

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

New Construction

I. PROGRAM PHILOSOPHY

Trainable Mentally Handicapped and Autistic

The Trainable Mentally Handicapped instructional program is designed to provide each student with the opportunity to acquire semi-independence at school, home, work, and in the community. Recognizing that TMH students possess a wide range of ability levels and accompanying secondary handicaps, the curriculum within the program will vary according to each student's current and potential development. The TMH student requires coordinated, sequenced skill presentation and practice in a variety of naturalistic settings to obtain the desired level of proficiency and independence. Program success is dependent upon trans-disciplinary communication and cooperative planning among school support personnel, parents, and service providing agencies.

Profoundly Mentally Handicapped

The Pinellas County School System accepts the responsibility to provide an appropriate educational environment for Profoundly Mentally Handicapped students. Fundamental to this idea is a continuing concern to make available instructional programs which are unique to the inherent right of each student to reach toward maximum potential while facilitating increased levels of independence.

Physically Impaired

To provide students who are physically impaired with appropriate special education equipment, materials, and instruction as necessary for them to function. Though physically impaired students have varying degrees of delay, a comprehensive education program in the least restrictive environment must be provided.

Hospital/Homebound

The establishment of the Hospital/Homebound Program is based on the need to provide an education for students who are confined to the home or hospital for an extended period of time. The organization of the students' educational program is based on their medical and psychological condition.

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II. PROGRAM GOALS

Trainable Mentally Handicapped and Autistic

Program goals for the Trainable Mentally Handicapped provide for an educational environment in which the student, to the maximum extent possible will:

- (1) Increase self-care/daily living skills
- (2) Increase social skills
- (3) Increase motor skills
- (4) Increase functional academic skills
- (5) Increase pre-vocational and vocational skills
- (6) Increase leisure time skills
- (7) Increase level of independence

Profoundly Mentally Handicapped

Program goals for the Profoundly Mentally Handicapped provide for an educational environment in which the student, to the maximum extent possible will:

- (1) Increase physical independence
- (2) Increase self-care skills
- (3) Increase communication skills
- (4) Improve social interaction skills
- (5) Increase cognitive skills
- (6) Increase recreation/leisure time skills
- (7) Increase pre-vocational and vocational skills

Physically Impaired

- (1) To support personnel in accommodating the educational needs of students with physical impairments.
- (2) To provide teacher consultation, resource rooms and specialized classes as necessary countywide so physically impaired students can be placed in the educational environment appropriate for their individualized needs.
- (3) To provide specialized materials and equipment needed in the educational programs serving students with physical impairments.
- (4) Provide an educational program which helps students develop:
 - a. Appropriate academic growth, skills training, and cognition.
 - b. Maximum 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.
 - f. An understanding and acceptance of their physical impairment and the realistic, positive, and promotional attitude necessary to achieve to their fullest, in spite of the impairment.
 - g. The functional independence necessary to be a contributing, economically self-sufficient, and happy member of our society.

Hospital/Homebound

The program goals are to provide a continuation of the assigned school program while the student is at home or in the hospital. It is also a goal to facilitate the re-entry of the student to the assigned school or proper placement in a new school program.

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III. PROGRAM ACTIVITIES

Trainable Mentally Handicapped and Autistic

- (1) Provide instruction designed to develop skills in the following areas:
 - a. Daily living skills, including self-care skills
 - b. Pre-vocational and vocational skills appropriate for competitive employment and sheltered work environments.
 - c. Appropriate recreation/leisure skills with emphasis on personal decision making.
 - d. Behaviors and attitudes necessary for successful social relationships in the home, school, and community.
 - e. Attitudes, knowledge, and behaviors necessary for appropriate socio-sexual functioning.
 - f. Functional academics to include the Minimum Performance Standards for TMH students.
- (2) Assist parents with home and family adjustments, long-term expectations and information resources.
- (3) Provide the appropriate adaptations in environment and equipment necessary to accommodate the secondary handicapping conditions of the TMH population.
- (4) Maintain the students, with all necessary therapeutic interventions and instructional/training programs, in settings which provide for optimal learning.
- (5) Assist the student with the transition from school to a community setting by working cooperatively with human services agencies.

Profoundly Mentally Handicapped

- (1) To provide identification and placement of the Profoundly Mentally Handicapped in an appropriate setting according to District Guidelines for eligibility.
- (2) To maintain the students, with all necessary therapeutic interventions and instructional/training programs, in settings which provide optimal learning.
- (3) To provide staff, professional and paraprofessional, necessary for the physical and self-care needs of the Profoundly Mentally Handicapped population.
- (4) To provide opportunities for integration with less handicapped peers.
- (5) To involve community agency participation to the maximum extent possible.
- (6) To involve parents/guardians in the instructional program and planning for the student.
- (7) To provide staff development throughout the year for exceptional and regular teaching and support services staff.

Physically Impaired

- (1) To assist school staffing teams in the identification and placement of Physically Impaired students in the least restrictive educational setting 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 physically impaired students.
- (3) To involve parents in the instructional program and planning for the student.
- (4) To provide the appropriate environment and equipment necessary for comprehensive programming.
- (5) To develop realistic and appropriate vocational and career development opportunities.

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III. PROGRAM ACTIVITIES (continued)

Physically Impaired (continued)

- (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.

Hospital/Homebound

- (1) Program Maintenance
 - a. Process homebound applications by first determining eligibility according to Special Programs and Procedures and then assign appropriate teacher.
 - b. Provide continuous staff development throughout the year for exceptional and regular education staff.
 - c. Contact the assigned school for appropriate materials and direction of study for the student.
 - d. Monitor hospital/homebound cases for educational and medical progress.
- (2) Curriculum and Instruction
 - a. Provide a variety of teaching situations (i.e., one-to-one in home or hospital, teleclass) that best match the medical and educational situations of the students.
 - b. Develop curriculum and teaching techniques for home, hospital, and teleclass.

IV. ORGANIZATIONAL NOMENCLATURE

Profoundly Mentally Handicapped

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
Hours per Day Space Will Be Used:	7.5

Physically Impaired

Teacher - Student Ratio:	1:12
Student Capacity per Period:	12
Total Number of Teachers:	1
Total Number of Aides:	1
Grade Levels or Age Levels for	
Which Program is intended:	Prekindergarten-12/Ages 3-21
Hours per Day Space Will Be Used:	7.5

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IV. ORGANIZATIONAL NOMENCLATURE (continued)

Hospital/Homebound

Teacher - Student Ratio:	1:1 Home (Maximum)
Student Capacity per Period:	1:1 Home/Hospital (Maximum) 1:20 Teleclass (Maximum)
Total Number of Teachers:	22
Total Number of Aides:	1
Grade Levels or Age Levels for Which Program is Intended:	Preschool/Ages 0-3 Years Prekindergarten-12
Hours per Day Space Will Be Used:	7.5

V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

Physically Impaired

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.

Hospital/Homebound

- (1) Teaching by Telephone: Teleclass allows small group instruction and interaction of students while at home and provides more instructional time per subject. It also allows students the opportunity to work with their peers and teacher while confined to the home. Each teleclass console, which is composed of a conference call unit, requires a desk and soundproof cubicle to ensure proper sound transmission.
- (2) Hospital/Homebound Technology: Acquisition of File Server, tower and software which allows homebound students access to technology. Continue FIRN student accounts to access Internet for research. E-Mail for communication with teacher, etc.

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

One non-secured time-out room should be built in or near the classroom area. This space should be built with non-destructible walls, ceiling 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 approximately 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.

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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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PHYSICALLY IMPAIRED (EACH CLASSROOM)

*5	Crank Adjustable Tables
*1	Teacher Desk
*10	Student Desks
*5	Trapezoidal Tables, Adjustable
*2	Four-Drawer File Cabinets, Lockable
3	Adult Chairs 17"
2	Language Masters
2	Listening Centers
1	Computer
1	Printer
2	Footstools
1	Teacher Presentation Station
1	80 linear feet of Metal Shelving, 18" deep and 18" between shelves
*1	Interactive Projector and standard White Boards

IX. SPECIAL CONSIDERATIONS

- Communications

Provide wireless distribution and video over IP Broadcast system technology throughout the new construction at the school. Short throw PLC projectors will be used in the classroom along with interactive boards. Television and coaxial cable will **not** be used.

- Built-in Cabinetry

A. Built-in cabinets/shelving

Storage cabinet with lock in teacher planning office area (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 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.

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IX. SPECIAL CONSIDERATIONS (continued)

- Built-in Cabinetry

- C. Other Built-ins

- Bathroom cabinets must be at least 24" deep to accommodate specialized equipment

- Other Considerations

- 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.