

## ELEMENTARY SCHOOL INSTRUCTIONAL FORM

**Area:** EXCEPTIONAL STUDENT EDUCATION

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### **I. Program Philosophy**

Exceptional student education programs are designed to assist students with disabilities in developing skills in accordance with individual needs and abilities through special classes located in a regular school environment. Students enrolled in E.S.E. programs will participate in regular and vocational classes and activities in accordance with individual needs.

### **II. Program Goals**

The goals for all E.S.E. programs are:

1. To assist each student to be as self-reliant and productive as possible.
2. To present a broad range of experiences for every E.S.E. student, including the opportunity to participate in regular and vocational education programs and activities to the fullest extent possible.
3. To provide an instructional program relative to the needs of each student enrolled in an E.S.E. program.

### **III. Program Activities**

#### ESE PART-TIME CLASSROOM

Classes for students with a variety of disabilities and provides a more structured environment than the resource room for students who are experiencing difficulties in the regular classroom. Individual and small group work is important. Students may be simultaneously working on several different tasks in several different areas of the room. A variety of media and sensory learning approaches are required to meet the needs of students who may have difficulties learning by standard teaching techniques.

#### ESE FULL-TIME CLASSROOM

During the school day, students will be involved in instructional activities from these student areas - language arts, mathematics, science, social studies, and unique skills. The special needs of these students require flexibility when students are involved in program activities. Students might be working at student desks, at teacher desks, at study carrels, at tables, at learning centers, or on the floor. Even greater flexibility is achieved for students using multi-sensory instructional techniques and employing several different types of media.

#### RESOURCE ROOM

A Resource room, is made available for students to attend which provides the students with an opportunity to receive special academic instruction. This plan is feasible for any type of student who can succeed in the regular classroom when provided with a reasonable amount of extra assistance. The special needs of these students require that the teacher program activities in the resource room which may be taught individually or in small groups. Also, several learning environments need to be available to the student including study carrels, learning centers, regular desks work and floor areas. Many activities will be presented to students through the use of a variety of media which will provide information through several learning and sensory channels may be used for pull out instruction and learning lab activities.

#### SUPPLEMENTAL INSTRUCTION

(To be used for Speech, Language Programs, PT, OT and Visually Impaired)

One instructor serves individuals and small groups (2-6 students) in a clinic type setting. Generally, students sit grouped around a single table with the instructor working on the same task at the same time. Sometimes, individuals may work at a learning station, while others work in a small group with the instructor. In addition, individual hearing screenings and other diagnostic work are conducted. This classroom will be used for individual student evaluations for speech therapy, physical and occupational therapy.

#### OBSERVATION ROOMS

These classrooms will be used in conjunction with the supplemental instruction classroom to provide teacher, administrator and parent observation.

#### IV. Planned Uses / Square Footage Changes

##### ESE PART-TIME

Two hundred five square feet of storage are added into the classroom to accommodate students with special equipment needs. Storage will be addressed thru the use of cabinets and one 100sf storage room. The 40sf student storage will be a separate room used as a quiet room / time out for students and will have proper ventilator breathing air or storage and designated by student need. This classroom and the ESE vocational classroom will be located together with one supplemental instruction/ observation classroom in one of the academic wings.

##### ESE SELF CONTAINED CLASSROOMS

The four self contained classrooms will be located in one academic wing with one supplemental instruction / observation room. In all of the full time classrooms 145 square foot of storage is added into the classroom to accommodate the students with specialized equipment needs. Each classroom has an adjacent 100sf storage room and 100sf bath to accommodate students in wheelchairs. Two of the self contained classrooms also have the 40sf time out room added with a door opening into the classroom. All four classrooms open into a center storage circulation area that includes a demonstration kitchen for student learning. The storage room in each classroom needs to have one way observation window that appears to be a mirror from the classroom side, to accommodate parent training and as a model for in-service training.

##### ESE RESOURCE ROOMS

One hundred and three feet of storage is added into the classroom to accommodate the needs of classroom equipment. A storage room of 92sf is adjacent and opens into the classroom.

##### ESE SUPPLEMENTAL INSTRUCTION / OBSERVATION ROOMS

One supplemental instruction classroom is adjacent to the observation room for a total of 395sf all storage. This room will be used for physical and occupational therapy and for vision services. The adjacent observation room will be used to observe adjacent classrooms for teacher training and parent education and storage. The supplemental instruction room needs to be adjacent to the ESE self contained classes. This room needs to be basically square, (not a long narrow room) to accommodate PT/OT equipment and therapies. The other supplement instruction / observation room is adjacent to the ESE part-time and ESE vocational classrooms. This room will be used for speech therapy. All storage space plus 100sf of the observation room are combined into the supplemental classroom for a total of 495sf. A 100sf observation room is adjacent with a one way window that appears as a mirror from the adjacent classroom.

##### PRESCHOOL EXCEPTIONAL

Mildly handicapped preschool students ages 3-5 will be housed in this classroom. The classroom will need to accommodate centers where the student moves around freely and learns by doing. The students will work in whole group activities, small groups, or individually; therefore, the physical setting should allow for flexibility in room arrangement. A multi-sensory approach to teaching will often be employed. Many of the activities involve manipulation of materials, art exploration, and cooking experiences. Facilities must provide a demonstration cooking area, a wet area, and a storage area to accommodate instructional and student needs. The teaching environment extends to the outdoors where children grow and learn by riding tricycles and wagons, throwing balls, and playing in sand and water.

Fish Code	No. of Areas	Description of Area	No. of Staff Per Area	No. of Students Per Area	No. of Students Total	Net Sq. Ft. Per Unit	Net Sq. Ft. Total
061	4	ESE Full-Time				950	3800
809		Storage, Material				155	620
811		Storage, Outside				50	200
813		Storage, Student				40	160
817		RR and Bath, Student				100	400
064	2	ESE Resource Room				672	1344
809		Storage, Material				155	310
813		Storage, Student				40	80
065	2	Supplementary Instruction				200	400
809		Storage Material				155	310
813		Storage, Student				40	80
066	1	Observation Booth				200	200
067	1	Time Out Room				40	40

## I. SPECIAL CONSIDERATIONS

### ( 1 ) Heating / Cooling / Ventilation

#### ALL CLASSROOMS

- a. Standard
- b. All classrooms, material/storage rooms, behavior specialists' office, and restrooms require standard heating, cooling.
- c. Thermostatically controlled environment to satisfy particular health needs of students.
- d. Air conditioning / heating needs to include ceiling ducts in all classrooms, restrooms, material/storage areas, office and quiet rooms.
- e. Classroom areas with a stove must have exhaust to the outside.

### ( 2 ) Acoustical

#### ALL CLASSROOMS

- a. Walls and ceilings of adjacent classrooms to the exceptional student classrooms need to have high sound ratings to reduce noise carried over into this classroom.
- b. Avoid placement of noise producing heating and air conditioning units and water cooler units near classrooms.

#### Supplemental Instruction / Observation

Avoid placement of supplemental room near cafeteria area, generator, air conditioner, or equipment housing and toilet plumbing areas. Avoid having a long narrow room due to echo effect. This room is used to student evaluation that requires a very quiet environment.

### ( 3 ) Floor

#### ALL CLASSROOMS

- a. Colors to be determined by staff at school
- b. Epoxy finish should be used in restrooms.
- c. Tile, vinyl, or carpet floors in all classrooms and storage areas (except supplemental institution used for speech therapy) should have carpeting throughout.
- d. Supplemental Instruction for PT/OT needs to have vinyl floors.

### ( 4 ) Walls

#### ALL CLASSROOMS

- a. All walls in ESE classroom should be permanent and acoustically treated.
- b. Walls to have satin finish, epoxy paint where possible.
- c. All walls are to be completely sealed.
- d. Exterior walls are to be insulated.
- e. Colors to be determined by the staff with architect.
- f. All restroom walls need to have ceramic tile or epoxy paint.

#### Time-Out Room Walls

Quiet room walls need to be reinforced with ½" plywood floor to ceiling.

#### Supplemental Instruction / Observation for PT/OT

One wall area 3' wide x 5' high to accommodate a safety glass wall mirror.

**( 5 ) Ceiling**

ALL CLASSROOMS

- a. The classrooms and storage areas must be finished with acoustically treated tiles for sound absorption. Especially the supplemental instruction observation room for speech therapy and time out rooms.
- b. Use drywall or plaster in the lavatory area.
- c. Six inch BATT insulation is to be used.

Supplemental Instruction for PT/OT

A hook with sufficient support for a hanging bolster on which students may be positioned for therapy should be included and must be able to support 200lbs. Location to be determined by staff.

**( 6 ) Lighting**

ALL CLASSROOMS

- a. Material storage room will have separate light switches so they may be darkened to use the one-way observation windows.
- b. Use fluorescent lighting with protective shields in all instructional, restroom and storage areas. Use full range spectrum bulbs or mix blue and pink spectrum bulbs in each room.
- c. All restrooms should be on different switches than the classroom.
- d. Teacher planning room will have a separate light switch so it can be darkened to use the one way observation windows.
- e. Quiet room/Time out room and restrooms will be on different switches from the classroom lights. Quiet room switch will be on the outside of the room.
- f. The covering of the light in the time out/ quiet room must be recessed into the ceiling and of unbreakable material.

Supplemental Instruction for PT/OT

Include a fluorescent light over the mirror in cabinet/counter area.

**( 7 ) Windows**

ALL CLASSROOMS

- a. Standard operable windows to match existing school design. Shades or blinds are needed for showing of films or A/V equipment use.
- b. One way observation windows that appear to be a mirror from the classroom need to be installed in the doors to the material storage rooms and teacher planning when adjacent to any ESE classrooms.
- c. Blinds or shades are needed if one way observation windows are on parallel walls of the teacher planning areas and in Supplemental Instruction / Observation rooms.

**( 8 ) Doors**

ALL CLASSROOMS

- a. All doors must be accessible to wheelchairs and should open easily with minimum pressure.
- b. All doors must have a system to independently remain open.
- c. The doors from the classroom to material storage area will have one way observation windows.
- d. Exterior doors should be all metal and have a view strip for safety concerns.
- e. Interior doors should be all wood.
- f. The restroom doors need to be sealed against moisture.
- g. All exit doors should have panic hardware equipment with a handicapped threshold.
- h. All material storage doors should include a one-way observation window.
- i. Doors without panic hardware should have lever handles.
- j. All restroom doors should open into the classroom.
- k. The doors to the time out / quiet room need to be solid wood well-hinged to the frame and have a 12" x 12" observation window at approximately 4'8" from the floor.

**( 9 ) Water**

ALL CLASSROOMS

- a. All demonstration kitchens need hot and cold water.
- b. Plumbing for all sinks in bathrooms should be recessed for wheelchair accessibility to meet ANSI standards.
- c. All sinks in bathrooms should have lever handles located to the side of the sink.
- d. Include a sink with cabinet space in all classrooms including supplemental instruction classroom.
- e. Every classroom should have a gooseneck water fountain that is wheelchair accessible.

**( 10 ) Communications**

ALL CLASSROOMS

- a. A two-way intercom or phone intercom.
- b. Clock
- c. Wiring for MATV
- d. Wiring for computer networking within school

**( 11 ) Electrical**

ALL CLASSROOMS AND TEACHER PLANNING AREA

- a. Numerous outlets in walls located near floor. At least one (1) double outlet every ten (10) feet near desk height. At least one in-floor (near the center of the room) outlet that should be recessed and coverable.
- b. Two (2) double electrical outlets will be included in each storage area and restroom.
- c. Light switches accessible to persons in wheelchairs.
- d. Include two double electrical outlets on each wall of each teacher planning area.
- e. Outlets to accommodate a minimum of two computers in each classroom and teacher planning area.
- f. Keep wall over counter in kitchen.
- g. 220 Volt outlets for stove in kitchen.
- h. 110 volt outlet for refrigerator in the kitchen.

**( 12 ) Gas and Air**

N/A

**( 13 ) Safety**

ALL CLASSROOMS

- a. Sinks, cupboards, and bookcases should be void of sharp edges and have rounded corners.
- b. Hot water pipes under sinks should be shielded.
- c. The restrooms should be designed to accommodate the needs of the disabled.

**( 14 ) Fencing**

N/A

**( 15 ) Service Drives**

All ESE classrooms should be easily accessible to bus loading areas.

**( 16 ) Parking**

N/A

**( 17 ) Built-ins**

### Supplemental Instruction for PT/OT

A counter area in the laboratory (30" in height) approximately twelve (12) linear feet with drawers below and cabinetry and shelves above with 2 cut outs in counter top for chairs. Kitchen area in the center of the pod is to include counter space in the kitchen area to include built-in cabinets below and built-in cabinets above for the entire length. A sink should be included in this area with the height to be wheelchair accessible.

#### **Built-in cabinets / shelving**

- a. All classrooms will include at least fifteen linear feet of bookshelves along one wall, with 12"-14" shelving.
- b. The teacher planning area will include at least twenty-one linear feet of 12"-14" bookshelves, which can be separated on walls over desk areas. (location to be determined by staff)
- c. Twelve and fourteen in shelving, eight to ten linear feet, floor to ceiling on one wall of each storage area except for the storage/quiet room.

### Supplemental Instruction for PT/OT

- a. Drawers will be included below the counter area in the laboratory.
- b. Built in drawers below 12 linear feet of counter area with 2 open spaces for chairs..

### Supplemental Instruction for Speech Therapy

Cabinet spaces should be included above and below counter space with at least two cabinets that lock.

#### **Built-in Instructional Aids**

- a. Two magnetic whiteboards the include map holder strips/hooks. Distance from floor to be 30 inches approximate size for one should be 4' high x8' wide.
- b. Two tackboards.
- c. One pull down AV screen.
- d. Paper towel dispensers, soap dispensers and toilet paper holders in all bathroom areas.
- e. The teacher planning area will include items same as for general planning areas.
- f. Mirrors over sinks in all bathroom areas.

#### **Other Built-Ins**

##### Quiet room/Time out room

- a. At least forty feet in six (approx. 6.5 x 6.5)
- b. Properly lighted (recessed with the switch outside the room).
- c. Properly ventilated.
- d. Containing a strong (solid) door well-hinged to a frame.
- e. Free of objects and fixtures with which students could harm them selves.
- f. A small, non-breakable observation window.
- g. Enclosed at the top or otherwise build into the structure of the room.
- h. Not sound proof (so teacher can monitor the student auditory as well as visually).
- i. Walls should be reinforced with \_ inch plywood from floor to ceiling.
- j. Lock on door to meet fire marshal specifications.
- k. Drywall ceiling.

## **( 18 ) Other Considerations**

### ALL CLASSROOMS

- a. Rooms should be located near basic academic classrooms.
- b. Rooms should allow easy access to the media center, bus loading areas and the cafeteria.
- c. Rooms should have permanent walls unless specified otherwise.
- d. All rooms, equipment, sinks, furniture, entries and exits must be able to accommodate students in wheelchairs, walkers, or on crutches.
- e. A central teacher planning area with lockable file space should be provided.
- f. Include telephone in teacher planning area.

# EXCEPTIONAL STUDENT EDUCATION

