

MIDDLE 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.

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.

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.

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IV. ORGANIZATION NOMENCLATURE

Specific Learning Disabled and Emotionally Handicapped

Teacher-Student Ratio: 1:15

Student Capacity per Period: 15

Total Number of Teachers: 1

Total Number of Aides:

Grade Levels or Age Levels for
Which Program is intended: Grades 6 – 12

Hours per Day Space Will Be Used: 7.5

V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

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

Emotionally Handicapped

One time out room “quiet room” should be available to any resource classroom that is to accommodate Emotionally Handicapped students. The time out room “quiet room” in the ESE classroom will meet this need. Refer to the Program Facilities List in the ESE Classroom. The space should have 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.

Storage may be used for teacher planning.

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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 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	Television and Stand
1	Desk Calculator
10	Student Calculators
5	Computers
5	Computer Tables
3	Computer Printers
1	Video Cassette Recorder

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IX. SPECIAL CONSIDERATIONS

- **Built-in Cabinetry**

- A. Built-in work counter

- One 4 ft. wide x 7 ft. high x 2ft. deep lockable cabinet

- One 3 ft. wide x 7 ft. high x 16 inches deep bookcase with adjustable shelves

- B. Built-in Instructional Aids

- 60-inch pull-down A. V. screen in all teaching spaces.

- Two Tackboards 4 ft. x 4 ft.

- One Markerboard 4 ft. x 8 ft.

- Clock

- **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.

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.