FACILITIES DEVELOPMENT

Guidelines for Housing Special Education Students in Schools Other Than Special Schools

The purpose of the regulation is to describe the procedure, responsibilities and standards for housing special education students in schools other than special schools. The Program and Planning Services Office shall review annually each school's capacity with the appropriate associate superintendents and the Director of Special Education to ensure provision of necessary special education services, inclusion of any changes in program design or location, and notification of any facility structural alterations. The Program and Planning Services Office staff shall determine the capacity of each school by the first week in October. These capacities shall be published as a part of the annual Student Housing Study. In computing capacity for individual schools, all applicable local, state, and federal standards will be reviewed to ensure compliance.

Procedures for Housing Special Education Students in Schools Other Than Special Schools

A. Definition of Space

1. Regular teacher stations - 600 square feet and above

   NOTE: Due to the architectural design of some school facilities, the instructional spaces in these schools do not meet the minimum requirement of 600 square feet. These stations, however, will be counted as regular teaching stations.

2. Non-regular teaching stations - 300-600 square feet

B. Definition of Special Education Program Requirements for Space

1. Special education self-contained classes are shown generally in a regular classroom with a capacity based upon the pupil-teacher ratio as established by Virginia Department of Education. Where justified by program needs, a teaching space with less than 600 square feet may be used.

2. Preschool classes are shown in a regular classroom.

3. Special education resource programs are shown generally in a non-regular teaching station.
4. Itinerant services areas for speech/language impaired students are shown generally in a non-regular station.

5. Itinerant services areas for occupational therapy (OT), physical therapy (PT), hearing impaired (HI) and visually impaired (VI) students are shown generally in a non-regular classroom.

C. Allocation of Special Education Classrooms

1. Under school based management, each elementary, middle and secondary school shall have space to provide for all LD and speech students housed in the base school.

2. Each elementary, middle and secondary school shall have an itinerant services space for speech, OT, PT, HI and VI student services.

3. All new schools shall designate four rooms for special education programs in addition to required space for itinerant special education services.

Planning Considerations

A. By the end of the first week of school each year, the location of special education self-contained classrooms by school shall be determined by the Supervisor of Program and Planning Services, the Director of Special Education and the appropriate associate superintendent(s).

B. By September 30 of each year, the Director of Special Education shall provide the Supervisor of Program and Planning Services projections for special education classroom needs through the current and succeeding year.

C. Annual planning for student housing shall include efforts to eliminate the use of teaching stations with less than 300 square feet to house special education resource programs.

D. Implementation of the preschool program provides for placement of preschool students in certain regular schools.

The Supervisor of the Program and Planning Services Office is responsible for the monitoring of this regulation.

Prince William County Public Schools