

**TITLE 126
INTERPRETIVE RULE
BOARD OF EDUCATION**

**SERIES 46
CRITERIA OF EXCELLENCE:
PROGRAMS FOR THE EDUCATION OF EXCEPTIONAL STUDENTS (2540)**

§126-46-1. General.

1.1. Scope. -- This interpretive rule provides a set of long-term goals for determining whether or not high quality Programs for the Education of Exceptional Students are being offered to all students. Each program of study has a different policy number starting with 2540.011.

1.2. Authority. -- W.Va. Code §18-9A-22

1.3. Filing Date. -- October 30, 1986

1.4. Effective Date. -- December 30, 1986

§126-46-2. Applicability.

The criteria for educational support are to be used to determine whether or not high quality support services are offered to all students. Policy 2510, Regulations for General, Vocational, and Special Educational Programs, this, and other general policies apply to each identified program of study listed in the Programs for the Education of Exceptional Students volume.

2.1. Copy of the policy is attached. Copies may be obtained in the Office of the Secretary of State and from the West Virginia Department of Education.

2.2. Summary of policy below.

SUMMARY OF INTERPRETIVE RULE

This policy identifies the educational support services and presents the following criteria of excellence for each support service: Program Definition; Program Delivery (administrative practices, professional practices, personnel, facilities, materials, supplies and equipment); Program Assurance (student evaluation, program improvement, and school improvement.) The Programs for the Educational Students to which these high quality standards apply are: Behavior disordered students, communication disordered students, deaf/blind students, educable mentally impaired students, gifted students, hearing impaired students, physically handicapped students, preschool handicapped students, profoundly mentally impaired students, students with specific learning disabilities, trainable mentally impaired students, visually impaired students. Also included are high quality staffing ratios for educational personnel at the school and county level.

126-46

Criteria Of Excellence

Programs for the Education
of
Exceptional Students

WEST VIRGINIA DEPARTMENT OF EDUCATION
October 1985

CRITERIA OF EXCELLENCE

Related Policies

Educational Goals for West Virginia	2100
Standards for Educational Quality	2320
Indicators of Attainment for Standards for Educational Quality	2321
Regulations for the Education of Exceptional Children	2419
Assuring the Quality of Learning in West Virginia Public Schools: Learning Outcomes	2422.01
Policies, Rules, and Regulations of the West Virginia Board of Education	2442.2
Programmatic Definition for Early Childhood Education	
Programmatic Definition for Middle Childhood Education	
Programmatic Definition for Adolescent Education	
Graduation Requirements for West Virginia Public Schools: Adolescent Education (Grades 9-12)	2444.01
Assuring the Quality of Education: Regulations for General, Vocational, and Special Educational Programs	2510
Assuring the Quality of Learning in West Virginia Public Schools:	
General Education: Learning Outcomes	2520
Art	2520.01
Mathematics	2520.02
Reading	2520.03
Science	2520.04
Driver Education	2520.05
Health	2520.06
Foreign Language	2520.07
Social Studies	2520.08
General Education: Criteria of Excellence	2520
Art Education	2520.011
Computer Education	2520.141
Developmental Guidance	2520.151
Driver Education	2520.051
Foreign Language Education	2520.071
Health Education	2520.061
Language Arts Education	2520.091
Mathematics Education	2520.021
Music Education	2520.101

General Education (continued)	
Physical Education	2520.131
Reading Education	2520.031
Science Education	2520.041
Social Studies Education	2520.081
Vocational Education: Learning Outcomes	2530
Business Education	2530.01
Consumer and Homemaking Education	2530.02
Health Occupations Education	2530.03
Industrial and Technical Education	2530.04
Marketing/Distributive Education	2530.05
Occupational Home Economics	2530.06
Vocational Agriculture/Agribusiness	2530.07
Diversified Cooperative Training	2530.08
Industrial Arts	2530.09
Career Exploration	2530.10
Vocational Education: Criteria of Excellence	2530
Business Education	2530.011
Career Exploration	2530.101
Consumer and Homemaking	2530.021
Diversified Cooperative Training	2530.081
Health Occupations Education	2530.031
Industrial Arts Education	2530.091
Industrial and Technical Education	2530.041
Marketing and Distributive Education	2530.051
Occupational Home Economics	2530.061
Vocational Agriculture/Agribusiness	2530.071
Education for Exceptional Students: Criteria of Excellence	2540
Education for Behavior Disordered Students	2540.011
Education for Communication Disordered Students	2540.012
Education for Deaf/Blind Students	2540.013
Education for Educable Mentally Impaired Students	2540.0161
Education for Gifted Students	2540.014
Education for Hearing Impaired Students	2540.015
Education for Physically Handicapped Students	2540.017
Education for Preschool Handicapped Students	2540.020
Education for Profoundly Mentally Impaired Students	2540.0163
Education for Students with Specific Learning Disabilities	2540.018
Education for Trainable Mentally Impaired Students	2540.0162
Education for Visually Impaired Students	2540.019
Educational Support Services: Criteria of Excellence	2550
Counseling and Guidance	2550.011
Health Services	2550.012
Library/Media Services	2550.020
Pre-Kindergarten	2550.013
Remedial Education	2550.014
School Psychological Services	2550.015
Transitional Kindergarten	2550.017
Transportation Services	2550.018
Nutrition Services	2550.019

Policies of Operation Manual, Child Nutrition Division	4320
Uniform School Bus Operators Program	4332
West Virginia Minimum Requirements for Design and Equipment of School Buses, 1983	4334
West Virginia School Transportation Regulations	4336
Assuring the Quality of Learning in West Virginia Schools: Plan for Professional Development of Educational Personnel (Initial Preparation Phase)	5100
Certification Patterns for Licensure	5200
Assuring the Quality of Education:	
Staff Evaluation	5310
Teachers' Responsibilities and Performance Standards	5311
Principals' Responsibilities and Performance Standards	5312
Central Office/Professional Support Personnel Responsibilities and Performance Standards	5313
Service Personnel Responsibilities and Performance Standards	5314
Supervisor of Service Personnel Responsibilities and Performance Standards	5315
A Systematic Program of Continuing Education of Public School Personnel in West Virginia	5500
Copyright Protected Computer Software	5711
Handbook on Planning School Facilities	6200

CRITERIA OF EXCELLENCE
Executive Summary

Background Information

After years of deliberation in the courts, on May 11, 1982, the Honorable Arthur M. Recht ruled on the Pauley v. Bailey case and declared that West Virginia students did not have equal opportunity to the constitutionally mandated system for a thorough and efficient education. He defined what that system should be and directed that a master plan be developed for implementation. A 99 member advisory committee met for 70 days and presented the West Virginia Master Plan for Public Education to the State Board of Education which adopted the Master Plan on December 21, 1982, and it was accepted by the Court on March 4, 1983. The educational program described in the Master Plan for Public Education is comprised of standards common to all educational programs and standards for general education, vocational/technical/adult, exceptional students, special purpose, and support programs. In the Spring of 1984 the common standards were reviewed and adopted as Policy 2510 by the West Virginia Board of Education.

Criteria of Excellence

In continuing efforts to implement the Master Plan, a State Committee for Criteria of Excellence was commissioned to (a) conduct a general administrative review of the Master Plan program standards, (b) gauge the over-all impact of these standards on schools and classrooms, and (c) develop high quality, yet practical, criteria of excellence for improving the education of all students. The State Committee met between March and April 1985, presented a preliminary report to the State Board of Education in April 1985, and the Proposed Criteria of Excellence was submitted for public comment in May 1985. The State Committee reviewed comments, incorporated suggestions, and submitted the final report to the State Board of Education in June 1985.

The Criteria of Excellence are reported in four volumes: (a) General Education Programs, (b) Vocational Education Programs, (c) Programs for the Education of Exceptional Students, and (d) Educational Support Services. Organizationally, the criteria follow the same format as Policy 2510 - Program Definition, Program Delivery, and Program Assurance. A common purpose statement was developed for all programs of study in all four areas and, wherever possible, common statements were made such as in Program Delivery, Funding. Some changes were incorporated throughout an area based on public comments.

The Program Definition section described each program of study and may highlight major goals. The Program Delivery section describes Administrative Practices (e.g., placement, time allocations, funding) and Professional Practices (e.g., student management systems, staffing, facilities, supplies, and equipment). Most of the criteria specified in the Master Plan for facilities, supplies, and equipment are now included in the Handbook on Planning School Facilities, Policy 6200, adopted July 1985. The section on Program Assurance was further developed by the committee and expanded Policy 2510. It includes sections on student evaluation, program improvement, and school improvement.

The purpose of the Criteria of Excellence is to provide a set of long term quality goals for determining whether or not high quality educational programs are being offered to all students. These criteria will be used by counties to (a) identify their improvement priorities, (b) fund as many of their priorities as possible, and (c) develop their annual plan for educational excellence. Moreover, these criteria will be used by the West Virginia Board of Education to monitor the implementation of the Master Plan through the county accreditation program by providing a profile of educational needs to determine funding options concerning high quality educational programs. These criteria will not be used to determine a compliance status for meeting standards in Policy 2320/21.

Implementation, over the short term, of the Criteria of Excellence will result in the identification of: (a) school improvement priorities, (b) school/county staff improvement priorities, (c) county program improvement priorities, (d) local determination of pace and priorities, (e) county plans for educational excellence, (f) county accreditation progress, and progress in implementing policies and reporting to boards and the legislature.

Implementation, over the long term, of the Criteria of Excellence should provide for: (a) increased learning, (b) increased literacy, (c) increased advanced placement, (d) increased college attendance, (e) increased enrollments, (f) increased graduates, (g) educated work force, and (h) economic growth.

The short-term and long-term results of the implementation of the Criteria of Excellence will provide guidance and direction to the West Virginia Board of Education and the West Virginia Department of Education as they perform the basic functions of: (a) leadership, (b) technical assistance, and (c) monitoring to aid county school districts in providing high quality educational programs to classroom students and professional development programs to educational personnel, as well as, providing education to various publics.

Implementation Plan

The Criteria of Excellence was approved by the State Board of Education on October 11, 1985. To assist county school districts with the implementation of the Criteria, the following implementation plan was approved:

The department, working with the parties of interest, will move to implement the Criteria by: 1) developing an assessment instrument; 2) field testing the instrument; 3) counties will use the instrument to assess their programs and prepare their four year plan for educational excellence; and 4) the Criteria of Excellence will be annually reviewed and revisions presented when justified.

TABLE OF CONTENTS

	<u>Page</u>
Behavior Disordered Students	1
Communication Disorderd Students (Speech-Language Impaired Education)	9
Deaf/Blind Students	19
Educable Mentally Impaired Students	27
Gifted Students	35
Hearing Impaired Students	44
Physically Handicapped Students	53
Preschool Handicapped Students	61
Profoundly Mentally Impaired Students	69
Students with Specific Learning Disabilities	77
Trainable Mentally Impaired Students	85
Visually Impaired Students	93
Chart I: Staffing Ratios for Educational Personnel: School Level	101
Chart II: Staffing Ratios for Educational Personnel: County Level	107

EDUCATION FOR BEHAVIOR DISORDERED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of behavior disordered students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for behavior disordered students. The Individualized Education Program (IEP) specifies appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.

1. The program for behavior disordered students includes six (6) major components: behavior management, emotional/social (affective) education, academic instruction, career education, leisure skills and daily living/survival skills.
2. The program for autistic students includes six (6) major components: behavior management, language and communication training, academic instruction, career education, leisure skills and daily living skills.
3. State and local board approved learning outcomes which apply to eligible behavior disordered students are specified in their Individualized Education Programs which serve as central educational documents for behavior disordered students.

B. Co-curricular Activities

Behavior disordered students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
- c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.

2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.

3. Funding

- a. Funds are provided to assure an appropriate educational program for an eligible behavior disordered student in accordance with his/her IEP.
- b. Funds will be allocated for activities that are supported by research (e.g., reinforcers, transportation for out-of-school experiences, the training of parents for home implementation of the behavior management plan currently being used for the

student in his/her classroom, and providing teachers of behavior disordered students the opportunity to participate in stress management seminars, counseling and/or therapy).

- c. Behavior disordered students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.

B. Instructional Practices

1. Instructional Management System

- a. The goal of a program for behavior disordered students is to provide the instruction and assistance necessary to enable the student to progress developmentally through the approved programs of study.
- b. Teachers of behavior disordered students use a varied multidisciplinary approach to provide direct instruction and/or integration with other instructional areas of study. Such an approach includes a variety of methodologies such as: behavior management programs; emotional/social (affective) education; language and communication exercises; intrusion activities; one-to-one instruction; direct instruction; life-space interviews; reality therapy; group therapy; art therapy; music therapy; dance therapy; bibliotherapy; parent/family counseling; classroom group sessions; relaxation therapy; psychiatric consultation; school psychological consultation; prevocational skill training; vocational training; placement exercises for work; leisure skills activities; daily living and survival skills activities; hands-on activities; and out-of-school experiences.
- c. The teacher provides direct instruction which encourages students to generalize and maintain skills and attitudes in appropriate life situations.
- d. Personnel for behavior disorders will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.
- e. The teacher of behavior disordered students in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.

2. Classroom Management System

- a. The program provides an environment that modifies or controls behavior problems, enhances the student's feelings of self-worth and develops the student's self control so that appropriate learning can occur.
- b. The teacher establishes a classroom atmosphere that is caring, safe and encourages individual social as well as academic growth. It promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.
- c. The teacher establishes a classroom structure that provides a learning environment which is well-planned, highly structured, consistent in expectations and consequences, and success-oriented.
- d. The teacher encourages the students to become independent and to work to their greatest potential regardless of the severity of their behavior disorders.
- e. The teacher deals effectively with the stress of an emotionally charged environment of a behavior disordered classroom.

C. Personnel

1. Instructional Staffing

- a. The program for behavior disordered students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher facilitates parental involvement in the behavior management plans for individual students in order to implement the IEP.
- c. The teacher coordinates the behavior disorders program with the regular/vocational program, as applicable, in order to implement the IEP.
- d. Roles and responsibilities of each of those involved in the education of behavior disordered students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.

- b. Each county has the services of a program coordinator for behavior disorders who holds an endorsement in behavior disorders education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of behavior disordered students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for behavior disordered students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of behavior disordered/autistic students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of behavior disordered/autistic students and the program area for behavior disordered students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a behavior disordered student are reviewed in regard to assessing student progress and/or identification/referral, when applicable.
- b. Student scores and preference information are reviewed for consideration in regard to curricular planning and recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the behavior disordered student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.
- b. The behavior disordered student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

- a. Teachers of behavior disordered students are involved in developing and/or revising a written description of the educational program for behavior disordered students based on the Programmatic Definition/Program of Study for Behavior Disordered Students.

- b. Teachers of autistic students are involved in developing and/or revising a written description of the educational program for autistic students based on the Programmatic Definition/Program of Study for Autistic Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for behavior disordered students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, and other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for behavior disordered students.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the program for behavior disordered students, the recommendations are considered in developing the county improvement plan.
- b. During the county curriculum planning process for the education of behavior disordered students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System

- a. The county develops a data base of information about the program for behavior disordered students which will be included in a statewide management information system.
- b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a behavior disordered student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for behavior disordered students.

- b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for behavior disordered students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for behavior disordered students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for behavior disordered students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for behavior disordered students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of behavior disordered students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for behavior disordered students.

Criteria of Excellence

Program Definition, Delivery, and Assurance

EDUCATION FOR COMMUNICATION DISORDERED STUDENTS
(Speech-Language Impaired Education)Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of communication disordered students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510, Policy 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for communication disordered students. The Individualized Education Program (IEP) specifies appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. Program for Speech-Language Impaired Students means the activities, procedures, materials, services, and clinical-instructional management required by students with communication disorders and provided by speech-language pathologists.
 2. The program for speech-language impaired students in the schools is defined as a special education program area for students whose primary handicapping condition is a communication disorder. For those students whose primary handicapping condition is other than a communication disorder, and who also evidence disorders in speech and language, the provision of speech and language programs and services is considered a related service.

3. The specific goals of the program for speech-language impaired students are to:
 - 1) identify children with speech-language-hearing disorders,
 - 2) assess and diagnose specific speech and language disorders,
 - 3) refer students for medical or other professional attention necessary for the clinical-instructional management of speech or language disorders,
 - 4) provide clinical-instructional services to students with speech-language disorders,
 - 5) provide indirect and consultative services to parents, teachers, administrators, other professionals, and support personnel, and
 - 6) provide a communication development program in the schools to promote the acquisition of adequate speech and language skills in all students.
4. Communication abilities occur along a continuum from mild to severe. The severity of the disorder will dictate the clinical and instructional management.
5. State and local board approved learning outcomes which apply to eligible communication disordered students are specified in their Individualized Education Programs which serve as central education documents for communication disordered students.

B. Co-curricular Activities

Communication disordered students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. Prior to placement in a program for speech-language impaired students and development of goals and objectives for the Individualized Education Program, the Placement Advisory Committee considers the unique programming needs of the communication disordered student.

- 1) For an exceptional student, the Placement Advisory committee considers the relationship between the exceptional individual's linguistic performance (comprehension, production and use of phonology, morphology, syntax, and semantics) and his/her nonverbal mental age or cognitive stage of development.
 - 2) For a student who is unable to learn speech and language through conventional approaches, the committee considers emphasizing alternative modes or methods of communication. Typically, this program involves the development of an augmentative/nonvocal communication system for nonspeaking students.
- c. In determining caseloads, consideration shall be given to factors such as:
- 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) number of schools/facilities assigned; and
 - 7) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.
3. Funding
- a. Funds are provided to assure an appropriate educational program for an eligible communication disordered student in accordance with his/her IEP.
 - b. Funds will be allocated for activities that are supported by research.
 - c. Communication disordered students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.

B. Instructional Practices

1. Instructional Management System

- a. Speech-language pathologists use clinical-instructional practices based upon a definitive rationale which are appropriate for meeting the communication needs of students as identified in a speech-language diagnostic assessment.
- b. Speech-language pathologists review clinical-instructional practices periodically to determine the efficiency and effectiveness of procedures.
- c. Speech-language pathologists modify clinical-instructional practices to meet the unique and changing needs of students with communication disorders.
- d. Speech-language pathologists review clinical-instructional procedures periodically against a standard of "best practice" as determined by "state of the art" information.
- e. Speech-language pathologists have and use a severity rating scale system for determining the severity of a student's communication disorder and assessing progress.
- f. The speech-language pathologist uses various methodologies in order to develop communication skills in nonspeaking students. These methodologies include a variety of symbol systems and technological devices for developing a student's communication system to the fullest extent possible.
- g. Personnel for communication disorders will relate the instructional learning experiences to the vocational portion of the student's vocational program, as applicable.
- h. The programs for speech-language impaired students provide a continuum of comprehensive instructional and clinical services to meet the varying needs of all students. To provide a continuum of services, speech and language programs are to include:
 - 1) an intensive management component for students with severe communication disorders:
 - a) The program for speech-language impaired students provides a well defined component to serve students with severe communication disorders.
 - b) The management component for students with severe communication disorders provides for direct intensive clinical-instructional services.

- c) Students with communication disorders for whom this component is appropriate typically include those with: severe delay in language acquisition; severe disability in the comprehension, integration or use of language; organically based articulation disorders; articulation disorders of unspecified etiology significantly affecting intelligibility; severe disfluency; severe or chronic voice disorders; speech and language problems related to moderate to severe hearing impairment; and multiple speech and language impairments.
- 2) a flexible management component for serving students with moderate to mild communication disorders.
 - a) The program for speech-language impaired students provides a flexible management component for serving students with moderate to mild communication disorders.
 - b) The component provides for (1) direct services to students on a less intensive or short term intensive basis, as appropriate, and (2) indirect services to insure the transfer, stabilization and maintenance of new skills and behaviors to other environments.
 - c) The component complements the intensive management components and provides services to students with disorders such as: moderate delay in language skills usually associated with experimental or other factors; identifiable voice deviations (often transitory); some nonmaturational misarticulations that may not interfere with intelligibility, but may result in self-conscious reactions as a result of teacher, parent, or peer response; moderate residual verbal differences remaining after treatment in the intensive management component for students with severe communication disorders and requiring minimal supervision for maintenance and stabilization of new behavior; general language and speech retardation as a concomitant of significantly depressed intellectual ability or other constraints such as physiological deficits.
 - 3) developmental needs component:

The program for speech-language impaired students includes a developmental needs component which provides for identification and follow-up services to students having mild to minimal maturational delays who would not meet the eligibility criteria for inclusion in the speech-language program. The component provides for: (1) the speech-language staff to work with school personnel and parents to create an awareness of those factors that

prevent communication disorders and contribute to the development of communication competencies in students; (2) the speech-language staff to work with curriculum specialists and teachers to implement sequenced curricular activities that contribute to the development of positive communication attitudes and skills; (3) staff to effect ongoing consultation and/or demonstration for teachers to teach the concepts and techniques involved in working with students on communication skill development; and (4) staff to assist school personnel with understanding, appreciating and programming to accommodate for students with communication differences which result from different ethnic or cultural-linguistic patterns.

- i. The speech-language pathologist who teaches communication disordered students in a resource room evaluates performance and assigns the grades for the subject/content areas exclusively taught in the resource program.

2. Classroom Management System

- a. The speech-language pathologist encourages students to work to their greatest potential regardless of the severity of their communication disorders.
- b. The classroom atmosphere is positive and promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.
- c. The speech-language pathologist encourages the students to use their communication systems to the fullest extent possible.

C. Personnel

1. Instructional Staffing

- a. The speech-language pathologist is part of the professional team of the school with the responsibility of working with the county director of special education, principals, administrators, teachers, health professionals, and parents in developing intervention programs for children with communication disorders.
- b. Specialists are responsible for planning, implementing, managing, and evaluating a continuum of speech-language services for the school system.
- c. Roles and responsibilities of each of those involved in the education of communication disordered students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for communication disorders who holds an endorsement in speech-language pathology. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific speech-language pathologists as requested by the speech-language pathologist, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of communication disordered students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for communication disordered students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of communication disordered students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of communication disordered students and the program area for communication disordered students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a communication disordered student are reviewed in regard to assessing student progress and/or identification/referral, when applicable.
- b. Student scores and preference information are reviewed for consideration in regard to curricular planning and recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the communication disordered student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.
- b. The communication disordered student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Speech-language pathologists are involved in developing and/or revising a written description of the educational program for communication disordered students based on the Programmatic Definition/Program of Study for Communication Disordered Students.

2. Program Evaluation Process

a. There is a written description of the process used to evaluate the effectiveness of the program for communication disordered students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.

b. Program evaluation data, enrollment trends, as well as other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for communication disordered students.

3. County Educational Advisory Council and County Improvement Plan

a. If the county advisory council makes recommendations regarding the program for communication disordered students, the recommendations are considered in developing the county improvement plan.

b. During the county curriculum planning process for the education of communication disordered students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System

a. The county develops a data base of information about the program for communication disordered students which will be included in a statewide management information system.

b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a communication disordered student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for communication disordered students.
- b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for communication disordered students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for communication disordered students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for communication disordered students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for communication disordered students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of communication disordered students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for communication disordered students.

EDUCATION FOR DEAF/BLIND STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of deaf/blind students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for deaf/blind students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The educational needs of deaf/blind students vary greatly, because these students have varying degrees of visual and auditory impairment. Some of the students have additional impairments, such as physical disorders, which require specific educational or medical intervention. However, it should not be assumed that all deaf/blind students function at low levels. These students can overcome their sensory limitations and lead productive lives. Probably the most important need for these students is a means of communication.
 2. Deaf/blind students are taught to use a communication system effectively, because so many areas of development depend on the ability to send and receive signals about the environment.
 3. The needs of deaf/blind students resemble those of other students. Development must be encouraged in cognitive, motor and self help areas.

4. State and local board approved learning outcomes which apply to eligible deaf/blind students are specified in their Individualized Education Programs which serve as central educational documents for deaf/blind students.
5. Instructional programs include self-help skills, fine and gross motor skills, pre-vocational and vocational skills, parent training, affective skills development, daily living skills and language and communication skills.

B. Co-Curricular Activities

Deaf/blind students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
- c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.

2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.
 3. Funding
 - a. Funds are provided to assure an appropriate educational program for an eligible deaf/blind student in accordance with his/her IEP.
 - b. Funds will be allocated for activities that are supported by research.
 - c. Deaf/blind students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.
- B. Instructional Practices
1. Instructional Management System
 - a. Deaf/blind students are urged to use all of their senses to interact with the environment.
 - b. The methods used in instruction are similar to those used with other students.
 - c. Personnel for deaf/blind will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.
 - d. The teacher of deaf/blind students in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.
 2. Classroom Management System
 - a. The teacher of deaf/blind students establishes a classroom atmosphere and structure that encourages the students to use all of their senses to interact with the environment.
 - b. The teacher encourages students to work to their greatest potential regardless of their deafness/blindness.
 - c. The teacher encourages independence and use of self-help skills.
 - d. The teacher encourages the proper care and maintainance of special aids and appliances.

- e. The classroom atmosphere is positive and promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.

C. Personnel

1. Instructional Staffing

- a. The program for deaf/blind students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher coordinates the program for deaf/blind students with the regular/vocational program, as applicable, in order to implement the IEP.
- c. The teacher facilitates parental involvement in the instructional activities of individual students in order to implement the IEP.
- d. Roles and responsibilities of each of those involved in the education of deaf/blind students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for the deaf/blind who holds an endorsement in deaf/blind education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation and providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of deaf/blind students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for deaf/blind students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities and classroom/school accessibility.

E. Instructional Materials, Supplies and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for education of deaf/blind students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for education of deaf/blind students and the program area for deaf/blind students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a deaf/blind student are reviewed in regard to assessing student progress and/or identification/referral, when applicable.
- b. Student scores and preference information are reviewed for consideration in regard to curricular planning and recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the deaf/blind student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor and evaluate the student's program.
- b. The deaf/blind student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of deaf/blind students are involved in developing and/or revising a written description of the program for deaf/blind students based on the Programmatic Definition/Program of Study for Deaf/Blind Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for deaf/blind students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, as well as other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for deaf/blind students.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the program for deaf/blind students, the recommendations are considered in developing the county improvement plan.
- b. During the county curriculum planning process for the education of deaf/blind students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System

- a. The county develops a data base of information about the program for deaf/blind students which will be included in a statewide management information system.
- b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a deaf/blind student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for deaf/blind students.
- b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for deaf/blind students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for deaf/blind students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for deaf/blind students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for deaf/blind students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of deaf/blind students between counties.

- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for deaf/blind students.

0217S

EDUCATION FOR EDUCABLE MENTALLY IMPAIRED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of educable mentally impaired students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510, Policy 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for educable mentally impaired students. The Individualized Education Program (IEP) specifies appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The program for educable mentally impaired students includes four (4) major components: academic skills, daily living skills, personal/social skills and career/vocational guidance and preparation.
 2. The program places emphasis on the teaching of skills and concepts that are functional, age-appropriate and considered to be necessary for performance in out-of-school environments.
 3. Programs for the mentally impaired include learning outcomes encompassing skills which enhance their ability to effectively interact with objects, events, and people across environments.
 4. A full continuum of programs is available at all instructional levels.

5. State and local board approved learning outcomes which apply to eligible educable mentally impaired students are specified in their Individualized Education Programs which serve as central educational documents for educable mentally impaired students.

B. Co-Curricular Activities

Educable mentally impaired students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
 - b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
 - c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.
2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.

3. Funding

- a. Funds are provided to assure an appropriate educational program for an eligible educable mentally impaired student in accordance with his/her IEP.
- b. Funds will be allocated for activities that are supported by research.
- c. Educable mentally impaired students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.

B. Instructional Practices

1. Instructional Management System

- a. The instruction is programmed in sequence and presented in a manner so the student learns at a rate commensurate with his/her development.
- b. The teacher uses principles to facilitate the learning process such as: 1) sufficient repetition of tasks is provided to accommodate acquisition; 2) provision for generalization or transfer of knowledge from one situation to another; 3) tasks are brief and sequentially presented; 4) motivation of students; and 5) the application of learning tasks to objects, problems, and situations familiar to the student.
- c. Personnel for the educable mentally impaired will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.
- e. The teacher of educable mentally impaired students in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.

2. Classroom Management System

- a. The teacher of educable mentally impaired students establishes a classroom atmosphere that is comfortable, positive, safe, and allows for creativity. It promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.
- b. The teacher of educable mentally impaired students establishes a classroom structure that is well-planned, student centered and learning and goal oriented with defined expectancies.

- c. The teacher encourages students to become independent and to work to their greatest potential regardless of the degree of their mental impairment.

C. Personnel

1. Instructional Staffing

- a. The program for educable mentally impaired students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher develops strategies to coordinate the program for educable mentally impaired students with the regular/vocational program, as applicable, in order to implement the IEP.
- c. The teacher develops strategies to teach skills and concepts that are functional, age-appropriate and are necessary for performance in out-of-school environments in order to implement the IEP.
- d. Roles and responsibilities of each of those involved in the education of educable mentally impaired students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for the educable mentally impaired who holds an endorsement in mentally impaired education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of educable mentally impaired students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for educable mentally impaired students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for education of educable mentally impaired students for specialized materials and equipment.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for education of educable mentally impaired students and the program area for educable mentally impaired students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

a. Data for an educable mentally impaired student should be reviewed in regard to assessing student progress and/or identification/referral, when applicable.

b. Student scores and preference information are reviewed for consideration in regard to curricular planning and recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the educable mentally impaired student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.
- b. The educable mentally impaired student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of educable mentally impaired students are involved in developing and/or revising a written description of the educational program for educable mentally impaired students based on the Programmatic Definition/Program of Study for Educable Mentally Impaired Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for educable mentally impaired students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, as well as other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for educable mentally impaired students.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the program for educable mentally impaired students, the recommendations are considered in developing the county improvement plan.

- b. During the county curriculum planning process for the education of educable mentally impaired students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.
4. County Program Management Information System
- a. The county develops a data base of information about the program for educable mentally impaired students which will be included in a statewide management information system.
 - b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a educable mentally impaired student moving from a program in one county to a program in another county.
- C. School Improvement
1. School Self-Assessment Process
- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for educable mentally impaired students.
 - b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for educable mentally impaired students.
2. School Advisory Council
- If the school advisory council makes recommendations regarding the program for educable mentally impaired students, the recommendations are considered in developing school priorities.
3. School Improvement Priorities
- The school's improvement priorities are considered in developing the annual plan for the program for educable mentally impaired students and the county plan for educational excellence.
4. School Program Management Information System
- a. The county board assures that the school develops a data base of information for including the program for educable mentally impaired students in the statewide management information system.

- b. The school program management information system interfaces with the county management information system relative to the transfer of educable mentally impaired students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for educable mentally impaired students.

0220S

Criteria of Excellence

Program Definition, Delivery, and Assurance

EDUCATION FOR GIFTED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of gifted students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for gifted students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. Because gifted learners have unique abilities, characteristics and special needs, there is often: a discrepancy between their physical, social, emotional, and intellectual development; a superior facility demonstrated by high physical and intellectual energy levels; a heightened conflict between their need to be a part of the group and their sense of being different; and an expectation of perfection in all areas of performance.
 2. Programs for the gifted provide educational experiences designed to ensure that the gifted individual's years in the school system are successful and productive. Against a background of learners experiencing tremendously diverse physical, intellectual, and emotional change, the gifted learner often experiences these changes earlier, more rapidly, and more intensely, thereby heightening the degree of tension between the perceived needs of the group and the exceptional individual. Special education programs for the gifted provide these individuals with cognitive, psychomotor and affective learning experiences commensurate with their level of performance and need.

3. The program of study for the gifted student is the comprehensive curriculum sequence which constitutes the subject matter to be offered to these students in the schools of West Virginia. There are four components in the program of study for gifted students: Basic Learning Outcomes; Extended Learning Outcomes; Process Skills; and Understanding Self and Society. Each of the four components is addressed annually. Learning outcomes and objectives in each component are appropriate to the developmental level of the individual student.

Basic Learning Outcomes provide the knowledge, skills and attitudes that all students need to be successful in today's world. Extended Learning Outcomes provide the advanced content that intellectually gifted students need in areas of their special abilities. Developing advanced levels of proficiency in Process Skills provides the intellectually gifted student the tools with which to be more productive. Understanding Self and Society develops the attitudes, communication and socialization skills essential to living and working with other people.

The ability to modify and/or create aesthetic products/performances is dependent upon the development of an accurate perceptual system, control of fundamental movements, and a repertoire of highly skilled movements. Gifted individuals possess a potential for success in many adult roles and careers; therefore, they need exposure to, and experience with, a wide variety of traditional and nontraditional career and avocational options in order to fully meet their personal expectations and to fulfill societal needs.

4. The program places emphasis on the expansion of areas of study and learning outcomes through specially designed educational experiences that move or increase the student's functioning within higher levels of the cognitive domain.
5. The Individualized Education Program should address the provision of intellectually challenging educational experiences within the program of studies.
6. State and local board approved learning outcomes which apply to eligible gifted students are specified in their Individualized Education Programs which serve as central educational documents for gifted students.

B. Co-curricular Activities

Gifted students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

As exceptional learners gifted students are to be educated in the least restrictive environment that affords the optimal opportunity for development of their area of special ability. The regular classroom setting with chronological age peers is the starting point from which these students move into more challenging, and therefore less restrictive, settings.

a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Children.

1) A state residential adolescent education facility for highly gifted individuals in all areas, e.g., humanities, fine arts, mathematics and sciences is to be provided.

2) Eight (8) regional centers for visual and performing arts are to be provided.

b. In determining caseloads, consideration shall be given to factors such as:

1) frequency of sessions scheduled;

2) nature and level of students' special educational needs;

3) nature and level of service requirements in Individualized Education Programs;

4) ages, intellectual abilities and social-emotional behavior of students to be served;

5) transportation schedules of students;

6) professional travel time required;

7) number of schools/facilities assigned; and

8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.

c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.

2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.

3. Funding

a. Adequate funds are provided to assure an appropriate educational program for an eligible exceptional gifted student in accordance with his/her Individualized Education Program.

b. Funds will be provided for activities supported by research.

B. Instructional Practices

1. Instructional Management System

a. Teachers of the gifted use instructional techniques/methods which provide: 1) a variety of accelerative options; 2) opportunities for independent study; 3) individualization to accommodate study interests and abilities; 4) opportunities for interaction with other gifted students through seminars, debates and small group activities; 5) inquiry and discovery learning to teach principles of inductive and deductive reasoning; 6) opportunities to develop analytic and evaluative skills; 7) development of aesthetic judgment through continued experience with classics of literature and art; 8) techniques and opportunities for creative expression; and 9) research methodologies of various disciplines.

b. Teachers of gifted students in the visual and performing arts use a variety of accelerative options in a specific fine arts area of ability; opportunities for independent practice; individualization to accommodate student interests and abilities; opportunities for interaction with other talented students through visual arts shows, dramatic and musical ensembles; continued development of aesthetic judgment through attendance at concerts, ballets, museums; techniques of creative expression; historical background of specific area of exceptionality; and theory of particular fine arts area in which he/she excels.

c. Instructional activities, beginning at the early childhood level and continuing through adolescence, include, but are not limited to: career awareness, career guidance seminars, shadowing, executive internships, mentorship experiences, and classroom activities such as guest lectures and workshops.

d. The teacher of the gifted in a resource room or self-contained classroom evaluates performance and assigns grades for the subjects/content areas exclusively taught in the resource or self-contained programs.

2. Classroom Management System

- a. The teacher establishes a classroom atmosphere that is student-centered, caring, positive, safe and allows for creativity.
- b. The teacher establishes a classroom structure that permits and encourages students to learn in accordance with each individual's abilities, interests, special needs, learning styles and level of achievement.
- c. The teacher encourages students to become self-directed learners and to strive to achieve their potential.
- d. The teacher fosters self-esteem by recognizing and valuing the successes individual students experience.

C. Personnel

1. Instructional Staffing

- a. The instructional program for intellectually gifted students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff in the education of these students.
- b. The teacher develops strategies to coordinate the program for gifted students with the regular/vocational program as applicable, in order to implement the IEP.
- c. Roles and responsibilities of each of those involved in the education of the gifted are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator of the gifted who holds an endorsement in gifted education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staff

- a. Refer to Policy 2419 and the program guide for the education of gifted students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for the education of gifted students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of gifted students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of gifted students and the program area for gifted students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a gifted student should be reviewed when assessing student placement and/or progress.
- b. Subtest scores, interest areas and career plans should be considered in developing the gifted student's IEP.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's IEP.

3. Systematic Test Utilization

Student progress through the program is determined on the basis of two or more of the following: teacher evaluation of the pupil; exceptional ability related to achievement on a standardized test; and student progress on a skills continuum.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of gifted students are involved in developing and/or revising a written description of the gifted student's educational program based on the Program of Study for Gifted Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for gifted students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, as well as other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for gifted students.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the program for gifted students, the recommendations are considered in developing the county improvement plan.

- b. During the county curriculum planning process for the education of gifted students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System

- a. The county develops a data base of information about the program for gifted students which will be included in a statewide management information system.
- b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a gifted student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for gifted students.
- b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for gifted students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for gifted students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for gifted students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for gifted students in the statewide management information system.

- b. The school program management information system interfaces with the county management information system relative to the transfer of gifted students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for gifted students.

0226S

EDUCATION FOR HEARING IMPAIRED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of hearing impaired students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for hearing impaired students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The number of students, the degree of hearing impairment, the etiology of the hearing loss, the extent that the hearing impairment affects each student's academic achievement, the current level of oral and written communication and the major methods of communication are considered in developing a program to meet individual needs. Methods of communication are emphasized because as children differ in academic achievement and interest rate, so do they differ in their preferred methods of communication.
 2. State and local board approved learning outcomes which apply to eligible hearing impaired students are specified in their Individualized Education Programs which serve as central educational documents for hearing impaired students.
 3. Related services are to be provided for each hearing impaired student based upon identified and clearly stated individual needs such as: amplification electroacoustically monitored by the school audiologist on an annual basis; interpreter services including notetakers and/or interpreter/tutors provided to hearing impaired students integrated into regular classes; personal

counseling/guidance; family counseling; visual perception training; auditory trainers, loans, services, repairs, etc; tutorial services; orientation services; physical therapy/occupational therapy; transportation; parent education; music therapy; and adaptive physical education.

4. Curricula developed for each instructional program include educational experiences adaptable to individual needs, interests and/or abilities of each child in the instructional program, emphasizing the development of basic academic skills; a language curriculum based upon accepted theories of language acquisition and development, including auditory training, speech production, speech reading manual communication and linguistic development (syntactic and semantic) and which is integrated into academic skill training; a reading curriculum that addresses language deficits of hearing impaired children; communication skills; social skills; typing skills; career and vocational training opportunities; activities for daily living; adaptive behavior skills and training in the use of residual hearing.
5. The curriculum has a consistent approach with a spiral development of each theme according to level of achievement.
6. Parents are an integral part of a program for the hearing impaired. Parent oriented programs provide parents of hearing impaired children with: emotional support; education in hearing impairment and its effect on communication skills, social development, emotional development and academic implications; education in communication systems; opportunities for participation in program planning; and guidance in parent-child interaction.
7. All area vocational center programs are available to hearing impaired students when their individualized education programs indicate specific goals and objectives in the area of prevocational and vocational education.

B. Co-curricular Activities

Hearing impaired students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.

b. In determining caseloads, consideration shall be given to factors such as:

- 1) frequency of sessions scheduled;
- 2) types and severity of students' problems;
- 3) nature and level of service requirements in Individualized Education Programs;
- 4) ages, intellectual abilities and social-emotional behavior of students to be served;
- 5) transportation schedules of students;
- 6) professional travel time required;
- 7) number of schools/facilities assigned; and
- 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.

c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.

2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.

3. Funding

- a. Funds are provided to assure an appropriate educational program for an eligible hearing impaired student in accordance with his/her IEP.
- b. Funds will be allocated for activities that are supported by research.
- c. Hearing impaired students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.

B. Instructional Practices

1. Instructional Management System

- a. Teachers use one or more of the four following methods of communication in their instruction:

- 1) Oral - This method of communication emphasizes oral communication through speech reading, auditory training, amplification and speech training.
 - 2) Manual Method - The use of sign language and finger spelling is the emphasis of this communication method. Lipreading is also included, but the greatest emphasis is placed on the formal manual gestures.
 - 3) Simultaneous Communication - This is the use of both manual and oral communication modes/methods.
 - 4) Cued Speech - This method of communication emphasizes oral communication through speech reading, auditory training, amplification, speech training and hand signals or cues.
 - 5) Total communication - This method utilizes lipreading, speech reading, auditory training, amplification, finger spelling, sign language, body language and facial expression for the purpose of enhancing communication skills of hearing impaired individuals.
- b. Each program for the hearing impaired incorporates the philosophy that as a child masters the necessary communication skills and academic level, he should be given the opportunity to attend those classes in which he can successfully compete with his hearing peers. The teacher of the hearing impaired then assumes tutorial and ancillary roles giving assistance as needed as a resource teacher, with other support services also being provided on a resource basis.
 - c. Personnel for the hearing impaired will relate the instructional learning experiences to the vocational portion of the student's educational program as applicable.
 - d. The teacher of hearing impaired students in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.
 - e. Audiovisual presentation of instruction is utilized.
2. Classroom Management System
- a. The teacher encourages students to work to their greatest potential regardless of the severity of their hearing impairment.
 - b. The teacher encourages independence and use of self-help skills.

- c. The teacher encourages the proper care and maintenance of special aids and appliances.
- d. The classroom atmosphere is positive and promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.
- e. The teacher encourages the students to use their communication systems to the fullest extent possible.

C. Personnel

1. Instructional Staffing

- a. The program for hearing impaired students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. Staff development relative to student's amplification is conducted on an annual basis for newly employed personnel involved in the education of hearing impaired students.
- c. The teacher coordinates the program for hearing impaired students with the regular/vocational program, as applicable, in order to implement the IEP.
- d. Roles and responsibilities of each of those involved in the education of hearing impaired students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for the hearing impaired who holds an endorsement in hearing impaired education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or special education director/coordinator and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of hearing impaired students.

- b. Support services for a student's educational program will be determined by recommendations on the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for hearing impaired students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities and classroom/school accessibility.

E. Instructional Materials, Supplies and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of hearing impaired students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of hearing impaired students and the program area for the hearing impaired students in the School Facilities Handbook specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a hearing impaired student are reviewed in regard to assessing student progress and/or identification/referral, when applicable.

- b. Student scores and preference information are reviewed for consideration in regard to curricular recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the hearing impaired student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor and evaluate the student's program.
- b. The hearing impaired student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

- B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of hearing impaired students are involved in developing and/or revising a written description of the educational program for hearing impaired students based on the Programmatic Definition/Program of Study for Hearing Impaired Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for hearing impaired students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, as well as other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for hearing impaired students.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the program for hearing impaired students, the recommendations are considered in developing the county improvement plan.

- b. During the county curriculum planning process for the education of hearing impaired students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System

- a. The county develops a data base of information about the program for hearing impaired students which will be included in a statewide management information system.
- b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a hearing impaired student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for hearing impaired students.
- b. The principal and staff implement a system to assess the program and school effectiveness and use the information to annually develop written improvement priorities for the program for hearing impaired students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for hearing impaired students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for hearing impaired students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for hearing impaired students in the statewide management information system.

- b. The school program management information system interfaces with the county management information system relative to the transfer of hearing impaired students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for hearing impaired students.

0228S

Criteria of Excellence

Program Definition, Delivery, and Assurance

EDUCATION FOR PHYSICALLY HANDICAPPED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of physically handicapped students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for physically handicapped students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. Since there is so much variance in the needs of students with physical disabilities, the design of the educational program includes a broad range of approaches. A full continuum of instructional programs from preschool through adulthood should be available as the student grows and develops.
 2. Programs for physically handicapped students involve activities which are most functional for each student, considering the nature and severity of the disability, the age of the person, and the educational needs. Emphasis is upon functional problems regardless of their causes.
 3. Whenever it becomes obvious that a student is limited in ability to learn, teachers identify and teach those skills and concepts which are most functional in helping the student become as physically and mentally self-sufficient as possible. However, many physically handicapped students can achieve the competencies/skills expected of non-physically handicapped students, given appropriate supportive assistance.

4. State and local board approved learning outcomes which apply to eligible physically handicapped students are specified in their Individualized Education Programs which serve as central educational documents for physically handicapped students.

B. Co-curricular Activities

Physically handicapped students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
- c. Due to the nature of the physical impairment, a physically handicapped student may not be able to participate in the regular physical education program and may need an adapted program. In those instances, an adapted physical education program is specified in the student's Individualized Education Program. Learning outcomes developed for adapted physical education are utilized in designing the student's program.

- d. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.
2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.
 3. Funding
 - a. Funds are provided to assure an appropriate educational program for an eligible physically handicapped student in accordance with his/her IEP.
 - b. Funds will be allocated for activities that are supported by research.
 - c. Physically handicapped students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.
- B. Instructional Practices
1. Instructional Management System
 - a. In designing each student's program, the teacher addresses the following: the specific skills the student needs to perform; the sequence in which the skills are to be taught; the tasks comprising these skills; and indicators of successful performance.
 - b. The teacher adapts the curriculum by: (1) differentiating individual curricular outcomes and objectives; (2) adapting instructional techniques and materials; (3) altering some or all aspects of the physical environment; (4) modifying the physical presentation of the task; and/or (5) providing adaptive devices/equipment, when needed.
 - c. Instruction addresses learning in affective, cognitive and psychomotor domains.
 - d. The teacher and learner work toward: (1) acceptance of the limitation(s); (2) accurate appraisal of strengths and abilities; and (3) application of concerted effort toward that which is realistically achievable.
 - e. The teacher develops within the student a realistic concept of the self including both positive and negative attributes and feelings of adequacy and confidence based on actual ability to function in personal, social, educational and vocational areas.

- f. Teachers assist the student to achieve psychological adjustment by: acknowledging the limitations of the disability with a recognition of skills and abilities that the student possesses; avoiding comparisons with other students and setting standards according to student potential; supporting and encouraging the student's attempts at independence; providing a variety of experiences in areas of strength, while remediating deficit areas; and providing appropriate discipline.
- g. Personnel for the physically handicapped will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.
- h. The teacher of physically handicapped students in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.

2. Classroom Management System

- a. The teacher encourages students to work to their greatest potential regardless of the severity of their physical handicaps.
- b. The teacher encourages independence and use of self-help skills.
- c. The teacher encourages the proper care and maintenance of bracing.
- d. The classroom atmosphere is positive and promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their weaknesses.

C. Personnel

1. Instructional Staffing

- a. The program for physically handicapped students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher coordinates the program for physically handicapped students with the regular/vocational program, as applicable, in order to implement the IEP.
- c. The teacher develops strategies to teach skills and concepts that are functional in helping the student become as physically and mentally self-sufficient as possible in order to implement the IEP.

- d. Roles and responsibilities of each of those involved in the education of physically handicapped students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for the physically handicapped who holds an endorsement in physically handicapped education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of physically handicapped students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

- b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for physically handicapped students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of physically handicapped students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of physically handicapped students and the program area for physically handicapped students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a physically handicapped student are reviewed in regard to assessing student progress and/or placement identification/referral, when applicable.
- b. Student scores and preference information are reviewed for consideration in regard to curricular planning and recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the physically handicapped student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.
- b. The physically handicapped student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of the physically handicapped are involved in developing and/or revising a written description of the educational program for physically handicapped students based on the Programmatic Definition/Program of Study for Physically Handicapped Students.

2. Program Evaluation Process

a. There is a written description of the process used to evaluate the effectiveness of the program for physically handicapped students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.

b. Program evaluation data, enrollment data, as well as other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for physically handicapped students.

3. County Educational Advisory Council and County Improvement Plan

a. If the county advisory council makes recommendations regarding the program for physically handicapped students, the recommendations are considered in developing the county improvement plan.

b. During the county curriculum planning process for the education of physically handicapped students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System

a. The county develops a data base of information about the program for physically handicapped students which will be included in a statewide management information system.

b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a physically handicapped student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for physically handicapped students.
- b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for physically handicapped students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for physically handicapped students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for physically handicapped students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for physically handicapped students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of physically handicapped students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for physically handicapped students.

Criteria of Excellence

Program Definition, Delivery, and Assurance

EDUCATION FOR PRESCHOOL HANDICAPPED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of preschool handicapped students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for preschool handicapped students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The goal for the preschool handicapped child is the same as for his non-handicapped peers: the acquisition of skills in all developmental areas, e.g., language, cognition, motor, social-emotional, and in a manner which promotes independence and readiness for academic learning. To achieve this goal, the preschool handicapped curriculum should provide for a program of instruction which emphasizes skill development in an integrated manner, rather than skill development in isolation.
 2. Programs require flexible planning and individualization for each student. The very young child is served in a homebound program and the older preschool child is served in a combination program, with instruction gradually progressing to a full-time center/school-based setting. Movement from home-based services to a center/school-based program facilitates transition into other appropriate alternative placement options.

3. Programs should systematically involve parents in a manner which promotes an active partnership. Parental input and participation in the young handicapped child's educational experience maximizes the child's potential for full participation in the home, school, and community.
4. A comprehensive developmental program for preschool handicapped children includes the necessary related services, e.g., speech-language pathology, physical therapy, occupational therapy, psychology and social services. These services may be provided through interagency contracts/agreements, consultant services and/or direct employment of support personnel.
5. The service delivery system focuses on preparing a child for the maximum possible participation in a regular education setting. When a child reaches school age, appropriate placement will correspond to the continuum of services outlined in this document.
6. The Individualized Education Program does not preclude addressing those developmental areas in which the child is proficient, e.g., the Individualized Education Program is supplemented by the regular early childhood curriculum.
7. State and local board approved learning outcomes which apply to eligible preschool handicapped students are specified in their Individualized Education Programs which serve as central educational documents for preschool handicapped students.

B. Co-curricular Activities

Preschool handicapped students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative
 - a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
 - b. Local education agencies may choose to serve the identified preschool handicapped population through either categorical placement options or through preschool handicapped models.
 - c. There are three models most appropriate for providing services to the young child with special needs: home-based services, center-based program, or a combination of home-based services and a center-based program. Other service delivery options may be employed (such as indirect support within a regular

classroom setting) according to the identified needs of the child, and as specified within the Individualized Education Program.

- d. When establishing preschool handicapped programs, the age range of the children is considered. Age span in any center-based program of self-contained placement is not to exceed three (3) years (e.g., 3-5).
- e. In addition, appropriate programs/services provided as special education programs: out-of-school environment placement include the following: home-based programs; mental health center services; head start programs; day care; nursery school; and other appropriate identified public or private early childhood programs.
- f. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.

2. Time Allocation

- a. Instructional time varies according to the delivery method employed.
- b. Center/School based programs will provide instructional programming for preschool handicapped children ages three through five with a minimum of three instructional days per week.
- c. Home-based programs will provide training and assistance to parents of the child, within the home setting on a regular basis - minimum of one hour, one day per week.

3. Funding

- a. Funds are provided to assure an appropriate educational program for an eligible preschool handicapped student in accordance with his/her IEP.
- b. Funds will be allocated for activities that are supported by research.

B. Instructional Practices

1. Instructional Management System

- a. The instructional program addresses the manner in which a child learns, as well as developmental levels. Special needs of the young child and limitations imposed by a particular handicapping condition may necessitate modifications in the method of instruction, materials, equipment and facilities.

- b. The instructional program designed for the young child with special needs includes strategies for the implementation of curriculum and provides for individualization based on assessed developmental needs.
- c. Instruction addresses the following curricular areas: language (expressive and receptive), cognitive, motor (gross and fine) and social-emotional.

2. Classroom Management System

- a. The teacher encourages students to work to their greatest potential regardless of the severity of their condition.
- b. The teacher encourages independence and use of self-help skills.
- c. The classroom is highly structured and its atmosphere is positive, promotes high self-esteem and encourages the students to develop their strengths.

C. Personnel

1. Instructional Staffing

- a. When applicable, the program for preschool handicapped students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher coordinates the program for preschool handicapped students with the regular program, as applicable, in order to implement the IEP.
- c. Roles and responsibilities of each of those involved in the education of preschool handicapped students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for preschool handicapped who holds an endorsement in preschool handicapped education. This position may be less than fulltime.

- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of preschool handicapped students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

- a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

- b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and program area for preschool handicapped students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of preschool handicapped students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of preschool handicapped students and the program area for preschool handicapped students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Not Applicable

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

a. Results of the preschool handicapped student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.

b. The preschool handicapped student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of preschool handicapped students are involved in developing and/or revising a written description of the educational program for preschool handicapped students based on the projected Programmatic Definition/Program of Study for Preschool Handicapped Students.

2. Program Evaluation Process

a. There is a written description of the process used to evaluate the effectiveness of the program for preschool handicapped students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for preschool handicapped students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for preschool handicapped students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of preschool handicapped students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for preschool handicapped students.

EDUCATION FOR PROFOUNDLY MENTALLY IMPAIRED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of profoundly mentally impaired students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for profoundly mentally impaired students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The program places emphasis on the teaching of skills and concepts that are functional, age-appropriate and considered to be necessary for performance in out-of-school environments. To accomplish this, a full continuum of programs is to be available at all instructional levels.
 2. Programs for the profoundly mentally impaired include learning outcomes encompassing skills which enhance their ability to effectively interact with objects, events, and people across environments.
 3. The following factors influence the selection of learning outcomes for profoundly mentally impaired students: 1) the sensory and motor impairments of the student; 2) the present skills repertoire of the student; 3) the age appropriateness of the skill to be taught; 4) the social acceptability of the skill to be taught; and 5) the functionality of the skill to be taught.

4. The Individualized Education Programs (IEPs) for profoundly mentally impaired students address the following goal areas: 1) motor (gross, sensory, perceptual); 2) self-help; 3) language, communication; 4) functional academics; 5) socialization; 6) daily living skills; 7) career/vocational education; 8) medical concerns/intervention strategies (e.g., medication, seizures, limits on physical activity - special precautions, special diets/foods, chronic illness and special health problems); and 9) physical therapy and/or occupational therapy when the need is indicated by an evaluation(s) by a physical therapist and/or occupational therapist.

B. Co-curricular Activities

Profoundly mentally impaired students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.

- c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.
 2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.
 3. Funding
 - a. Funds are provided to assure an appropriate educational program for an eligible profoundly mentally impaired student in accordance with his/her IEP.
 - b. Funds will be allocated for activities that are supported by research.
 - c. Profoundly mentally impaired students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.
- B. Instructional Practices
 1. Instructional Management System
 - a. Profoundly mentally impaired students, like trainable mentally impaired students, are different from "non-handicapped" and educable mentally impaired students on a variety of instructional dimensions (e.g., retention, generalization, skill acquisition, imitation and language). Because of these differences, teachers of these students: 1) systematically delineate or directly teach skills that teachers of "non-handicapped" or less handicapped students assume are operative; and 2) teach all the skills and concepts needed for actual performance in the postschool environments.
 - b. The curriculum approach is functional and addresses the affective, cognitive, and psychomotor, and career development needs of the student.
 - c. The instructional goals, objectives, and materials approximate those that individuals encounter and need in out-of-school environments.
 - d. The teacher determines what is to be taught based upon: 1) the sensory/motor impairment(s) of the student; 2) the students present skill repertoire; 3) the age appropriateness of skill(s) to be taught; 4) the functionality of the skill(s); and 5) the social acceptance of the skill(s).

- f. Personnel of the profoundly mentally impaired will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.

2. Classroom Management System

- a. The teacher establishes a classroom atmosphere that is positive, comfortable, and safe. It promotes high self-esteem by encouraging students to use their strengths.
- b. The teacher establishes a classroom structure that is well-planned, systematic, sequential, student centered and learning and goal oriented with defined expectancies.
- c. The teacher encourages independence and use of self-help skills.

C. Personnel

1. Instructional Staffing

- a. The program for profoundly mentally impaired students requires the involvement of the total school staff.
- b. The teacher teaches skills and concepts that are functional, age-appropriate and are necessary for performance in out-of-school environments in order to implement the IEP.
- c. Roles and responsibilities of each of those involved in the education of profoundly mentally impaired students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for the profoundly mentally impaired who holds an endorsement in severely profoundly impaired. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of profoundly mentally impaired students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for profoundly mentally impaired students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of profoundly mentally impaired students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of profoundly mentally impaired students and the program area for profoundly mentally impaired students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Not Applicable

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the profoundly mentally impaired student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.
- b. The profoundly mentally impaired student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of profoundly mentally impaired students are involved in developing and/or revising a written description of the educational program for profoundly mentally impaired students based on the Programmatic Definition/Program of Study for Profoundly Mentally Impaired Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for profoundly mentally impaired students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, and other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for profoundly mentally impaired students.

3. County Educational Advisory Council and County Improvement Plan
 - a. If the county advisory council makes recommendations regarding the program for profoundly mentally impaired students, the recommendations are considered in developing the county improvement plan.
 - b. During the county curriculum planning process for the education of profoundly mentally impaired students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.
4. County Program Management Information System
 - a. The county develops a data base of information about the program for profoundly mentally impaired students which will be included in a statewide management information system.
 - b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a profoundly mentally impaired student moving from a program in one county to a program in another county.

C. School Improvement

1. School Self-Assessment Process

- a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for profoundly mentally impaired students.
- b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for profoundly mentally impaired students.

2. School Advisory Council

If the school advisory council makes recommendations regarding the program for profoundly mentally impaired students, the recommendations are considered in developing school priorities.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for profoundly mentally impaired students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for profoundly mentally impaired students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of profoundly mentally impaired students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for profoundly mentally impaired students.

0235S

EDUCATION FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of students with specific learning disabilities is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for specific learning disabled students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The program for students with specific learning disabilities provides instruction that enables the specific learning disabled student to achieve the learning outcomes in an integrated, sequential and developmental manner.
 2. The instructional program addresses the manner in which a child learns, as well as developmental levels.
 3. Learning disabled children are recognized as being capable of achieving the learning outcomes required to complete at least the units of credit required for graduation.
 4. State and local board approved learning outcomes which apply to eligible students with specific learning disabilities, are specified in their Individualized Education Programs which serve as central educational documents for students with specific learning disabilities.

B. Co-curricular Activities

Students with specific learning disabilities are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
 - b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
 - c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.
2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.
3. Funding
- a. Funds are provided to assure an appropriate educational program for an eligible student with specific learning disabilities in accordance with his/her IEP.

- b. Funds will be allocated for activities that are supported by research.
- c. Students with specific learning disabilities who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.

B. Instructional Practices

1. Instructional Management System

- a. Instruction is based upon the student's identified strengths and weaknesses as well as the recommendations from the assessment reports.
- b. The goals and objectives from the student's individual educational program determine the specified program content.
- c. Instruction includes: 1) teaching of the basic academic subjects, such as reading, writing, spelling, and mathematics; 2) using a variety of approaches and specialized methods, such as individual or small group settings and multisensory, linguistic, visual or auditory approaches to beginning reading instruction; and 3) specialized materials, such as newspapers, sand, clay, chalkboards, templates and other tactile-kinesthetic methods for teaching writing and spelling, manipulatives to teach mathematics and other techniques based upon the student's learning modalities and style.
- d. Modifications in the presentation of materials, reading and writing assignments, quizzes and tests are made, especially at the secondary level, for learning disabled students to benefit from content area instruction in regular classrooms.
- e. A teacher of the learning disabled serves as a resource to the regular classroom teacher to develop study guides, record text books, administer oral tests or create learning stations.
- f. Personnel for specific learning disabilities will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.
- g. The teacher of students with specific learning disabilities in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.

2. Classroom Management System

- a. The teacher encourages students to work to their greatest potential regardless of the severity of their learning disabilities.
- b. The classroom atmosphere is positive and promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.

C. Personnel

1. Instructional Staffing

- a. The program for learning disabled students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher coordinates the program for students with specific learning disabilities with the regular/vocational program, as applicable, in order to implement the IEP.
- c. Roles and responsibilities of each of those involved in the education of students with specific learning disabilities are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for specific learning disabilities who holds an endorsement in specific learning disabilities. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of students with specific learning disabilities.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for students with specific learning disabilities in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of students with specific learning disabilities for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of students with specific learning disabilities and the program area for students with specific learning disabilities in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

- a. Data for a student with specific learning disabilities should be reviewed in regard to assessing student progress and/or identification/referral, when applicable.

- b. The school program management information system interfaces with the county management information system relative to the transfer of students with specific learning disabilities between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for students with specific learning disabilities.

0236S

EDUCATION FOR TRAINABLE MENTALLY IMPAIRED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of trainable mentally impaired students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for trainable mentally impaired students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The program places emphasis on the teaching of skills and concepts that are functional, age-appropriate, and considered to be necessary for performance in out-of-school environments. To accomplish this, a full continuum of programs is to be available at all instructional levels.
 2. Programs for the trainable mentally impaired include learning outcomes encompassing skills which enhance their ability to effectively interact with objects, events, and people across environments.
 3. The following factors influence the selection of learning outcomes for trainable mentally impaired students: sensory and motor impairments of the individual; the student's present skill repertoire; the age appropriateness of the skill; the social acceptability of the skill; and the functionality of the skill being taught.

4. The Individualized Education Programs (IEPs) for trainable mentally impaired students address the following goal areas: 1) motor (gross, sensory, perceptual); 2) self-help; 3) language, communication; 4) functional academics; 5) socialization; 6) daily living skills; 7) career/vocational education; 8) medical concerns/intervention strategies (e.g., medication, seizures, limits on physical activity - special precautions, special diets/foods, chronic illness and special health problems); and 9) physical therapy and/or occupational therapy when the need is indicated by an evaluation(s) by a physical therapist and/or occupational therapist.

B. Co-curricular Activities

Trainable mentally impaired students are afforded the opportunity to participate in a broad range of range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.

- c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.
2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.
 3. Funding
 - a. Funds are provided to assure an appropriate educational program for an eligible trainable mentally impaired student in accordance with his/her IEP.
 - b. Funds will be allocated for activities that are supported by research.
 - c. Trainable mentally impaired students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.
- B. Instructional Practices
1. Instructional Management System
 - a. Trainable mentally impaired students are different from non-handicapped and educable mentally impaired students on a variety of instructional dimensions (e.g., retention, generalization, skills acquisition, imitation and language). Because of these differences, teachers delineate or directly teach skills that teachers of non-handicapped or less handicapped students assume are operative, and teach the skills and concepts needed for actual performance in the postschool environments.
 - b. The curriculum approach is functional and addresses the affective, cognitive, psychomotor, and career education needs of the student.
 - c. The instructional goals, objectives, and materials approximate those that individuals encounter and need in out-of-school environments.
 - d. The teacher determines what is to be taught based upon: 1) the sensory/motor impairments of student; 2) the student's present skill repertoire; 3) the age appropriateness of skill(s) to be taught; 4) the functionality of the skill(s); and 5) the social acceptance of the skill(s).

- e. Personnel of the trainable mentally impaired will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.

2. Classroom Management System

- a. The teacher establishes a classroom atmosphere that is positive, comfortable, safe, and allows for creativity. It promotes high self-esteem by encouraging students to use their strengths.
- b. The teacher establishes a classroom structure that is well-planned, systematic, sequential, student centered and learning and goal oriented with defined expectancies.
- c. The teacher encourages students to work to their greatest potential regardless of the degree of their mental impairment.
- d. The teacher encourages independence and use of self-help skills.

C. Personnel

1. Instructional Staffing

- a. When applicable, the program for trainable mentally impaired students is the joint responsibility of the regular and special education instructional staff and requires involvement of the total school staff.
- b. The teacher teaches skills and concepts that are functional, age-appropriate and are necessary for performance in out-of-school environments, in order to implement the IEP.
- c. The teacher coordinates the program for trainable mentally impaired students with the regular/vocational program, as applicable, in order to implement the IEP.
- d. Roles and responsibilities of each of those involved in the education of trainable mentally impaired students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for trainable mentally impaired who holds an endorsement in mentally impaired education. This position may be less than fulltime.

- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of trainable mentally impaired students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for trainable mentally impaired students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for education of trainable mentally impaired students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for education of trainable mentally impaired students and the program for trainable mentally impaired students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

Not Applicable

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

a. Results of the trainable mentally impaired student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.

b. The trainable mentally impaired student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of trainable mentally impaired students are involved in developing and/or revising a written description of the educational program for trainable mentally impaired students based on the Programmatic Definition/Program of Study for Trainable Mentally Impaired Students.

2. Program Evaluation Process

a. There is a written description of the process used to evaluate the effectiveness of the program for trainable mentally impaired students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.

3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for trainable mentally impaired students and the county plan for educational excellence.

4. School Program Management Information System

- a. The county board assures that the school develops a data base of information for including the program for trainable mentally impaired students in the statewide management information system.
- b. The school program management information system interfaces with the county management information system relative to the transfer of trainable mentally impaired students between counties.
- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for trainable mentally impaired students.

EDUCATION FOR VISUALLY IMPAIRED STUDENTS

Purpose

Policy 2510, Regulations for General, Vocational, and Special Educational Programs, and other general policies apply to Criteria of Excellence for each educational program. The purpose of the Criteria of Excellence for the education of visually impaired students is to provide county school districts with a bench mark for determining whether or not a high quality program is being offered to all students. These criteria are to be used in the program and school improvement processes required by Policy 2510, as one of the bases for identifying improvement priorities. As a result of these self-assessment processes, the current status, direction, and needs of the program can be determined relative to the Criteria of Excellence. These high quality educational standards are established to fulfill the requirements of School Laws of West Virginia, §18-9A-22 and West Virginia Constitution, Article XII, Section 2.

1.0 PROGRAM DEFINITION

- A. Program of Studies and Learning Outcomes: Refer to Policy 2510 and 2419: Regulations for the Education of Exceptional Students and Learning Outcomes policies which apply for visually impaired students. The Individualized Education Program (IEP) specifies the appropriate learning outcomes as well as modifications to the delivery of those learning outcomes and/or other program modifications.
1. The curriculum of an effective program for the visually impaired is adapted from the general educational program to meet the individual needs of the visually impaired student. The required adaptations are to be based upon the student's developmental functioning level and readiness for learning.
 2. In developing a program to meet individual needs, the number of students, each student's visual impairment and the extent that the visual impairment affects the students' mobility and academic achievement are considered.
 3. Programs for the visually impaired are to be developed according to the specific needs of students.
 4. State and local board approved learning outcomes which apply to eligible visually impaired students are specified in their Individualized Education Program which serve as central educational documents for visually impaired students.

B. Co-curricular Activities

Visually impaired students are afforded the opportunity to participate in a broad range of co-curricular activities.

2.0 PROGRAM DELIVERY

A. Administrative Practices

1. Placement in the Least Restrictive Alternative

- a. The county school system assesses and places students in accordance with Policy 2419: Regulations for the Education of Exceptional Students.
- b. In determining caseloads, consideration shall be given to factors such as:
 - 1) frequency of sessions scheduled;
 - 2) types and severity of students' problems;
 - 3) nature and level of service requirements in Individualized Education Programs;
 - 4) ages, intellectual abilities and social-emotional behavior of students to be served;
 - 5) transportation schedules of students;
 - 6) professional travel time required;
 - 7) number of schools/facilities assigned; and
 - 8) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultations.
- c. Teachers who conduct initial screenings and/or evaluations are not removed from instructional activities to do so, with the exception of conducting reevaluations.

2. Time Allocations: Refer to Percentage Ranges of Instructional Time in Policy 2510 and Program Regulations in Policy 2419.

3. Funding

- a. Funds are provided to assure an appropriate educational program for an eligible exceptional visually impaired student in accordance with his/her IEP.

- b. Visually impaired students who require specialized assistance, a special program or program modifications in vocational education and meet specified criteria are eligible for vocational education handicapped funds.

B. Instructional Practices

1. Instructional Management System

- a. The teacher uses instructional methods and procedures stressing the following: (1) individualization; (2) concreteness; (3) unified instruction; (4) additional stimulation; and (5) self-activity.
- b. Teachers of visually impaired students are conscious of the need for clarity and concreteness in verbal and written directions, choosing multisensory illustrations and devising experimental and experiential learning situations whenever appropriate.
- c. The special teacher provides instruction to supplement or augment that available in the regular class such as: (1) emphasis to the chief modality through which the student learns and to strengthening the weaker modality; and (2) interventions including, but not be limited to the following: braille reading and writing; Nemeth Code; braille music; use of the optacon; use of the talking calculator; use of the talking encyclopedia; use of modified aids for mathematics; use of talking book machine; use of tape player/recorder; use of Kurzweil machine; daily living skills; concept development; auditory training/listening skills; orientation and mobility; electronic aids; typing; handwriting; visual motor skills; low vision aids; vision stimulation; sight utilization; career/vocational awareness; and tactual discrimination.
- d. Personnel for the visually impaired will relate the instructional learning experiences to the vocational portion of the student's educational program, as applicable.
- e. The teacher of visually impaired students in a resource room evaluates performance and assigns the grades for the subjects/content areas exclusively taught in the resource program.

2. Classroom Management System

- a. The teacher encourages students to work to their greatest potential regardless of the severity of their visual impairment.

- b. The teacher encourages independence and use of self-help skills.
- c. The teacher encourages the proper care and maintenance of special aids and appliances.
- d. The classroom atmosphere is positive and promotes high self-esteem by encouraging students to recognize and use their strengths to compensate for their limitations.

C. Personnel

1. Instructional Staffing

- a. The program for visually impaired students is the joint responsibility of the regular and special education instructional staff and requires the involvement of the total school staff.
- b. The teacher coordinates the program for visually impaired students with the regular/vocational program, as applicable, in order to implement the IEP.
- c. Roles and responsibilities of each of those involved in the education of visually impaired students are clearly defined.

2. Supervisory/Administrative Staffing

- a. Each county has the services of a director/coordinator of special education.
- b. Each county has the services of a program coordinator for the visually impaired who holds an endorsement in visually impaired education. This position may be less than fulltime.
- c. Program coordinators are responsible for the delivery of the program, monitoring student and program evaluation, providing services to specific teachers as requested by the teacher, principal, and/or director/coordinator of special education and other duties defined by the county job description.

3. Support Staffing

- a. Refer to Policy 2419 and the program guide for the education of visually impaired students.
- b. Support services for a student's educational program will be determined by recommendations in the Individualized Education Program.

4. Staffing Ratios

Refer to Charts I & II on Staffing Ratios for Educational Personnel.

5. Professional Development

a. Staff Evaluation

Refer to Policies 5310, 5311, 5312, 5313, 5314, 5315

b. Staff Development

Refer to Policies 2510 and 5500

D. Facilities

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program area for visually impaired students in the Handbook on Planning School Facilities for specialized classroom characteristics, specialized rooms and facilities, and classroom/school accessibility.

E. Instructional Materials, Supplies, and Equipment

1. Materials and Supplies

Refer to Policy 2419, Regulations for the Education of Exceptional Students, and the program guide for the education of visually impaired students for specialized materials and supplies.

2. Equipment

Refer to Policy 2419, Regulations for the Education of Exceptional Students, the program guide for the education of visually impaired students and the program area for visually impaired students in the Handbook on Planning School Facilities for specialized equipment.

3.0 PROGRAM ASSURANCE

A. Student Evaluation

1. State/County Testing Program

a. Data for a visually impaired student should be reviewed in regard to assessing student progress and/or identification/referral, when applicable.

b. Student scores and preference information are for consideration in regard to curricular planning and recommendations.

2. Monitoring Student Progress

The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes and learning objectives specified in the student's Individualized Education Program.

3. Systematic Test Utilization

- a. Results of the visually impaired student's progress related to the attainment of state and local learning outcomes and learning objectives as specified in the IEP are used to assess, monitor, and evaluate the student's program.
- b. The visually impaired student's performance is assessed at the entry and exit from each area of study based on the student's IEP.

B. Program Improvement

1. Concepts and Learning Outcomes Continuum

Teachers of visually impaired students are involved in developing and/or revising a written description of the educational program for visually impaired students based on the Programmatic Definition/Program of Study for Visually Impaired Students.

2. Program Evaluation Process

- a. There is a written description of the process used to evaluate the effectiveness of the program for visually impaired students. Measures may include, but not be limited to, standardized tests, Criteria of Excellence, and professional standards.
- b. Program evaluation data, enrollment trends, other data (e.g., best practices, student evaluation data, etc.) are used to redesign programs for visually impaired students.

3. County Educational Advisory Council and County Improvement Plan

- a. If the county advisory council makes recommendations regarding the program for visually impaired students, the recommendations are considered in developing the county improvement plan.
- b. During the county curriculum planning process for the education of visually impaired students, the program staff consult with representatives from other program areas, local agencies, and advisory councils.

4. County Program Management Information System
 - a. The county develops a data base of information about the program for visually impaired students which will be included in a statewide management information system.
 - b. The county program management information system interfaces with the state management information system by transferring information concerning assessment data and the Individualized Education Program for a visually impaired student moving from a program in one county to a program in another county.
- C. School Improvement
1. School Self-Assessment Process
 - a. In implementing the school self-assessment process, the principal and staff consider an assessment of the program outcomes to determine the program's contribution to the success of the entire school program for visually impaired students.
 - b. The principal and staff implement a system to assess program and school effectiveness and use the information to annually develop written improvement priorities for the program for visually impaired students.
 2. School Advisory Council

If the school advisory council makes recommendations regarding the program for visually impaired students, the recommendations are considered in developing school priorities.
 3. School Improvement Priorities

The school's improvement priorities are considered in developing the annual plan for the program for visually impaired students and the county plan for educational excellence.
 4. School Program Management Information System
 - a. The county board assures that the school develops a data base of information for including the program for visually impaired students in the statewide management information system.
 - b. The school program management information system interfaces with the county management information system relative to the transfer of visually impaired students between counties.

- c. The school program management information system contains records for tracking the West Virginia Search and Serve process, three-year multidisciplinary assessment, and materials/equipment inventories for visually impaired students.

0243S

CRITERIA OF EXCELLENCE
CHART I
Staffing Ratios for Educational Personnel: School Level

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
A. ADMINISTRATION				
1. Principal/Voc. Principal ¹		1: School	1: School	1: School
2. Assistant/Co-Principal ²		1: 450-949 students 2: 950-1449 students 3: 1450-1999 students 4: 2000 or more students	1:400-899 students 2:900-1399 students 3:1400-1949 students 4:1950 or more students	1:350-849 students 2:850-1349 students 3:1350-1899 students 4:1900 or more students
B. INSTRUCTIONAL STAFFING				
1. General Education				
a. Regular Ratio (grades 3-12) ³				
b. Exceptions ³				
1) Kindergarten		1:25 students	1:25 students	1:25 students
2) TK, 1, 2		1:20 students per session		
3) Remedial		1:20 students	1:12 students	1:12 students
4) Physical Education		1:12 students	1:35 students	1:35 students
5) Performing Music Groups		1:25 students		
a) Orchestra			No Limit	No Limit
b) Band			No Limit	No Limit
c) Chorus			No Limit	No Limit
6) Composition/Creative Writing				1:20 students
7) Science Laboratory			1:25 students ⁴	1:25 students ⁴
8) Driver Education				1:36 students
a) Class				1:12 students
b) Lab				

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
B. INSTRUCTIONAL STAFFING (continued)				
3. Education for Exceptional Students ⁶				
a. Behavior Disorders ⁷				
1) Autism				
2) Other Behavior Disorders				
b. Communication Disorders				
c. Deaf-Blind ⁷				
d. Educable Mentally Impaired ⁷				
e. Trainable Mentally Impaired ⁷				
f. Profoundly Mentally Impaired ⁷				
g. Gifted				
h. Hearing Impaired ⁷				
i. Physically Handicapped ⁷				
		<p>SC 1:4 students*</p> <p>SC 1:3 without aide</p> <p>SC 1:4-6 students*</p> <p>R 1:12 students</p> <p>PIP 1:6 students</p> <p>REM 1:12 students</p> <p>R 1:40 students</p> <p>REM 1:40 students</p> <p>SC 1:3 students*</p> <p>R 1:6 students*</p> <p>SC 1:8 students</p> <p>R 1:9-15 students*</p> <p>PIP 1:15 students</p> <p>SC 1:12 students*</p> <p>SC 1:6 students*</p> <p>SC 1:12 students</p> <p>R 1:30 students</p> <p>PIP 1:15 students</p> <p>REM 1:30 students</p> <p>SC 1:4 students</p> <p>SC 1:5-8 students*</p> <p>R 1:10 students</p> <p>PIP 1:5 students</p> <p>REM 1:20 students</p> <p>SC 1:10 students*</p> <p>R 1:15 students*</p> <p>PIP 1:8 students</p> <p>REM 1:20 students</p>	<p>SC 1:4 students*</p> <p>SC 1:3 without aide</p> <p>SC 1:4-6 students*</p> <p>R 1:12 students</p> <p>PIP 1:6 students</p> <p>REM 1:12 students</p> <p>R 1:40 students</p> <p>REM 1:40 students</p> <p>SC 1:3 students*</p> <p>R 1:6 students*</p> <p>SC 1:8 students</p> <p>R 1:9-15 students*</p> <p>PIP 1:15 students</p> <p>SC 1:12 students*</p> <p>SC 1:6 students*</p> <p>SC 1:12 students</p> <p>R 1:30 students</p> <p>PIP 1:15 students</p> <p>REM 1:30 students</p> <p>SC 1:4 students</p> <p>SC 1:5-8 students*</p> <p>R 1:10 students</p> <p>PIP 1:5 students</p> <p>REM 1:20 students</p> <p>SC 1:10 students*</p> <p>R 1:15 students*</p> <p>PIP 1:8 students</p> <p>REM 1:20 students</p>	<p>SC 1:4 students*</p> <p>SC 1:3 without aide</p> <p>SC 1:4-6 students*</p> <p>R 1:12 students</p> <p>PIP 1:6 students</p> <p>REM 1:12 students</p> <p>R 1:40 students</p> <p>REM 1:40 students</p> <p>SC 1:3 students*</p> <p>R 1:6 students*</p> <p>SC 1:8 students</p> <p>R 1:9-15 students*</p> <p>PIP 1:15 students</p> <p>SC 1:12 students*</p> <p>SC 1:6 students*</p> <p>SC 1:12 students</p> <p>R 1:30 students</p> <p>PIP 1:15 students</p> <p>REM 1:30 students</p> <p>SC 1:4 students</p> <p>SC 1:5-8 students*</p> <p>R 1:10 students</p> <p>PIP 1:5 students</p> <p>REM 1:20 students</p> <p>SC 1:10 students*</p> <p>R 1:15 students*</p> <p>PIP 1:8 students</p> <p>REM 1:20 students</p>

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
<p>B. INSTRUCTIONAL STAFFING (continued)</p> <p>j. Pre-School Handicapped⁷</p> <p>k. Specific Learning Disabilities⁷</p> <p>3. Education for Exceptional Students⁶</p> <p>1. Visually Impaired⁷</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>	<p>REM 1:15 students R 1:12 students* SC 1:6 students* SP SCH 1:6 students* HB 1:10 students RES 1:6 students</p> <p>SC 1:8 students SC 1:9-12 students* R 1:20 students PIP 1:6 students REM 1:20 students</p> <p>SC 1:4 students SC 1:5-8 students* R 1:10 students PIP 1:5 students REM 1:10 students</p>	
<p>C. SUPPORT PROGRAM STAFFING</p> <p>1. Library/Media Services (Per School)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1049 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1499 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>	<p>1/2: 0-149 students 1: 150-599 students 2: 600-1499 students 3: 1050-1499 students 4: 1500 + students (schools with fewer than 200 students shall have part-time services)</p>	

* Regular Aide
 PIP: Per Instructional Period
 R: Resource Room
 REM: Regular Education with Modification
 RES: Residential

SC: Self-Contained Classrooms
 SP SCH: Special School
 HB: Home Based

Staff Positions	Programmatic Level Ratios	Early Childhood Education Levels K-4	Middle Childhood Education Levels 5-8	Adolescent Education and Vocational Education Levels 9-12
<p>2. Counseling and Guidance Services (per County)</p> <p>3. Aide Services (per school)</p> <p>Teacher Aides</p> <p>4. Secretary</p> <p>5. Clerical Services:</p> <p>a. Counselor Clerk</p> <p>b. Library/Media Clerk</p> <p>6. Food Services:</p> <p>a. Production Workers</p> <p>b. NET Cadre (per county)</p> <p>c. CTP Cadre (per county)</p>	<p>1: 500 students</p> <p>(Pre-K) 1:11-20 students (K) 1:11-20 students (TK) 1:11-20 students (1-4) 1:12 teachers</p> <p>1: 1-500 students 1 1/2: 501- 750 students 2: 751-1000 students 2 1/2: 1001-1750 students 3: 1751 + students</p> <p>1:500 + students</p> <p>1:11-16 meals/hour⁸</p> <p>1:400 teachers</p> <p>1:100 cooks</p>	<p>1:400 students</p> <p>1:25 teachers</p> <p>1: 1-500 student 1 1/2: 501- 750 students 2: 751-1000 students 2 1/2: 1001-1750 students 3: 1751 + students</p> <p>1:500 + students</p> <p>1:500 + students</p> <p>1:10-15 meals/hour⁸</p> <p>1:400 teachers</p> <p>1:100 cooks</p>	<p>1: 350 students</p> <p>1:25 teachers</p> <p>1: 1-500 student 1 1/2: 501- 750 students 2: 751-1000 students 2 1/2: 1001-1750 students 3: 1751 + students</p> <p>1:500 + students</p> <p>1:500 + students</p> <p>1:10-15 meals/hours⁸</p> <p>1:400 teachers</p> <p>1:100 cooks</p>	

CRITERIA OF EXCELLENCE
CHART I FOOTNOTES

- 1 Principals may be part-time with fewer than 5 full-time equivalent teachers.
- 2 Assistant/co-principals may be half-time in schools with 250 or more students.
- 3 Figures represent maximum class size. Exceptions may be made for individualized instruction, team-teaching, and other small and large instructional groups planned and implemented by teachers and approved by principals.
- 4 1.20 when power tools/machines are used and in hazardous classroom environments to provide instruction related to learning outcomes in science, industrial arts, and pre-vocational exploration.
- 5 May be less than full time.
- 6 In determining caseloads consideration shall be given to factors such as (1) frequency of sessions scheduled; (2) types and severity of student problems; (3) nature and level of service requirements in Individualized Education Programs; (4) ages, intellectual abilities, and social-emotional behavior of students to be served; (5) transportation schedules of students; (6) number of schools/facilities assigned; and (7) other professional responsibilities such as: sweep screening, assessment, placement meetings, parent/teacher consultation.
- 7 Figures represent maximum class loads. Self-contained special education classes with more than 50% of the maximum enrollment include a full-time aide. Resource Rooms for physically handicapped students include a full-time aide.
- 8 Figures represent ratio of production workers to lunch equivalent meals produced per production hour.

HB: Home Based

PIP: Per instructional period

R: Resource Room

REM: Regular education with modification

RES: Residential

SC: Self-contained classrooms

SP SCH: Special School

Staffing ratios for the Education for Exceptional Students are based upon the Regulations for the Education of Exceptional Students.

2000R/6

CRITERIA OF EXCELLENCE
CHART II

Staffing Ratios for Educational Personnel: County Level

POSITION	COUNTY LEVEL
I. ADMINISTRATION	
A. Superintendent	1:county
B. Assistant Superintendent	1:250 teachers ¹
C. Directors	
1. Vocational Education	1:county ²
2. General Education	1:county ²
3. Special Education	1:county ²
4. Transportation	1:20 ⁺ buses
II. INSTRUCTION	
A. General Education	
<u>Programmatic Level Coordinators</u>	
1. Early Childhood Education	1:county ²
2. Middle Childhood Education	1:county ²
3. Adolescent Education	1:county ²
<u>Program Coordinators</u>	
1. Art	1:county ²
2. Pre-Kindergarten	1:county ²
3. Driver Education	1:county ²
4. Foreign Language	1:county ²
5. Health	1:county ²
6. Language Arts and Reading	1:150 teachers ³
7. Mathematics	1:300 teachers ⁴
8. Music	1:county ²
9. Physical Education	1:county ²
10. Science	1:county ²
11. Social Studies	1:county ²
12. Library/Media Education	1:county ²

POSITION	COUNTY LEVEL
B. Vocational Education	
<u>Program Coordinators</u>	
1. Adult Basic Education	1:county ²
2. Business and Office	1:county ²
3. Consumer & Homemaking	1:county ²
4. Diversified Cooperative Training	1:county ²
5. Health Occupations	1:county ²
6. Industrial Arts	1:county ²
7. Industrial and Technical	1:county ²
8. Marketing and Distributive Education	1:county ²
9. Occupational Home Economics	1:county ²
10. Prevocational Exploration	1:county ²
11. Vocational/Agriculture/Agribusiness	1:county ²
C. Special Education	
<u>Exceptional Student Program Coordinators</u>	
1. Behavioral Disorders	1:county ²
2. Communication Disorders	1:county ²
3. Deaf-Blind	1:county ²
4. Gifted	1:county ²
5. Educable Mentally Impaired	1:county ²
6. Trainable Mentally Impaired	1:county ²
7. Profoundly Mentally Impaired	1:county ²
8. Hearing Impaired	1:county ²
9. Physically Handicapped	1:county ²
10. Pre-School Handicapped	1:county ²
11. Specific Learning Disabilities	1:county ²
12. Visually Impaired	1:county ²

2162R/2

POSITION

COUNTY LEVEL

D. Support Services Coordinators

1. Attendance	1:county ²
2. Counseling and Guidance	1:county ²
3. Health Services	1:county ²
4. School Psychologist	1:county ²
5. Food Services	1:county ⁶ (10-34 schools) 2:county (35-75 schools) 3:county (76-1155 schools)

Program Specialists

1. Audiologist	As required by county needs ⁵
2. Dental Hygienists	As required by county needs ⁵
3. Interpreters	As required by county needs ⁵
4. Nurses	1:1500 students ⁵
5. Orientation/Mobility	As required by county needs ⁵
6. Physical and Occup. Therapists	
a. Direct Service	As required by county needs ⁵
b. Evaluation Service	As required by county needs ⁵
7. Social Services and Attendance	1:3000 students ⁵
8. Vocational Evaluator (Special Education)	1:county ⁵
9. School Psychologist	1:2500 students ⁵

E. Professional Development

Staff Development	1:county ²
-------------------	-----------------------

CHART II FOOTNOTES

¹One must be for instruction.

²May be less than full time.

- a. When program coordinators are part-time, they shall be responsible for supervising no more than two program areas at one time (e.g., art, music).
- b. A teacher or Program of Study chairperson may be designated to provide supervision for a county school district and given released time for supervision of the program.

³Includes the county total of multi-subject, language arts, and reading teachers and may be less than full time when below this ratio.

⁴Includes the county total of multi-subject and mathematics teachers and may be less than full time when below this ratio.

⁵Services may be contracted.

⁶May be less than full time in counties with 1-9 schools.
