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A guidebook for special education programs in the Council Bluffs Community School District.

Joseph DiLorenzo
University of Nebraska at Omaha

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A GUIDEBOOK FOR SPECIAL EDUCATION PROGRAMS
IN THE COUNCIL BLUFFS COMMUNITY
SCHOOL DISTRICT

A FIELD PROJECT
PRESENTED TO THE DEPARTMENT
OF EDUCATIONAL ADMINISTRATION AT THE UNIVERSITY
OF NEBRASKA AT OMAHA

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
SPECIALIST IN EDUCATION

by
Joseph DiLorenzo, Ed.D.

July, 1976

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Accepted by the faculty of the Graduate College of the University of
Nebraska at Omaha in partial fulfillment of the requirements for the Degree
Specialist in Education.

July 8, 1976
Date

John C. O'Hill
Chairman, Advisory Committee
Educational Administration

Kim E. Wray EOAD
Member, Advisory Committee
Educational Administration

Paul C. Kennedy
Member, Advisory Committee
Educational Administration

Gift - The author - 11-9-76

A C K N O W L E D G E M E N T S

Thanks is extended to the following members of my committee for their valuable assistance: Dr. Robert O'Reilly, Dr. Kirk Naylor, and Dr. Paul Kennedy.

Appreciation is also expressed to the members of my staff for their contribution to the guidebook, especially in the development of the philosophy and goals of the programs.

Thanks is also extended to Area Education Agency XIII for the job descriptions included in the guidebook.

The cooperation and help of my typist, Mrs. Bobbie Taylor, is also gratefully acknowledged.

Finally, I express love and appreciation to my mother for her encouragement.

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Introduction

In October, 1974, the Department of Special Education of the Council Bluffs Community Schools was requested to do a needs assessment for the newly created Area Education Agency XIII. The Department of Special Education was also charged with the responsibility for developing a master plan for special education services in the district. A Special Education Needs Study completed October 16, 1975 by the Department of Special Education of the Council Bluffs Community Schools for Area Education Agency XIII indicated that more services were needed. Anticipated expansion was due, in part, to new legislation, not only mandating special education, but providing extensive financing for these services. The education of handicapped children presents unique school problems which necessitates a guidebook outlining services and administrative procedures to be used. The review of related research points to some of the problems encountered in educating handicapped children. For example, Peckens (1967, p. 23) feels that parent education can help parents who need to overcome feelings of disappointment, rejection, or disgrace, which they may have concerning their mentally retarded child. The guidebook provides guidelines for parent involvement such as counselling with parents at every stage of the referral, assessment and placement procedure. As stated in the guidebook this is done so that parents can gain a gradual understanding of their child's handicapping condition. Parents are also given an opportunity to share feelings they have concerning their handicapped child.

The significance of complete school records is noted by Connor (1961, p. 64). State regulations also require that certain documents be included in the child's file. Two of these documents are psychological reports and the medical interview form. Since the writings of authorities in the field and state regulations require certain of these documents to be kept on file provision is made in the guidebook

for them. Item #14 on page 47 of the guidebook states the documents which must be included in the child's file before a special education placement can be made.

Jones (1976, p. 365) suggests that educational programming for handicapped children be in the "least restrictive environment" as defined in P.L. 94-142. Therefore, in accordance with state regulations and with P.L. 94-142, one of the stated goals of the Department of Special Education (p. 41 of the guidebook) is to provide an educational program that allows handicapped children to interact with their non-handicapped peers to the fullest extent possible.

Statement of Purpose

The purpose of this study was to develop a special education guidebook for use in the Council Bluffs Community Schools.

Definition of Terms

Several terms related to the job titles of personnel included in the job descriptions found in the guidebook plus a few terms frequently used related to special education programs are defined below.

The 1974 Iowa Department Instruction Rules of Special Education (p. 5, and 23-24) defined certain positions as follows:

Director of special education means the director of special education of the area education agency.

Assistant Director of special education shall assist the director of special education in the performance of specific area-wide administrative, supervisory and coordinating functions as delegated by the director of special education.

Special education coordinator shall be a special educator and shall assist the director of special education in coordinating special education programs and services within a school district.

Consultant shall be the instructional program specialist and shall provide on-going support to instructional programs for children requiring special education through the supervision and evaluation of curriculum and methodology.

Three types of instructional programs are defined by the Iowa Department of Public Instruction Rules of Special Education on page 6 as follows:

Self-contained special class: an educational program serving pupils with similar special education needs to the degree that they require special education instruction on a full-time basis. Such pupils ordinarily cannot profit from participation with regularly enrolled pupils in academic subjects but benefit from integration into other school activities.

Special class with integration: an educational program for children requiring special education with similar educational needs who are enrolled in a special education classroom but who can profit from participation in one or more academic subjects with pupils who are not handicapped. These programs may be operated on a multi-disability basis when approved by the department.

Resource teaching program: an educational program for children requiring special education who are enrolled in a regular classroom program for most of the school day but who require special education instruction in specific skill areas on a part-time basis. These programs may be operated on a multi-disability basis.

A few other terms used in the study are defined as follows:

Special Education. Those educational programs mandated by law that are necessary for students who have intellectual, social, emotional, and physical disabilities, and who can not benefit from a complete regular school program because of problems in one or more of these areas.

Handicapped children. Those children who cannot benefit from a complete regular school program because of social, emotional, intellectual, or physical problems and who need a modified instructional program to help them attain maximum potential in these areas.

Staffing. A procedure whereby various professional school personnel usually including a psychologist, principal, special education teacher, regular classroom

teacher, and the appropriate special education consultant decide on an appropriate educational plan and/or a special education program for a child who has been referred and evaluated by the Council Bluffs Department of Special Education.

Mainstreaming. A term used to describe the process of placing a child who is under the jurisdiction of the Department of Special Education in one or more academic classes with non-handicapped children.

Related Research

The literature indicates that there are some services, personnel, diagnostic and placement procedures, curriculum, tests and records, school building modifications and recent trends in the field that must be considered in a special education program.

Peter (1965) suggests several services and materials necessary for helping the handicapped. Some of these are health services, instructional materials, ancillary services such as speech therapy, special equipment, and school plant modifications such as ramps for the orthopedically handicapped.

Cruickshank (1959) believes the following constitutes a minimum program of special education:

(1) Diagnosis and selective placement, (2) early discovery, (3) survey and selective placement, (4) psychological services, (5) staff orientation, both inservice and preservice, (6) continuous guidance and counseling services, (7) assistants for teachers of exceptional children, (8) adequate transportation facilities, (9) competent teachers (p. 117).

Henry (1950) says there are certain things necessary in a special education program. These are:

1. There must be special services for all types of exceptional children.

2. There must be early identification and adjustment. The earlier a handicap is identified and a proper adjustment made, the more helpful can we be of a satisfactory life adjustment.

3. Special education should extend through elementary and secondary school years.

4. A comprehensive guidance service is an integral part of special education. Guidance should begin when the child enters school and should continue until he has found his way to life adjustment.

5. The parents of exceptional children need guidance. Many parents do not understand the problems of their children or what the school is trying to do to help them. Nor does the school always appreciate the parents' feelings, fears, and frustrations. There should be a definite plan for school-home cooperation, mutual understanding, and mutual helpfulness.

6. There must be a program of teacher education. No program of special education should be carried on in a school or school district without a plan for the improvement of instruction on the part of all teachers.

7. School and community resources should be coordinated. There are many community agencies which deal with the adjustment of individuals. Various social agencies, private organizations, service groups, and state offices should be asked to help with the program.

8. The community, the state, and the nation are all involved. Only when maximum effort is carried on at all three levels--community, state, and nation--can we look for an adequate program of special education for exceptional children (pp. 14-16).

Identification of the Handicapped

Ashcroft (1963, p. 420-21) stresses the importance of early identification of children with visual defects. He feels that early recognition of defects and disease can give educators a head start in planning programs that will greatly reduce "educational and social problems." Regular eye examinations and other medical care is suggested in order to care for visual defects in the early stages and to prevent complications.

Voelker (1959, p. 663) recommends that psychological, medical, and social services be provided for the identification and evaluation of handicapped children. He stresses the importance of using a variety of diagnostic procedures in order to accurately identify various educational handicaps.

Connor (1961, p. 72) stresses the value of a team approach to identification and diagnosis and the importance of continuous identification and evaluation.

Peter (1965, p. 149) in discussing the emotionally disturbed, says that teachers usually can identify children who are emotionally disturbed. However, he strongly recommends the use of standardized personality tests and other psychological tests which can be used by the classroom teacher. It is suggested that any extensive diagnosis and evaluation be done by a qualified

school psychologist.

Kirk and Johnson (1951) devote an entire chapter to the topic of identification and diagnosis of the retarded child. These authors suggest a number of standardized tests for identification and diagnosis.

Psychological Services

Garrison and Force (1965, p. 300-301) see the psychological evaluation of blind children as only part of the total evaluation of the child. The authors recommend obtaining considerable information as in a case history before planning the child's educational program.

Pate (1963) in discussing the emotionally disturbed and socially maladjusted, lists school psychological services as an important part of the public school program for exceptional children. He cautions that school psychological services may not be adequate for children requiring more intensive treatment.

Cruickshank (1959, p. 103-105) considers psychological services an essential part of a special education program. The importance of a highly skilled psychologist on the special education staff is suggested and the limitations of psychological tests are emphasized. Several tests developed for use with the physically handicapped are recommended. These are: "Columbia Test of Mental Maturity, the Leiter International Performance Scale, the Raven's Progressive Matrices and the Ammons Picture Vocabulary Test."

Certified Teachers

The requirement that teachers be certified is operative in every state. It hardly needs to be emphasized that certified special education teachers are a prime prerequisite for a sound educational program for handicapped children. In addition to certification requirements of the various states, authorities suggest a number of competencies for teachers of the handicapped.

Wallin (1954, p. 241) stresses the importance of well trained teachers and the selection of instructors with good personality characteristics.

Mackie, Dunn, and Cain (1959) report the following as necessary for teachers of exceptional children:

(1) Technical knowledge in the special area, (2) understanding the child and his deviation, (3) competence in curriculum adjustment and special teaching methods, (4) ability to select and use specialized equipment and materials, (5) competence in counseling and guiding children with problems arising from their handicap or giftedness, (6) ability to use tests and records, (7) ability to work with adults and organizations, (8) ability to perform administrative duties in connection with providing a program, (9) (understanding) secondary deviation or multiple handicaps, and (10) (having good) personal characteristics and attitudes (p. 9).

The Conference of Executives of American Schools for the Deaf (1959, p. 312-314) has recommended the following courses in addition to regular elementary school teacher training. These courses are as follows:

1. The teaching of speech to the deaf.
2. The teaching of language to the deaf.
3. Methods of teaching elementary school subjects.
4. Methods of teaching speechreading (lipreading) to the deaf and hard of hearing.
5. History, education, and guidance of the deaf.
6. Auditory speech mechanisms.
7. Hearing tests and auditory training.
8. Observation and student teaching.

Parent Orientation

Authorities seem to agree that parent education is an important part of the total educational program for the handicapped.

Sebald (1955) suggests several ways parents can be educated concerning their handicapped child. First is by "self-education," second by professional assistance," and third by parents helping each other.

Kershaw (1966) explains that parents may have difficulty in accepting the limitations a handicap imposes on their child. He suggests that parents be guided toward setting realistic goals for their youngster. Good home training procedures are stressed and the importance of gaining encouragement from other parents with handicapped children is emphasized.

Peckens (1967, p. 23) feels that a program for parent education can be beneficial to parents who need to overcome feelings of disappointment, rejection or disgrace which they may have concerning their mentally retarded child.

Vittenson (1967, p. 135-36) in discussing the deaf child, feels that counseling is necessary to help parents realize the importance of establishing an efficient system of communication early in life. It is recommended that parents provide opportunities for their youngster to assume responsibility and gain a feeling of accomplishment from tasks successfully completed.

Garrison (1953, p. 563) stresses parent involvement in planning programs for their handicapped child. In order to establish rapport with parents, Garrison suggests a conference with the director of special education and special class teacher.

McCandless (1940, p. 302) recommends that programs for parents who have emotionally disturbed children be established cooperatively with the public school system and that such programs include provisions for counseling parents.

Watson (1967, p. 109) states that a main aim of guidance for parents of hearing impaired children should be to help parents realize the importance of language development, good discipline, and family life for their youngster.

Curriculum

Authorities seem to be in agreement that curriculum should be modified to meet the needs of the exceptional child if necessary. They also feel that

curriculum should be flexible and developed locally.

Wallin (1955) lists several important areas such as social training and health training which he feels should be included in a program for the mentally retarded. He emphasizes a flexible curriculum based on the needs of the children rather than using a general curriculum not particularly applicable to a given situation.

Grossman (1965, p. 144) in his discussion of curriculum for the emotionally disturbed, implies that there should be individualization of instruction and that the curriculum should be flexible enough to allow for this.

Delp (1952, p. 187) feels that curriculum should be flexible enough to be applicable to different groups of retarded youngsters.

Peter (1965, p. 94) emphasizes that curriculum should be "modified in accordance with the special needs of the handicap." For example, the blind should be taught braille and the hearing impaired lipreading.

Guidance Programs

Several authorities point to the importance of guidance programs for the handicapped. Yepsen (1951, p. 206) says that counseling can help to increase the social and economic effectiveness of the mentally retarded. However, he cautions that counselors must realize the intellectual limitations of their client and be prepared to work with more patience.

In discussing gainful employment for the mentally retarded Engel (1952) states that an activity guidance program will help mentally handicapped youngsters into jobs that will allow them to be financially self-sufficient and that will help them gain a feeling of accomplishment. Suggested as part of an effective guidance program are ". . . trips and a study of the workers in the city, and an evaluation of the individual in terms of the demands of the job (p. 252-53).

Connor (1961) lists guidance and psychological services as part of the team that help to provide adequate services for the handicapped.

Terman and Oden (1940, p. 37) feel that counseling is necessary to help the gifted get an education commensurate with their ability. They suggest that counseling can help these students to explore various vocational opportunities.

Johnson (1959, p. 614) contends that guidance should be a process that continues until there is no longer a need for it.

DeProspero and Hungerford (1946, p. 120-21) point to the need for an effective guidance program for the mentally retarded. They feel guidance counselors should help the mentally handicapped realize as much vocational success as possible. Retraining is suggested for those who fail initially.

Social Services

Connor (1959, p. 489) says that the services of social workers can be beneficial to teachers of exceptional children, the children themselves, their families as well as the total educational program.

Pate (1963) lists social workers as an important professional involved in work with the emotionally disturbed. He says that the social worker gathers important information concerning the life history of the child that is helpful in making an accurate diagnosis of the child's capabilities.

Kirk (1962), Gearheart (1967), and Peter (1965) all list the services rendered by the social worker as important in helping to plan a realistic educational program for the handicapped child.

Administrator of Special Education

Gearheart (1967, p. 37) feels that the director of special education should have the same competency expected of other administrators in the school system. Some skills necessary are the ability to find good personnel and to be able to

work efficiently with other departments and professionals.

Connor (1961, p. 13-15) emphasizes the importance of an administrator of special education. He points to several important tasks of administrators of special education. These include planning, clarifying responsibility, establishing procedures, recruitment of teachers, inservice training of all special education staff, supervision of ancillary services such as psychological and therapeutic personnel, improvement of instruction, curriculum development and research.

Cruickshank (1959) also sees the director of special education as performing an important service for exceptional children and their parents. He points out that in addition to administrative ability, "The director of special education must also have the capacity to understand the feelings of parents of handicapped boys and girls and should possess skill in working with them on the feeling as well as the rational level (p. 653).

Modifications in School Plant

There seems to be agreement among authorities that buildings and classrooms should be modified to meet the needs of the handicapped.

Graham and Atkins (1956, p. 47) feel that schools should make special modifications in their plant for exceptional children. He suggests that there is a need for such additional facilities as ramps for the physically handicapped.

Hill (1952, p. 29) emphasizes the need for classrooms for the mentally retarded that are at ground level. He feels that exits should be as close to classrooms as possible and that the use of many stairways is to be avoided.

Stevens and Szymanski (1956, p. 231) stress the value of lavatory facilities which adjoin the classroom designed for the mentally handicapped. They suggest that this provision would help to make the classroom more self-contained and would minimize the need for children having to leave the classroom.

Peter (1965, p. 97-98) suggests acoustical treatment of the classroom for the hearing impaired to provide an atmosphere with a minimum of extraneous sounds. Acoustical treatment of the classroom for the blind is also recommended in order to minimize distracting noises.

Diagnosis and Placement

Connor (1961, p. 73) recommends that placement be "individualized." He feels that all of the child's strengths and weaknesses should be evaluated before making recommendations for educational placement. He stresses the value of early admission into specialized programs.

Gearheart (1967, p. 124) in discussing the mentally retarded, suggests that special classes placement be initiated on a "trial basis" in order to give the child and his parents an opportunity to adjust to a new situation. Regular visits by the director of special education and psychologist to observe the child's educational progress and social adjustment are recommended before making a final decision concerning placement.

In reporting on diagnosis of the mentally handicapped, Wallin (1955, p. 105) emphasizes that a thorough grounding in the current technical literature and experience is necessary in order to competently diagnose the capabilities of the mentally handicapped child.

Peter (1965) says that,

It is the purpose of diagnosis to determine the educational relevance of the handicap. Prescriptive teaching should be based upon diagnostic findings arrived at through the use of standard evaluation techniques. Data, gathered by the case-study method using an interdisciplinary approach, should be integrated and focus on the educational relevance of the disabilities (p. 42).

Voelker (1959, p. 667) in discussing the emotionally disturbed and the socially maladjusted stresses that diagnosis is a continuing process consisting of periodic re-evaluations which help administrators and teachers provide the best program for the child.

Academic Evaluation and School Records

Kirk and Johnson (1951) discuss the use of achievement tests for the mentally handicapped child. He suggests several tests that could be used such as the Metropolitan Achievement Tests and Stanford Achievement Tests. These tests are seen as useful in diagnosing the capabilities of the child so that he can receive help in the specific academic areas in which he shows a weakness.

Garrison and Force (1965) discuss the importance of achievement tests for the blind. They note that certain adaptations may have to be made to accommodate the visual difficulties of the blind child.

Wallin (1955, p. 167) recommends keeping a cumulative folder which should include the case history, results of standardized tests, teacher's progress reports, medical and educational history, psychological test results (i.e., personality tests), and information concerning the child's social adjustment.

Connor (1961, p. 64) recognizes the value of complete records. He feels that adequate records "will make possible diagnostic and prognostic teaching, case conferences, appropriate guidance, and research projects."

Assistants for Teachers

An extensive study by Cruickshank and Haring (1957, p. 4) supports the plan of providing assistants for teachers of handicapped children. They contend that teacher aides free a highly skilled professional special educator from many routine tasks that can be satisfactorily performed by an aide. Cruickshank and Haring contend that the special class teacher can spend more time in preparing lessons if teacher aides are provided. They claim that a higher quality of instruction results.

Peter (1965, p. 117) suggests that teacher aides give the teacher more time for such important work as "preparation of instructional material" and "case conferences and inservice work with other teachers."

In discussing behavior modification as a means of helping the emotionally disturbed, Dupont (1969, p. 195) mentions a teacher's aide as an important part of the classroom staff. He says that the aide "need not be certified" and that "high school graduates and PTA volunteers have been effective aides."

Some Recent Trends in Special Education

Jones (1976, p. 365) questions the value of the term "mainstreaming" as currently applied to handicapped children. He explains that he is not against the concept of mainstreaming, but is concerned with the many definitions of the term in use. He cites two different cases. One school system thought handicapped children were mainstreamed if they spent 75 percent of their time in a regular classroom. In the other school system riding the regular school bus to a special school constituted mainstreaming. Instead of the term mainstreaming, Jones believes that the term "least restrictive environment" used in P.L. 94-142 is to be preferred.

Connor (1976, p. 375-76) points to several trends in the field of special education. One trend noted was that "Interdepartmental program planning, inservice education, and involvement of general education in work with handicapped children are emerging." An example was ". . . the Teacher Corp whereby regular classroom teachers with disabled pupils and special educators work side by side in the community schools."

Another trend noted was the ". . . attempts to retrain older special educators as well as regular classroom teachers preparing to work with handicapped children. Such inservice or recertification programs are being seen as means of assuring teacher accountability, lending continued support to the teacher at work in a changing environment and upgrading the child's learning as his teacher acquires new knowledge and techniques and attitude in meeting the demands of individualized instruction."

A third trend was the emphasis on competency based teacher education. Connor says that "32 states are moving toward such an emphasis." Connor also points out that "The degree to which the CBTE movement remains with its strong emphasis on

real or simulated field experiences may be determined in large measure by the cooperation of teachers..."

Biklen (1976, p. 310-12) believes that advocacy has come of age in special education. He believes socially responsible individuals must not be content to be charitable but must seek ways to actively upgrade human services. Some methods of advocacy suggested by Biklen were: demonstrations such as those used in the civil right movement, letter writing, boycotts, lobbying and legal advocacy.

Aberson, Bolick and Hass (1975, p. 74) point to the recent emphasis on due process as it relates to special education and handicapped children. They believe that ". . . educators must be aware that adherence to due process procedures will in no way reduce their professional responsibility or authority. It can provide them with the leverage to do that which must be their goal - to act openly and in the best interests of the children they serve."

Williams (1976, p. 394-95) stresses the importance of interdisciplinary diagnostic teams in helping learning disabled students. Williams believes that information gleaned from a variety of professionals can help the learning disabled child. He also believes that the information gathered and shared by the interdisciplinary diagnostic team must be translated in an appropriate educational program for the child.

Method

1. A review of related research was done to identify some services, personnel, diagnostic and placement procedures, curriculum, tests and records, school building modifications and recent trends in special education.
2. A special education guidebook for use in the Council Bluffs Community Schools was developed based on the needs of the district and in accordance with State of Iowa Department of Public Instruction rules and regulations for special

education programs.

3. A guidebook was developed by the author with some help from the special education staff of the Council Bluffs Community Schools. For example, each program consultant was asked to identify the specifics of his or her program for each of the following:

- a. Program philosophy
- b. Goals of the program
- c. Student eligibility for services

4. A summary of the study and recommendations for updating and improving the guidebook was made.

A GUIDEBOOK FOR
SPECIAL EDUCATION INSTRUCTIONAL
PROGRAMS IN THE
COUNCIL BLUFFS COMMUNITY SCHOOLS

Joseph DiLorenzo, Ed.D.
Council Bluffs Schools
Director of Special Education
207 Scott Street
Council Bluffs, Iowa 51501

July, 1976

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STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTION 1974 SPECIAL
EDUCATION RULES AND REGULATIONS OUTLINING DISTRICT AND AREA
EDUCATION AGENCY RESPONSIBILITIES

12.11(281) School District Responsibilities.

12.11 (1) To the extent, and those cases where it is not expressly otherwise provided by state statute, it is the responsibility of each school district to provide each pupil who is a resident thereof with a suitable special education program of instruction and with services incidental thereto. This responsibility may be fulfilled by using the service delivery alternatives and program options as enumerated in Division II of these rules, with the extent and character of pupil need as the chief determinant of the nature and degree of intervention provided.

12.11 (2) School districts, in conjunction with the area education agency or the department, shall implement activities designed to evaluate and improve special education programs and services.

12.11 (3) School districts should cooperate in research activities designed to evaluate and to improve programs and services received by children requiring special education.

12.11 (4) School districts contracting with other districts, area education agency, or private agencies to provide programs for an individual pupil or groups of pupils shall maintain responsibility for pupils receiving such programs or services by:

a. Insuring the adequacy and appropriateness of the program or service provided by requiring and reviewing periodic reports; and,

b. Conditioning payments on the proper delivery of program or services.

12.11 (5) The school district shall assist the area education agency in selecting the site or sites of special education programs and services from among the several schools which may be within the area.

12.11 (6) Policies, rules and procedures pertinent to the provision of special education programs and services shall be filed at the area education agency.

12.12 (281) Area Education Agency Responsibilities.

12.12 (1) The area education agency shall develop policy and provide special education programs and services to children requiring special education pursuant to Chapter 1172, Acts of the 65th G.A., 1974 Session, (S.F. 1163) and these rules.

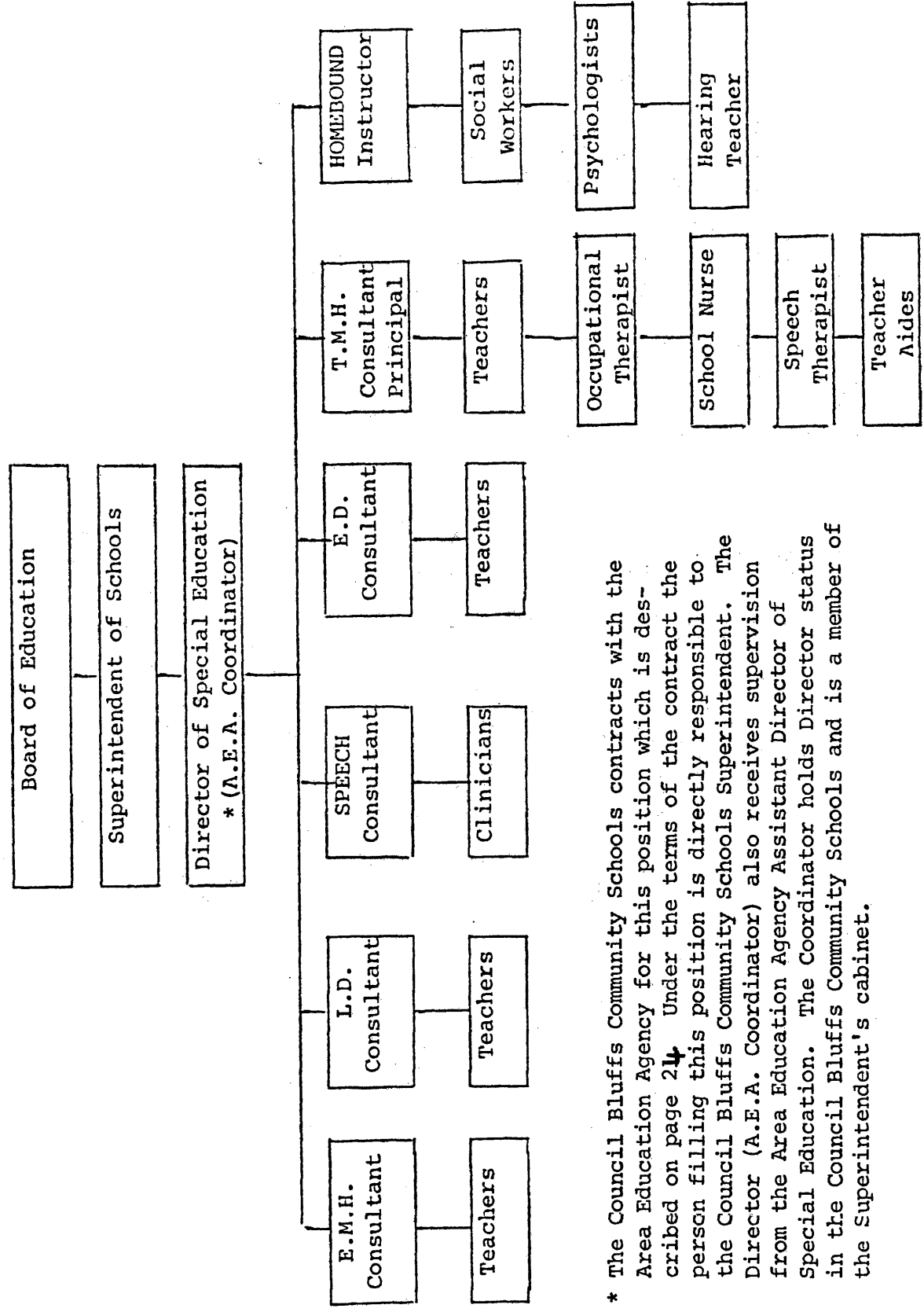
12.12 (2) Area education agencies contracting with school districts, other area education agencies, or private agencies to provide programs or services for individual pupils or groups of pupils shall maintain responsibility for quality of such programs or services by:

- a. Insuring the adequacy and appropriateness of the programs or services provided by requiring and reviewing periodic reports; and,
- b. Conditioning payments on the proper delivery of programs or services.

12.12 (3) The area education agency shall maintain sufficient records and reports for audit by the department pursuant to section 281.9 of the Iowa Code.

12.12 (4) School district and area education agency policies, rules and procedures pertinent to the provision of special education programs and services shall be filed at the area education agency.

12.12 (5) The area education agency and school districts shall insure that rules pertinent to programs and services, eligibility, equipment, materials, facilities, evaluation, supervision and duties of personnel are observed in extended year or vacation period programs for children requiring special education. (Special Education Rules, p. 9-10)



* The Council Bluffs Community Schools contracts with the Area Education Agency for this position which is described on page 24. Under the terms of the contract the person filling this position is directly responsible to the Council Bluffs Community Schools Superintendent. The Director (A.E.A. Coordinator) also receives supervision from the Area Education Agency Assistant Director of Special Education. The Coordinator holds Director status in the Council Bluffs Community Schools and is a member of the Superintendent's cabinet.

102 Job Descriptions

102.1 Coordinator

Position Title: Coordinator, Special Education (also see p. 20)

Assignment Level: Administration

Direct Administrator: Council Bluffs School District
Superintendent or his designee

Direct Supervisor: Area Education Agency
Assistant Director of Special Education

Qualifications:

(a) Training. Master's Degree, Doctorate preferred, with emphasis in special education administration and knowledge in current concepts in all major fields of special education.

(b) Certification. Hold valid Iowa certificate with endorsement 46 and approval to function in the field of special education as required by the Iowa State Department of Public Instruction.

(c) Experience. Possess a minimum of eight (8) years of experience in the teaching field with no less than five (5) years experience dedicated to teaching and administration of special education services in both the elementary and secondary public school levels.

(d) Personal Qualities. Should include stability, neatness, punctuality, a genuine concern for the welfare of children, loyalty, ethical consciousness and the ability to communicate effectively with and supervise personnel, and enjoy the physical and mental stamina to assume the responsibility while maintaining a sense of humor at all times.

General Responsibilities:

(1) Assume responsibility for the day to day operation of the special education programs, both support and instructional services within the assigned region or school district in a manner consistent with the special education rules and regulations of the Iowa Department of Public Instruction, the philosophy of Area Education Agency 13, and the policies of the local district.

(2) Fulfill a child advocate role through identification, certification, planning, placement and follow-up activities which result in the provision of appropriate special education services to all handicapped children residing in the assigned region or district.

(3) Establish and maintain a communication system with staff and administrators within the assigned region or district as well as support and administrative staff in the Area Education Agency which will result in the establishment and fulfillment of goals and objectives designed to provide appropriate special education services to all handicapped children.

Specific Responsibilities:

(1) Supervise special education programs both support and instructional in a specific region of Area Education Agency 13, concentrating on the orientation of both the employee and the local school personnel where the service is provided.

(2) Assume responsibility at the superintendent's request for the preparation and administration of budgetary matter affecting both the instructional and support service program.

(3) Make regularly scheduled visitations with school administrators, especially the principals, to help them assess and formulate plans toward the utilization of services extended by Area Education Agency 13, and serve as a first line of contact for questions from the superintendent.

(4) Assist in the employment of personnel for positions within special education programs and services, and administer these personnel with regard to their expense accounts, request for leave, and any alterations of schedule. He shall accept the major responsibility for evaluation of staff members in a procedure consistent with personnel policies of the District and in keeping with the philosophy of the Area Education Agency, and assist the Assistant Director of Special Education in program evaluation.

(5) Conduct formal appraisals of special education programs in relationship to the changing needs for special education service, and make recommendations based on this study for the modification, elimination, or addition of services and programs.

(6) Improve the extent of services presently provided incorporating new efficiencies through the upgrading of management expectations, methodologies and motivation techniques.

- (7) Work closely with the Director and Assistant Director of Special Education in the establishment of goals and objectives commensurate with the goals and objectives of Area Education Agency 13, and work closely with other personnel under his administration to the conclusion that the fulfillment of the goals are realized.
- (8) Represent Area Education Agency 13 in matters of local planning, including membership on local advisory committees for this purpose.
- (9) Pursue in the field of research and development, new trends and solutions to problems in the provision of special education services and programs.
- (10) Assume responsibility for the day-to-day administration of instructional programs including curriculum development, approval of student placement, teacher assignment, purchase of supplies, materials, equipment, and other instructional materials, parental contacts and the like.
- (11) Assist the Director of Special Education with the certification of students within the assigned district or region.
- (12) Coordinate the schedule of special education personnel in such a way that teachers, consultants, coordinators, and specialists, are identified with respect to the schools and school buildings served on a weekly basis.
- (13) Assist the Assistant Director of Special Education with meaningful inservice programs and otherwise assist employees to improve their service through personal counseling and evaluations.
- (14) Make recommendations to the Superintendent for the purchase of materials, changes in staff assignments, and otherwise provide organization and coordination to best facilitate the goals and objectives previously designed, and communicate with the Area Education Agency relative to the above items as they affect support services.
- (15) Assist in the planning of any facility construction related to special education at the request of the superintendent.

(16) Assist the Director of Special Education at the latter's request in matters that might command a priority; furthermore, he will bring to the attention of the Director of Special Education the issues of concern regarding the general administration of services provided by the Area Education Agency 13 helping it toward a most effective and efficient operation.

Provisions of Employment:

The employment period will be twelve (12) months with the benefits of sick leave, holidays, and other fringe benefits afforded this position by district policy.

Conditions of Employment:

The Coordinator, Special Education shall be under contract with the school district board and shall cause all of the employees under his supervision to relate with its personnel policies. He shall abide within and benefit from all directives, procedures, and policies developed by the Board and as agreed upon in the support service memorandum of agreement with Area Education Agency 13.

APPROVED BY _____ DATE: _____
Assistant Administrator
(Area Education Agency)

APPROVED BY: _____ DATE: _____
Director, Special Education
(Area Education Agency)

Reviewed and agreed to by _____ DATE: _____
Employee

102.2 L.D. Consultant

Position Title: Consultant, Learning Disabilities

Assignment Level: Certified Professional

Direct Administrator: Coordinator, Special Education

Direct Supervisor: Area Education Agency
Assistant Director of Special Education

Qualifications:

- (1) Training should consist of a Master of Arts Degree with emphasis in Learning Disabilities or Educationally Handicapped or Special Education Administration.
- (2) Hold a valid Iowa Certificate and approval to serve as a teacher of the learning disabled and/or Director of Special Education.
- (3) Have at least three (3) years direct experience in teaching learning disabled or educationally handicapped students.
- (4) Possess the ability to communicate effectively with teachers, administrators, support personnel, parents, and professionals from other community agencies.
- (5) Possess qualities which include stability, neatness, punctuality, a genuine concern for the welfare of children, loyalty, and ethical consciousness.

General Responsibilities:

- (1) Function as the Consultant, Learning Disabilities with major responsibilities being consultation to, and assistance in coordination of, programs dealing with learning disabled children and teachers involved with learning disabled children within the assigned school district(s) in Area Education Agency 13. These services shall be performed in accordance with the established district policies and procedures, the philosophies of Area Education Agency 13 and the rules and regulations of the Iowa State Department of Public Instruction.
- (2) Inform the Coordinator, Special Education of changing needs for the instructional program and individual students assigned, including needs for supplemental services, equipment, and supplies.
- (3) Assist local district administrators in evaluating teachers of learning disabled children.

(4) Assess the needs of additional services and recommend to local administrators and the Coordinator of Special Education the employment and assignment of staff to meet these needs.

(5) Establish and maintain a positive working relationship with State and local agencies, whether private or public, to insure the greatest possible utilization of these agencies in providing quality services to learning disabled children in Area Education Agency 13.

(6) Make consultative services available to teachers of multi-disabilities and colleagues as well as staff of community agencies within the assigned region.

(7) Assume an active role in the community to organize and conduct programs designed to foster a greater understanding of children with learning disabilities through Area Education Agency 13 and conduct inservice meetings for educators and parents regarding the various programs serving such children to foster a better understanding of the objectives and the accomplishments of such programs.

(8) Assist the Coordinator and Assistant Director of Special Education at their request in matters that might command priority and bring to their attention issues of concern regarding special education programs and services to increase efficiency and effectiveness.

Specific
Responsibilities:

(1) Meet with Principals whenever appropriate to set up staffings on learning disabilities students.

(2) Certify that all students enrolled in learning disabilities or multi-disability programs meet the qualifications for placement in special programs according to state guidelines and regulations.

(3) Inspect all learning disabilities students' files twice a year, once in the fall and once in the spring, to see that each student has on file a current psychological, medical, and educational evaluation and to determine if additional data is needed.

(4) Meet with Principals in the spring of each year to staff new students and develop student rosters for each special class or resource room for the coming year.

(5) Keep accurate and appropriate records of student placements, staffings, and other pertinent information necessary for program evaluation and status.

- (6) Submit annually, or as requested by the Coordinator of Assistant Director, reports supported by statistics and records which will convey the extent of services rendered as well as measure the value of the service provided.
- (7) Assist in the recruitment and interviewing of staff applicants for programs for the learning disabled and make recommendations regarding such applicants.
- (8) Recommend the purchase of materials and equipment and assist in obtaining necessary teaching materials, devices, and audio visual aids for the promotion of individualized instruction.
- (9) Assist teachers in developing goals and objectives, for both the teachers themselves and for their students.
- (10) Assist teachers in research and documentation of their specific programs.
- (11) Conduct inservice meetings for learning disability teachers on a schedule to be determined in conjunction with local district administrators.
- (12) Treat information on a confidential basis using discretion in determining which information is educationally pertinent.
- (13) Foster communication with parents by assisting with parent-teacher conferences and contacts as well as assist in utilizing other techniques of informing parents of the progress of each student.
- (14) Communicate on a regular basis with staff and personnel at the Area Education Agency 13 Office to keep abreast of the total services being provided by the Area Education Agency 13.

Provisions of
Employment:

The period of employment shall be for the number of days as specified by the adopted calendar with the benefits of sick leave and holidays afforded this position by policy. After agreement between the Consultant, Learning Disabilities and the Area Education Agency 13 Board of Directors relative to the beginning salary, the Consultant shall then be subject to the guidelines of differential staffing policies for salary advancement consideration. This advancement will be dependent upon the evaluation and assessment of the Consultant's personal skills and realization of established goals annually defined.

Conditions of
Employment:

The Consultant, Learning Disabilities shall be under contract with the Area Education Agency 13 Board of Directors and shall abide within and benefit from all directives, procedures, and policies adopted by the Administrator, Assistant Administrator, the Director of Special Education, Assistant Director of Special Education and the Area Education Agency 13 Board of Directors. A professional attitude and appropriate appearance shall be evident within all assigned and related responsibilities.

APPROVED BY: _____ DATE: _____
Assistant Administrator
(Area Education Agency)

APPROVED BY: _____ DATE: _____
Director of Special Education
(Area Education Agency)

Reviewed and agreed to by: _____ DATE: _____
Employee

102.3 T.M.H. Consultant

Position Title: Consultant, Profound, Severe and Moderate Mental Disabilities

Assignment Level: Certified Professional

Direct Administrator: Coordinator, Special Education

Direct Supervisor: Area Education Agency
Assistant Director of Special Education

Qualifications:

- (1) Training should consist of a Master of Arts Degree with emphasis in Special Education for Mental Retardation or Special Education Administration.
- (2) Hold a valid Iowa Certificate with approval to serve as a Teacher of the Mentally Retarded or Director of Special Education.
- (3) Have at least three years direct experience teaching trainable mentally retarded pupils.
- (4) Possess the ability to communicate effectively with teachers, administrators, support personnel, parents, and professionals from other community agencies.
- (5) Possess qualities which include stability, neatness, punctuality, a genuine concern for the welfare of children, loyalty, and ethical consciousness.

General Responsibilities:

- (1) Function as Consultant, Profound, Severe and Moderate Mental Disabilities with major responsibilities of TMH staff, the students, parental in-service, and all other duties associated with the effective and systematic operation of programs for the severely and moderately mentally disabled. All services shall be performed in accordance with the established policies, procedures and philosophies of this office and the rules and regulations of the Iowa State Department of Public Instruction.
- (2) Assess the need for additional services and recommend to the Assistant Director of Special Education (or Coordinator) the employment and assignment of staff to meet these needs.
- (3) Establish and maintain a positive working relationship with State, County and local agencies, either private or public, to insure the greatest possible utilization of these agencies in providing quality service to severely and moderately mentally disabled children.

(4) Make consultative services available to other consultants of mental disabilities and colleagues of local districts and Area Education Agency 13, as well as the staff of community agencies.

(5) Assume an active role in the community to organize and conduct programs designed to foster a greater understanding of children with severe and moderate mental disabilities throughout the area and conduct inservice meetings for educators and parents regarding the various programs serving such children in an effort to foster a better understanding of the objectives and accomplishments of such programs. Furthermore, assume an active posture which will lead to a greater appreciation of the social and psychological needs of children and adults.

(6) Assist the Area Education Agency 13 administration at their request in any matter that might command priority and bring to their attention issues of concern regarding special education programs and services to increase efficiency and effectiveness.

Specific
Responsibilities:

(1) Assist in conducting appropriate staffings on all the TMH students.

(2) Certify that all students enrolled in TMH programs meet the qualifications for placement according to the state guidelines and regulations.

(3) Maintain a continual awareness of the status of each file on each student enrolled in TMH programs to certify that the file contains current psychological, medical and educational evaluations, as well as all parent release forms, which are applicable to the program.

(4) Provide support to special education teachers of the TMH program in curriculum and methods of teaching.

(5) Assist in conducting staff meetings of staff members in an organized and systematic manner to provide on-going structure and systematic operation of programs for the severely and moderately mentally disabled.

(6) Conduct curriculum meetings with TMH staff in a continual effort to up-grade the curriculum of the program in keeping with the intent of individualized instruction for all children enrolled.

(7) Work closely with the Pottawattamie County Association for Retarded Children.

(8) Make contacts with community businesses and industries in the search for additional work contracts which can be effectively applied to the Vocational Training aspect of the curriculum.

(9) Meet on a regular basis with the foreman/supervisor of the Vocational Development Center in Council Bluffs to coordinate the 28E Agreement Program as related to TMH students involved.

(10) Establish and maintain an on-going inservice program designed to inform parents of their child's status and growth, the basic objectives of programs, as well as ideas and concepts relative to discipline, behavior modification, value clarification, child development and other areas which the parents may use in conjunction with the program to guide their child in his growth toward becoming an adult.

(11) Communicate on a regular basis with staff and personnel at the central office to keep abreast of total services being provided by the Area Education Agency 13.

(12) Submit annually, or as requested by the Assistant Director of Special Education (or Coordinator) reports supported by statistics and records which will convey the extent of services rendered, as well as measure the value of services provided.

(13) Assist in the recruitment and interviewing of staff applicants for programs for the severely and moderately mentally disabled and make recommendations regarding such applicants.

Provisions of
Employment:

The period of employment shall be for the number of days as specified by the adopted calendar with the benefits of sick leave and holidays afforded this position by policy.

After agreement between the Consultant, Profound, Severe and Moderate Mental Disabilities the Area Education Agency 13 Board of Directors relative to the beginning salary, the Consultant shall then be subject to the guidelines of differential staffing policies for salary advancement consideration. This advancement will be dependent upon the evaluation and assessment of the Consultant's personal skills and realization of established goals annually defined.

Conditions of
Employment:

The Consultant, Profound, Severe and Moderate Mental Disabilities, shall be under contract with the Area Education Agency 13 Board of Directors and shall abide within and benefit from all directives, procedures and policies adopted by the Administrator, Assistant Administrator, Director of Special Education, Assistant Director of Special Education, and the Area Education Agency 13 Board of Directors. A professional attitude and appropriate appearance shall be evident within all assigned and related responsibilities.

APPROVED BY: _____ DATE: _____
Assistant Administrator
(Area Education Agency)

APPROVED BY: _____ DATE: _____
Director of Special Education
(Area Education Agency)

Reviewed and agreed to by: _____ DATE: _____
Employee

102.4 E.D. Consultant

Position Title: Consultant, Emotional Disabilities

Assignment Level: Certified Professional

Direct Administrator: Coordinator, Special Education

Direct Supervisor: Area Education Agency
Assistant Director of Special Education

Qualifications:

- (1) Training should consist of a M.A. in Special Education with emphasis in Emotional Disturbance or in Special Education Administration.
- (2) Hold a valid Iowa Certificate and approval to serve as a teacher of the Emotionally Disabled or Director of Special Education.
- (3) Have at least three (3) years direct experience in teaching emotionally disturbed or educationally handicapped students.
- (4) Possess the ability to communicate effectively with teachers, administrators, support personnel, parents, professionals in the medical community, and personnel from other community agencies.
- (5) Possess qualities which include stability, neatness, punctuality, a genuine concern for the welfare of children, loyalty, and ethical consciousness.

General Responsibilities:

- (1) Function in the capacity of Consultant, Programs for the Emotionally Disabled with major responsibilities being consultation to, assistance in coordination of programs dealing with emotionally disabled children and teachers involved with emotionally disabled children in Area Education Agency 13. All coordination services shall be performed in accordance with the established policy, procedures and philosophies of Area Education Agency 13 and the rules and regulations of the Iowa State Department of Public Instruction.
- (2) Insure that instructional programs are operated in a manner consistent with their original design to maintain instructional control necessary to meet the educational needs of the pupil within the program.
- (3) Familiarize school personnel with the function of, and service available from the Consultant, Programs for the Emotionally Disabled.

(4) Provide consultative and supportive services to regular teachers in the school as well as to special program teachers.

(5) Promote community inservice education programs directed to a better community understanding of Mental Health.

(6) Inform the Assistant Director of Special Education of changing needs of the instructional program and individual pupils assigned, including health needs, needs for supplemental services, equipment and supplies.

(7) Assist the Assistant Director of Special Education at the Assistant Director's request in any matter that might command priority, and bring to the attention of the Assistant Director issues of concern regarding special education programs and services to increase efficiency and effectiveness.

Specific
Responsibilities:

(1) Work cooperatively with the local school districts and the students' regular teachers.

(2) Foster communication with parents by conducting parent-teacher conferences as well as utilizing other techniques of informing parents of the progress of each child.

(3) Collect educationally pertinent information from educational settings and other resources to determine the educational mode best suited for each student referred.

(4) Treat information on a confidential basis using discretion in determining which information is educationally pertinent.

(5) Insure that prescriptions are written for each student assigned to each program of the Consultant's responsibility.

(6) Maintain records regarding the services extended, goals achieved, and other pertinent information which will facilitate the students' return to his regular program.

(7) Recommend the purchase of materials and equipment and obtain or construct necessary teaching materials, devices, and audio visual aids for the promotion of individualized instruction.

(8) Assist in the recruitment and interviewing of program staff applicants and make recommendations relative to employing potential job candidates.

(9) Provide orientation to appropriate staff in regards to policies, procedures, priorities, and office and school practices.

(10) Assist teachers in the development and completion of measurable objectives.

(11) Provide inservice sessions for the staff of Programs for Emotionally Disabled to upgrade service.

(12) Evaluate each appropriate staff member throughout the school year and appraise the staff member of his/her ability to profit from supervision, and assist local administrators and the Assistant Director of Special Education in formal evaluation of their respective staff in Programs for Emotionally Disabled.

(13) Encourage inservice programs to local schools by staff members along the philosophy of the Area Education Agency 13.

(14) Assist teachers in research and documentation of their specific programs.

(15) Submit budget requests related to appropriate personnel, supplies, equipment, travel, communications, programs, and other items to the Assistant Director of Special Education.

(16) Complete forms and make written reports as requested by the Assistant Director of Special Education to local school districts, Area Education Agency 13, and the State Department of Public Instruction.

(17) Evaluate all aspects of the Programs for the Emotionally Disabled.

Provision of
Employment:

The period of employment shall be for the number of days as specified by the adopted calendar with the benefits of sick leave, and holidays afforded this position by policy.

After agreement between the Consultant, Programs for Emotionally Disabled and the Area Education Agency 13 Board of Directors relative to the beginning salary, the Consultant shall then be

subject to the guidelines of differential staffing policies for salary advancement consideration. This advancement will be dependent upon the evaluation and assessment of the Consultant's personal skills and realization of established goals annually defined.

Conditions of Employment:

The Consultant, Programs for Emotionally Disabled shall be under contract with the Area Education Agency 13 Board of Directors and shall abide with-in and benefit from all directives, procedures and policies adopted by the Administrator, Assistant Administrator, the Director of Special Education, Assistant Director of Special Education and the Area Education Agency 13 Board of Directors. A professional attitude and appropriate appearance shall be evident within all assigned and related responsibilities.

APPROVED BY: _____ DATE: _____
Assistant Administrator
(Area Education Agency)

APPROVED BY: _____ DATE: _____
Director of Special Education
(Area Education Agency)

Reviewed and agreed to by: _____ DATE: _____
Employee

102.5 E.M.H. Consultant

Position Title: Consultant, Mild & Moderate Mental Disabilities (EMH) Council Bluffs

Assignment Level: Certified Professional

Direct Administration: Coordinator of Special Education

Direct Supervisor: Area Education Agency
Assistant Director of Special Education

Qualifications:

- (1) Training should consist of a Master of Arts Degree with emphasis on Special Education for Mental Retardation or Special Education Administration.
- (2) Hold a valid Iowa Certificate and approval to serve as a teacher of the mentally disabled and/or Director of Special Education.
- (3) Have at least three years direct experience teaching mentally disabled pupils.
- (4) Possess the ability to communicate effectively with teachers, administrators, support personnel, parents, and professionals from other community agencies.
- (5) Possess qualities which include stability, neatness, punctuality, a genuine concern for the welfare of children, loyalty, and ethical consciousness.

General Responsibilities:

- (1) Function as the Consultant, Mild & Moderate Mental Disabilities with major responsibility being consultation to, and coordination of, programs dealing with mentally disabled children and the teachers assigned to educable and multi-disabilities resource rooms within assigned school district(s) in Area Education Agency 13. These services shall be performed in accordance with the established district policies and procedures, the philosophies of Area Education Agency 13 and the rules and regulations of the Iowa State Department of Public Instruction.
- (2) Assess the needs for additional services and recommend to the Coordinator, Special Education the employment and assignment of staff to meet these needs.

(3) Establish and maintain a positive working relationship with State, County, and local agencies whether private or public, to insure the greatest possible utilization of these agencies in providing quality services to mentally disabled children in Area Education Agency 13.

(4) Make consultative services available to teachers of multi-disabilities and colleagues, as well as the staff of community agencies within the assigned region.

(5) Assume an active role in the community to organize and conduct programs designed to foster a greater understanding of children with mental disabilities throughout Area Education Agency 13 and conduct inservice meetings for educators and parents regarding the various programs serving such children to foster a better understanding of the objectives and the accomplishments of such programs. Furthermore, assume an active posture which will lead to a greater appreciation of the social and psychological needs of children and adults.

(6) Assist the Coordinator and Assistant Director at their request in matters that might command priority, and bring to their attention issues of concern regarding special education programs and services to increase efficiency and effectiveness.

Specific
Responsibilities:

(1) Meet with Principals whenever appropriate to set up staffings on students with mental disabilities.

(2) Certify that all students enrolled in programs for the mentally disabled or multi-disability programs meet the qualifications for placement in special programs according to state guidelines and regulations.

(3) Inspect all mentally disabled students; files twice a year, once in the fall and once in the spring, to see that each student has on file a current psychological, medical, and educational evaluation and to determine if additional data is needed.

(4) Meet with Principals in the spring of each year to staff new students and develop student rosters for each special class or resource room for the coming year.

- (5) Conduct curriculum workshops with district special education classes to establish and maintain a structured, sequential curriculum.
- (6) Assist teachers in developing goals and objectives for both the teachers themselves and for their students.
- (7) Assist teachers in research and documentation of their specific programs.
- (8) Foster communication with parents by assisting with parent-teacher conferences and contacts as well as assisting in utilizing other techniques of informing parents of the progress of each student.
- (9) Meet on a regular basis with the rehabilitation counselors to coordinate services provided to the work-study program in the county.
- (10) Communicate on a regular basis with staff and personnel at the Area Education Agency office to keep abreast of the total services being provided by the Area Education Agency 13.
- (11) Submit annually, or as requested by the Coordinator of Assistant Director of Special Education, reports supported by statistics and records which will convey the extent of services rendered as well as measure the value of the service provided.
- (12) Assist in the recruitment and interviewing of staff applicants for programs for the mentally disabled and make recommendations regarding such applicants.

Provisions of
Employment:

The period of employment shall be for the number of days as specified by the adopted calendar with the benefits of sick leave and holidays afforded this position by policy.

After agreement between the Consultant, Mild & Moderate Mental Disabilities, and the Area Education Agency 13 Board of Directors relative to the beginning salary, the Consultant, Mild & Moderate Mental Disabilities, shall then be subject to the guidelines of differential salary policies for salary advancement consideration. This advancement will be dependent upon the evaluation and assessment of the Consultant's personal skills and realization of established goals annually defined.

Conditions of
Employment:

The Consultant, Mild & Moderate Mental Disabilities shall be under contract with the Area Education Agency 13 Board of Directors and shall abide within and benefit from all directives, procedures, and policies adopted by the Administrator, Assistant Administrator, Director of Special Education, the Assistant Director of Special Education, and the Area Education Agency 13 Board of Directors. A professional attitude and appropriate appearance shall be evident within all assigned and related responsibilities.

APPROVED BY: _____ DATE: _____
Assistant Administrator
(Area Education Agency)

APPROVED BY: _____ DATE: _____
Director of Special Education
(Area Education Agency)

APPROVED BY: _____ DATE: _____
Employee

200 Educational Goals

201 Departmental Goals

The goals of the Department of Special Education are to:

1. Serve all handicapped children in appropriate educational programs who qualify for special education services under the rules and regulations of the Department of Public Instruction.
2. Provide an educational program that allows handicapped children to interact with their non-handicapped peers to the fullest extent possible.
3. Encourage a close working relationship with various community agencies serving handicapped children so that duplication of efforts will be avoided and continuity of services will be insured.
4. Encourage close working relationships with parents so that they will have a better understanding of their child's program and be able to provide appropriate support to their children.
5. Help each child master the basic skills in reading, writing, and arithmetic to the fullest extent possible.
- * 6. Enable each child to develop good health habits and understand the conditions necessary for obtaining and maintaining good physical and emotional well-being.
- * 7. Enable each child to develop a positive self-concept and an appreciation of his worthiness.
- * 8. Enable each child to develop a positive attitude towards school and towards the learning process.
- * 9. Enable each child to develop habits and attitudes that are associated with responsible citizenship.
- *10. Provide each child with the skills that will allow him/her to be a self-sufficient and productive citizen to the fullest extent possible.

* District goals for regular instructional programs

300 Referral, Assessment, Staffing, and Placement Procedures

301 Referral, Assessment, Staffing, Placement Procedure

Note: The social workers will use these procedures up to and including Item Number 5.

1. The teacher completes the referral form (see Section 303) and submits it to the principal.
2. The principal, assistant principal, or school counselor secures the parent consent for evaluation (see Section 305).
3. The principal signs the referral and attaches the parent consent for evaluation along with supporting data (grades, achievement test scores, etc.). These forms are sent to the Special Education Office.
(Note: If a principal is using psychological services from another school, his request must be approved in advance by the Council Bluffs Director of Special Education.
4. When the referral is received by the Special Education Office, its receipt is recorded by the Director's secretary. It is then sent to the appropriate psychologist.
5. Upon receipt of the referral, the psychologist/social worker contacts the school and arranges for services.
6. The psychologist evaluates the child.
7. The psychologist writes his report and submits it to the A.E.A. typist. The completed report is sent to the Council Bluffs Special Education Office.
8. Upon receipt of the psychological report from the A.E.A., the appropriate consultant is alerted and the Special Education clerk makes arrangements for a staffing to be held at the child's school. Parents should not be routinely invited to staffings. However, they may be allowed to attend if this arrangement is approved by the Council Bluffs Director of Special Education.

9. The following should participate in the staffing: principal, assistant principal, the child's regular teacher, the special education teacher, psychologist and such other professionals as the principal or Director of Special Education may deem appropriate.
10. A staffing is held to determine an appropriate educational placement and plan of study for the child. The principal or his assistant conducts the staffing. In an emergency when the principal or his assistant cannot attend the staffing, the principal may request the Council Bluffs Director of Special Education to appoint someone to conduct the staffing. The completed medical interview form is submitted to the consultant at the staffing.
11. If there is a concensus regarding the child's placement and plan of study, the staffing form is signed. If there is disagreement, those dissenting may file a written report with the Council Bluffs Director of Special Education stating their reasons for disagreeing with the majority opinion and requesting him to review the case. The report must be filed within 3 school days after the staffing is held. The Director will review the case and may take the following course of action:
 - (a) Uphold the majority opinion.
 - (b) Call another staffing.
 - (c) Submit the case to the A.E.A. Director for his opinion.
 - (d) Make the placement which he deems proper.
 - (e) Use any combination of the foregoing or take such action as he deems proper. He will notify the principal and those who have filed the dissenting report of his action.
12. Following a concensus of opinion at the staffing, the principal, assistant principal or school counselor secures the parent's consent

for placement (see Section 307).

13. When the principal has received the parent consent for placement he sends it to the appropriate special education consultant. If the parent or legal guardian refuses to give consent for placement, the principal should notify the Council Bluffs Director of Special Education. The Director takes appropriate action insuring that both principal and special education consultant are kept informed.
14. The consultant prepares a file with the appropriate documents:
 - (a) psychological evaluation, (b) parent consent for evaluation, (c) medical interview form, (d) staffing report, (e) parent consent for placement. The file is submitted to the Director for his approval. The staffing report is returned to the school with the Director's approval noted on the form. The child can then be placed. If the Director disapproves, he may use the procedures outlined in Item #11.

Note: A child cannot be placed until documents (a) through (e) are on file in the Special Education Office.

302 Referral, Assessment, Staffing, and Placement Procedure Flow Chart

- | | | | |
|----|---|-----|--|
| 1. | Teacher completes referral form. | 8. | Psychologist evaluates child. |
| 2. | Principal receives referral and secures parent consent for evaluation. | 9. | Psychologist writes report and sends to A.E.A. for typing. |
| 3. | Principal or counselor secures supporting data. | 10. | The Special Education Office receives report and records it. Consultant and clerk arrange staffing. |
| 4. | Principal signs referral. Attaches consent for evaluation along with supporting data. | 11. | Principal conducts staffing. Staffing form signed by participants. Medical form is submitted by principal/nurse. |
| 5. | Referral is sent to the Special Education Office. | 12. | Principal sends parent consent for placement to Consultant. |
| 6. | The Special Education Office records referral and sends it to the psychologist. | 13. | Consultant prepares completed file for approval. |
| 7. | Psychologist contacts school to arrange for services. | 14. | Special Education Director approves placement. |

303 Referral Form

Services Requested:

- Psychological 49
- Social Work
- LD Consultant
- ED Consultant
- MR Consultant

Referral For Special Study

Date School School Phone Grade

Original Referral

Re-REFERRED

Name: Birthdate: Sex

Home Address Phone

Parent's or Guardian's Name Occupation

Is Pupil A Transfer? If So, From What School?

1. What is it that this student cannot do that you would like to see him be able to do?

2. Days absent during past school year.

3. Reason for referral: Check all items below that apply to this child.

Behavior Problem

- Motivation
- Easily distracted
- Overactive
- Unresponsive
- Destructive
- Verbal aggression
- Physical aggression
- Other

School Achievement Problem

- Reading
- Arithmetic
- Spelling
- Language Skills
- Other

Social And Cultural Problems

- Peer relationships
- Teacher relationships
- Home relationships
- Other

4. Previous special study (from cumulative folder):

A. Speech

Date

Evaluated by

B. Hearing

Date

Evaluated by

C. Vision

Date

Evaluated by

D. Psychological

Date

Evaluated by

E. Other

Date

Evaluated by

304 Desirable Information That May Accompany Referral for Special Study

Service Requested:

Psychological	<input type="checkbox"/>
Social Work	<input type="checkbox"/>
L.D. Consultant	<input type="checkbox"/>
E.D. Consultant	<input type="checkbox"/>
M.R. Consultant	<input type="checkbox"/>

COUNCIL BLUFFS COMMUNITY SCHOOLS
DESIRABLE INFORMATION THAT MAY ACCOMPANY
REFERRAL FOR SPECIAL STUDY

1. PREVIOUS SPECIAL STUDY

- A. Speech: Evaluated _____ Yes _____ No _____ School Interfering Problem _____ Yes _____ No _____
Speech Service Provided _____ Yes _____ No _____ Date _____
- B. Hearing: Evaluated _____ Yes _____ No _____ School Interfering Problem _____ Yes _____ No _____
Hearing Service Provided _____ Yes _____ No _____ Date _____
- C. Vision: Evaluated _____ Yes _____ No _____ School Interfering Problem _____ Yes _____ No _____
- D. Psychological: Evaluated _____ Yes _____ No _____ Date _____ Evaluated by: _____

- E. Other: _____ Date _____ Evaluated by: _____

2. PERTINENT HISTORY AND BACKGROUND INFORMATION

- A. Child lives with both parents, Mother, Father, Guardian, Foster Parents, Mother and Stepfather, Father and Stepmother: _____
- B. Others living in the home other than immediate family: Grandmother, Grandfather, other relative, friends, _____ Male _____ Female _____
- C. Parents are living together, separated, divorced, deceased: _____
- D. Mother is alive _____ Yes _____ No. If No, date of death _____
Cause of death: _____
- E. Father is alive: _____ Yes _____ No. If no, date of death: _____
Cause of death: _____
- F. Child stays with babysitter or nursery: A.M. _____ P.M. _____ All day _____
- G. Child is home alone: Time or times of day _____
- H. Parental Attitude Toward Child: _____ Accepting _____ Rejecting _____ Other _____

- I. Child has had traumatic experiences and/or stresses (e.g., deaths, accidents, illness of child or others, etc.) _____
- J. Child was adopted _____ Yes _____ No. At what age? _____
- K. Mother is employed _____ Yes _____ No. Where _____ Hours _____
- L. Father is employed _____ Yes _____ No. Where _____ Hours _____
- M. Who accepts responsibility for discipline: _____ Father and Mother _____ Father _____ Mother _____ Guardian _____ Neighbors _____ No one _____ Other _____
- N. Describe main discipline used _____

O. List other children in the family who are alive:

<u>NAME</u>	<u>SEX</u>	<u>AGE</u>	<u>GRADE</u>	<u>LIVING IN THE HOME</u>

P. Other information about the child or family which might be important or significant:

3. MEDICAL

- A. The child has been hospitalized: _____ Yes _____ No Year _____
Reason: _____
- B. The child has had surgery: _____ Yes _____ No Year _____
Reason: _____

- C. The child wears glasses: _____ Yes _____ No
- D. The child uses a hearing aid: _____ Yes _____ No
- E. Is the child on prescribed medication? _____ Yes _____ No
 If yes, duration and Doctor: _____
- F. Is the child epileptic? _____ Yes _____ No
- G. Has the child ever experienced blackouts, seizures, fainting? _____
- H. Does the child have a history of allergies? _____ Yes _____ No
- I. Has the child been to a psychiatrist or clinical psychologist? _____ Yes _____ No
 When? (Year) _____ Who? _____

4. ACADEMIC

- A. Child's age when started to school _____
- B. Child has failed or repeated a grade: _____ Yes _____ No. If yes, give reason _____
- C. Has the child generally gotten along well in school? _____ Yes _____ No
- D. Child's approximate class rank in relation to other students in his class (Use 1 to 10 scale with 1 being Top Rank): _____, Reading _____, Math _____, General Language Arts _____, Social Studies _____, Science _____.
- E. Achievement Test Results: Reading _____, Math _____, Language Arts _____, Social Studies _____, Science _____.
- F. Child's Instructional Reading Level: _____ Grade.
- G. Special Programs this Child has or is participating in:
- | | |
|-------------------------|-----------------------------------|
| Remedial Reading _____ | When? _____ |
| Remedial Math _____ | When? _____ |
| Special Education _____ | Type of Program _____ When? _____ |
| Other (specify) _____ | When? _____ |

5. ATTITUDES

- A. Child's attitude toward school: _____ Good _____ Average _____ Poor
- B. Child's attitude toward parents _____ Good _____ Average _____ Poor
- C. Child's attitude toward adults _____ Good _____ Average _____ Poor
- D. Child's attitude toward peers in school: _____ Good _____ Average _____ Poor
- E. Child's attitude toward peers out of school: _____ Good _____ Average _____ Poor
- F. Parents attitude toward discipline of the child and rules and regulations of the school: (Describe) _____

6. PLANNED MEASURES THAT HAVE BEEN TAKEN TO RESOLVE THIS PROBLEM.

- By the Administration: _____

- In the Classroom: _____

- By the Counselor: _____

- Combined Efforts: _____

7. SIGNATURES

(TEACHER)	DATE
(OTHER PERSON REFERRING)	DATE
(PRINCIPAL)	DATE

305 Parent Consent for Evaluation Form

COUNCIL BLUFFS COMMUNITY SCHOOLS
Council Bluffs, Iowa
Department of Special Education

PARENTAL REQUEST FOR INDIVIDUAL STUDENT EVALUATION

I have discussed my child's school adjustment with the principal or his/her representative and the services of the Council Bluffs Department of Special Education have been explained to me.

I understand that an individual evaluation, which may consist of a psychological evaluation by a school psychologist, academic achievement testing, and testing to determine areas of learning strength and/or deficits, might give additional information which would be helpful. I, therefore, as his/her parent or guardian, request that an individual evaluation be performed on _____, birthdate _____. I understand that there will be no charge for this service.

I am aware of my right to refuse permission for this evaluation and if I do not choose to sign this document, the school district can request a hearing with the State Hearing Officer to obtain approval for such an evaluation.

It is agreed that the results of this evaluation may be discussed with school personnel and other professional people for the purpose of planning the best possible services for my child. Furthermore, I understand that I have a right to review all relevant records and that results of this evaluation will be reported and interpreted to me by a qualified person.

It is further agreed that my child's educational program will not be changed without my knowledge and written approval, or until the notice and due process procedures have been exhausted.

I, therefore, hereby freely give permission to my local school district to conduct such an evaluation and to obtain from and release to agencies engaged in the provision of such services all pertinent information.

(Parent or Guardian)

(Principal or Representative)

(Address)

(School)

(Phone)

AREA EDUCATION AGENCY 13
Department of Special Education

REPORT OF STAFFING

Psych. Report _____
Medical Form _____
Parent Agreement to Placement Form _____
Staffing Report _____
Other _____

Subject or Client _____ Age _____ Grade _____

Parent's Name _____ Address _____ Phone _____

Date of Staffing _____ School _____

This student is recommended for Special Education services as marked below.

- () Self-contained special class
- () Special class with integration
- () Resource teaching program
- () Itinerant teacher
- () Home or hospital services
- () Other

PRESCRIPTION PLAN

1. How much time out of regular class or integrated into the regular class per day?

2. Time of day and during what subject period should student be taken out of the regular class?

3. Program Goals

(Please indicate when goal is to be completed, what is to be done and the criteria for completion).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

BASIC SUMMARY OF STAFFING _____

Person assigned follow-up responsibilities. _____

Date of next staffing. _____

Participants and Responsibilities following staffing:	Agree	Disagree	Sign
Regular Classroom Teacher _____ _____	()	()	_____
Special Classroom Teacher _____ _____	()	()	_____
Counselor _____ _____	()	()	_____
School Psychologist _____ _____	()	()	_____
Social Worker _____ _____	()	()	_____
Consultant _____ _____	()	()	_____
Other Special Services _____ _____	()	()	_____
Building Principal _____ _____	()	()	_____
Name _____ _____	()	()	_____
Name _____ _____	()	()	_____
Name _____ _____	()	()	_____

Recorder

307 Parent Consent for Placement Form

Council Bluffs Community Schools
Council Bluffs, Iowa
Department of Special Education

Date sent _____

PARENT PERMISSION FOR PLACEMENT

I have been notified of the educational placement plans for my child _____ and of the reasons why that placement is recommended. I understand that I have the right to disagree with the proposed placement. I also understand that I have the right to have a full hearing about the placement conducted by a state hearing officer if I choose to do so.

CHECK ONE OF THE BELOW:

I agree that the proposed placement is best for my child. I ask that my child's new educational placement be carried out immediately and that the thirty (30) day waiting period be waived.

I would like to use thirty (30) day waiting period to consider if the proposed placement for my child is appropriate. I understand that the waiting period ends on _____ and that the proposed placement will take place on that date unless I request a hearing or an independent evaluation.

(Signature of Parent or Guardian)

(Date)

308 Medical Interview Form

HEALTH INFORMATION
(To Be Filled Out by Nurse)

Student Name _____ Birth Date _____

Address _____ Phone _____

School _____ Interview Date _____

Physical Handicaps: Vision ___ Speech ___ Hearing ___ Orthopedic ___ Seizures ___ Other ___
Comment: _____

Developmental History: Normal ___ Abnormal ___ Comment: _____

Recent Illness: List Childhood diseases: _____
Others (Anemia, Hepatitis, etc) _____

Accidents: _____

Operations: _____

Comments: _____

Does the Child have any of the following symptoms more frequently than most children:

- | | | |
|--|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Dizzy Spells | <input type="checkbox"/> Ear Infection |
| <input type="checkbox"/> Colds | <input type="checkbox"/> Headaches | <input type="checkbox"/> Eye Strain or difficulty seeing |
| <input type="checkbox"/> Sinus Trouble | <input type="checkbox"/> Perspire even in cold weather | <input type="checkbox"/> Run a temperature |
| <input type="checkbox"/> Hay Fever | | |

Physician or Health Advisor _____
(Name) (Address)

Date Last seen by Physician: _____

Serious Illness in Family: List _____
Comment: _____

Pregnancy and Delivery: Normal ___ Abnormal ___ Comment: _____

Father or Guardian _____ Mother or Guardian _____

Student Lives with _____ How Many Living in Home _____

Is there evidence of family disruption (Death, Divorce, Illness, etc) _____

List other agencies which know this family _____

Nurse's Comments: _____

It is my opinion that this child should have a physical examination by his physician.
Yes _____ No _____

Nurse's Signature _____

Principal's Comments: _____

Principal's Signature _____

401 Educable Mentally Handicapped (EMH)

401.1 Program Philosophy

All children are entitled to the best education to help them become self-sufficient citizens with adequate vocational and social competence. This philosophy, as it applies to the program for the Educable Mentally Handicapped student, is not to be conceived as a modified plan of regular curriculum, but rather a unique program in terms of the needs of a particular group or an individual child, based on the objectives of self-realization, human relationships, economic efficiency and civic responsibility.

This philosophy when applied to the Council Bluffs program for the Educable Mentally Handicapped dictates that no student will be maintained in a self-contained classroom, but will be integrated on an individual basis into the regular school program in as many subject areas as he is able to successfully participate.

Many students who fall into the E.M.H. category as established by Iowa guidelines are pseudo retarded. That is, because of their social or cultural familial environment, they test into this category. With remedial assistance we hope they can eventually test out into a regular educational program.

The goals and objectives of the program for the Educable Mentally Handicapped reflect the philosophy of the department.
(From Council Bluffs EMH Curriculum)

401.2 Goals

The goals of the program for the Educable Mentally Handicapped are as follows:

1. To develop a positive self-concept and an appreciation of his worthiness.
2. To develop a positive attitude toward school and toward the learning process.
3. To develop habits and attitudes that are associated with responsible citizenship.
4. To develop to the fullest extent possible for his mastery of the basic skills.
5. To develop good health habits and understand the conditions necessary for attaining good physical and emotional well-being.
6. To develop good work habits and a good attitude toward the world of work. (The foregoing are modified goals for regular instructional programs in the district)

401.3 Eligibility for Services

The child must meet all of the following criteria:

1. The child's general intellectual functioning must be more than one standard deviation below the mean as indicated by his performance on a reliable individual intelligence test which is valid for the child.
2. The child has significant deficits in his adaptive behavior in the regular classroom setting such as sensory-motor, communications, self-help, and socialization skills.
3. A valid intelligence test, the appropriate medical form completed, staffing report, and parental consent for appropriate placement must be in the child's file before actual placement can be made.

401.4 Types of Classes Available and Maximum Enrollments

1. A special class with integration allows a child to receive most instruction from the special education teacher. The child must be integrated for one or more academic subjects with pupils who are not handicapped. The maximum enrollment is 12 at the elementary level and 15 at the secondary level.
2. A resource teaching program allows a student to receive a maximum of 2 hours per day of instruction from the special education teacher. A resource room teacher is allowed a maximum case load of 18 students.
3. If the student cannot be accommodated in one of the foregoing settings, it will be necessary for the Department of Special Education to make provisions for the student elsewhere such as in a residential treatment center.

402 Emotionally Disabled

402.1 Program Philosophy

In the book, The Emotionally Disturbed Child in the Classroom, Frank Hewett states, "An increasing number of special educators have come to focus on children labeled "emotionally disturbed" as children with maladaptive behavior which teachers can modify. It is evident that maladaptive behavior interferes with learning, and that such behavior can be modified in the classroom using resources unique to the school and training unique to the teacher."

It is our belief that emotionally disturbed children who have average or above average learning potential, but who have not been able to achieve this level of attainment due to emotional disorders can best be helped by using the Engineered Classroom model as described by Frank Hewett in his book, The Emotionally Disturbed Child in the Classroom.

We further believe that the success of the program depends not only on technique and model used but on the principal's degree of commitment to making the program a success. We also believe that all professionals involved in work with the emotionally disturbed must operate on the assumption that most children can return to regular classes either on a full or a part-time basis within a year after placement in a self-contained class. It is recognized that there may be some children who will be unable to realize this goal and that special planning must be done for them.

402.2 Goals

The goals of the program for the emotionally disabled are as follows:

1. To continue a delivery of services needed for emotionally disabled students, through consultation with teachers, administrators and students.
2. To establish structured self-contained and self-contained with integration classrooms modeled after the Engineered Classroom as described by Frank Hewett in his book, The Emotionally Disturbed Child in the Classroom.
3. To provide training to regular classroom teachers in the methods used in the Engineered Classroom.
4. To have a team of auxillary personnel serve each student while in the self-contained classroom and be available for follow-up.
5. To insure that instructional materials are available to meet the needs of each individual student.
6. To continue on-going contacts with private psychiatrists, psychologists, hospitals, and other social agencies and workers.
7. To make aware to the community the need for programs for emotionally disabled children.
8. To insure that school objectives for each student are being carried over into the home.
9. To insure that the home is carrying through with their commitment in helping the return to the regular classroom.
10. To provide for parent groups.

402.3 Eligibility for Services

In verifying a child or adolescent for possible inclusion in a program for the emotionally disabled, one must bear in mind that assessment of maladaptive behavior must be made in relation to the setting in which the disturbance occurs. It must be recognized

further that the expectations of the observer or observers are crucial and need to be recognized as possible factors in initiating a referral.

Self-Contained Class

The school psychologist will evaluate students who appear to require a self-contained classroom for the emotionally disturbed. This evaluation must be supported by that of a clinical psychologist or psychiatrist. Such support may be the result of direct examination by the clinical psychologist or psychiatrist or the school psychologist may consult with either or both of the foregoing professionals.

Resource Room

A student may be placed in a Resource Room upon the recommendation of the school psychologist, the consultant for the emotionally disabled, and the recommendation of a multi-disciplinary staffing.

Consultative Services

The Consultant for the Emotionally Disabled will offer some consultative services to schools who have children who, (A) show severe but possible transient problems because of some disruptive behavior in their lives such as illness or family crises, (B) need one or more of the characteristics delineated in the legal definition, and (C) have received special class services but need some continued support to maintain themselves in the regular class.

402.4 Types of Classes Available and Maximum Enrollments

Students in a self-contained class require full-time academic instruction from the special education teacher. They may be integrated in certain school activities. The maximum enrollment at the elementary level is 8 and at the secondary level it is 10.

A special class with integration allows a child to receive most instruction from the special education teacher. The child must be

integrated for one or more academic subjects with pupils who are not handicapped. The maximum enrollment is 12 at the elementary level and 15 at the secondary level.

A resource teaching program allows a student to receive a maximum of 2 hours per day of instruction from the special education teacher. A resource room teacher is allowed a maximum case load of 18 students.

If the student cannot be accommodated in one of the foregoing settings, it will be necessary for the Department of Special Education to make provisions for the student elsewhere such as in a residential treatment center.

403 Learning Disabilities

403.1 Program Philosophy

The Learning Disabilities Program is for "Children with special learning disabilities who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage." (National Advisory Committee on the Handicapped 1968)

If a child has a learning disability we need to find a way for him to be successful. The goals of identification, remediation, and treatment built into the Learning Disabilities Program are to increase the child's chances for success. These children are entitled to all our currently available resources for intervention in order to minimize their disabilities and inefficiencies in learning as well as accompanying behavioral problems.

403.2 Goals

The goals of the Learning Disabilities Program are to:

1. To provide corrective therapy for students who suffer a learning disability.
2. To teach the classroom teacher through inservice programs how to use an educational prescription in the treatment of learning problems within the regular classroom.

3. To provide parents with information and techniques to assist them in working with their child who suffers a learning disability.
4. To provide a resource room in each elementary and each junior high school in the Council Bluffs Community School District which will be used to help the professional staff in providing corrective therapy for learning disabilities.
5. To establish a comprehensive testing program and diagnostic procedure for students suffering a learning disability.

403.3 Eligibility for Services

The student's I.Q. score must be no less than one standard deviation below the mean on a valid and reliable test or the psychologist must make a properly documented statement that the student is of at least average intelligence.

Performance in one or more of the processes of language, perception, reading, spelling, arithmetic, or written communication, must be one standard deviation below expected performance in comparison to tests of intellectual function.

Learning Disabled children will not include children whose learning problems are primarily the result of visual acuity, hearing acuity, physical handicap, mental retardation, or emotional disturbance.

Proper explanation and documentation of test results should be included in reports of various professional personnel. This is especially important in borderline cases.

403.4 Types of Classes Available and Maximum Enrollments

Students in a self-contained class require full-time academic instruction from the special education teacher. They may be

integrated in certain school activities. The maximum enrollment at the elementary level is 8 and at the secondary level it is 10.

A special class with integration allows a child to receive most instruction from the special education teacher. The child must be integrated for one or more academic subjects with pupils who are not handicapped. The maximum enrollment is 12 at the elementary level and 15 at the secondary level.

A resource teaching program allows a student to receive a maximum of 2 hours per day of instruction from the special education teacher. A resource room teacher is allowed a maximum case load of 18 students.

404 Chronically Disruptive

404.1 Program Philosophy

The Chronically Disruptive Program is designed to deliver services to youth who are under judicial jurisdiction and require a self-contained special program, because of marked personal, school, family or community adjustment problems, and have been excluded from school. The philosophy of the Chronically Disruptive Class at the Christian Home Association is to evaluate, motivate, and to keep the student up with his classmates in the regular school system. The philosophy of the program also is that of recommending alternative education programs for these youth that have been placed in the detention facility.

404.2 Goals

The goals of the Program for the Chronically Disruptive are as follows:

1. To provide a program which will allow a student to maintain the basic skills of reading, writing, and arithmetic.
2. To establish a comprehensive educational testing program and diagnostic procedure for students in the program.
3. To continue ongoing contacts with the juvenile court, hospitals, and other social agencies and workers.

404.3 Eligibility for Services

"Children who are chronically disruptive" refers to those pupils who, due to marked personal, school, family, or community adjustment problems, have been excluded from school, are under judicial jurisdiction and require a self-contained special class program. (Department of Public Instruction Rules of Special Education)

Children who fit this definition are eligible for educational services from the Department of Special Education. Currently, classes are held at the Christian Home Detention Center in Council Bluffs.

404.4 Types of Classes Available and Maximum Enrollments

Students in this program require a self-contained class. The enrollment may not exceed 5 students per teacher. The reason for maintaining these students in a self-contained class is because they are currently located in the Detention Unit at the Christian Home Association.

405 Trainable Mentally Handicapped

405.1 Program Philosophy

It is the philosophy of the staff of the Council Bluffs program for the Trainable Mentally Retarded that every individual, regardless of functioning level or severity of handicapping conditions, deserves the opportunity to develop and maximize any and all intellect and abilities he has.

405.2 Goals

Our program goals may be few in number but the ramifications of them for the student, his family, and the community are immeasurable.

1. To develop an education/training plan to meet the specific needs of each student.
2. To provide for each student, the opportunity for physical, social, emotional, and intellectual growth.
3. To develop to its fullest each students abilities in the area of communication skills.
4. To develop a variety of vocational skills and work habits that the student can utilize in sheltered or competitive employment.

405.3 Eligibility for Services

Eligibility for the program is based on intellectual functioning level and adaptive behavior. The term trainable mentally retarded refers to an individual with an approximate I.Q. range of 25 to 50. Adaptive behavior is the student's ability or inability to meet the demands of his environment.

405.4 Types of Classes Available and Maximum Enrollments

Because the students in this program require special instruction

on a full-time basis the instructional program is based on the self-contained special class model.

Maximum pupil-teacher ratio guidelines are established by the Department of Public Instruction. At the elementary level they are 8-1 and at the secondary level 10-1. The ratio is 5-1 for severely handicapped students.

500 Planning for Parent Participation

501 Responsibility for Planning for Parent Participation

Referral Procedure

In accordance with state regulations parent consent for a psychological evaluation must be secured in writing. When a student begins to experience problems in the regular classroom, the school should advise the parents of the difficulties and explain the steps necessary to get additional help for the child. Parents should be given an opportunity to give any information they have which they feel would be helpful in making an accurate evaluation of their child. Every effort should be made to help the parents understand the possible effects of the child's handicapping condition on his or her social, emotional, intellectual and physical growth. As Peckens (1967, p.23) advises parents should be helped to overcome any feelings of disappointment, rejection or disgrace they may have concerning their handicapped child.

Parents should be informed that they will be advised of the results of their child's evaluation. They should also be told that their approval will be solicited before a major change in their child's educational program is made.

Staffing

Parents should be included as participants in the staffing when the consultant and principal agree that it is in the child's best interests to do so. However, in all cases the principal, assistant principal, or school counselor should notify the parents of the results of the staffing.

Placement

Before a child can be placed in a special education program, the parents or legal guardian must sign the consent for placement. A foster parent does not qualify as a parent for this purpose. The principal, assistant principal or school counselor explains the new educational plan proposed for the child and secures consent for placement.

Parent Advisory Committee

The Special Education Administrative Council will discuss plans for the establishment of a Parent Advisory Committee. The plan should include information concerning the role and functions of the committee as well as the method of selecting committee members.

502 Format of the Plan

By the second week in October each program consultant will draw up a plan for the improvement of parent participation in special education school activities. The format of the plan will be developed cooperatively by the consultant and the Council Bluffs Director of Special Education.

600 Planning for Staff Inservices

601 Responsibility for Planning Staff Inservices

By the third week in September each of the program consultants will submit a written plan for the first staff inservice. Subsequent plans will be submitted as required.

602 Format of the Plan

The plan should include the following:

1. The objectives of the inservice stated in behavioral terms.
2. How the goals will be carried out.
3. Who the participants in the inservice will be.
4. How the effectiveness of the inservice will be evaluated.

Within two weeks after each inservice is held, a written evaluation of the inservice shall be submitted to the Council Bluffs Director of Special Education. The report should include the objectives of the inservice, an evaluation of the effectiveness of the inservice, and recommendations for the improvement of future inservice meetings.

700 Evaluation of Instructional Programs

By the first week in October each of the program consultants will submit a written plan for the evaluation of their program. The plan of evaluation should include, but not be limited, to the following:

1. The overall long-range objectives of the program stated in behavioral terms.
2. Immediate objectives for the year stated in behavioral terms.
3. Criteria that will be used in evaluating the program such as:
 - (a) Assessment of pupil progress.
 - (b) Evaluation of teaching strategies.
 - (c) Effectiveness of the Referral, Assessment, Staffing, and Placement Procedure.
 - (d) Successful integration of students into regular programs.
 - (e) How well program objectives have been accomplished.
 - (f) Effectiveness of staff inservice meetings.
 - (g) Effectiveness and extent of parent involvement.
 - (h) Accomplishment of Consultant's MBO's.
 - (i) Effectiveness of administrative procedures.
4. Procedures to be used in conducting the evaluation such as:
 - (a) Analysis of student achievement data.
 - (b) Reports of classroom visitations by the consultants.
 - (c) Teacher-consultant conferences.
 - (d) Results of surveys and questionnaires from parents, principals, and teachers.
 - (e) Records of number of children integrated into regular programs.
 - (f) Special Education Administrator, Consultant, and Principal conferences.

- (g) Consultant-principal conferences.
 - (h) Records indicating accomplishment of Consultant MBO's.
 - (i) Evaluation of teaching strategies.
 - (j) Report showing that Area Education Agency required documents are on file for every student who has been certified or who will be certified in September or January.
 - (k) Reports on the adequacy of facilities for students in the program.
 - (l) Program evaluation visitations and reports from the Department of Public Instruction or Area Education Agency.
 - (m) Study of curriculum content.
5. Personnel who will be involved in the evaluation process such as:
- (a) Principals
 - (b) Teachers
 - (c) Special Education Director
 - (d) Superintendent's Executive Council
 - (e) Parents
 - (f) Special Education Advisory Council
 - (g) Department of Public Instruction Consultants
 - (h) Area Education Agency Director and Assistant Director of Special Education
6. When formal evaluation will be conducted.

The format to be used for the final written evaluation of the program should be as follows:

- 1. Title page with the following:
 - (a) Name of program.

(b) Consultant's name, degrees, and title.

(c) Date of the report.

2. Table of Contents.
3. Participants in the evaluation.
4. Long-range objectives of the program.
5. Short-range objectives of the program.
6. Criteria used in making the evaluation.
7. Procedures used in conducting the evaluation.
8. Results of the evaluation.
9. Recommendations for the improvement of the program.
 - (a) Long-range.
 - (b) Short-range.

Summary

A review of related research was done to indicate some services, personnel, diagnostic and placement procedures, curriculum, tests and records, school building modifications and recent trends in the field that should be considered in a special education program. Exact topics covered were as follows:

- (a) Psychological Services
- (b) Certified Teachers
- (c) Parent Orientation
- (d) Curriculum
- (e) Guidance Programs
- (f) Social Services
- (g) Administrator of Special Education
- (h) Modifications in School Plant
- (i) Diagnosis and Placement
- (j) Academic Evaluation and School Records
- (k) Assistants for Teachers
- (l) Some Recent Trends in Special Education

A guidebook for special education instructional programs was developed outlining services and procedures for special education programs in the Council Bluffs Community Schools.

Recommendations for the Improvement of the Guidebook

1. Survey principals, teachers, and other administrators regarding improvements that should be made in the special education guidebook.
2. Add a section in the guidebook on due process as it relates to handicapped children.
3. Add a section in the guidebook on special education transportation for the multiple handicapped and emotionally disabled.
4. Update the guidebook to include changes in Department of Public Instruction and Area Education Agency rules and procedures.

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