

TITLE 126  
LEGISLATIVE RULE  
WEST VIRGINIA BOARD OF EDUCATION  
CHAPTER 18-2  
SERIES 5013.2

TITLE: Roles and Functions of the Preschool Handicapped Teacher Serving on  
the Public Schools of West Virginia

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Section 1.        General

1.1    Scope - This legislative rule establishes the general and specific role description of a preschool handicapped teacher on the public schools of West Virginia.

1.2    Authority - West Virginia Code 18-2-6

1.3    Filing Date - November 1, 1983

1.4    Effective Date - January 1, 1984

1.5    This is a roles and functions description for personnel who provides educational services to preschool handicapped children.

Section 2.        Purpose

The purpose of the roles and functions of the preschool handicapped teacher policy is to provide direction to the county school districts in the employment of state certified preschool handicapped personnel as stipulated in Policy 5112, Policy of the West Virginia Board of Education on Preschool Handicapped Teachers in the Public Schools of West Virginia.

Section 3.        General Role Description

The preschool handicapped teacher possesses the essential knowledge, skills, attitudes, and credentials necessary to carry out the practices of screening and assessment; coordination of the development of the individual education program (IEP); selection, use and evaluation of appropriate curricula; design and implementation of instructional activities; identification of child management procedures; coordination of program personnel including parents; and compliance with federal, state and local rules and regulations pertaining to the education of exceptional children. The preschool handicapped teacher has responsibility for the development, implementation, management and programmatic evaluation of the preschool handicapped program.

Section 4.        Essential Roles and Functions

4.1    Duties of the diagnostician:

4.1.1    Screen young children for potential handicapping conditions.

4.1.2    Participate in the evaluation process.

4.1.3    Assess young children for potential handicapping conditions.

4.2 Duties of the program planner:

- 4.2.1 Participate as interdisciplinary team member to determine with parents the need for referral for special education and related services.
- 4.2.2 Develop individual educational programs.

4.3 Duties of the curriculum specialist:

- 4.3.1 Establish curriculum based on assessed needs of learners to promote growth in developmental areas such as language, cognition, social-emotional and motor.
- 4.3.2 Determine materials appropriate for curriculum implementation.
- 4.3.3 Establish curriculum for families of young exceptional children.

4.4 Duties of the instructor:

- 4.4.1 Design, implement and evaluate instructional activities to achieve curricular goals.
- 4.4.2 Adapt instructional techniques to meet individual and group needs, including learning styles and handicapping conditions.
- 4.4.3 Coordinate instruction of parents and other personnel in effective teaching practices.
- 4.4.4 Manage child behavior in a variety of settings.

4.5 Duties of the program manager:

- 4.5.1 Comply with local, state and federal laws governing administrative policies and procedures for young, exceptional children.
- 4.5.2 Locate support services and other appropriate resources for young, exceptional children and their families.
- 4.5.3 Maintain appropriate records relating to the management of a preschool special education program.
- 4.5.4 Manage instructional settings.
- 4.5.5 Facilitate transition of children into other appropriate programs.
- 4.5.6 Maintain record keeping systems that promote formative and summative program evaluation.