

HIGH SCHOOL EXCEPTIONAL STUDENT EDUCATION (ESE) PART-TIME CLASSROOM

New Construction

I. PROGRAM PHILOSOPHY

This room may house students with specific learning disabilities

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 each student to progress to the degree which he/she 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.

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.

II. PROGRAM GOALS

The particular program goals are reflective of the specific program being housed and the students being taught.

Emotionally Handicapped

The program goals reflect the philosophy of the school district. The ultimate goal for all students with emotional handicaps is successfully participating 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/her 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

Deaf and Severely Language Impaired

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

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II. PROGRAM GOALS (continued)

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

III. PROGRAM ACTIVITIES

Specific learning needs and program objectives

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.

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.

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IV. ORGANIZATIONAL NOMENCLATURE

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

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
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

Emotionally Handicapped and Severely Emotionally Disturbed

Provide one non-secure time-out room near ESE classrooms (approximately 40 square feet). It should be constructed with non-destructive materials. There should be a one foot by one foot observation window in the upper portion of the door. 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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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

SEVERLY EMOTIONALLY HANDICAPPED, EMOTIONALLY HANDICAPPED, DEAF AND SEVERELY LANGUAGE IMPAIRED, VISUALLY IMPAIRED (EACH CLASSROOM)

FURNITURE

*1	Teacher Desk
*15	Student Desks
*1	Trapezoidal Table
*2	Wired Carrels with Outlets and Lighting (120 Volt)
*1	Four-Drawer File Cabinet, Lockable
*1	Movable Whiteboard 4 ft. x 6 ft.
15	Stackable Student chairs appropriate to grade level
4	Adult Chairs 17"
*1	Round Table 48" Diameter
*1	"Donut" Table Assembly
*2	Movable Bookcases 4 ft. Wide x 6 ft. High
*4	Student Carrels

EQUIPMENT

4	Cassette Tape Recorders
1	Language Master
1	Equipment Cart
1	Compact Disc Player
1	Listening Center
1	Desk Calculator
15	Student Calculators
8	Computers
8	Computer Tables
3	Computer Printers
1	Video Cassette Recorder
*1	Interactive projector with standard white marker boards
*1	Teacher Presentation Station
*1	Metal shelving, 80" tall, 18" deep and 4 feet long, with 18" between shelves

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IX. SPECIAL CONSIDERATIONS

- Plumbing

Toilet and Sinks – Cold water only

All drinking fountains inside buildings shall be electric water-coolers providing chilled water.

- Communications

Provide wireless distribution and video over IP Broadcast system technology throughout the new construction at the school. Interactive projectors with standard markerboards will be used. Televisions and coaxial cable will **not** be used.

- Built-in Cabinetry

See District Design Guidelines

- A. Built-in cabinets/shelving

- Storage Cabinet with lock in teacher planning office area (7 ft. x 4 ft. x 18 inches)
 - One bookcase – 3 ft. wide x 7 ft. tall x 12 inches deep. Adjustable shelves (minimum 6 shelves).

- C. Built-in Instructional Aids

One 4 ft. x 16 ft. magnetic white markerboard, one 4 ft. x 4 ft. tackboard. Standard markerboard to have eraser tray, flag holder and demountable map railing. Install an interactive projector in the center of the markerboards.

Provide wheeled cabinet with doors for sound enhancement equipment and amplifier. Cabinet and equipment shall be located at, or adjacent to, the major teaching wall with tethered wiring harnesses. Equipment purchased with Furniture, Fixtures, Equipment & Technology (FFE&T) funds.

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 projector and power.

- Other Considerations

ESE classrooms should be spread throughout the new building to assist in implementing inclusion. However, two ESE classrooms can be located together to assist in program sharing.