

## ELEMENTARY SCHOOL EXCEPTIONAL STUDENT EDUCATION FULL-TIME CLASSROOM

### New Construction

#### I. PROGRAM PHILOSOPHY

##### **Trainable Mentally Handicapped and Autistic**

The Trainable Mentally Handicapped instructional program is designed to provide each student with the opportunity to acquire semi-independence at school, home, work, and in the community. Recognizing that TMH students possess a wide range of ability levels and accompanying secondary handicaps, the curriculum within the program will vary according to each student's current and potential development. The TMH student requires coordinated, sequenced skill presentation and practice in a variety of naturalistic settings to obtain the desired level of proficiency and independence. Program success is dependent upon trans-disciplinary communication and cooperative planning among school support personnel, parents, and service providing agencies.

##### **Profoundly Mentally Handicapped**

The Pinellas County School System accepts the responsibility to provide an appropriate educational environment for Profoundly Mentally Handicapped students. Fundamental to this idea is a continuing concern to make available instructional programs which are unique to the inherent right of each student to reach toward maximum potential while facilitating increased levels of independence.

##### **Physically Impaired**

To provide students who are physically impaired with appropriate special education equipment, materials, and instruction as necessary for them to function. Though physically impaired students have varying degrees of delay, a comprehensive education program in the least restrictive environment must be provided.

##### **Hospital/Homebound**

The establishment of the Hospital/Homebound Program is based on the need to provide an education for students who are confined to the home or hospital for an extended period of time. The organization of the students' educational program is based on their medical and psychological condition.

#### II. PROGRAM GOALS

##### **Trainable Mentally Handicapped and Autistic**

Program goals for the Trainable Mentally Handicapped provide for an educational environment in which the student, to the maximum extent possible will:

- (1) Increase self-care/daily living skills
- (2) Increase social skills
- (3) Increase motor skills
- (4) Increase functional academic skills
- (5) Increase pre-vocational and vocational skills
- (6) Increase leisure time skills
- (7) Increase level of independence

##### **Profoundly Mentally Handicapped**

Program goals for the Profoundly Mentally Handicapped provide for an educational environment in which the student, to the maximum extent possible will:

- (1) Increase physical independence
- (2) Increase self-care skills

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#### II. PROGRAM GOALS (continued)

##### **Profoundly Mentally Handicapped (continued)**

- (3) Increase communication skills
- (4) Improve social interaction skills
- (5) Increase cognitive skills
- (6) Increase recreation/leisure time skills
- (7) Increase pre-vocational and vocational skills

##### **Physically Impaired**

- (1) To support personnel in accommodating the educational needs of students with physical impairments.
- (2) To provide teacher consultation, resource rooms and specialized classes as necessary countywide so physically impaired students can be placed in the educational environment appropriate for their individualized needs.
- (3) To provide specialized materials and equipment needed in the educational programs serving students with physical impairments.
- (4) Provide an educational program which helps students develop:
  - a. Appropriate academic growth, skills training, and cognition.
  - b. Maximum physical independence.
  - c. Appropriate social and emotional growth including skills in interpersonal communication.
  - d. Appropriate pre-vocational, vocational, and career awareness skills needed for marketability and competitive employment.
  - e. Appropriate leisure skills.
  - f. An understanding and acceptance of their physical impairment and the realistic, positive, and promotional attitude necessary to achieve to their fullest, in spite of the impairment.
  - g. The functional independence necessary to be a contributing, economically self-sufficient, and happy member of our society.

##### **Hospital/Homebound**

The program goals are to provide a continuation of the assigned school program while the student is at home or in the hospital. It is also a goal to facilitate the re-entry of the student to the assigned school or proper placement in a new school program.

#### III. PROGRAM ACTIVITIES

##### **Trainable Mentally Handicapped and Autistic**

- (1) Provide instruction designed to develop skills in the following areas:
  - a. Daily living skills, including self-care skills
  - b. Pre-vocational and vocational skills appropriate for competitive employment and sheltered work environments.
  - c. Appropriate recreation/leisure skills with emphasis on personal decision making.
  - d. Behaviors and attitudes necessary for successful social relationships in the home, school, and community.
  - e. Attitudes, knowledge, and behaviors necessary for appropriate socio-sexual functioning.
  - f. Functional academics to include the Minimum Performance Standards for TMH students.

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#### III. PROGRAM ACTIVITIES (continued)

##### **Trainable Mentally Handicapped and Autistic (continued)**

- (2) Assist parents with home and family adjustments, long-term expectations and information resources.
- (3) Provide the appropriate adaptations in environment and equipment necessary to accommodate the secondary handicapping conditions of the TMH population.
- (4) Maintain the students, with all necessary therapeutic interventions and instructional/training programs, in settings which provide for optimal learning.
- (5) Assist the student with the transition from school to a community setting by working cooperatively with human services agencies.

##### **Profoundly Mentally Handicapped**

- (1) To provide identification and placement of the Profoundly Mentally Handicapped in an appropriate setting according to District Guidelines for eligibility.
- (2) To maintain the students, with all necessary therapeutic interventions and instructional/training programs, in settings which provide optimal learning.
- (3) To provide staff, professional and paraprofessional, necessary for the physical and self-care needs of the Profoundly Mentally Handicapped population.
- (4) To provide opportunities for integration with less handicapped peers.
- (5) To involve community agency participation to the maximum extent possible.
- (6) To involve parents/guardians in the instructional program and planning for the student.
- (7) To provide staff development throughout the year for exceptional and regular teaching and support services staff.

##### **Physically Impaired**

- (1) To assist school staffing teams in the identification and placement of Physically Impaired students in the least restrictive educational setting in compliance with ESE Special Programs and Procedures.
- (2) To provide personnel with the knowledge, resource assistance, instructional strategies, and specialized materials necessary to effectively serve physically impaired students.
- (3) To involve parents in the instructional program and planning for the student.
- (4) To provide the appropriate environment and equipment necessary for comprehensive programming.
- (5) To develop realistic and appropriate vocational and career development opportunities.
- (6) To provide relevant, ongoing staff development throughout the year for exceptional education teachers, regular teachers, support services staff, and building administrative personnel.
- (7) To coordinate with community agencies as necessary in providing appropriate educational, vocational, and medical services to the maximum extent possible.

##### **Hospital/Homebound**

- (1) Program Maintenance
  - a. Process homebound applications by first determining eligibility according to Special Programs and Procedures and then assign appropriate teacher.
  - b. Provide continuous staff development throughout the year for exceptional and regular education staff.

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#### III. PROGRAM ACTIVITIES (continued)

##### **Hospital/Homebound (continued)**

- c. Contact the assigned school for appropriate materials and direction of study for the student.
  - d. Monitor hospital/homebound cases for educational and medical progress.
- (2) Curriculum and Instruction
  - a. Provide a variety of teaching situations (i.e., one-to-one in home or hospital, teleclass) that best match the medical and educational situations of the students.
  - b. Develop curriculum and teaching techniques for home, hospital, and teleclass.

#### IV. ORGANIZATIONAL NOMENCLATURE

##### **Trainable Mentally Handicapped and Autistic**

Teacher - Student Ratio:	1:14 (K-3); 1:15 (4-5)
Student Capacity per Period:	14 (K-3); 15 (4-5)
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for	
Which Program is intended:	Kindergarten – 5
Hours per Day Space Will Be Used:	7.5

##### **Profoundly Mentally Handicapped**

Teacher - Student Ratio:	1:7
Student Capacity per Period:	7
Total Number of Teachers:	1
Total Number of Aides:	2 per Class
Grade Levels or Age Levels for	
Which Program is intended:	Kindergarten - 12
Hours per Day Space Will Be Used:	7.5

##### **Physically Impaired**

Teacher - Student Ratio:	1:12
Student Capacity per Period:	12
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for	
Which Program is intended:	Prekindergarten-12/Ages 3-21
Hours per Day Space Will Be Used:	7.5

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#### IV. ORGANIZATIONAL NOMENCLATURE (continued)

##### **Hospital/Homebound**

Teacher - Student Ratio:	1:1 Home (Maximum)
Student Capacity per Period:	1:1 Home/Hospital (Maximum)
	1:20 Teleclass (Maximum)
Total Number of Teachers:	22
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is Intended:	Preschool/Ages 0-3 Years Prekindergarten-12
Hours per Day Space Will Be Used:	7.5

#### V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

##### **Physically Impaired**

Though renovation will necessarily be unique to the population being served, the following provisions may be fundamental when providing facility accessibility for students who are physically impaired. (Rehabilitation Act of 1973, Section 504)

- (1) Ramps--Exit and entrance ramps should be provided with gradient to allow easy access to all areas. Ramp must be a minimum of three and one-half feet wide and there should be one foot of length for each inch of rise.
- (2) Site--Grading of the ground will help to make building and playground areas accessible to all students.
- (3) Floors should be made or covered with material that is non-slip or smooth.
- (4) Restrooms--Toilet stalls should be designed with thirty-two inch wide doors that out swing with handrails on each side of the rail. Classroom bathrooms should have handrail on wall and freestanding bar, to accommodate rails on each side of the toilet. A changing table and personal hygiene and equipment storage areas should also be provided. Changing table height should be no more than 24" from floor to top of pad to allow independent transfer. Sinks, soap dispenser and paper towel dispenser must be wheelchair accessible. Sink surge nozzles should be used only when an additional option (turn handle) is provided. Bathroom timers should not be installed in prekindergarten or elementary. Restrooms should have both one-half and full-length mirrors.
- (5) Library--The bookshelves and checkout area should be easily accessible with aisles wide enough for wheelchairs.
- (6) Parking Spaces--Five percent of the parking spaces should be reserved for the handicapped. Parking spaces need to be twelve feet wide.
- (7) Water Fountains--Water fountains should not exceed more than thirty-six inches high from the floor and should be in an accessible area.
- (8) Any step should be kept to a minimum with rounded edges and handrails thirty-two inches high on both sides of the stairway.
- (9) A sufficient number of accessible emergency evacuation procedures that provide for persons with disabilities should be available.
- (10) Bus loading area (covered) should be provided at appropriate school sites.

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#### V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES (continued)

##### **Hospital/Homebound**

- (1) Teaching by Telephone: Teleclass allows small group instruction and interaction of students while at home and provides more instructional time per subject. It also allows students the opportunity to work with their peers and teacher while confined to the home. Each teleclass console, which is composed of a conference call unit, requires a desk and soundproof cubicle to ensure proper sound transmission.
- (2) Hospital/Homebound Technology: Acquisition of File Server, tower and software which allows homebound students access to technology. Continue FIRN student accounts to access Internet for research. E-Mail for communication with teacher, etc.

#### VI. SQUARE FOOTAGE CHANGES EXPLANATION THAT VARIES FROM APPROVED FACILITIES LIST

One non-secured time-out room should be built in or near the classroom area. This space should be built with non-destructible walls, ceiling and floors. No electrical switches of any kind should be located in this space. There should be a one-foot by one-foot observation window in the upper portion of the door. The room should be 40 square feet. No lock shall be installed on the door. The electro-magnetic lock is not required nor is the push button. Provide a conduit with a pull string from electrical panel to this room's approximate location. Label for future electro-magnetic lock and push button.

**Melrose Elementary School Exceptional Student Education Self-Contained Full-Time - New Construction**

## VII. PROGRAM FACILITIES LIST

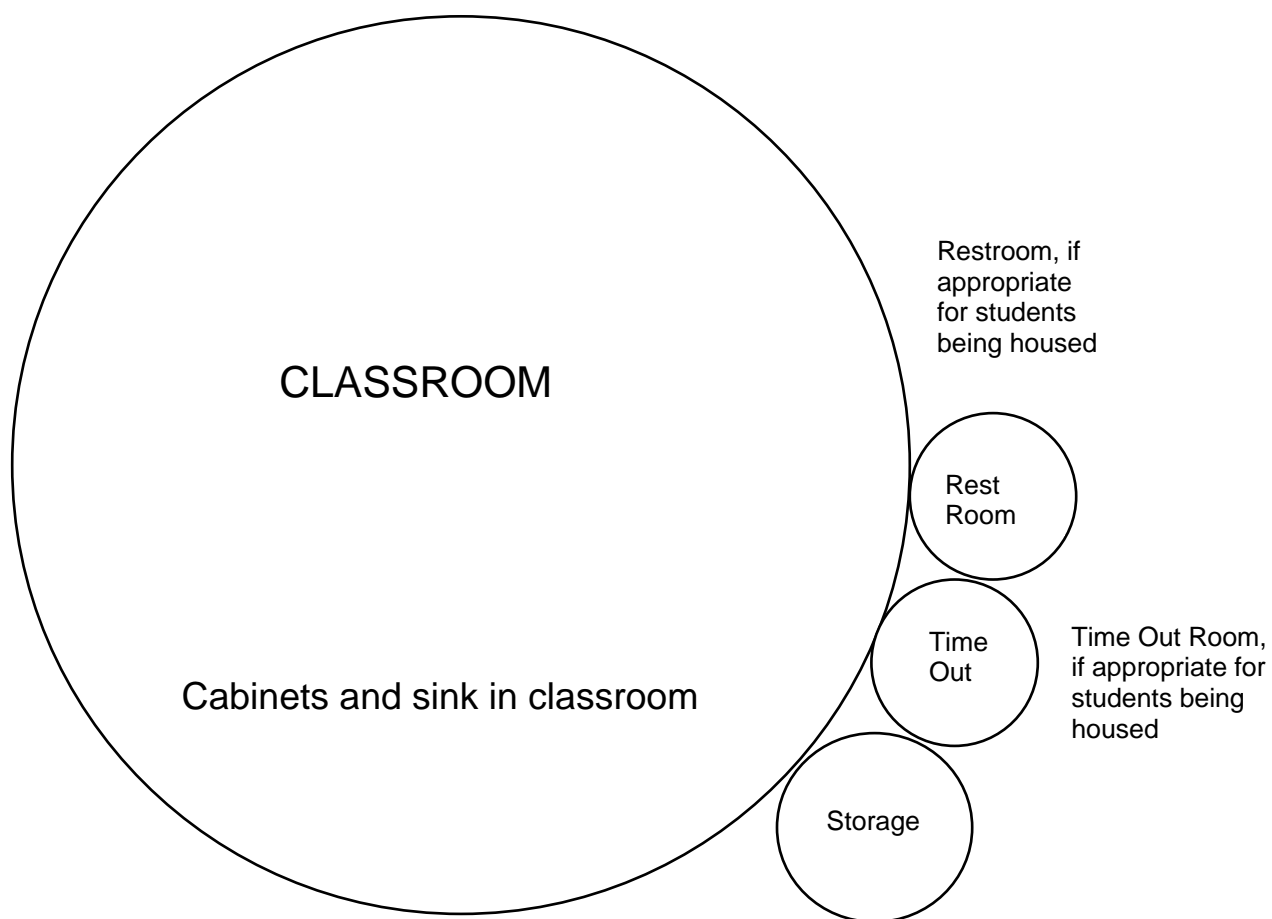
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ELEMENTARY SCHOOL EXCEPTIONAL STUDENT EDUCATION FULL-TIME CLASSROOM

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SPACE RELATIONSHIPS

Typical Exceptional Student Education Classroom





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VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

\*Shown on drawings

#purchased and installed by contractor

Space or Area                      Number of Items                      Description of Furniture/Equipment Needed

**TRAINABLE MENTALLY HANDICAPPED AND AUTISTIC (EACH CLASSROOM)**

**FURNITURE**

1	Teacher Desk
12	Student Desks
2	Trapezoidal Tables
2	Wired Carrels with Outlets and Lighting
1 or 2	Four-Drawer File Cabinets, Lockable
22	Stackable Student Chairs appropriate to Grade Level
2	Adult Chairs 17"
1	Round Table 48" Diameter
1	"Donut" Table Assembly
1	Portable Bookcase
2	Rocking Chairs

**EQUIPMENT**

2	Cassette Tape Recorders
2	Language Masters
1	Equipment Cart
1	Compact Disc Player
1	Typewriter, Standard
1	Typewriter, Primary
1	Listening Center
1	Filmstrip Projector, Carousel
1	Overhead Projector
*#1	All-in-One Smart Board (interactive white board) including an attached projector.
2	Computers and Stands
1	Video Cassette Recorder

**PROFOUNDLY MENTALLY HANDICAPPED (EACH CLASSROOM)**

**FURNITURE**

1	Bean Bag Chair
1	Child Corner Chair
1	Adult Corner Chair
	Cots
1	"Donut" Table Assembly

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VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

\*Shown on drawings

#purchased and installed by contractor

Space or Area                      Number of Items                      Description of Furniture/Equipment Needed

**PROFOUNDLY MENTALLY HANDICAPPED (EACH CLASSROOM) – continued**

**EQUIPMENT**

Assorted Tumble Form Wedges

Assorted Tumble Form Rolls

Mobile Prone Stander

Gymnastic Balls

Corner Chair Trays

Bolster Chair Completed

Rifton Tray with Slot

Commode Chair, Deluxe

Jetmobile (Large)

Polyurethane Folding Exercise Mats

**PHYSICALLY IMPAIRED (EACH CLASSROOM)**

5	Crank Adjustable Tables
1	Teacher Desk
8	Student Desks
5	Trapezoidal Tables, Adjustable
2	Four-Drawer File Cabinets, Lockable
3	Adult Chairs 17"
2	Language Masters
2	Listening Centers
1	Microcomputer/Software
1	Printer, Adaptive Firmware, Fan
2	Footstools
1 Each	Feeder Seat (Elementary)
1 Each	Tumble Forms Corner Chair (Elementary)

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VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

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<u>Space or Area</u>	<u>Number of Items</u>	<u>Description of Furniture/Equipment Needed</u>
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**PER PHYSICALLY IMPAIRED WING**

*#1	12' Frost Free Refrigerator
*#1	24" Built-in Dishwasher, Front Dials
*#1	30" Drop-in Range/Oven
*#1	Heavy Duty Washer (Large Capacity)
*#1	Heavy Duty Dryer (Large Capacity) with Power Cord, Front Load, (Venting Hose)
1 Each	4" x 24" Tumble Form Rolls
2 Each	6" x 24" Tumble Form Rolls
1 Each	8" x 24" Tumble Form Rolls
3 Each	10" x 36" Tumble Form Rolls
1 Each	12" x 36" Tumble Form Rolls
1 Each	14" x 48" Tumble Form Rolls
1 Each	4" x 20" x 22" Tumble Form Wedges
1 Each	6" x 20" x 22" Tumble Form Wedges
1 Each	6" x 24" x 26" Tumble Form Wedges
1 Each	6" x 24" x 28" Tumble Form Wedges
2 Each	8" x 20" x 22" Tumble Form Wedges
1 Each	8" x 24" x 28" Tumble Form Wedges
1 Each	10" x 20" x 22" Tumble Form Wedges
1 Each	10" x 24" x 26" Tumble Form Wedges
1 Each	10" x 24" x 28" Tumble Form Wedges
1 Each	12" x 24" x 26" Tumble Form Wedges
1 Each	Side Lying Positioner
4 Each	Tilt-Top Adjustable Height School Desk
2 Each	Adjustable Table

**HOSPITAL/HOMEBOUND (EACH FACILITY)**

**FURNITURE**

22	Teacher Desks
22	Four-Drawer File Cabinets, Lockable
22	Adult Chairs 17"
7	Movable Bookcases
3	Portable Typing Tables
1	Conference Table

**EQUIPMENT**

5	Cassette Tape Recorders
3	Typewriters, Electric
5	Filmstrip Viewers
3	Computers
3	Printers

Note: Curriculum materials list is provided by program supervisor.

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#### IX. SPECIAL CONSIDERATIONS

- Heating/Cooling/Ventilation

Range hood exhausted to outside in all kitchen areas, when provided.

- Windows

Height should be no more than 36 inches from floor

- Doors

Wheelchair accessible

Automatic door opener for main exterior doors and in additional areas as specified on plan

Provide kickstands on non-automatic doors

Exit doors to play area in some projects will have to have time-delayed hardware (see Educational Specifications for Technology Infrastructure).

- Water

Hot and cold water at sink

Avoid sink surge nozzles

- Electrical

Provide power outlet in ceiling to allow for ceiling-mounted projector or other visual image projection device.

Provide electric hand dryers in all restrooms.

- Built-in Cabinetry

- A. Built-in work counter

- Standard counter, 10 ft. long x 30 inches high x 24 inches deep, with sink

- Base cabinets, 10 ft. long x 30 inches high x 24 inches deep, with locks

- Cabinets above counter, 10 ft. long x 30 inches high x 12 inches deep, with locks

- B. Built-in cabinets/shelving

- Shelving in material storage 18 inches deep and 18 inches between shelves along one wall (minimum of 80 linear feet)

- Storage cabinet with lock in office area (7 ft. x 4 ft. x 18 inches)

## ELEMENTARY SCHOOL EXCEPTIONAL STUDENT EDUCATION FULL-TIME CLASSROOM

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#### IX. SPECIAL CONSIDERATIONS (continued)

- Built-in Cabinetry (continued)

- B. Built-in cabinets/shelving (continued)

Provide cabinet with two shelves for sound enhancement equipment and amplifier.

Cabinet and equipment shall be located at, or adjacent to, the major teaching wall on the interactive whiteboard connection side. The cabinet shall be 17 inches wide and 25 inches deep with a slide tray top (4 inches high), fold up side shelf (approximately 12 inches wide and 15 inches long) and two doors (one on front and the other on opposite side of fold up shelf). The slide tray shall hold a document presenter provided by owner. The back of the cabinet must allow connections of white speaker wire for the four speakers used with sound enhancement equipment, a network connection, connection to interactive whiteboard and power.

- C. Built-in Instructional Aids

All teaching spaces to have minimum per S.R.E.F.

Note: Any sound enhancement equipment must be coordinated through Pinellas County Schools Audio Logical Services.

Whiteboard

Two Corkboards (4 ft. x 4 ft.)

Clock with Second Hand

- D. Other Built-ins

Bathroom cabinets must be at least 24 inches deep to accommodate specialized equipment

Changing tables with cabinets in lower section of table