including heat, cold, light and sound. The environment should allow both the provisions for sensory experiences in optimum ways to engage in education and the ability to limit outside stimulus when needed to maximize success.

INDEPENDENCE

Foster maximum independence in authentic activities of daily living, in vocational opportunities and in education.

The ultimate goal in the education of Rock Creek students is to maximize student independence in the school and in the world beyond. Students must have access to spaces and learning experiences that are authentic, offering a familiar FCPS school environment which supports activities that reflect the world beyond the school – at 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. Experiences of engagement in authentic life circumstances across the spectrum of individual capabilities, will best prepare Rock Creek students for a life of maximum 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~~ diverse 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 great 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 learning activities which will occur. These activities are not necessarily predetermined by curriculum and pedagogy, but are often the result of innovation and adaptation 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.

History has shown that the population of students at Rock Creek School will likely change to some degree over time. Therefore consideration of flexibility and adaptability applies not only to activities within individual classrooms but also to the possible change in the student population of a classroom one year to the next. Design must anticipate and facilitate the spectrum of needs for a changing special education population at Rock Creek.

INCLUSIVE OPPORTUNITIES

Provide purposeful inclusive opportunities for the meaningful engagement with age appropriate peers from other schools and 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 reflect experiences in the world outside of school. Learning spaces and supporting spaces must be planned for such inclusive opportunities and facilitate their operations and effectiveness.

ROCK CREEK CENTER - 160 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						4260			
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	
4	OT/PT OFFICE		4	200	800	
4	SPEECH LANGUAGE PATHOLOGIST OFFICE/STOR.		4	200	800	
STUDENT SERVICES					80	
	SCHOOL STORE & STORAGE		1	80	80	
TEACHING CLUSTERS						
CLUSTER A					7,340	
5	CLASSROOM	5	5	900	4500	50
	CLASSROOM STORAGE		5	150	750	
	TOILET ROOM/CHANGING		5	100	500	
	PERSONAL CARE SUITE		1	120	120	
	SHARED LEARNING AREA		1	1000	1000	
	CLUSTER STORAGE		1	200	200	
	CLUSTER TEACHER RESOURCE		1	150	150	
	SECLUSION ROOM		1	60	60	
	STAFF TOILET		1	60	60	
CLUSTER B					7,340	
5	CLASSROOM	5	5	900	4500	50
	CLASSROOM STORAGE		5	150	750	
	TOILET ROOM/CHANGING		5	100	500	
	PERSONAL CARE SUITE		1	120	120	
	SHARED LEARNING AREA		1	1000	1000	
	CLUSTER STORAGE		1	200	200	
	TEACHER RESOURCE		1	150	150	
	SECLUSION ROOM		1	60	60	
	STAFF TOILET		1	60	60	
CLUSTER C					7,340	
5	CLASSROOM	5	5	900	4500	50
	CLASSROOM STORAGE		5	150	750	
	TOILET ROOM/CHANGING		5	100	500	

	PERSONAL CARE SUITE		1	120	120	
	SHARED LEARNING AREA		1	1000	1000	
	CLUSTER STORAGE		1	200	200	
	TEACHER RESOURSE		1	150	150	
	SECLUSION ROOM		1	60	60	
	STAFF TOILET		1	60	60	
CLUSTER D				8,040		
5	CLASSROOM	5	5	900	4500	50
	CLASSROOM STORAGE		5	150	750	
	TOILET ROOM/CHANGING		5	100	500	
	PERSONAL CARE SUITE		1	120	120	
	SHARED LEARNING AREA		1	1000	1000	
	CLUSTER STORAGE		1	200	200	
	TEACHER RESOURSE		1	150	150	
	SECLUSION ROOM		1	60	60	
	STAFF TOILET		1	60	60	
	INSTRUCTIONAL KITCHEN		1	200	200	
	DAILY LIVING SUITE		1	400	400	
	DAILY LIVING SUITE STORAGE		1	100	100	
EDUCATIONAL SUPPORT						
LEARNING LABS				3,750		
1	VOCATIONAL TRAINING LAB & TOILET ROOM		1	1000	1000	
	HORTICULTURE LAB		1	1000	1000	
1	GREENHOUSE		1	400	400	
1	TECHNOLOGY LAB		1	900	900	
	LEARNING LAB STORAGE		3	150	450	
FINE ARTS				2,350		
1	MAKER LAB		1	1050	1050	
	ARTS STORAGE / KILN		1	200	200	
1	MUSIC AND MOVEMENT		1	900	900	
	MUSIC STORAGE		1	200	200	
PHYSICAL EDUCATION						
GYMNASIUM				7,187		
1	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					3,200
1	THERAPY POOL	1	900	900	
	POOL DECK & CHANGING	1	1000	1000	
	LOCKERS ROOMS	2	300	600	
	SHOWERS/TOILETS	2	150	300	
	LAUNDRY / TOWELS	1	150	150	
	STORAGE	1	250	250	
PUBLIC COMMONS					
SOCIAL AREA					5,200
	COMMONS / DINING	1	3000	3000	
	STAGE	1	800	800	
	STORAGE	1	100	100	
	CHAIR STORAGE	1	100	100	
	TABLE STORAGE	1	200	200	
	DISPERSED ACTIVE LEARNING AREAS	1	1000	1000	
MEDIA AND INFORMATION					1,725
	OFFICE / WORKROOM	1	175	175	
1	OPEN RESOURCE AREA	1	1200	1200	
	STORAGE	1	150	150	
	HEAD END ROOM	1	200	200	
	GENERAL STORAGE	1	0	0	
	TV STATION / LAB	1	150	150	
NUTRITION SERVICES					1,410
	KITCHEN	1	600	600	
	DISHWASHING AREA	1	150	150	
	REACH-IN FREEZER	1	100	100	
	REACH-IN CHILLER	1	100	100	
	DRY FOOD STORAGE	1	150	150	
	NON-FOOD STORAGE	1	50	50	
	OFFICE	1	80	80	

LOCKER / TOILET	1	120	120
RECEIVING	1	60	60

BUILDING SERVICES

1,860

RECEIVING/LOADING	1	150	150
OPERATIONS STORAGE	1	300	300
OPERATIONS OFFICE	1	100	100
LOCKER ROOM/SHOWER/TOILET WOMEN	1	90	90
LOCKER ROOM/SHOWER/TOILET MEN	1	90	90
CUSTODIAL CLOSETS	6	60	360
OPERATIONS OUTDOOR STORAGE	1	100	100
STAFF TOILET	3	50	150
MAINTENANCE OFFICE	1	120	120
MAINTENANCE STORAGE	1	400	400

OUTDOOR SPACE

0

PLAY FIELD	1	NA	See Design Guidelines
PLAY AREA - SOFT WITH STRUCTURE	1	NA	See Design Guidelines
PLAY AREA - HARD	1	NA	See Design Guidelines
OUTDOOR CLASSROOM	1	NA	See Design Guidelines
SECURE WALKING PATHWAYS	2	NA	See Design Guidelines
HORTICULTURE AREA	1	NA	See Design Guidelines
BUS DROP-OFF	1	NA	See Design Guidelines
CAR DROP-OFF / EMERG VEHICLES	1	NA	See Design Guidelines
PARKING	1	NA	See Design Guidelines

CO-LOCATED EDUCATIONAL SERVICES

CHILD FIND

2,940

1	SUPERVISOR	1	150	150
1	SECRETARY	1	100	100
4	TEACHER SPECIALIST OFFICE	2	150	300
7	SPEECH/LANGUAGE OFFICE	7	100	700
	ASSESSMENT ROOMS	2	200	400
	ASSESSMENT ROOM OBSERVATION	1	100	100
	CONFERENCE ROOM	2	250	500
	WAITING AREA	1	150	150

	MATERIAL STORAGE	1	200	200	
	SECURE STORAGE	1	100	100	
	TOILET ROOM	4	60	240	
	PSYCHOLOGY SERVICES			1,120	
	PSYCHOLOGIST	1	600	600	
	SECRETARY/PRIVATE OFFICE	1	120	120	
	CONFERENCE ROOM	1	250	250	
	WORKROOM	1	150	150	
	ACT			700	
	OFFICE	1	100	100	
	WORKROOM	1	250	250	
	RESOURCE/CONFERENCE	1	350	350	
	PARTNERS FOR SUCCESS			770	
	OFFICE	1	120	120	
	WORKROOM	1	100	100	
	RESROUCE ROOM	1	400	400	
	TRAINING ROOM	1	150	150	
43 total	Total Teaching Stations	20			
	Total Net Square Footage of RCS Programs			65,322	
	Total Net Square Footage of RCS Program and Co-located Programs			70,852	
	TOTAL GROSS AREA OF RCS PROGRAMS (68% EFFICIENCY)			96,023	
	TOTAL GROSS AREA OF RCS PROGRAMS AND CO-LOCATED PROGRAMS (68%)			104,152	