

ELEMENTARY SCHOOL EXCEPTIONAL STUDENT EDUCATION RESOURCE ROOM

New Construction

I. PROGRAM PHILOSOPHY

The philosophy for exceptional student education resource program follows the philosophy of the particular program being housed. The resource room may house students from the Specific Learning Disabled and/or Emotionally Handicapped programs.

Specific Learning Disabilities

Instructional programming 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.

Emotionally Handicapped

Exceptional student education for Emotionally Handicapped students is an integral part of the total school program. It should provide the opportunities, experiences and facilities for Emotionally Handicapped students to become functional in their environment according to their individual abilities.

Occupational Therapy/Physical Therapy

The philosophy of the Occupational/Physical Therapy program is to provide exceptional students with appropriate adaptive equipment, materials, and instruction as necessary for them to function in the educational setting. Students in need of Occupational or Physical Therapy have varying degrees of delay and must be provided an educational program in the least restrictive environment.

II. PROGRAM GOALS

The particular program goals are reflective of the specific resource program being housed in the facility.

Specific Learning Disabled and Emotionally Handicapped

The program goals reflect the philosophy of the school district. The ultimate goal for students in the Specific Learning Disabilities and Emotionally Handicapped programs is successful participation in the regular school environment. Program objectives include adapting school curriculum to meet the students' unique needs.

Occupational Therapy/Physical Therapy

- (1) To support personnel in accommodating and enhancing the educational needs of exceptional students.
- (2) To provide specialized materials and equipment needed to facilitate learning.
- (3) Provide therapy which helps students develop:
 - a. Appropriate academic growth, skill training, and cognition.
 - b. Functional 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.

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III. PROGRAM ACTIVITIES

Specific Learning Disabilities

Program Objectives and Curriculum

- (1) Appropriate identification of Specific Learning Disabled (SLD) students.
- (2) Effective service delivery.
- (3) To ensure coordinated planning and continuity in SLD programs.
- (4) To provide staff development for all teachers working with SLD students.
- (5) Opportunities for facilitating better public relations.

Emotionally Handicapped

The resource program for Emotionally Handicapped students provides remediation in Language Arts and Mathematics. The instructional area and 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.

Occupational Therapy/Physical Therapy

- (1) To assist school staffing teams in the identification of students requiring therapy, 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 exceptional students.
- (3) To involve parents in the students' instructional program and planning.
- (4) To provide the appropriate environment and equipment necessary for comprehensive planning.
- (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.

IV. ORGANIZATION NOMENCLATURE

Specific Learning Disabled and Emotionally Handicapped

Teacher-Student Ratio:	1:7
Student Capacity per Period:	7
Total Number of Teachers:	1
Total Number of Aides:	
Grade Levels or Age Levels for	
Which program is intended:	Grades 1 - 5
Hours per Day Space Will Be Used:	7.5

Occupational Therapy/Physical Therapy

Teacher-Student Ratio:	1:2
Student Capacity per Period:	2
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for	
Which Program is intended:	Prekindergarten – 5
Hours per Day Space Will Be Used:	7.5

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V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

Occupational Therapy/Physical Therapy

Though construction will necessarily be unique to the population being served, the following provisions may be fundamental when providing facility accessibility for students. (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 stall. A changing table and personal hygiene and equipment storage areas should also be provided. Sinks, soap dispenser and paper towel dispenser must be wheelchair accessible.
- (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 handicapped people should be available.
- (10) Bus loading area (covered) should be provided at appropriate school sites.

A guide for these publications is the American Standard Specifications for Making Building and Facilities Accessible to, and Usable by, the Physically Handicapped. This publication may be obtained free of charge from:

National Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago 12, Illinois 60612

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

Emotionally Handicapped

One non-secured time out room "quiet room" should be available to any resource classroom that is to accommodate Emotionally Handicapped students. The space should be built with non-destructible walls 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 Resource Room - New Construction

VII. PROGRAM FACILITIES LIST

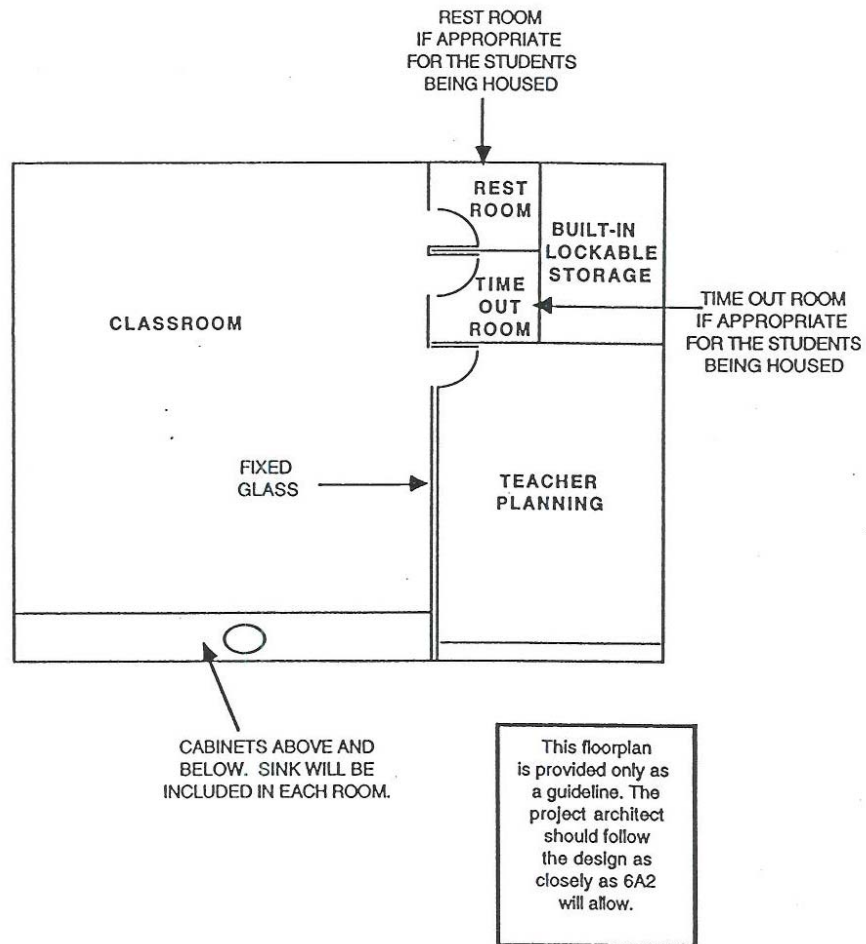
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SPACE RELATIONSHIPS

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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SPECIFIC LEARNING DISABLED AND EMOTIONALLY HANDICAPPED (EACH CLASSROOM)

FURNITURE

1	Teacher Desk
12	Student Desks
1	Trapezoidal Table
2	Wired Carrels with Outlets and Lighting
1	Four-Drawer File Cabinet, Lockable
1	Movable Whiteboard 4 ft. x 6 ft.
12	Stackable Student Chairs appropriate to Grade Level
3	Adult Chairs 17"
1	Round Table 48" Diameter
1	"Donut" Table Assembly
2	Movable Bookcases 4 ft. Wide x 6 ft. High
4	Study Carrels

EQUIPMENT

2	Cassette Tape Recorders
1	Language Master
1	Equipment Cart
1	Compact Disc Player
1	Typewriter, Standard
1	Typewriter, Primary
1	Listening Center
1	Filmstrip Viewer
1	Overhead Projector
*#1	All-in-One Smart Board (interactive white board) including an attached projector.
1	Desk Calculator
10	Student Calculators
5	Computers
5	Computer Tables
3	Computer Printers
1	Video Cassette Recorder

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OCCUPATIONAL THERAPY/PHYSICAL THERAPY SUITE (PER SUITE)

1	Electric Typewriter with Finger Guard
1	Microcomputer/Software (Assembly Required)
1	Printer
2	Teacher Desks
2	Four-Drawer File Cabinets, Lockable
2	Adult Chairs 17"
1 (OT only)	Round Table
2	Movable Bookcases
1	Vestibular Board (Assembly Required)
2	Foot Stools (Assembly Required)
3	Polyurethane Folding Exercise Mats
1 Each	Pediatric Saf-T-Mirror (Assembly Required)
1 Each	Trays for Chairs, various styles and sizes
1 Each	Tumble Forms Corner Chair
1 Each	Abductor Module
1 Each	Rectangular Backrest Blocks
1 Each	Walker, various styles and sizes
1 Each	Prone Stander
3 Each	Adjustable Chairs, various sizes
1 Each	Adjustable Walking Aid, various sizes
1 Each	Gait Belt, Velcro
1 Each	Wheelchair
1	Commode Chair, Deluxe
1	Adjustable Easel
2	Wheelmobiles
1	Prone Scooter Board
2 Each	Tilt Tables, Adjustable Height, various sizes
1 Each	Neuro Developmental Training Ball, various sizes
1 Each	Height Adjustable Crawler
1 Each	Vinyl Coated Weights, Basic Set
1 Each	Wheelchair Training Stools
1 Each	Barrel Roll
1 Each	Tumble Form Rolls, various sizes
1 Each	Tumble Form Wedges, various sizes

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IX. SPECIAL CONSIDERATIONS

- Built-in Cabinetry

- A. Built-in work counter

Standard counter 10 ft. long x 30 inches high x 24 inches deep.

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

30 linear feet of shelving in material storage 18 inches deep and 18 inches between shelves.

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.

Two Corkboards 4 ft. x 4 ft.

Whiteboard

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.