GRIMM AND PARKER

May 12, 2015

ROCK CREEK SCHOOL ED SPEC/FEASIBILITY STUDY
ED SPEC TEAM MEETING #3
21513/075

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:

PD3.1 The Design Team provided a recap of the previous meeting and presented an initial outline of the Ed Spec based upon feedback from the previous two meetings. The Ed Spec will consist of 3 major sections. The first section includes the executive summary and the overall mission of FCPS and Rock Creek School. The second section is a series of chapters that address specific topics and issues that are special to Rock Creek Center. These are intended to be descriptors of how the school should function. The last section focuses on specific spaces and is more prescriptive in nature. The Design Team asked the group to give their insight to the proposed chapters and see if there was any information missing.

- **Some of the comments regarding the sections include but are not limited to, but include:**
  - **Inclusion: There should be clarification within this chapter of the Ed Spec to explain that inclusion includes constituents other than just the students at RCS. In special education inclusion typically refers to special education students interacting with general students. This chapter shall address inclusive opportunities with students but also other stakeholders such as parents, families, and the community.**
  - **Communication: This chapter in the Ed Spec should also include pervasive opportunities for communication and include a section on the physical devices used**
  - **Choice: this section has some overlap with communication, however there are some aspects that do not. A good example of this would be providing a variety of toilet room options, giving the student a choice in the amount of assistance needed.**
  - **Movement: There should be a section on safety and visibility included in this chapter. The example of visibility and movement at corners in the corridor was brought up as an example. It was also noted that the concept of "visibility" and "transparency" should be present in all of the chapters. This is also true for technology.**
  - **Independence: This should also include opportunities for academic independence. This**

concept should permeate into working, playing, and learning aspects at RCS as well as daily living.

- Responsive/Adaptive: This should include both day-to-day and year-to-year adaptability. This is due to population and program changes at RCS.
- Supporting Excellence: This chapter should also include systemic, overall initiatives at FCPS. It should also include professional execution of work. One example given was a central place to create, share, store, and execute communication visuals by means of a work and supply room.
- Building Performance: It is important to note that extra control and flexibility is important for a special education school. It was also suggested that the building have modularity as to adapt as time changes requirements.
- Sensory: This chapter was not initially presented in the Table of Contents draft, but it was decided to dedicate a chapter to this topic. This includes experimental learning and sensory with an emphasis on bringing experiences to life for hands-on learning.

PD3.2 The Design Team started a visioning session for one of the topics that will eventually become a chapter in the Ed Spec, communication. It was evident from the previous meetings that communication is something that needs to be thoroughly explained in the Ed Spec. The conversation started with a description of the different ways that students communicate with other students and staff. Communication devices can be used for a variety of uses such as greetings, lunch options, commenting, and social uses. The different devices used fell into several categories:

- Low Tech: These include tools such as symbols created by the teacher and touch/communication boards. Comments regarding low tech devices:
  - The space for storing these items should be considered. There needs to be a specific place to store these devices, however, the storage needs to be very accessible in order to be used regularly.
  - There should be desk space to use these devices and storage space connected to desk for when the devices are not in use.
  - There should be dedicated space to create these particular visuals. Most symbols are hand created by the teachers.
- Lite Tech: These include1-2 button devices and 3+ devices. Comments regarding lite tech devices:
  - Many of the concerns and comments regarding the lite tech devices was the same as the low tech. The issues of storage and quick accessibility are important for these devices
- High Tech: These include computers and tablet/iPad based devices, and eye-gaze modules (which is just starting to become available)
  - These devices require sophisticated programming and access options
  - These devices are typically (and ideally should be) student assigned. It would make sense for the storage and location of each student's set of devices be able to go with them as they progress each year in the school.
  - There are multiple charging requirements for these devices, which should be addressed.
- Other comments regarding communication:
  - There should be multimodal communication- for instance, a corridor can be an opportunity

for multimodal, experiential leaning where there are interactive bulletin boards and artwork. Students could engage the boards and learn by having a communal communication device to allow for interaction. It would help if these areas could be recessed into the walls.

- **For all communication devices there should be a focus on storage, accessibility and ease of use.**
- **There should be support spaces to create and share communication devices. This includes communal teacher storage for sharing. A workplace for creating content should also be considered. These spaces should incorporate up-to-date technology to allow for teacher to collaborate on the creation and distribution of these devices.**

PD3.3 The committee suggested the Design Team research different furniture manufacturers that are popular in Special Education such as Rifton, Southpaw, and Abilations for reference.

NEXT MEETING:

1. The next design meeting has been scheduled for **Tuesday**, May 26, 2015, at 9:00 a.m. at Frederick County Public Schools Board of Education Room.
2. Due at next meeting: Meeting Agenda and Revised Table of Contents

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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