

HIGH SCHOOL EXCEPTIONAL STUDENT EDUCATION (ESE) RESOURCE

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, Emotionally Handicapped, or Occupational/Physical Therapy 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 resources 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.

III. PROGRAM ACTIVITIES

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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 students.
- (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 Department of Exceptional Education Students (DEES) Special Programs and Procedures.
- (2) To provide personnel with the knowledge, resources 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 – High

Teacher-Student Ratio:	1:4
Student Capacity per Period:	15
Total Number Teachers:	1
Total Number Aides:	
Grade Levels or Age Levels for	
Which program is intended: Grades	6-12
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 may be unique to the population being served, the following provisions may be fundamental when providing facility accessibility for students who are physically impaired. Comply with the Americans with Disabilities Act and the Florida Building Code.

- (1) Ramps--Exit and entrance ramps should be provided with gradient to allow easy access to all areas.
- (2) Ramps must be a minimum of three and one-half feet wide and there should be one foot of length for each inch of rise.

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

- (1) Site - Grading of the ground will help to make building and playground areas accessible to all students.
- (2) Floors should be made or covered with material that is non-slip or smooth.
- (3) 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.
- (4) Library - The bookshelves and checkout area should be easily accessible with aisles wide enough for wheelchairs.
- (5) Parking Spaces - Five percent of the parking spaces should be reserved for persons with disabilities.
Parking spaces need to be twelve feet wide.
- (6) Water Fountains - Water fountains should not exceed more than thirty-six inches high from the floor and should be in an accessible area.
- (7) Any step should be kept to a minimum with rounded edges and handrails thirty-two inches high on both sides of the stairway.
- (8) A sufficient number of accessible emergency evacuation procedures that provide for persons with disabilities should be available.
- (9) Bus loading area (covered) should be provided at appropriate school sites.

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

NA

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VII. 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
*1	Teacher Presentation Station

EQUIPMENT

1	Language Master
1	Equipment Cart
1	Compact Disc Player
1	Listening Center
1	Desk Calculator
10	Student Calculators
5	Computers
*5	Computer Tables
*3	Computer Printers
*1	Interactive Projector and Standard White Boards

XI. SPECIAL CONSIDERATIONS

- Doors

Doors must be wheelchair accessible

Doors opening into classrooms shall be recessed

Lockable doors in each classroom and teacher planning room

Windows in doors to teacher planning spaces

Automatic door opener for main exterior doors

Provide kick plates on non-automatic doors

Exit doors to exterior area may require time-delayed hardware

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IX. SPECIAL CONSIDERATIONS (continued)

- Plumbing

Toilets – 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 white boards will be used. Televisions and coaxial cable will **not** be used.

- Built-in Cabinetry

- A. Built-in cabinets/shelving

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

Storage Cabinet with lock in teacher planning office are (7 ft. x 4 ft. x 18 inches)

- B. 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 and 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.

Clock with second hand.

- 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.