

ELEMENTARY SCHOOL EXCEPTIONAL STUDENT EDUCATION PART-TIME CLASSROOM

New Construction

I. PROGRAM PHILOSOPHY

Gifted

Through a variety of instructional and organizational approaches, the gifted program is designed to foster high level thinking and self-development processes in both cognitive and affective domains. It includes provisions to challenge the student through a multi-dimensional teaching approach. The ultimate goal of the program is to develop within the individual a desire for excellence and a sense of individual responsibility to self and society.

Emotionally Handicapped

Exceptional Student Education for Emotionally Handicapped students is an integral part of the total school program. It provides academic, behavioral, and social programming for students with emotional handicaps to become functional in the least restrictive environment according to their individual abilities.

Severely Emotionally Disturbed

The Severely Emotionally Disturbed Program is based on the belief in the individual worth of each student and the right of the student to an education which allows him to progress to the degree which he is able. Some severely emotionally disturbed students can learn to overcome the obstacles that prevent them from experiencing success in a less restrictive environment. This handicapping condition that necessitates placement in an SED setting is not always a life-long condition.

Specific Learning Disabilities

Instructional programming for exceptional students is based upon the recognition that there are deviations among students in their physical, mental, emotional, and social needs. Subsequently, it follows that the instructional program, as well as instructional facilities, must differ to fully meet the educational needs of students who require special education services to develop their maximum potential.

Educable Mentally Handicapped

Instructional programming for exceptional students is based upon the recognition that there are deviations among students in their physical, mental, emotional, and social needs. Subsequently, it follows that the instructional program, as well as instructional facilities, must differ to fully meet the educational needs of students who require special education services to develop their maximum potential.

Deaf and Severely Language Impaired

The philosophy of the Communication Disorders Severely Language Impaired and Deaf-Hard of Hearing programs is to provide those skills which are necessary for every child to reach his or her maximum potential in communication.

Visually Impaired

To provide optimum learning experiences for visually impaired students in the most appropriate and least restrictive environment. The continuum of services includes self-contained, resource, itinerant, and consultation. Staffing and placement decisions are based on the needs of each individual student, taking into consideration their intellectual, physical, social/emotional and vocational strengths as well as their vision loss.

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II. PROGRAM GOALS

Gifted

- (1) To create greater awareness of the needs of the gifted on the part of parents, lay persons and educators.
- (2) To disseminate information to county schools on programs available for gifted and information about results of research in this area.
- (3) To engage in staff development components and workshops for continuing education of teachers of gifted and classroom teachers aspiring to improve general education curriculum.

Emotionally Handicapped

The program goals reflect the philosophy of the school district. The ultimate goal for all students with emotional handicaps is successfully participation in the regular school environment. Program objectives include using the regular school curriculum with adaptations which address the unique and individual needs of the students.

Severely Emotionally Disturbed

The purpose of the SED Program is to provide the SED student with a set of skills that will assist in his successful transition into society. These skills include but are not limited to:

- (1) Behavior management
- (2) Social skills development
- (3) Emotional growth and development
- (4) Career education
- (5) Academic instruction

Specific Learning Disabilities

The program goals reflect the philosophy of the school district. The ultimate goal for most SLD students is successful participation in the regular school environment. Program objectives include adapting the regular school curriculum to meet their unique learning needs.

Educable Mentally Handicapped

To provide an educational environment which enables Educable Mentally Handicapped students to develop to their maximum potential and exit the school setting with skills which will lead to a well-adjusted, purposeful and satisfying life.

Deaf and Severely Language Impaired

To facilitate the acquisition of communication skills by each child in the public schools.

Visually Impaired

Provide an educational environment in which the student, to the maximum extent possible, will develop:

- (1) Academic and cognitive skills
- (2) Appropriate social interaction skills
- (3) Independence in the school and the community
- (4) Coping skills to deal with their own impairment and with the non-handicapped world
- (5) Utilize leisure time skills

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III. PROGRAM ACTIVITIES

Gifted

- (1) To provide a program which maximizes opportunities for development of the gifted student's unique capacities, particularly in the areas of decision-making, communicating, leadership, reasoning, creativity, and evaluation.
- (2) To provide exposure to a wide range and variety of subjects not normally available at their grade level and the opportunity to study areas of particular interest in depth.

Emotionally Handicapped

The Program for Emotionally Handicapped students provides instruction in the areas of language arts, mathematics, social studies, science, affective skill development, health, safety, and behavioral management. Instruction in self-contained classrooms emphasizes an individual and group instructional program which includes basic academic skills in language arts, arithmetic, mathematical reasoning, and social learning. The instructional area and the specific activities are contingent upon the ability and developmental level of the individual student. Classroom management and affective development including individual and group counseling are integral components of the program.

Severely Emotionally Disturbed

The SED center program provides an environment to foster the individual student's growth toward his/her potential, socially and academically, including the possible return to a less restrictive environment. The SED center program, through this curriculum, is designed to teach and reinforce the appropriate social behaviors which are necessary for functioning in other educational or vocational settings and in everyday life.

Specific Learning Disabilities

Program objectives and curriculum:

- (1) Appropriate identification of SLD students
- (2) Effective service delivery
- (3) To ensure coordinated planning and continuity in SLD programs Kindergarten-12
- (4) To provide staff development for all teachers working with SLD students
- (5) Opportunities for facilitating better public relations
- (6) The utilization of student's strengths to improve academic functioning and/or acquisition of knowledge.
- (7) The successful functioning of the student in the regular education program.
- (8) The development of occupational competencies and functional knowledge which are prerequisites for successful integration into society.
- (9) The development of coping techniques for learning disabilities which cannot be corrected.
- (10) The utilization of learning strategies techniques to enhance student performance.

Educable Mentally Handicapped

Program activities are based upon objectives which encompass the following broad areas:

- (1) Occupational adequacy. This includes both specific vocational training and work-related efficacy skills.
- (2) Social adequacy. This allows the individual to get along with other members of society. Program activities encourage the student to recognize the rights of and have consideration for the desires and wishes of others.
- (3) Personal adequacy. This aspect of the program addresses physical and mental health, the ability to cope with frustrations, and the feeling of security and self-respect. Knowledge of basic academic skills encourages reading of the newspaper, magazines, the development of hobbies and handling of personal finances, all adding to a sense of personal adequacy.

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III. PROGRAM ACTIVITIES (continued)

Deaf and Severely Language Impaired

The speech language pathologist and the teacher of deaf and hard of hearing students undertake educationally relevant therapies and instruction which in turn assists the students in improving their expressive and receptive communication skills.

Visually Impaired

- (1) To provide most appropriate and least restrictive setting according to the Special Programs and Procedures for Exceptional Students.
- (2) To maintain students and the instructional program with all necessary interventions.
- (3) To provide a means for integration between the regular classroom and exceptional instructional program.
- (4) To involve community agencies to the maximum extent possible.
- (5) To involve parents in the student's educational program and planning.
- (6) To develop a realistic and appropriate vocational training program.
- (7) To provide continuous staff development throughout the year for exceptional and regular teaching and support service staff.
- (8) To provide the appropriate environment and equipment necessary for a comprehensive program.

IV. ORGANIZATIONAL NOMENCLATURE

Gifted

Teacher - Student Ratio:	1:24 for design; 1:22 for Class Size Reduction
Student Capacity per Period:	24 for design; 1:22 for Class Size Reduction
Total Number of Teachers:	1 to 2 (Depending on Delivery System, i.e., Center)
Total Number of Aides:	None
Grade Levels or Age Levels for Which Program is intended:	Kindergarten - 5
Hours per Day Space Will Be Used:	7.5

Emotionally Handicapped

Teacher - Student Ratio:	1:11
Student Capacity per Period:	11
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is intended:	Prekindergarten - 12
Hours per Day Space Will Be Used:	7.5

Severely Emotionally Disturbed

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/Ages 5 - 21
Hours per Day Space Will Be Used:	7.5

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IV. ORGANIZATIONAL NOMENCLATURE

Gifted

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Student Capacity per Period:	24 for design; 1:22 for Class Size Reduction
Total Number of Teachers:	1 to 2 (Depending on Delivery System, i.e., Center)
Total Number of Aides:	None
Grade Levels or Age Levels for Which Program is intended:	Kindergarten - 5
Hours per Day Space Will Be Used:	7.5

Emotionally Handicapped

Teacher - Student Ratio:	1:11
Student Capacity per Period:	11
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is intended:	Prekindergarten - 12
Hours per Day Space Will Be Used:	7.5

Severely Emotionally Disturbed

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/Ages 5 - 21
Hours per Day Space Will Be Used:	7.5

Specific Learning Disabilities

Teacher - Student Ratio:	1:12
Student Capacity per Period:	12
Total Number of Teachers:	1
Total Number of Aides:	1 per Two Self-Contained
Grade Levels or Age Levels for Which Program is intended:	Grades Kindergarten - 5
Hours per Day Space Will Be Used:	7.5

Educable Mentally Handicapped

Teacher - Student Ratio:	1:11 Kindergarten 1:14 Primary 1:15 Intermediate
Student Capacity per Period:	11 Kindergarten 14 Primary 15 Intermediate
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is intended:	Grades Kindergarten - 5
Hours per Day Space Will Be Used:	7.5

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IV. ORGANIZATIONAL NOMENCLATURE (continued)

Deaf and Severely Language Impaired

Teacher - Student Ratio:	1:8 Deaf/Hearing Impaired 1:6 Severely Language Impaired
Student Capacity per Period:	8 Deaf/Hearing Impaired 6 Severely Language Impaired
Total Number of Teachers:	1
Total Number of Aides:	None
Grade Levels or Age Levels for Which Program is intended:	3 - 12
Hours per Day Space Will Be Used:	7.5

Visually Impaired

Teacher - Student Ratio:	1:8
Student Capacity per Period:	8
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is intended:	Elementary, Middle, and High School
Hours per Day Space Will Be Used:	7.5

Specific Learning Disabilities

Teacher - Student Ratio:	1:12
Student Capacity per Period:	12
Total Number of Teachers:	1
Total Number of Aides:	1 per Two Self-Contained
Grade Levels or Age Levels for Which Program is intended:	Grades Kindergarten - 5
Hours per Day Space Will Be Used:	7.5

Educable Mentally Handicapped

Teacher - Student Ratio:	1:11 Kindergarten 1:14 Primary 1:15 Intermediate
Student Capacity per Period:	11 Kindergarten 14 Primary 15 Intermediate
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is intended:	Grades Kindergarten - 5
Hours per Day Space Will Be Used:	7.5

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V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

Deaf and Severely Language Impaired

Physical Considerations

It is vital for communication disordered students to learn in a quiet environment. Many of these students have auditory processing disorders or hearing aids which amplify ambient noise. These sounds can mask the instruction which is occurring within the room. Carpeting, acoustic tile, and appropriate window treatment are important considerations for these students.

Communication disordered students interact well with technology. Computer programs are now available which allow students to improve expressive and receptive communication skills.

A variety of seating should be provided within the room. Small group instruction as well as individual instruction should be accommodated. Conferences with parents and professionals also can occur within the room. Whiteboards should be provided to allow students visual reinforcement of concepts taught. The classroom should also have enough wall space to allow for the display of student generated work. Storage should also be provided so that equipment and tests used during therapy and instruction can be placed out of the way and secured.

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

One student toilet is needed in each elementary classroom to accommodate students who need close supervision.

Emotionally Handicapped and Severely Emotionally Disturbed

Provide one non-secure Time Out Room inside each building near ESE classrooms (approximately 40 square feet). It should be constructed with non-destructive materials. There should be a small observation glass on the upper portion of the door (approximately one square foot). No electrical switches of any kind should be located in this space. 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.

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VII. PROGRAM FACILITIES LIST

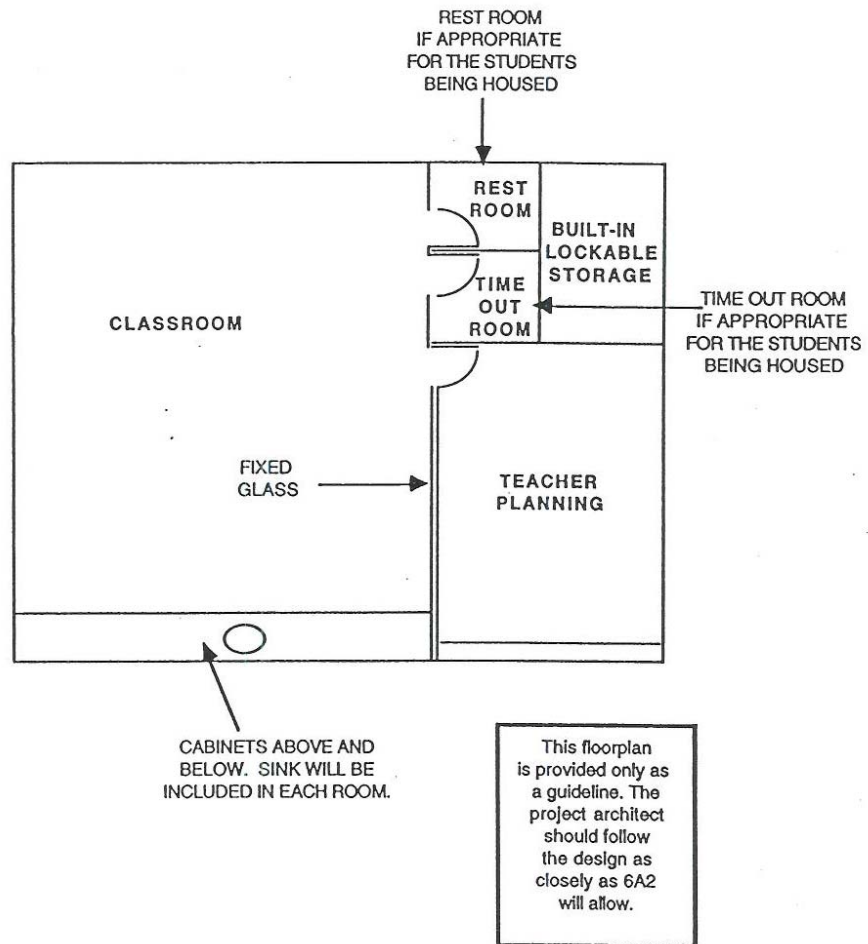
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SPACE RELATIONSHIPS

Typical ESE Student Education Classroom



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VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

*Shown on drawings

#purchased and installed by contractor

<u>Space or Area</u>	<u>Number of Items</u>	<u>Description of Furniture/Equipment Needed</u>
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GIFTED (EACH CLASSROOM)

FURNITURE

16	Student Desks
2	Four-Drawer File Cabinets, Lockable
10	Stackable Student Chairs
3	Adult Chairs 17"
4	Round Tables 48" Diameter
2	Half-Round Tables 48" Diameter
4	Movable Bookcases
1	Teacher Desk

EQUIPMENT

1	Equipment Cart
1	Overhead Projector
*#1	All-in-One Smart Board (interactive white board) including an attached projector.
5	Computer Systems
1	VCR
1	Projection Panel for Computer
1	Computer Table
1	Disk Player, Video (Elementary) or Laser (Middle)

GIFTED (EACH CLASSROOM)

FURNITURE

16	Student Desks
2	Four-Drawer File Cabinets, Lockable
10	Stackable Student Chairs
3	Adult Chairs 17"
4	Round Tables 48" Diameter
2	Half-Round Tables 48" Diameter
4	Movable Bookcases
1	Teacher Desk

EQUIPMENT

1	Equipment Cart
1	Overhead Projector
*#1	All-in-One Smart Board (interactive white board) including an attached projector.
5	Computer Systems
1	VCR
1	Projection Panel for Computer
1	Computer Table
2	Disk Player, Video (Elementary) or Laser (Middle)

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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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EMOTIONALLY HANDICAPPED (EACH CLASSROOM)

FURNITURE/EQUIPMENT

1	Teacher Desk
1	Teacher Assistant Desk
12	Student Desks
1	Trapezoidal Table
2	Wired Carrels with Outlets and Lighting (120 Volt)
1	Four-Drawer File Cabinet, Lockable
24	Stackable Student chairs appropriate to grade level
3	Adult Chairs 17"
1	Round Table 48" Diameter
1	Half-Round Table 48" Diameter
1	"Donut" Table Assembly
	Movable Bookcases 4 ft. Wide x 6 ft. High
6	Student Carrels
1	Cassette Tape Recorder
*1	Small Refrigerator
1	Language Master
1	Hot Plate
1	Equipment Cart
1	Cassette/CD Player
1	Listening Center
1	Filmstrip Viewer
1	Overhead Projector
1	Filmstrip Projector
1	Thermal Master Maker
*#1	All-in-One Smart Board with attached projector
1	Desk Calculator
12	Student Calculators
1	Video Camera
12	Computers
12	Computer Tables
4	Computer Printers
1	Video Cassette Recorder
12	Student Computers
2	Art Easels
1	Chart Stand

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VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

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SEVERELY EMOTIONALLY DISTURBED (EACH FACILITY)

FURNITURE

1	Teacher Desk
8	Student Desks appropriate to grade level
1	Trapezoidal Table
2	Wired Carrels with Outlets and Lighting
1	Four-Drawer File Cabinet, Lockable
16	Stackable Student chairs appropriate to grade level
3	Adult Chairs 17"
*1	Telephone Extension
1	Round Table 48" Diameter
1	"Donut" Table Assembly
2	Movable Bookcases 4 ft. Wide x 6 ft. High
8	Study Carrels

EQUIPMENT

1	Cassette Tape Recorder
*1	Small Refrigerator
1	Language Master
1	Hot Plate
1	Equipment Cart
1	Cassette/CD Player
1	Listening Center
1	Filmstrip Viewer
1	Overhead Projector
1	Filmstrip Projector
*#1	All-in-One Smart Board with attached projector
1	Desk Calculator
10	Student Calculators
1	Video Camera
7	Computers
7	Computer Tables
2	Computer Printers
1	Video Cassette Recorder
8	Student Computers
2	Art Easels
1	Chart Stand

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SPECIFIC LEARNING DISABILITIES (EACH FACILITY)

FURNITURE

1	Teacher Desk
1	File Cabinet
14	Student Desks appropriate to grade level
*6	Wired Carrels with Outlets and Lighting
2	Four-Drawer File Cabinets, Lockable
20	Stackable Student chairs appropriate to grade level
3	Adult Chairs 17"
1	Round Table 48" Diameter
2	Half-Round Tables 48" Diameter
4	Movable Bookcases
1	Horseshoe Table
1	Rocking Chair

EQUIPMENT

2	Cassette Tape Recorders
2	Language Masters
1	CD Player
1	Record Cart
1	Typewriter, Standard
1	Typewriter, Primary
2	Listening Centers
2	Filmstrip Viewers
1	Overhead Projector
1	Filmstrip Projector
*#1	All-in-One Smart Board with attached projector
2	Computer Systems and Carts
1	Computer Table
1	Video Cassette Recorder

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EDUCABLE MENTALLY HANDICAPPED (EACH FACILITY)

FURNITURE

1	Teacher Desk
1	File Cabinet
16	Student Desks appropriate to grade level
5	Trapezoidal Tables
4	Wired Carrels with Outlets and Lighting
2	Four-Drawer File Cabinets, Lockable
26	Stackable Student chairs appropriate to grade level
2	Adult Chairs 17"
1	Round Table 48" Diameter
2	Half-Round Tables 48" Diameter
1	"Donut" Table Assembly
4	Movable Bookcases
1	Rocking Chair
2	Study Carrels

EQUIPMENT

2	Cassette Tape Recorders
2	Language Masters
1	Equipment Cart
1	CD Player
1	Typewriter, Standard
1	Typewriter, Primary
2	Listening Centers
2	Filmstrip Viewers
1	Overhead Projector
1	Filmstrip Projector
*#1	All-in-One Smart Board with attached projector
2	Computers and Stands
1	Video Cassette Recorder
1	Microwave
*#1	Electric Range
*#1	Stainless Steel, Double Sink
*#1	Hot Water Heater
*#1	Refrigerator

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DEAF AND SEVERELY LANGUAGE IMPAIRED (EACH CLASSROOM)

FURNITURE

1	Teacher Desk
8	Student Desks
1	Wired Carrel with Outlets and Lighting
2	Four-Drawer File Cabinets, Lockable
10	Stackable Student Chairs, Appropriate Size
5	Adult Chairs 17"
1	Round Table 48" Diameter
2	Half-Round Tables 48" Diameter
4	Movable Bookcases 4 ft. x 6 ft. High
4	Trapezoidal Tables

EQUIPMENT

1	Cassette Tape Recorder
1	Equipment Cart
1	Filmstrip Projector
1	Audiometer with Air and Bone Conduction
*#1	All-in-One Smart Board with attached projector
2	Instructional Computers (Macintosh)
1	Printer and Software
1	Video Cassette Recorder

VISUALLY IMPAIRED (EACH CLASSROOM)

FURNITURE/EQUIPMENT

1	Teacher Desk
1	Teacher Chair
10	Student Desks
3	Student Tables for Braille Writer
3	Typing Tables, Adjustable
3	Closed Circuit Televisions
15	Chairs (10 Standards, 5 Adjustable)
2	Filing Cabinets
3	Microcomputer/Software Designed for the Visually Impaired
1	Printer
1	Braille Printer
1	Thermoform
1	Copier with Enlargement
1 Each	Magnifiers, various styles
1	Battery Table-top "Talking" Clock
1	Listening Center
1 Each	Canes, various styles and lengths
3	Rheostatically Controlled Table Lamps

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IX. SPECIAL CONSIDERATIONS

- Heating/Cooling/Ventilation

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

- Floor

Visually Impaired

In areas of serious hazards, tactile floor signals and warning systems should be used. Surfaces may be raised, grooved or provide a change in hardness.

- Walls

Visually Impaired

Visually Impaired classrooms should highlight hazardous areas with color. To find specific locations, identify level change, etc. For signs, provide light characters against a dark background.

- Lighting

Visually Impaired

Include incandescent and fluorescent light in Visually Impaired classrooms so that glare and reflections are eliminated. Lighting should be used to accentuate stairs, handrails, decision making points, restroom fixtures, etc. Avoid blinking lights.

- Windows

Provide one-way observation glass between teacher planning and classroom in all classrooms designated as **Emotionally Handicapped** and **Severely Emotionally Disturbed**. This one-way glass enables observation and study of student behaviors.

In **Visually Impaired** classrooms, strong contrasts between high and low lighting levels or shadows and over-illumination should be minimized. Large areas of glass, if they must be used should be labeled with decals or other symbols.

- Doors

Standard doors except in **Visually Impaired** classrooms where:

- We should provide a clear opening of no less than 48 inches to allow passage of two persons or one person and guide dog.
- Thresholds should be flush, with a rise of no more than 1/4 inch. Cues such as color contrast in carpet should be provided.
- Automatic doors should have guard rails, power floor mats or a horizontal/vertical sensing device at main entrances (i.e., wing entrance).
- Automatic doors should remain fully open until the area is cleared by the user.

- Water

The water fountain should be recessed in the **Visually Impaired** Classroom.

Sink in built-in counter

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IX. SPECIAL CONSIDERATIONS (continued)

- 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

Provide a built-in lockable storage cabinet 7 ft. high x 18 inches deep x 4 ft. wide in the teacher planning area in all **Emotionally Handicapped** and **Severely Emotionally Disturbed** classrooms.

- B. Built-in cabinets/shelving

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

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

- Other Considerations

Before any formal drawings are completed, the contracted architect shall arrange a meeting with the ESE facility representative to discuss these educational specifications and receive guidance on the design as it relates to the program being housed.

Note: ESE classrooms should be spread throughout the campus to assist in implementing inclusion. Two ESE classrooms can be located together to assist in program sharing.