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ABSTRACT

Described are procedures and policies of the Dade County Florida Public Schools regarding special education. Considered are nine basic areas: philosophy of the program (including an organizational chart and description of the case staffing procedure), due process guidelines (including review procedures and exclusion), contractual services (such as contracts with nonpublic schools), facilities, statistics covering programs and students, inservice education, federal programs, special state programs, and procedures for providing 12 county programs (including programs for the educable and trainable mentally retarded, the speech and language impaired, and the socially maladjusted). Suggested forms are included throughout the document. (CL)

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DADE COUNTY PROCEDURES
FOR
PROVIDING SPECIAL EDUCATION
FOR
EXCEPTIONAL STUDENTS

Division of Elementary and Secondary Education
Dade County Public Schools
Miami, Florida

April 1976

EC100012

DADE COUNTY PUBLIC SCHOOLS

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COVER DESIGN BY:

MISS DARLENE DICK
Gifted Program

Edison Senior High School



PHILOSOPHY AND DIRECTION
OF DADE COUNTY EXCEPTIONAL CHILD EDUCATION PROGRAM

A. Philosophy and Direction of the Dade County Exceptional Child Education Program

It is the philosophy of Dade County to provide educational programs for exceptional students and to educate them to their maximum potential. An exceptional student shall be defined as any student who, because of physical, mental, emotional or learning disability is unable to receive an appropriate educational program as provided in a regular class setting and, therefore, requires the services of special facilities and/or special instruction.

Dade County is presently providing special educational programs to students who show disabilities in one or more of the following areas: hearing impaired, visually handicapped, physically handicapped, trainable and educable mentally retarded, emotionally disturbed, socially maladjusted, specific learning disabilities, speech, homebound/hospitalized and varying exceptionalities. Services are also being provided for the gifted student.

Exceptional child education is an integral part of the total Dade County program. Regular schools, special services, related state and local agencies, and resources are all utilized. All of the facilities and services of the regular school are made available to the exceptional student.

1. Goals

- a. The appropriate placement of exceptional students through adequate screening, referral, identification, placement and dismissal procedures.
- b. The identification and provision of specialized teaching techniques, educational management, environment, equipment, materials, and facilities that are appropriate for each exceptional student.
- c. The opportunity of enabling each exceptional student to learn up to his potential and to become a functioning member of society.
- d. The acceptance of the exceptional child program as an integral part of the total school program.

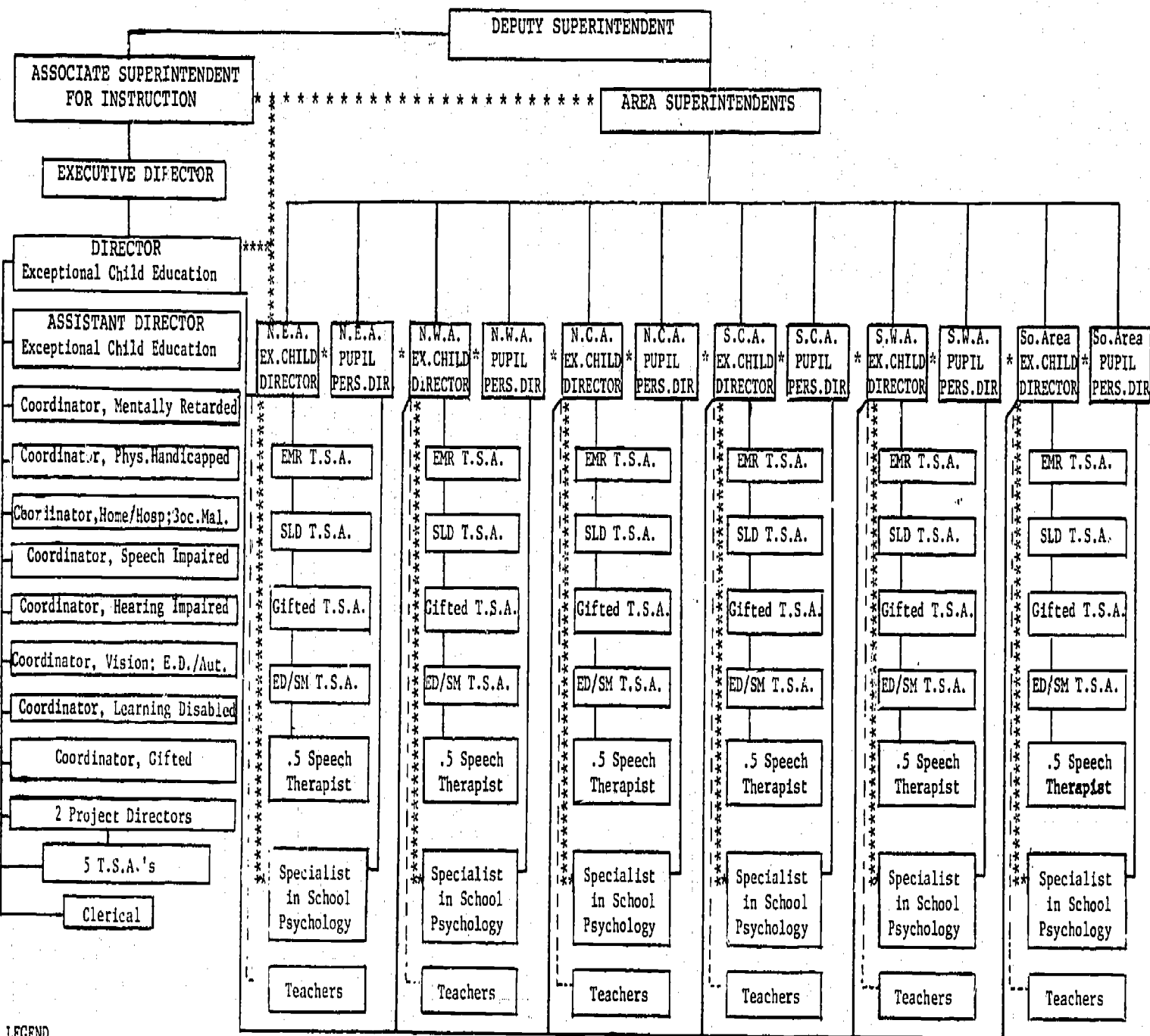
2. Long-Term Objectives

- a. To identify 100% of the students in Dade County who require exceptional child placement in public or private facilities.
- b. To provide appropriate exceptional child programs sufficient to meet the needs of 100% of the students requiring them.
- c. To improve the quality of instruction in exceptional child programs through the provision of up-dating and inservice workshops.

- d. To provide periodic re-evaluation of all exceptional students to determine proper placement and teaching prescriptions.
 - e. To improve the functioning of each exceptional student in the prerequisite skill areas necessary for academic progress.
 - f. To improve, strengthen and reinforce the basic academic skills, including not only communication and computational skills but also the ability to think, to analyze and to solve problems and to do independent and creative work.
 - g. To encourage positive self-concepts which result in internal motivation and reinforcement of school related activities.
 - h. To provide each student with vocational and social skills which will enable him to participate as a functioning member of society.
3. District staff member designated as Program Coordinator of Special Programs for Exceptional Students as required in 6 A-6. 331(3).

Dr. William W. Malloy, Director
Exceptional Child Education

DADE COUNTY PUBLIC SCHOOLS

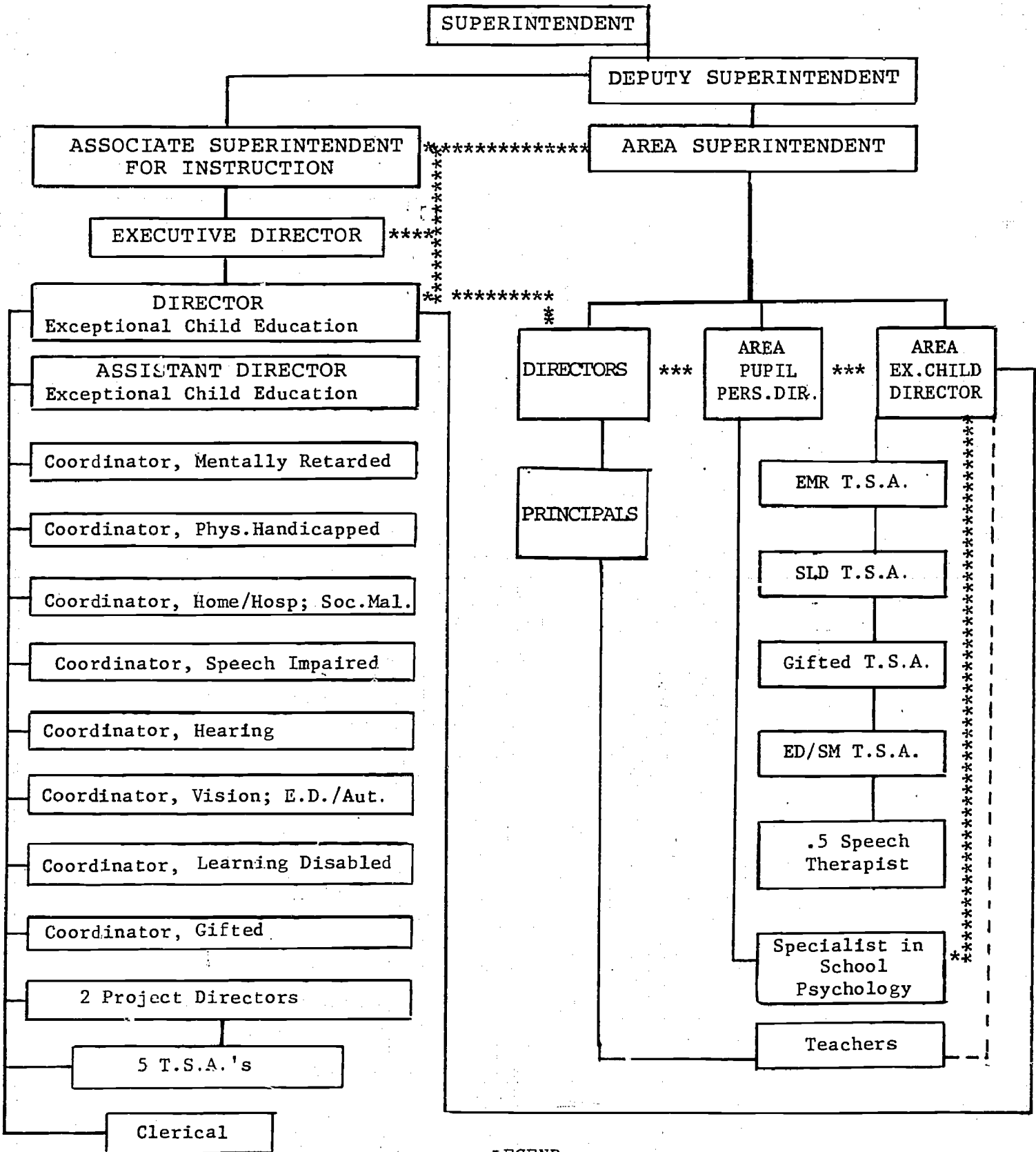


- LEGEND**
- Solid lines connecting boxes indicate direct relationships
 - ***** Required cooperative relationships
 - - - Staff relationship



DADE COUNTY PUBLIC SCHOOLS

EXCEPTIONAL CHILD EDUCATION ORGANIZATIONAL CHART 1976-77



LEGEND

- Solid lines connecting boxes indicate direct relationships
- ***** Required cooperative relationships
- - - - - Staff relationships

Responsibilities, Role and Type of Supervision of Exceptional Child Personnel

1. Director of Exceptional Child Education

The Director of Exceptional Child Education is:

- a. Responsible for the development of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77.
- b. Responsible for monitoring the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, via district-wide program analysis of educational services.
- c. Assures district and area compliance with Federal, State and County laws, rules, regulations and policies that govern the educational services delivered to exceptional children.
- d. Directs the preparation and management of the budget for the Exceptional Child Education Department.
- e. Collaborates with all district level departments that have an impact upon exceptional child programs.
- f. Responsible for maintaining interactions with advisory, advocate and parent groups that focus their activities on the delivery of exceptional child education.
- g. Maintains a constant interactive process with the State of Florida's Bureau for Exceptional Students.
- h. Provides consultant services to the Area Superintendent in the form of curriculum development and program planning and evaluation.
- i. Coordinates the activities of the Exceptional Child Education Department with activities and services of various community agencies and institutions of higher learning.
- j. Supervises the Dade County Exceptional Child Education Department staff and special project personnel at the district level.
- k. Facilitates the exploration of new dimensions in programming for exceptional children.

2. Assistant Director of Exceptional Child Education

The Assistant Director, in cooperation with the Director of Exceptional Child Education, Area Exceptional Child Directors and County Exceptional Child Coordinators, assists in programs and service development for students in all areas of exceptionalities.

- a. Responsible for coordinating the development and assisting in the implementation of the State required and Board approved Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77.
- b. Responsible for assisting in the district-wide program analysis of educational services for the exceptional students and in planning and implementation of additional and new programs for exceptional children.
- c. The Assistant Director assists in the monitoring of the operation of programs in the schools and the actions of the Dade County Procedures, and to assure compliance with Federal, State, and County laws, rules, regulations and policies.
- d. The Assistant Director has responsibilities for the coordination of the activities of the various program coordinators in the form of planning and supervision and in curriculum development.
- e. In cooperation with the program coordinators is responsible for the planning and development of Federal and State proposals and for the implementation and evaluation of approved programs.
- f. Prepares and processes the contractual programs with non-public schools and the individual student contracts.
- g. Responsible for the monitoring and evaluation of the contracted programs, the progress of students, and the evaluation of teachers assigned to non-public schools.
- h. Prepares records and reports as required by the State Department of Education and various district level departments.
- i. Assists in the development of the Exceptional Child Program budget.
- j. Responsible for general office management and supervision of non-instructional personnel.
- k. In the absence of the Director, has direct responsibility for all duties normally the responsibility of the Director.

3. Coordinator, Program for Mentally Retarded

In cooperation with the Director and Assistant Director, Exceptional Child Education, and other area and school personnel, provides guidelines for the development and service delivery of programs for the mentally retarded:

- a. Responsible for the district-wide program analysis of educational services for the mentally retarded. The Coordinator monitors the operation of programs in the schools and the actions of the Exceptional Child Placement Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
- b. Supervises appropriate special Federal, State and local projects as directed.
- c. Prepares and submits records and reports to the Director and Assistant Director as required.
- d. Provides direct instructional support to Area Exceptional Child Director and school personnel, and functions as a liaison with Federal, State and community agencies providing services to the mentally retarded.
- e. Recommends plans, programs and procedures for systemwide instructional improvement for mentally retarded students.
- f. Assists in the preparation of proposed state legislation and recommended Board items affecting the organization, operation and support of exceptional child programs.
- g. Provides in-service education and updates teachers on new developments and techniques through attendance at professional meetings and in-service education.
- h. Provides technical assistance for annual evaluation of the program in compliance with Federal and State mandates.

4. Coordinator, Program for Physically Handicapped

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education, and Area Exceptional Child Directors and other personnel, assists in program and service development for physically handicapped students:

- a. Responsible for the district-wide program analysis of educational services for the physically handicapped. The Coordinator monitors the operation of programs in the schools and the actions of the Exceptional Child Placement Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
 - b. Prepares and submits records and reports to the Assistant Director as required.
 - c. Provides direct instructional support to Area Exceptional Child Directors, school personnel, and to students by provision of instructional equipment, materials and supplies for physically handicapped students.
 - d. The Coordinator is responsible for recommending plans, programs and procedures to district area and school site personnel for system-wide instructional improvement for physically handicapped students.
 - e. Provides inservice to include new equipment, supplies and materials for personnel involved in programs for physically handicapped students.
 - f. Serves in consultative capacity for evaluation and placement of students.
 - g. Establishes and maintains contact with community agencies for the physically handicapped.
 - h. Provides technical assistance for annual evaluation of program in compliance with Federal and State mandates.
5. Coordinator, Program for Home/Hospital Instructional Program

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education and Area Exceptional Child Directors and other personnel, assists in program and service development for the Homebound/Hospital students:

- a. Provides direct instructional supervision to the Homebound/Hospital instructional staff.
- b. Analyzes the needs of the Homebound/Hospitalized in the County, and recommends plans, programs, and procedures which will bring about system-wide improvement for the above exceptional students on both a short and long range basis.

- c. Provides staff development and other training required by the personnel in the Homebound/Hospital Program.
- d. Assists in the preparation of the annual Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and works cooperatively with County, Area and school personnel toward effective implementation of this plan as it relates to the Homebound/Hospital Program.
- e. Prepares and submits records and reports for programs and services to the Director, Exceptional Child Education, as required by the County, the Florida State Department of Education and Federal offices.
- f. Assists in developing, coordinating and executing policies and methods for homebound/hospital students.
- g. Works closely and cooperatively with State, District and community groups in discussing, explaining and interpreting the Homebound/Hospital Program.
- h. Responds to routine and special assignments requested by the Director of Exceptional Child Education.

6. Coordinator, Program for Speech and Language Impaired

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education, and Area Exceptional Child Directors and other personnel assists in program and service development for speech and/or language impaired students:

- a. Responsible for the district-wide program analysis of educational services for the speech and language impaired. The Coordinator monitors the operation of Speech and Language Programs in the schools and the actions of the Exceptional Child Placement Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
- b. Supervises the development and use of speech and language related curriculum materials and provides direct support to area and school site personnel in development of programs for the speech and language impaired.
- c. Provides in-service activities for speech and language therapists, and other exceptional child personnel.
- d. Coordinates the county-wide Conservation of Hearing Program and other screening and testing programs.
- e. Prepares and submits reports regarding programs and services for speech and language impaired students to the Director and Assistant Director as required.

- f. Maintains close contact with local, state and national organizations that are directly concerned with speech and language, and disseminates information concerning the latest trends in the field.

7. Coordinator, Program for Hearing Impaired

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education and Area Exceptional Child Directors and other personnel, assists in program and service development for hearing impaired students:

- a. Responsible for the district-wide program analysis of educational services for the hearing impaired. The Coordinator monitors the operation of programs in the schools and the actions of the Exceptional Child Placement Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
- b. Prepares and submits records and reports to the Assistant Director as required.
- c. Provides direct instructional support to Area Exceptional Child Directors, school personnel and to students by provision of instructional equipment, materials and supplies for hearing impaired students.
- d. The Coordinator is responsible for recommending plans, programs and procedures to district area and school site personnel for system-wide instructional improvement for hearing impaired students.
- e. Provides inservice to include skills update, supplies and materials for personnel involved in programs for hearing impaired students.
- f. Serves in consultative capacity for evaluation and placement of students.
- g. Establishes and maintains contact with community agencies for the hearing impaired.
- h. Provides technical assistance for annual evaluation of the program in compliance with Federal and State mandates.

8. Coordinator, Program for Visually Impaired

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education and Area Exceptional Child Directors and other personnel, assists in program and service development for visually impaired students:

- a. Responsible for the district-wide program analysis of educational services for the visually impaired. The Coordinator monitors the operation of Programs in the schools and the actions of the Exceptional Child Placement Committees to insure the implementation of

the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.

- b. Prepares and submits records and reports to the Assistant Director as required.
 - c. Provides direct instructional support to Area Exceptional Child Directors, school personnel and to students by provision of instructional equipment, materials and supplies for visually impaired students.
 - d. The Coordinator is responsible for recommending plans, programs and procedures to district area and school site personnel for system-wide instructional improvement for visually impaired students.
 - e. Provides inservice to include new equipment, supplies and materials for personnel involved in programs for visually impaired students.
 - f. Serves in consultative capacity for evaluation and placement of students.
 - g. Establishes and maintains contact with community agencies for the visually impaired.
 - h. Provides technical assistance for annual evaluation of the program in compliance with Federal and State mandates.
9. Coordinator, Program for the Emotionally Disturbed/Socially Maladjusted

The responsibilities of the Coordinator for the Emotionally Disturbed will be assumed by the Coordinator for the Visually Impaired for 1976-77.

The responsibilities of the Coordinator for the Socially Maladjusted will be assumed by the Coordinator for Home/Hospital Instruction for 1976-77.

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education and Area Exceptional Child Directors and other personnel, assists in program and curriculum development for emotionally disturbed, autistic, and socially maladjusted students.

- a. Responsible for the district-wide program analysis of educational services for the emotionally disturbed, autistic and socially maladjusted. The Coordinator monitors the operation of Programs in the schools and the actions of the Exceptional Child Placement Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
- b. Supervises the development, production, dissemination and utilization of curriculum materials.
- c. Assesses instructional and educational needs in developing and/or modifying curriculum for Area Directors' implementation.
- d. The Coordinator provides staff development (in-service educational activities) and other training for all personnel involved in programs for the emotionally disturbed and socially maladjusted.

- e. Prepares and submits statistical and other pertinent data on the emotionally disturbed/socially maladjusted to the Assistant Director.
- f. Works closely and cooperatively with State, Area, School and other staff committee groups and individuals in explaining, interpreting, and developing the program for the Emotionally Disturbed and Socially Maladjusted.
- g. Assists the Assistant Director in the procurement and utilization of resources and personnel for specific program development.
- h. Serves in a consultative capacity for evaluation and placement of students.
- i. Provides assistance to the Assistant Director in developing and disseminating memoranda, budgets, educational specifications, housing requirements, instructional facilities and other related program needs.
- j. Establishes and maintains contact with community agencies and groups involved with the emotionally disturbed and socially maladjusted.

10. Coordinator, Program for Learning Disabled

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education and Area Exceptional Child Directors and other personnel, assists in developing programs and curriculum to meet the educational needs of learning disabled students:

- a. Is responsible for developing county-wide procedures for providing educational programs to all learning disabled students and for the implementation of these procedures. The Coordinator applies results of current research in continuing program development and evaluation, encouraging and coordinating development and use of special skills of staff members.
- b. Is responsible for the district-wide program analysis of educational services for the learning disabled. The Coordinator monitors the operation of programs in the schools and the actions of the Exceptional Student Placement Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
- c. Serves as district representative for Exceptional Student Education on the district-wide committee for staffing those students whose I.Q.'s are reported to lie between 71-79 to prevent disproportionate placement of minority students in Exceptional Education classes.
- d. Prepares and submits records and reports to the Assistant Director as required.

- e. Provides support services in the form of planning, supervision, and consultative services to Area Directors, school personnel and students.
- f. Establishes and maintains contact with community agencies for the learning disabled.
- g. Develops inservice training for all personnel concerned with learning disabled students, including teachers, principals, specialists in school psychology, counselors, parents and other supervisory personnel.
- h. Disseminates information from professional organizations and conferences to school personnel to upgrade student services through an informed staff and makes available current information about materials and equipment that can enrich the program.
- i. Provides technical assistance for annual evaluation of the program in compliance with Federal and State mandates.

11. Coordinator, Programs for the Gifted and Talented

The Coordinator, in cooperation with the Director and Assistant Director, Exceptional Child Education and Area Exceptional Child Directors and other personnel, assists in program and service development for gifted and talented students:

- a. Is responsible for the district-wide program analysis of educational services for the gifted and talented.
- b. Monitors the operation of programs in the schools and actions of the Exceptional Child Staffing Committees to insure the implementation of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77, and to assure compliance with Federal, State and County laws, rules, regulations and policies.
- c. Prepares and submits records and reports to the Director and the Assistant Director as required or requested.
- d. Provides guidelines for development, implementation, and expansion of gifted and talented programs.
- e. Recommends plans, programs and procedures to district, area, and school-site personnel for systemwide instructional improvement for gifted and talented students.
- f. Provides in-service educational activities to include new equipment, supplies and materials for personnel involved in programs for gifted and talented students.
- g. Assists in evaluation and placement of students.

- h. Establishes and maintains contact with community agencies, attends professional meetings, and keeps teachers informed of new developments.
- i. Provides technical assistance for annual evaluation of the program in compliance with Federal and State mandates.
- j. Assists district, area-level personnel and principals in the selection of qualified teachers.
- k. Offers orientation sessions to teachers beginning in programs for the gifted.

12. Area Directors, Exceptional Child Education

The Area Staff Director, Exceptional Child Program is directly responsible to the Area Superintendent in the Area to which he is assigned.

The Director is responsible for area level administrative services related to implementing exceptional child programs and assists area line directors and principals in administering exceptional child programs.

The Area Director:

- a. Works closely with the County Director, Assistant Director and staff in the coordination of county-wide services to exceptional students and works cooperatively with the Area Staff Director, and staff of Pupil Personnel Services on diagnostic and evaluative services.
- b. Has responsibility for the placement and reassignment, and dismissal of exceptional students and for the due process procedures within the area.
- c. Assists in development of area budgets, educational specifications, facility and transportation needs, and exceptional child curriculum related matters.
- d. Recommends needed areas of staff development and works cooperatively with County coordinators and Florida Learning Resources System in implementing in-service programs.
- e. Has responsibility for program evaluation within the area and monitors the collection of data for attendance and other required reports.
- f. Assists in the screening of applicants for Exceptional Child positions within the Area, and makes recommendations to principals.

- g. Cooperates with school principals in evaluating competencies of Exceptional Child teachers and recommending re-appointment and continuing contract status.
 - h. Serves as liaison to colleges and universities in securing and placing interns in Exceptional Child programs.
13. Educational Specialists (24) in the areas of: Educable Mentally Retarded (6), Learning Disabilities (6), Gifted (6), Socially Maladjusted/Emotionally Disturbed (6). In addition to the above there is a Speech Chairman in each Area (6)

The Exceptional Child Education Curriculum Specialists are responsible to the Area Exceptional Child Director and function as follows in their individual area of disability:

- a. Assists Area Director in locating and organizing exceptional child classes;
 - b. Demonstrates techniques, new methods and teaching media including curriculum (K-12), equipment and supplies;
 - c. Works with teachers, giving assistance as needed, such as, assisting a teacher in modifying and individualizing curriculum for a student when needed;
 - d. Cooperates with county staff to provide in-service training;
 - e. Assists Area Director as a member of the Exceptional Child Placement Committee;
 - f. Performs other duties as assigned by the Area Director.
14. School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure that the program is an integral part of the total school program, to insure the acceptance of the program by the total staff, and to support the special class teacher as needed.

15. Pupil Personnel Services

Visiting Teacher - These personnel maintain contact between home and school, counsel with parents, interpret the requirements of the school to the parents, interpret to the school the strengths and weaknesses of the home and assist the return or the admission of the student to regular class placement. The reports which the visiting teacher prepares concerning home factors are a valuable aid to the classroom teacher.

Elementary and Secondary Counselors - These personnel provide guidance and support to students in special education as they would to those in the regular classes as needed.

The Specialists in School Psychology are responsible for the initial evaluations of students referred for the possible special education placement and for the required re-evaluations of those placed in special classes or recommended special services. School principals are responsible for initiating the referral to Pupil Personnel Services.

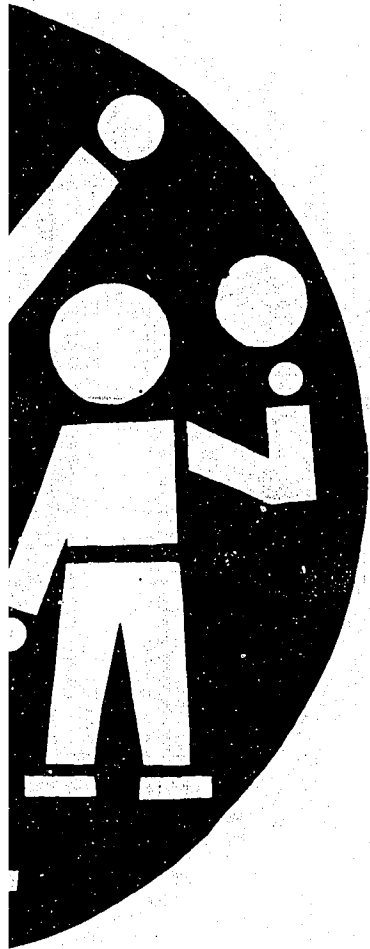
It is the responsibility of Specialists in School Psychology and other school personnel to respect the confidentiality of student evaluations and to release information only by written permission of the parent and/or student.

The following is an analysis of the 1974-75 Specialist and Assistant to the Specialist in School Psychology, Screening Specialist allocations and the allocation for the 1975-76 school year:

Area	Specialist in School Psychology		TSA Assistant to Specialist in School Psychology	Total
	74-75	75-76	75-76	75-76
Northeast	7	7	-	7
Northwest	9	9	-	9
North Central	7	8	-	8
South Central	11	12	-	12
Southwest	10	11	-	11
South	7	8	1	9
Total	<u>51</u>	<u>55</u>	<u>1</u>	<u>56</u>



CASE STAFFING



PROCEDURE

CASE STAFFING PROCEDURE

It is the objective of the Department of Exceptional Child Education to set forth certain standard procedures which will serve to insure equality of opportunity for all students of Dade County to a free appropriate public education. An important aspect of such assurance is the standardization of the process by which children possibly in need of programs are screened, referred, identified, placed in, planned for, and finally dismissed from appropriate available programs.

The following procedures will be utilized, across all Areas and for all programs of services for exceptional students.

a. Pre-referral screening

It is expected that each school will routinely utilize available support services such as psychologists, visiting-teachers, counselors, remedial reading, bilingual programs and other curriculum support personnel as a means of accommodating to varying student needs. Teachers and principals will call on such services when modification of the learning environment is indicated for any individual or group of students. An appropriate extension of this process is the establishment of a Child Study Team (CST) in each building which would hold screening conferences to consider the needs and alternative instructional modifications of students presenting problems of a learning and/or behavioral nature.

There should be a written plan, prepared by the principal, on file that would indicate the functioning of the CST, specifying the frequency and circumstances for meeting to discuss alternative educational strategies for students who are exhibiting problems. Medical records, parent and teacher observations, social histories, educational progress charts and counselor reports would be the basis for determining whether proposed alternative educational strategies should focus on instituting behavior management intervention, shifting teacher assignments, restructuring curricular activities, altering classroom environments, vision/hearing/speech evaluations and their results, or instigating more parental involvement.

The primary function of the CST is to devise educational strategies for students with problems that utilize all resources at the building level before referrals are made for the formalized evaluation process.

Every effort should be made to secure involvement of the parent in this process. If it is determined that a more formal evaluation is desirable, a referral is initiated, the parents' permission is secured and the referral form, signed parent permission form, visiting teacher report, results of speech and hearing evaluations, and other necessary reports are forwarded to the Area Director of Pupil Personnel Services by the principal.

In the case of certain types of problems (e.g. vision, hearing, speech) routine screening programs for all students may serve as a major means

through which referral for evaluation may be initiated.

b. Evaluation

The process which constitutes appropriate evaluation will vary among different types of cases, both in depth and breadth of assessments utilized, and the professional disciplines involved. Evaluation will normally involve both informal observation and testing, and will secure information from teachers, other school personnel, and parents. With learning and behavior problems, psychological assessment will constitute a major part of the process. For physical and sensory impairments, medical assessment is required. Specific details of evaluation are discussed within each program description.

c. The Staffing Conference

The Area Director of Exceptional Child Education is responsible for convening the Staffing Committee at which each case is considered for possible placement in an Exceptional Child program. Staffing conferences should be held as frequently as needed to insure prompt processing of students who may be recommended for a change in educational program. Convening staffing conferences at least twice weekly in each area will usually be necessary.

The membership of the Staffing Committee should include, but not be limited to:

1. The Area Director of Exceptional Child Education or a designated member of that office
2. Area Staff Director of Pupil Personnel Services or his designee
3. The Specialist in School Psychology most familiar with the case
4. The Principal (or designee) of the school to which the student may be assigned
5. The teacher to whom the student may be assigned
6. Additional personnel as may be indicated, such as a visiting teacher, social worker, teacher on special assignment, or others who may have knowledge of the student.

Staffing of cases with mild exceptionalities, which normally will not entail a transfer of students between schools, should be held at the individual school site, to facilitate participation by the teachers involved and the other school personnel. Staffing conferences for students with more severe handicaps, who are likely to require a transfer between schools may more appropriately be convened at the Area Office or at the Exceptional Child Center to which the student would probably be assigned. When it is necessary to hold conferences at locations other than where the most cognizant personnel are employed, every effort should be made to secure their presence.

The objective of the conference is to reach an optimal decision regarding the appropriate educational program for each student. This will entail:

1. Insuring that all relevant information has been obtained and is considered
2. Insuring participation by all persons (including the parent) having a legitimate interest and relevant contribution to a decision
3. Determining the eligibility of the student for existing programs under consideration for possible placement
4. Insuring that decisions are guided by the doctrine of least restrictive alternative environment
5. Development of an individual educational plan for each student as a final product of the conference

The Case Conference Summary Report and authorization for Placement (SE-2) form will be completed at the conclusion of the conference, will be signed by the members of the committee, and will constitute the foundation for the educational plan. This form, and any applicable psychological and/or medical reports will be forwarded to the school prior to transfer of the student.

The Area Director of Exceptional Child Education is responsible for executing the specific placement decision reached by the Staffing Committee.



INDIVIDUALIZED EDUCATIONAL PLANS

INDIVIDUALIZED EDUCATIONAL PLANS

Each student newly placed or continuing in a placement in an exceptional child program should have an individualized educational plan, consisting of a written statement, cooperatively developed, using information provided by the teacher best acquainted with the student's current status, a specialist in school psychology, exceptional child administrative personnel from County and/or Area levels, and the parent (and/or the student, where appropriate). The plan should be available to the teacher at the beginning of each school year and be reviewed at least annually.

The statement for each student should include:

- (a) Present level of educational performance
- (b) Long range goals and short term objectives of the educational program
- (c) Specific services and resources to be provided and the extent of participation in regular education programs
- (d) Dates for initiation and anticipated duration of such services, and criteria and procedures for evaluating (at least annually) whether instructional objectives are being achieved.

Date for Mandation

It is anticipated that, in accordance with the requirements of P.L. 94-142, the provisions which are recommended as desirable in regard to the individualized educational plan will be made mandatory by October 1, 1977.

Procedure for Development

Newly assigned students:

The Area Placement Committee, as a part of the placement process for each new student, should develop the initial foundation for the individualized educational plan, on the basis of information supplied from all relevant sources, with the approval (and participation to the extent feasible) of the parent using the Case Conference Summary Report. The Area Exceptional Child Director should be responsible for assuring that the plan be developed and included within the records transmitted to the school, approving the assignment to an exceptional child program, and directed to the teacher to whom the student is assigned. The teacher should be responsible for completing the detail of the plan, including short term objectives and prescriptions, using educational plan forms, MIS-20210 (4-76).

Continuing placements:

The Area Exceptional Child Director should be responsible for assuring that an individualized educational plan be developed, using information supplied from all relevant sources, with particular attention to the latest progress report by the exceptional child teacher. The written plan should be included as a part of any records transmitted to the school and directed to the teacher to whom the student is assigned.

Evaluation:

The adequacy of individualized educational plans should be monitored by the County level exceptional child staff through spot participation in Area Placement Committee activities and by auditing of random student records while observing exceptional child programs in the schools. Each plan should be judged by the degree to which it provides a current, relevant, guide for the teacher in day to day instructional decisions and for the parent, the teacher, and other concerned parties in assessing student progress.

Format:

Standard forms for development of the educational plan will be provided for use in most programs, (as attached). Variations of the standard form appropriate to certain programs (gifted, speech and language impaired) are included within the program descriptions. The Case Conference Summary Report and Authorization for Placement (MIS-21659 Rev. 5-76) constitutes the initiation of the plan. The educational plan form (MIS-20210, 4-76) provides for detailed prescription development.

STUDENT SERVICES -- PSYCHOLOGICAL REPORT

Dade County Public Schools

Student's Name _____			School _____					Grade _____	Case # _____
Birthdate _____	Age _____	Sex _____	1 2 3 4 5 Ethnic Origin _____	A B C D E Language Proficiency _____	Address _____				
Date _____	Current Assignment & Area _____					EVALUATION _____	RE-EVALUATION _____	Psychologist _____	

Reason for Referral:

Test Results:

WAIS _____ Span. _____ Eng. _____
 WIPPSI _____
 WISC-R _____ Span. _____ Eng. _____

Full _____
 Verbal _____
 Performance _____

Information _____
 Similarities _____
 Arithmetic _____
 Vocabulary _____
 Comprehension _____
 (Digit Span) _____

Sentences _____
 Picture Completion _____
 Picture Arrangement _____
 Block Design _____
 Object Assembly _____
 Coding _____
 (Mazes) _____
 Animal House _____
 Re-test Animal House _____
 Geometric Designs _____

Bender _____ (# of errors)
 WRAT: Word Recognition _____
 Spelling _____
 Arithmetic _____

Academic below expectancy:

D-A-P _____
 H.T.P. _____
 P.P.V.T. _____
 Binet: I.Q. _____ M.A. _____

ITPA:
 Auditory Reception _____
 Visual Reception _____
 Visual Seq. Memory _____
 Auditory Association _____
 Visual Association _____
 Visual Memory _____
 Visual Closure _____
 Verbal Expression _____
 Grammatic Closure _____
 Manual Expression _____
 Auditory Closure _____
 Sound Blending _____

DETROIT:
 Pictorial Absurdities _____
 Verbal Absurdities _____
 Pictorial Opposites _____
 Verbal Opposites _____
 Motor Speed _____
 Auditory Attention Span
 for Unrelated Words _____
 Oral Commissions _____
 Visual Attention Span for
 Unrelated Words _____
 Orientation _____
 Designs _____
 Auditory Attention Span for
 Related Syllables _____
 Number Ability _____
 Visual Attention Span for
 Letters _____
 Disarranged Pictures _____
 Oral Directions _____
 Others _____ Score _____

Strength:	Deficit:	Deviation:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Primary emotional disturbance: Yes _____ No _____
 Expectancy Age _____ based on _____ I.Q. score of _____
 Scores are valid reflection of potential. Yes _____ No _____

EDUCATIONAL PLANNING COMMITTEE FOR EXCEPTIONAL PROGRAMS

Case Conference Summary Report
and
Authorization for Placement

EVALUATION _____
RE-EVALUATION _____

SCHOOL _____

NAME _____ B.D. _____ SEX _____ GRADE _____
(Last) (First) (Current FTE Assignment)

HOME LANGUAGE _____ ETHNIC ORIGIN* 1 2 3 4 5 LANGUAGE PROFICIENCY** A B C D E

PARENT'S NAME _____ ADDRESS _____ TELEPHONE _____

SCHOOL LAST ATTENDED _____ TYPE OF CLASS OR GRADE _____

DATE OF LAST PSYCHOLOGICAL _____ CASE NO. _____ PSYCHOLOGIST _____

I. MAJOR PRESENTING OBSERVATIONS: _____

II. PRIMARY EDUCATIONAL NEEDS (Responsibility for Implementation): _____

III. RECOMMENDED PLACEMENT: _____

Conference Date _____

AREA DIRECTOR, EXCEPTIONAL CHILD EDUCATION PROGRAM

	<u>Case Conference Committee</u>	<u>Position</u>
*1. American Indian/Alaska Native		
2. Black, Non-Hispanic		
3. Asian/Pacific Islander	1. _____	_____
4. Hispanic	2. _____	_____
5. White, Non-Hispanic	3. _____	_____
**A. Monolingual - no English	4. _____	_____
B. Intermediate - some English	5. _____	_____
C. Bilingual - both English & another language equally well	6. _____	_____
D. Independent - mostly English		
E. Monolingual - English exclusively		

White Copy - For School
Yellow Copy - For Exceptional Child Ed.
Pink Copy - For Psychologist



EDUCATIONAL PRESCRIPTION

NAME: _____ BIRTHDATE: _____ GRADE: _____ SEX: _____ DATE: _____

LANGUAGE PROFICIENCY: A B C D E (REFER TO CASE CONFERENCE SUMMARY REPORT)

I. PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

WORD RECOGNITION _____	ESTIMATED LISTENING POTENTIAL _____	GENERAL INFORMATION _____
READING COMPREHENSION _____	SPELLING _____	VOCATIONAL _____
SILENT READING _____	MATH COMPUTATION _____	OTHER _____
ORAL READING _____	MATH REASONING _____	

STRENGTHS: _____

II. INSTRUCTIONAL OBJECTIVES

A. LONG-RANGE GOALS (FOR ONE YEAR) _____

B. IMMEDIATE OBJECTIVES (TO BE UPDATED EVERY NINE WEEKS AND EVALUATED AT LEAST ONCE A YEAR)

III. STRATEGIES

IV. SUGGESTED MATERIALS

V. DEFICIT AREA

SPECIFIC REMEDIATION TECHNIQUES

VI. IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION AND DURATION OF SERVICES PROVIDING THE LEAST RESTRICTIVE ENVIRONMENT)

VII. EVALUATION (INCLUDING TIME LINE)

FIRST QUINMESTER: _____

SECOND QUINMESTER: _____

THIRD QUINMESTER: _____

FOURTH QUINMESTER: _____

FIFTH QUINMESTER: _____



EDUCATIONAL PRESCRIPTION

SPEECH & LANGUAGE PROGRAMS

DATE: _____

NAME OF STUDENT: _____ BIRTHDATE: _____

SCHOOL: _____ THERAPIST: _____

PRESENT CLASSROOM PLACEMENT

ETHNIC ORIGIN: 1 2 3 4 5

- 1. American Indian/Alaska Native
- 2. Black, Non-Hispanic
- 3. Asian/Pacific Islander
- 4. Hispanic
- 5. White, Non-Hispanic

LANGUAGE PROFICIENCY: A B C D E

- A. Monolingual - no English
- B. Intermediate - some English
- C. Bilingual - both English & another language equally as well
- D. Independent - mostly English
- E. Monolingual - English exclusively

I. PRESENT LEVEL OF SPEECH & LANGUAGE PERFORMANCE

DIAGNOSIS: (DESCRIBE SPECIFIC AREA(S) OF INTERVENTION)

Articulation: _____

Language: _____

Fluency: _____

Voice: _____

Organic: _____ Cleft Palate, Cerebral Palsy, Hearing Impaired
(circle one)

II. INSTRUCTIONAL OBJECTIVES

A. LONG-RANGE GOALS

B. IMMEDIATE OBJECTIVES (TO BE EVALUATED AND UPDATED EVERY NINE WEEKS OR SOONER AS INDICATED)

III. STRATEGIES (SPECIFIC REMEDIATION TECHNIQUES)

IV. SUGGESTED MATERIALS

V. IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION AND DURATION OF SERVICES PROVIDING THE LEAST RESTRICTIVE ENVIRONMENT)

VI. EVALUATION (INCLUDE TOOLS AND BEHAVIORAL OBJECTIVES)

HOME/HOSPITAL INSTRUCTIONAL PROGRAM

Referred by: _____

NAME _____ DATE _____
 (Last) (First) (Middle)

Birthdate _____ Grade _____ Sex _____ Ethnic Origin* 1 2 3 4 5 Lang. Proficiency** A B C D E Birthplace _____

PARENTS:

Father: _____ Mother: _____ Home phone: _____

Address: _____ Business phone: _____

REMARKS: _____

CHILD'S MEDICAL HISTORY (Type of handicap and time of onset of illness): _____

ATTENDING PHYSICIAN: _____ Phone: _____

Address: _____

LAST SCHOOL ATTENDED: _____ Grade: _____

Date Entered	Date Withdrawn	Teacher

- *1. American Indian/Alaska Native
- 2. Black, Non-Hispanic
- 3. Asian/Pacific Islander
- 4. Hispanic
- 5. White, Non-Hispanic

- **A. Monolingual - no English
- B. Intermediate - some English
- C. Bilingual - both English & another language equally well
- D. Independent - mostly English
- E. Monolingual - English exclusively

FORMS SENT	(Date Mailed)
To Doctor:	_____

To Parents:	_____

Cover Letter	_____
Consent Form	_____
Homebound	_____
Instructions	_____
Spanish Forms	yes ___ no ___

EDUCATIONAL PLAN

HOME/HOSPITAL INSTRUCTIONAL PROGRAM

School Year _____ Quin _____ Date _____

I Present Status of Student:

Program: (check appropriate program)

_____ Homebound _____ Hospital _____ Drug Center
_____ Emotionally Disturbed _____ Medical Center _____ Other

Disability: _____

II Instructional Objectives:

A. Long Range Goal - To remediate student until medically and/or physically prepared to return to school placement.

B. Immediate Objective - (To be evaluated and updated every nine weeks.)

Elementary Skill Levels _____

Secondary Subject Courses _____

III Strategies (Specific Remedial Techniques) _____

IV Suggested Materials _____

V Implementation: (Subject Areas Taught, Teacher Supervising) _____

VI Evaluation _____

EDUCATIONAL PRESCRIPTION

- GIFTED/TALENTED PROGRAMS -

NAME: _____ BIRTHDATE: _____ GRADE: _____ SEX: _____ DATE: _____

LANGUAGE PROFICIENCY: A B C D E (REFER TO CASE CONFERENCE SUMMARY REPORT)

I. PRESENT LEVEL OF PERFORMANCE

PLANNING _____	RESOURCEFUL/PERSISTENT _____	GENERAL INFORMATION _____
CRITICAL THINKING _____	EVALUATING SKILLS _____	OTHER _____
CREATIVE/PRODUCTIVE THINKING _____	READING LEVEL _____	_____
DECISION-MAKING _____	MATH LEVEL _____	_____
SELF-MOTIVATION _____		_____

STRENGTHS: _____

II. INSTRUCTIONAL OBJECTIVES

A. LONG-RANGE GOALS _____

B. IMMEDIATE OBJECTIVES _____

III. STRATEGIES

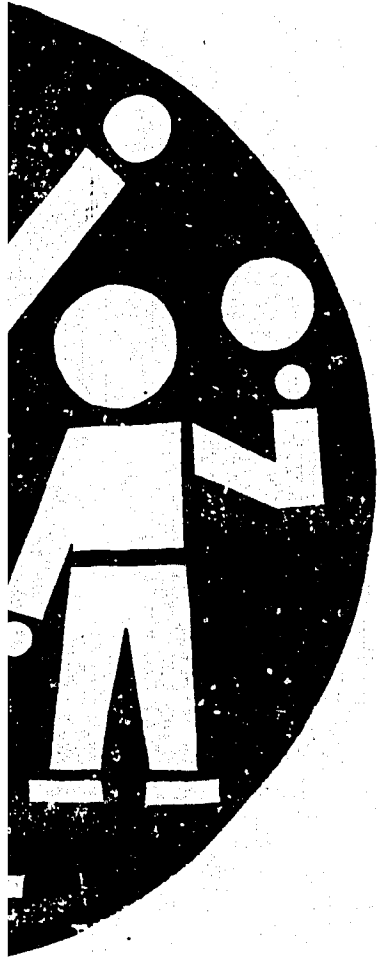
IV. SUGGESTED MATERIALS

V. IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION AND DURATION OF SERVICES)

VI. EVALUATION (INCLUDING TIME LINE)



DUE PROCE



URES

PROCEDURES FOR REVIEW OF EXCEPTIONAL CHILD PLACEMENT OR DENIAL OF PLACEMENT

Florida Statutes provide that the parents or guardians of an exceptional child who is placed or denied placement in a program of special education shall have a right to a review of such placement or denial of placement or impending placement or denial. The following procedures will be followed in providing such a review in the Dade County School system:

I. NOTICE

- A. The parents or guardians of any child placed or denied placement, or for whom placement or denial of placement is contemplated in an exceptional child program shall be notified within 10 days of such placement or denial (or proposed placement or denial) of said action (or proposed action) by the school system. The notice shall be sent by certified mail or delivered by hand by the Area Director of Exceptional Child Education or his/her designee, and shall be written in English and the primary language of the home.
- B. The notice shall advise the parents or guardians of the nature of the placement or proposed placement or that placement which has been requested has been denied.
- C. The notice shall contain a statement informing the parents or guardians that they are entitled to a review of the determination and of the procedures for obtaining such review. The parents or guardians shall be informed that they may obtain a review of the educational placement of a student by directing a request to the area superintendent of the area of the Dade County school system wherein the student resides within 15 days of the date of the notice of placement, proposed placement or denial of placement.

II. PROCEDURES FOR OBTAINING REVIEW

- A. Upon request by the parents or guardians, a review will be scheduled by the area superintendent or his designee at the earliest time mutually convenient to the parents or guardians and the school system. In no case will this review be scheduled for a date later than 15 calendar days after the area office has received the request for review, unless so requested or agreed to by the parents or guardians.
- B. The persons requesting the review shall be informed of the date and time for the review adequately ahead of time (at least 7 days) for them to marshal any information they wish to present at the review. Notice of the review time will be sent by certified mail or hand delivered by an appropriate staff member.
- C. Prior to the review, the parents or guardians may request a professional worker of their choice and at their expense (including legal counsel) to meet with the appropriate school personnel to discuss the reasons for the placement. The information on which the placement decision or recommendation was made shall be made available for examination by the parents, guardians or their representatives.
 1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
 2. Raw data within the sole possession of the evaluator shall be reviewed only by a professional worker of like discipline.

3. No person may remove any school system records from the custody of the school system; however, the parents or guardians or designee of same may obtain copies of any records, provided at cost, prior to the review.
- D. The parents or guardians shall be informed that they will be permitted to bring to the review at their expense, any person whom they feel will support their position in the matter of their child's educational placement.
- E. The parents or guardians shall be informed that they may obtain an independent evaluation of the child, and that a report of such evaluation may be introduced at the review.
- F. The parents or guardians shall be informed as to those persons whom the area superintendent or his designee expects to be in attendance at the review to support the school system's position relative to placement of the child.
- G. The parents should be informed that if they desire to have any school system employees or records available at the review, upon receiving request for same, the area superintendent or his designee will request these persons to be present and will arrange for the designated records to be produced.

III. PURPOSE OF REVIEW

The review shall seek to determine any or all of the following:

- A. Whether the child has needs which require special education.
- B. Whether the evaluation procedures utilized in determining the child's needs have been appropriate in nature and degree.
- C. Whether the diagnostic profile of the child on which the placement decision was based is substantially verified.
- D. Whether the proposed placement is directly related to the child's educational needs.

IV. CONDUCT OF THE REVIEW

- A. The area superintendent or his designee will act as the fact finder and will conduct the review in a completely impartial manner. He shall keep order, receive documents, and, in general, conduct an orderly proceeding. The fact finder will in no case be a person who has had any prior dealings with the placement or recommended placement or denial of placement challenged.
- B. A secretary shall take minutes of the proceedings. A school district representative and the parents or guardians must sign the typewritten minutes of the review either affirming the accuracy of the transcript or stating objections thereto. Objections shall be submitted in writing by the objecting party and attached to the typewritten minutes and signed by the party making the objections. Failure to sign or make objections relative to the form or substance of the minutes shall be deemed a waiver of all defects in form or substance.

C. The review will be conducted as follows:

1. Representatives of the school system shall first present their findings and the reason for the proposed placement. This presentation may include verbal reports, the written record of the multi-disciplinary conference at which the educational plan was developed (if any), and any other information deemed relevant. The parents or guardians and their representatives may question school personnel about the information which has been presented. The Florida Rules of Evidence shall not apply to the review.
2. The parents or guardians and their representatives may then present appropriate witnesses, reports of tests taken, and other facts which they may deem relevant. School personnel may subsequently question the information presented by the parents and their representatives.
3. After considering the facts as presented at the review, the area superintendent or his designee shall make his decision regarding the placement or denial of placement based upon the information presented at the review. He may affirm the placement recommendation of the representatives of the school system or he may reject this recommendation and direct that the child be placed in accordance with the recommendation of the parents or guardians. He may reject the recommendations of both the representatives of the school system and the parents or guardians and direct alternative placement to meet the educational needs of the student, or direct that further evaluation be had. The area superintendent has no authority to authorize a contractual arrangement with a nonpublic school relative to an exceptional child, however, he may recommend this type of placement to the School Board.
4. The decision of the area superintendent or his designee shall be mailed to the parents or guardians by certified mail within four school days of the completion of the review. This notification shall include the reasons for the decision. The decision shall be binding on all parties, subject only to appropriate administrative or judicial appeal. The notice of the decision shall also inform the parents or guardians of their right to a review of the placement decision of the area superintendent or his designee by District level personnel and the School Board of Dade County, Florida, and that if the parents or guardians request such a review, such request must be made in writing to the superintendent of schools within 10 days of the date of mailing of the review decision.

V. REVIEW BY THE DISTRICT

- A. The written request for a district review is forwarded to the superintendent of schools within 10 calendar days of the date of mailing of the area superintendent's decision.
- B. A request for a review by the district shall stay special education placement until the review has been determined, unless the parents and school personnel mutually agree to continue a placement which has already been effected.
- C. The superintendent of schools will request the area review records to be forwarded to the Director of Exceptional Child Education for a district level review. Said area review records must contain transcripts of testimony and copies of all documents submitted at the area review proceedings.

- D. Upon completion of the area review records examination, the District Director of Exceptional Child Education may uphold the area decision or refer the case back to the area for an alternative solution. If the previous decision is upheld, copies of the reasons for support of the area review shall be mailed to the parents or guardian, the district superintendent, the area superintendent and to the attorney for the School Board within 15 calendar days of the receipt of request for review. Should the previous decision be unsupported, copies of the reasons for rejecting the area review and alternative solution directives shall be mailed to the parents or guardians, the district superintendent, the area superintendent and to the attorney for the School Board within 15 calendar days of the receipt of request for review. The notice of the district action shall also inform the parents or guardians of their right to a review of the placement decision of the area superintendent or his designee and the district action by the School Board of Dade County, Florida, and that if the parents or guardians request such a review, such request must be made in writing to the superintendent of schools within 10 calendar days of the date of mailing of the district action.

VI. REVIEW BY THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

- A. The request for a School Board review must be made in writing to the superintendent of schools within 10 calendar days of the date of mailing of the decision of the district level review.
- B. By mutual agreement and for good cause, the time to request a School Board level review may be extended to 30 calendar days.
- C. After the receipt of a request for a School Board review, the Superintendent shall have prepared a summary of the area review and the district level review, said record to include minutes of the testimony taken at the area review and copies of all documents introduced at that review. The summary will be transmitted by the Superintendent to the office of the School Board Attorney.
- D. A request for a review by the School Board shall stay any special education placement until the review has been determined, unless the parents and school personnel mutually agree to continue a placement which has already been effected.
- E. Within 10 calendar days of the receipt of the record, the School Board attorney shall request the appointment of an impartial hearing officer from the Division of Administrative Hearings of the Florida Department of Administration, to conduct a hearing on the matter in accordance with the Florida Administrative Procedures Act.

EXCLUSION: RELEASE FROM COMPULSORY SCHOOL ATTENDANCE

The Supervisor of Attendance has the responsibility for approving the joint request of the principal and the area superintendent for withdrawal from school of a pupil of compulsory attendance age. Reasons for the release from compulsory school attendance may include financial, emotional, physical, or other critical conditions which temporarily cause the pupil to become unable to take advantage of the school program.

When it becomes necessary to consider the withdrawal of a pupil of compulsory school-attendance age, including those in the exceptional child education program, and the parent or guardian is in agreement with this action, a request by the principal for the withdrawal is made to the area superintendent.

This request includes:

1. The principal's signed statement of the problem, including procedures taken by the school to improve the situation. The statement shall be co-signed by the visiting teacher of the school.
2. A copy of any available psychological or medical evaluation and recommendations.
3. A written request or agreement for the withdrawal signed by the parent or guardian.
4. A statement from any school support-service or non-school professionals familiar with the case.
5. Recommended plans for the pupil's early return to school.
6. When family financial hardship exists, an explicit statement should be included showing income and expenses of the family, as well as the contribution which the pupil will make toward relieving the situation.

If the pupil's withdrawal appears warranted, the area superintendent shall forward the request with an appropriate cover letter to the Supervisor of Attendance for approval. The Supervisor of Attendance shall notify the principal by letter regarding the disposition of the request, with a copy of the letter to the area superintendent. The principal shall then notify the parent or guardian of the action taken. The letter of notification from the Supervisor of Attendance shall be filed in the pupil's Cumulative Guidance Record. The permanent record shall indicate withdrawal on a specific date.

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

LINDSEY HOPKINS BUILDING

1410 N. E. 2ND AVENUE

MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
DR. BEN SHEPPARD, CHAIRMAN
MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

Dear

The Exceptional Child Placement Committee has advised that it is in the best interest of your child, _____, that he/she be placed in an exceptional child class for the

_____ at _____.
(Type of class) (Name of school)

We believe that participation in this special class will best meet his/her individual needs.

The placement will continue in nature until such time as the school administration or you determine that it is no longer in the best interest of your child.

Please be advised that you have a right to a review of this recommendation. If you desire such a review, please contact me at your earliest opportunity and a review will be scheduled at a mutually convenient time.

Please be advised further that if we do not receive a response to this letter within 15 days of the date of this letter, you will have failed to avail yourself of this opportunity for review and waived your right to same.

If, however, you are agreeable to the proposed placement, will you please give your permission for this placement by signing the lower portion of this letter and returning the letter to this office as soon as possible.

If you have any further questions regarding this matter, please contact me as soon as possible.

Sincerely,

Area Superintendent

The School Board of Dade County, Florida has my permission to place my child _____ in the exceptional child class(es) indicated above.

Date

Parent or guardian

Estimado(a) Sr.(a) _____

El Comité encargado de situar a niños excepcionales en clases especiales recomienda en beneficio de los intereses de su hijo(a) _____ que se le coloque en una clase especial.

_____ en _____
(tipo de clase) (nombre de la escuela)

Estimamos que la participación de su hijo(a) en estas clases especiales es la manera más apropiada de satisfacer sus necesidades individuales.

La participación de su hijo(a) en dichas clases durará hasta tanto la administración de la escuela o usted determinen lo contrario, siempre de acuerdo con lo que redunde en el mayor beneficio del educando.

Si usted tuviera alguna objeción a esta recomendación tiene derecho a solicitar una revisión para la cual comuníquese conmigo lo antes posible para concertar una entrevista en el día y hora conveniente para ambos.

Nos permitimos comunicarle que caso de no recibir la carta respuesta suya en los próximos 15 días, y de no aprovecharse usted de la oportunidad de la entrevista, constituiría una dejación de sus derechos.

Por el contrario, si usted estuviere de acuerdo con la ubicación o colocación de su hijo(a) en la clase propuesta, le rogamos firme esta circular para otorgar su permiso y devuélvala lo antes posible a esta oficina.

Si usted tuviere alguna otra pregunta sobre este asunto tenga la bondad de comunicarse conmigo lo antes posible.

De usted atentamente,

Superintendente del Area

La Junta Escolar del Condado Dade, tiene permiso para colocar a mi hijo(a) _____ en la clase para niños excepcionales mencionada arriba.

Fecha

Padre o Tutor

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DADE COUNTY SCHOOL BOARD
MR. G. HOLMES BRADDOCK, CHAIRMAN
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MRS. ETHEL BECKHAM
MRS. CRUTCHER HARRISON
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
DR. BEN SHEPPARD

Dear

The Exceptional Child Placement Committee has recommended that your child, _____, is not eligible for placement in an exceptional child class by the Dade County school system.

This letter is to advise you of your right to a review of this recommendation. If you desire such a review, please contact me at your earliest opportunity and a review will be scheduled at a mutually convenient time.

Please be advised further that if we do not receive a response to this letter within 15 days of the date of this letter, you will have failed to avail yourself of this opportunity for review and waived your right to same.

If you have any further questions regarding this matter, please contact me as soon as possible.

Sincerely,

Area Superintendent

Fecha _____

Estimado(a) Sr.(a) _____

El Comité encargado de situar a niños excepcionales en clases especiales recomienda que su hijo(a), _____, no reúne las condiciones necesarias para ser situado en una clase especial para niños excepcionales del Sistema Escolar del Condado Dade.

Por medio de estas líneas le comunicamos que usted tiene derecho a pedir una revisión de esta recomendación. Si así lo deseara, tenga la bondad de comunicarse conmigo lo antes posible para concertar una entrevista en el día y hora conveniente para ambos.

Nos permitimos comunicarle que el no recibir respuesta suya en los próximos 15 días y el no aprovecharse usted de la oportunidad de la entrevista, constituirían dejación de sus derechos.

Si usted tuviere alguna otra pregunta sobre este asunto, por favor tenga la bondad de comunicarse conmigo lo antes posible.

De usted atentamente,

Superintendente del Area

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DADE COUNTY SCHOOL BOARD
MR. G. HOLMES BRADDOCK, CHAIRMAN
MR. WILLIAM H. TURNER, VICE CHAIRMAN
MRS. ETHEL BECKHAM
MRS. CRUTCHER HARRISON
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
DR. BEN SHEPPARD

Dear

The Exceptional Child Placement Committee has recommended that your child, _____, is no longer eligible for placement in an exceptional child class in the Dade County school system.

This letter is to advise you of your right to a review of this recommendation. If you desire such a review, please contact me at your earliest opportunity and a review will be scheduled at a mutually convenient time.

Please be advised further that if we do not receive a response to this letter within 15 days of the date of this letter, you will have failed to avail yourself of this opportunity for review, and waived your right to same.

If you have any further questions regarding this matter, please contact me as soon as possible.

Sincerely,

Area Superintendent

Fecha _____

Estimado(a) Sr.(a) _____

El Comité encargado de situar a niños excepcionales en clases especiales recomienda que su hijo(a), _____, ya no reúne las condiciones necesarias para ser situado en una clase especial para niños excepcionales del Sistema Escolar del Condado Dade.

Por medio de estas líneas le comunicamos que usted tiene derecho a pedir una revisión de esta recomendación. Si así lo deseara, tenga la bondad de comunicarse conmigo lo antes posible para concertar una entrevista en el día y hora conveniente para ambos.

Nos permitimos comunicarle que el no recibir respuesta suya en los próximos 15 días y el no aprovecharse usted de la oportunidad de la entrevista, constituirían dejación de sus derechos.

Si usted tuviere alguna otra pregunta sobre este asunto, por favor tenga la bondad de comunicarse conmigo lo antes posible.

De usted atentamente,

Superintendente del Area

Fecha _____

Estimado(a) Sr.(a) _____

El Comité encargado de situar a niños excepcionales en clases especiales recomienda que su hijo(a), _____, regrese a las clases regulares en la escuela.

Por medio de estas líneas le comunicamos que usted tiene derecho a pedir una revisión de esta recomendación. Si así lo deseara, tenga la bondad de comunicarse conmigo lo antes posible para concertar una entrevista en el día y hora conveniente para ambos.

Nos permitimos comunicarle que el no recibir respuesta suya en los próximos 15 días y el no aprovecharse usted de la oportunidad de la entrevista, constituirían dejación de sus derechos.

Si usted tuviere alguna otra pregunta sobre este asunto, por favor tenga la bondad de comunicarse conmigo lo antes posible.

De usted atentamente,

Superintendente del Area

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MR. ALFREDO DURAN
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
DR. BEN SHEPPARD

Re: _____
(Name of child)

Dear

We have received your request for review of your child's placement - recommended placement - denial of placement (cross out two) in the Dade County school system. We have scheduled a review of your child's case on _____ (date)

at _____ at _____
(time) (location)

The purpose of this review is to enable me (or my designee) to hear and evaluate all information relative to your child's placement. The review shall seek to answer the following questions:

1. Whether your child has needs which require special education.
2. Whether the evaluation procedures utilized in determining your child's needs have been appropriate in nature and degree.
3. Whether the diagnostic profile of your child on which the placement decision was based is substantially verified.
4. Whether the proposed placement of your child is directly related to your child's educational needs.

At the conclusion of the review, or shortly thereafter, I (or my designee) will determine whether or not the placement - recommended placement - denial of placement (cross out two) of your child by the Exceptional Child Placement Committee is

reasonable and justified, or whether some other placement would be more appropriate. I will inform you of my decision on this matter in writing.

Please be advised that you have a right to attend this review and to bring with you any individual or documentation which you believe will support your contentions in this matter.

If, prior to the review, you or a professional worker authorized by you in writing, wish to meet with school personnel to discuss the reasons for the placement (including reviewing documentation on which the placement or, proposed placement or denial of placement is based), please contact this office or the appropriate personnel to set up such a conference.

I am informed that the following individuals will attempt to be present at the review to support the school system's position relative to your child's placement:

If you feel additional school system personnel should be present, or if you desire to have certain school records produced at the review, please advise me as to the names and positions of the individuals or the titles of the documents and I will request the individuals to be present and see to it that the documents are produced.

If, for any reason, you cannot attend the review on the date scheduled, please advise me immediately and we will reschedule the review at a mutually convenient time.

Sincerely,

Area Superintendent

Re: _____
Nombre del alumno(a)

Estimado(a) Sr.(a) _____

En mi poder su respuesta en la que solicita una entrevista para discutir la ubicación de su hijo(a) en clases especiales - autorizando o rechazando la recomendación - (marque dos) en el Sistema Escolar del Condado Dade. Dicha entrevista tendrá lugar el día _____ a la(s)
_____ fecha

_____ en _____
hora lugar

El propósito de esta revisión para mí, (o mi representante) es conocer y considerar toda la información relacionada con la recomendación, anteriormente citada. Durante la reunión se tratarán los siguientes puntos:

1. Si su hijo(a) demuestra que necesita clases especiales.
2. Si las pruebas que se le han aplicado se consideran apropiadas y grado de validez de las mismas.
3. Si el diagnóstico hecho a su hijo(a), y en el que se basa la recomendación está acompañado de pruebas válidas.
4. Si la recomendación de situarlo en clases especiales está relacionada con sus necesidades académicas.

Al terminar dicha entrevista, o poco después, yo (o mi representante) determinaré(á) si la ubicación en clases especiales - se autoriza o se rechaza (marque dos) por el Comité encargado de situar a niños excepcionales en clases especiales es razonable y justificada, o si por el contrario se sugiere otra recomendación que se considera más apropiada. Dicha decisión se la comunicaré a usted por escrito.

Sébase que tiene usted el derecho de asistir a la entrevista y puede traer a dicha reunión cualquier persona o documentación que a su juicio sea pertinente, para defender su punto de vista.

En caso de que antes de dicha reunión, usted u otro profesional autorizado por usted, por escrito, deseara discutir y revisar la documentación que dió lugar a dicha recomendación, sírvase llamar a esta oficina o a la persona que le compete y con gusto se le facilitará una entrevista previa.

Tengo entendido que las personas cuyos nombres aparecen a continuación, estarán presentes en la revisión del caso con objeto de discutir el punto de vista de la escuela, en relación con la ubicación de su hijo(a) en determinada clase:

Si usted estimare que otros miembros del personal de la escuela o algún otro documento fuera necesario para dicha reunión, sírvase comunicármelo y con mucho gusto solicitaré la presencia de tales personas y los documentos requeridos.

Si por algún motivo no pudiera usted asistir a la entrevista en el día y hora señalada, favor de comunicármelo inmediatamente y con gusto la pospondremos para otra fecha y hora que sea conveniente para ambos.

De usted atentamente,

Superintendente del Area

DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

LINDSEY HOPKINS BUILDING

1410 N. E. 2ND AVENUE

MIAMI, FLORIDA 33132

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MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

Re: _____
(Name of child)

Dear _____

In reference to the review of your child's placement conducted by me on
_____ at _____
(date) (place)
please be advised that I have reached a decision in this matter. It is
my decision that:

My decision is based on the following:

It is my feeling that the placement which I have recommended is in the best
interest of your child, however, if you disagree with my decision, please be
advised that you have a right to a review of my decision by the School Board.
In order to avail yourself of this opportunity for further review, you must
send a written request to the Superintendent of the Dade County school system
within ten (10) days of the date of this letter.

If you have any questions regarding my decision or any other matter relative
to the welfare of your child, please do not hesitate to contact me.

Sincerely,

61

Re: _____
(Nombre del alumno(a))

Estimado(a) Sr.(a) _____

Por la presente me permito comunicarle mi decisión en relación con la revisión de la recomendación de ubicar a su hijo(a) en clases especiales, realizada el día _____ en _____.
(fecha) (lugar)

Mi decisión es que:

Esta decisión se basa en lo siguiente:

Créame que esta recomendación la hago velando por el mejor desarrollo y bienestar de su hijo(a). A pesar de eso, si usted no estuviera de acuerdo, está en perfecto derecho de solicitar a la Junta de Educación una revisión del caso. Por lo tanto, si desea aprovecharse de esa oportunidad, debe presentar su petición por escrito al Superintendente General de las Escuelas Públicas del Condado Dade en los próximos diez (10) días. Si tuviere alguna otra preocupación que se relacione con este asunto y que afecte el bienestar de su hijo(a), por favor sírvase comunicarse conmigo inmediatamente.

De usted atentamente,

62



CONTRACTUAL SERVICES

CONTRACTUAL AGREEMENTS BY THE DADE COUNTY PUBLIC SCHOOLS

Since 1940, when the Dade County Public Schools first started to provide, on a limited basis, programs in exceptional child education, the school system has enjoyed a close working professional relationship with various agencies in the community who have cooperated with the system in providing special classes for exceptional children. As part of this cooperation the school system has, over the years, assigned exceptional child teachers to work in non-public school facilities. The intent of the cooperative effort was to expand the availability of special education to larger numbers of students than could be served in public school facilities. During the 1975-76 school year, thirty-three teachers, employed by the school system, are conducting classes in non-public school facilities.

Two significant legislative actions during recent years require a re-examination of this cooperative effort. The actions referred to are:

1. The legislative requirement (statute 228.05) that the public school system provide an appropriate educational program for all exceptional students as defined by the statutes and State Board of Education regulations either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private or non-public schools or community agencies.
2. During the 1973 legislative session, the Florida Education Finance Program was adopted as the basis for financing all educational programs including exceptional child education. This Finance Program establishes a basis for distributing funds for exceptional child education based on student participation.

The school system's analysis of these legislative actions, related legislation and State Board of Education Regulations has resulted in the development of procedures for contracting for an educational program for an individual child, and a re-analysis of the basis on which exceptional child teachers from the school district are assigned to non-public school facilities.

It is anticipated that contracting for an educational program for an individual student will be extremely small since it is the intent of the Dade County Public Schools to provide appropriate programs in public school facilities for all exceptional students and only for an extremely unique case would it be necessary to provide an educational program in a facility other than the public schools.

Contracts With Non-Public Schools or Agencies for Groups of Students

The Division of Elementary and Secondary Education and the Associate Superintendent for Instruction may recommend that the public schools assign a teacher(s) to a non-public school or agency if that school or agency is willing to provide the facility and ancillary services for a group of students for whom the public schools recognize the need for services but are not prepared, at the present time, to offer a program

in public school facilities. These programs may include a program for students below the age of five for whom no program is now required or provided by the public schools, a program for students confined to a residential facility or a program offering special ancillary services not available in the public schools.

A non-public school or agency contracting with the Dade County Public Schools to provide facilities and ancillary services can make no charge to the parent for any of the "special education services" specified in State Statute 228.041 (20) which include transportation, diagnostic and evaluation services, social services, physical and occupational therapy, job placement, orientation and mobility training, braillists, typists and "readers for the blind" and the educational program.

When the school system has determined through its placement procedures that it cannot provide an appropriate program for a group of children, it will attempt to enter into a contractual agreement with a non-public school to provide an appropriate program according to the guidelines developed by the State Department of Education and the local school system. When the determination is made that it will be to the best interest of these students and the school system that the program be provided in a non-public facility, an agreement will be developed between the Dade County Public Schools and the agency specifying what the agency will provide in the way of facilities and ancillary services, and what the school system will provide. In such agreements, the school system shall provide the services provided for in the operation of exceptional child classes in public school facilities. That is, a certified teacher(s), the established formula allocation for materials, equipment and audio-visual materials for each class, and provisions for transporting students based on the county's average per student transportation cost.

The contracting non-public school or agency must provide the Dade County Public Schools with a facility review (see page 56), also an individual educational plan (see page 24), and a signed parent permission form as required for each child to be taught by a public school teacher. (See page 72, Contract Form).

Listed below are the non-public agencies with contractual agreements for the 1975-76 school year:

<u>AGENCY</u>	<u>AREA OF EXCEPTIONALITY</u>	<u>NUMBER OF TEACHERS ASSIGNED</u>
The Children's Center	Emotionally Disturbed	5
Easter Seal Society	Learning Disabilities	3
Dade County Association for Retarded Citizens	Mentally Retarded	2
Haven School	Mentally Retarded	3
Hope School	Mentally Retarded	3
Jackson Memorial Hospital, Children's Psychiatric Center	Emotionally Disturbed	2
Mailman Center for Child Development	Mentally Retarded and Emotionally Disturbed	2
Marian School	Mentally Retarded	2
Miami Adult Center for the Retarded	Mentally Retarded/Vocational	1
North Dade Children's Center	Mentally Retarded	3
Sunland Training Center	Mentally Retarded/Vocational	2
United Cerebral Palsy Clinic	Physically Handicapped	5
		<u>33</u>

Contracts for Individual Students

Process for entering into contractual agreements for Dade County exceptional students:

1. The individual student will be referred, screened, identified and placed (or denied placement) as indicated in the Dade County Procedures for Providing Special Education for Exceptional Students.

If it is determined by the Area Placement Committee that no appropriate program can be provided by the Dade County Public Schools, the student is referred by the Area Director Exceptional Child Education to the Dade County Public Schools' Diagnostic Center. If it is the recommendation of the Diagnostic Center that contractual services will be required, a complete report of the evaluation and recommendation is sent to the Exceptional Child Office for contractual services consideration.

2. Upon request by the parent or guardian, a review will be scheduled by the Area Superintendent or his designee at the earliest time mutually convenient to the parent or guardian and the school system. The procedure for obtaining and conducting a review will be followed. (See page 33).
3. If the findings of the Diagnostic Center or the review officer are such as to indicate that the educational plan established for the student (based on assessment results) cannot be found among the educational opportunities available within the Dade County School System or cannot be reasonably established to meet the student's needs, and further, the Dade County School Board has found that no appropriate program can be provided for this student by another Florida School District or by a state residential school, a contractual agreement may be entered into with an appropriate private facility.
4. Dade County Public Schools, Exceptional Child Education Department, will conduct a facility survey to determine the private facility that can best meet the educational and training needs of the student as outlined in the educational plan.
5. That facility which the Exceptional Child Education Department, Dade County Public Schools, feels can provide the educational and training needs of the student will be contacted to ascertain their willingness to enter into a contractual agreement with Dade County Public Schools.
6. That facility, replying in the affirmative, will then be subject to an on-site "Contractual Services Facility Review", page 56 . Upon satisfactory completion of the Facility Review, Exceptional Child Education committee will determine if the surveyed facility can meet the educational and training needs of the student as outlined in the educational plan.
7. Following acceptance of the private facility by Dade County Public Schools, the parents or guardians will be contacted and informed of

the selection. At a mutually agreeable time, the parents or guardians, a representative from Dade County Public Schools and personnel from the facility will meet to review the educational plan and the selected facility.

8. Upon tentative acceptance by the parties concerned, representatives from the private agency and the Dade County Public Schools will establish responsibility and cost of services.
9. Upon satisfactory completion of the above steps, Dade County Public Schools and the private facility will enter into a contractual agreement (see page 64).
10. At such time that the contractual agreement is satisfactorily completed, written parent permission will be secured and the indicated student will be formally enrolled at the facility.
11. During the period of the contract, the private facility will provide no less than four progress reports to the Dade County Public Schools and the parent or guardian.
12. Copies of each contractual agreement will be sent to the Bureau of Exceptional Student Education, State Department of Education. (See page 64 , Contract Form).

CONTRACTUAL SERVICES FACILITY REVIEW

Name of Facility _____

Address of Facility _____

City	State	Zip
-------------	--------------	------------

Phone number

Director's Name _____

Date of facility review _____

Facility Reviewer _____

PHYSICAL PLANT (Use additional sheet if necessary)

1. Size of property
2. Description of educational facilities (include sizes of instructional areas)
3. What per cent of total plant is allocated to educational activities?
4. What per cent of total plant is allocated to recreational activities?
Indoor _____% Outdoor _____%
5. What per cent of total plant is allocated to residential facilities?
6. Health Inspection
 - a. Have food preparation areas been inspected by the County Health Department -- Environmental Health & Food Control?
 - b. When was the last inspection?
 - c. Has the total plant been inspected by the County Health Department?
 - d. When was the last inspection?
 - e. If you have not had such an inspection, are you willing to call for one?
7. Are provisions made for non-ambulatory individuals attending your facility?
8. Is the educational area totally accessible for non-ambulatory students?
9. What type of library facilities do you have? Number of volumes _____

TRANSPORTATION

1. What type of transportation services do you offer?
2. What geographical areas do you serve?
3. What is your fee schedule for transportation?
4. Do you have a lift bus or similar transportation arrangements for non-ambulatory individuals?

EDUCATIONAL SERVICES

1. What is the length of your instructional year (days)?
 2. What are the hours of your educational program?
 3. What are your fees for educational services?
 4. How are these fees determined?
 5. How would you determine fees under a contractual arrangement with Dade County Public Schools?
6. What educational services will you offer students who come to you through a contractual agreement?
7. What is the range of your educational services?

EDUCATIONAL SERVICES (Continued)

8. What are your admission and separation policies as related to the educational program?

9. What is your pupil/teacher ratio?

10. Number of teachers?

11. Number of teachers holding a valid Florida teaching certificate in:
L.D. _____ M.R. _____ E.D. _____ W.H. _____
Deaf/H.H. _____ Phys. Hand. _____ Speech _____

12. What provision do you make for clinical and administrative records?

13. What type of training programs are provided for your teachers?

14. What are your teaching hours?

15. Do you provide a minimum of 25 instructional hours per week: (this does not include lunch or time spent moving from class to class)?

16. What other duties are assigned to your teaching staff?

EDUCATIONAL SERVICES (Continued)

17. Are you willing to provide progress reports, as needed, on students served under the contractual agreement?
18. Are you willing to permit personnel from the Dade County Public Schools to periodically review your facilities and programs?
19. What types of educational diagnostic and evaluative services do you provide?
20. What diagnostic and evaluative instruments are used by your school?
21. What is your procedure for reporting to parents?
22. What is your educational philosophy and methodology?

STAFF/SUPPORTIVE SERVICES (Check appropriate category)

	F.T.*	P.T.*	C.S.*
1. Speech Therapy			
2. Hearing Therapy			
3. Visually Handicapped Services			
4. Medical Services			
a. General Practitioners			
b. Pediatricians			
c. Neurologists			
d. Nurses			
5. Psychiatric Services			
6. Psychological Services			
7. Occupational Therapy			
8. Physical Therapy			
9. Social Workers			
10. Special Education Teachers (Certified)			
11. Other teachers			
12. Paraprofessionals			
13. Teacher aides			
14. Staff aides			
15. Volunteers			
16. Administrators			
17. Supervisors			
18. Vocational Specialists			
19. Recreational Specialists			
20. Other (list)			

* F.T. = Full time
 * P.T. = Part time
 * C.S. = Contracted Services - (who provides)

TUITION/FEES (List period of time; i.e. Calendar year or instructional year number of days.)

- | | |
|------------------------------|----------|
| 1. Educational Services | \$ _____ |
| 2. Residential | \$ _____ |
| 3. Maintenance (food) | \$ _____ |
| 4. Transportation | \$ _____ |
| 5. Medical services | \$ _____ |
| 6. Psychiatric services | \$ _____ |
| 7. Psychological services | \$ _____ |
| 8. Physical Therapy services | \$ _____ |
| 9. Speech Therapy | \$ _____ |
| 10. Hearing Therapy | \$ _____ |
| 11. Others: (Please list) | \$ _____ |

You must also provide a statement setting forth the sources, kinds, and amounts of finances, including an audited verified financial statement and the latest dated operating financial statement which lists income and expenditures, both of which must have been prepared by a certified public accountant not connected with your institution.

You must also sign the attached document and fill out completely the requested information.

SERVICE AGREEMENT

In order to induce the School Board of Dade County, Florida, to enter into an agreement to provide educational cooperative services in conjunction with

_____ ,

the undersigned hereby represents that none of the services herein contracted for will benefit any non-public educational facility or institution which discriminates, or may or will discriminate, against any student or person or class of students or other persons on the basis of race, color, creed or national origin, and that none of the services, pursuant to this agreement, will be of benefit to any agent, employee or other person acting on his behalf, to any non-public educational facility or institution which discriminates, or which the undersigned has reason to believe may or will discriminate, against any student or person or class of students or other persons on the basis of race, color, creed or national origin.

Signature

Title

Firm

Date

ETHNIC BREAKDOWN

	Black	White	Spanish
Staff Instructional			
Staff Non-Instructional			
Students/Residents			



SAMPLE: Contract for Private School or Agency.

A G R E E M E N T

THIS AGREEMENT, dated this _____ day of _____,
19____, by and between THE SCHOOL BOARD OF DADE COUNTY, FLORIDA, hereinafter
referred to as the "School Board",

and

hereinafter referred to as the "Contracting School".

WHEREAS, the Contracting School is approved by the School Board as
a school conducting programs of education, training and related services for
exceptional students; and

WHEREAS, the School Board wishes to provide an appropriate program
of education or training for approximately _____ children who have met the
following criteria:

1. They are residents of Dade County, Florida and are now enrolled
in or have made application for enrollment in the Dade County School System.
2. They have been appropriately classified as _____
_____ students by the Dade County school system in compliance with State
statutes and all pertinent state and local school board regulations and
criteria.
3. An educational plan has been established for these children
based on assessment results, which indicate specific educational needs, and
such plan and needs are agreed upon by the parents or guardian of the child
and the School Board.

4. After reviewing the educational plan and the educational opportunities available within the Dade County school system, the School Board concludes that no appropriate school system program exists to meet these children's needs. Further, it is not economically feasible or reasonable to establish such a program at this time. The School Board has further found that no appropriate, economically feasible program can be provided for these children by another Florida school district or by a state residential school at this time, and

WHEREAS, the School Board believes that the Contracting School can meet the educational and training needs of the students as evidenced by the Contracting School's staff training and experience, facilities, program and related support services.

W I T N E S S E T H:

For and in consideration of the mutual covenants contained herein, the parties to this contract agree as follows:

1. The Contracting School shall accept the enrollment of approximately _____ students. The initial students to be enrolled will be determined by the parties hereto and their names will be attached to this contract as Exhibit A on or before the implementation of this contract. The School Board may substitute students for those designated on Exhibit A in order to maintain the stated student-teacher ratio.

All students to be covered by this contract have been evaluated by the School Board or a diagnostician approved by the School Board as exceptional students. The Contracting School shall place these students in an appropriate educational program to fit the students' special needs.

On or before ten days after the beginning of the 19____-____ school year, the Contracting School will provide the School Board with an "individual program plan" or an "updated program plan", whichever is applicable, for each

child included in Exhibit A. This plan will include but not be limited to:

- (a) Statement of the child's present level of performance.
- (b) Statement of long-range goals for the education of the child and intermediate objectives related to the attainment of such goals.
- (c) Statement of the specific educational programs and/or services to be provided such child.
- (d) Projected date for initiation and anticipated duration of such program.
- (e) Objective criteria, evaluation procedures and schedule for determining whether intermediate objectives are being achieved.*

2. The term of this contract shall be for the 19__ - __ school year, said school year to run concurrent with that of the School Board. This contract can be terminated for any reason by the School Board or the Contracting School at any time after giving thirty (30) days written notice.

3. The School Board agrees to provide the following to the Contracting School:

- (a) Teachers--The School Board will provide _____ () teachers. It is understood that these teachers are solely the employees, agents and servants of the School Board and are not the agents, servants or employees of the Contracting School.
- (b) Materials and Equipment--The School Board will provide materials and equipment to the Contracting School on the same basis as materials and equipment are supplied to exceptional child classes within the Dade County school system. It is understood that the Contracting School will receive materials and equipment to supply _____ () classes.
- (c) Transportation--The School Board will provide funds for transportation at the rate of \$ _____ per day per child transported and in attendance. The Contracting School will submit a bill for this service to the School Board monthly. This bill shall accompany the monthly attendance record provided for in paragraph (5) of this agreement.

*Obtained from Bureau of Education for Exceptional Students, Schedule & Procedure for Applying for Project Approval PL 91-230, Title VI Part B-FY 1975.

The parties to this contract concur that the children to be included on Exhibit A will have the exceptionality of _____ . The overall program narrative describing the services rendered by the Contracting School is attached hereto and made a part hereof by reference and is designated as Exhibit B. The program contemplated by this contract shall be instructional and not residential, psychiatric or medical care. At no time will the pupil-teacher ratio in the program contemplated by this contract drop below _____ .

5. The Contracting School shall provide a monthly attendance record to the School Board. In addition, the Contracting School shall submit a progress and evaluation report on the student to the School Board. These evaluations and progress reports shall be forwarded to the School Board every nine (9) weeks. The form of the reports shall be prescribed by the School Board in writing to the Contracting School.

6. The Contracting School agrees that it shall comply with all Federal Statutes prohibiting discrimination. The Contracting School will at all times comply with local or state standards for health and safety of students, whichever are more stringent.

7. The Contracting School shall have written policies covering the following subjects:

- Scope of service offered
- Admission and separation policies
- Educational philosophy and methodology
- Care of children in emergencies
- Clinical and administrative records
- Personnel policies
- Staff duties
- Fee schedules

Copies of these policies will be provided to the School Board.

8. Exceptional Child Education staff of the School Board will be permitted to review the program provided by the Contracting School and confer with the staff at reasonable times.

9. The Contracting School agrees that it will charge no fees for educational services provided to children covered by this contract.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first hereinabove set forth.

ATTEST:

THE SCHOOL BOARD OF DADE COUNTY,
FLORIDA

Secretary

By _____

Chairman

ATTEST:

BY _____

APPROVED AS TO FORM:

Attorney for Board

SAMPLE: Contract for individual student.

A G R E E M E N T

THIS AGREEMENT, dated this _____ day of _____, 19____, by and between THE SCHOOL BOARD OF DADE COUNTY, FLORIDA, hereinafter referred to as the "School Board",

and

_____ hereinafter referred to as the "Contracting School".

WHEREAS, the Contracting School is approved by the School Board as a school conducting programs of education, training and related services for exceptional students; and

WHEREAS, the School Board wishes to provide an appropriate program of education or training for _____ who has met the following criteria:

1. _____ is a resident of Dade County, Florida and is now enrolled in or has made application for enrollment in the Dade County school system.

2. _____ has been appropriately classified as _____ by the Dade County school system in compliance with State statutes and all pertinent state and local school board regulations and criteria.

3. An educational plan has been established for this student based on assessment results, which indicates specific educational needs, and such plan and needs are agreed upon by the parents or guardian of the student and the School Board.

WHEREAS, The School Board believes that the Contracting School can meet the educational and training needs of the student as outlined by the educational plan and as evidenced by the Contracting School's staff training and experience, facilities, program and related support services.

W I T N E S S E T H:

For and in consideration of the mutual covenants contained herein, the parties to this contract agree as follows:

1. The Contracting School shall accept the enrollment of _____, a student who has been evaluated by the School Board as an exceptional student, and shall place said student in an appropriate educational program to fit the student's special needs.

2. The term of this contract shall be for _____ said school year to run at least ___ school days, beginning sometime in _____, and terminating sometime in _____. This contract can be terminated for any reason by the School Board or the Contracting School at any time after giving thirty (30) days written notice.

3. The School Board agrees to pay the sum of _____ or _____ per month for this _____ month period, said sum to be the total cost to the School Board for the student's educational program. This amount is calculated on the reimbursement provisions for exceptional students in the Florida Education Finance Act. Should the dollar value of the base student cost determined annually by the Florida Legislature be changed during the school year, the new value will be used to recalculate the total amount which will be paid by the Board to the Contracting School for the school year. In no event, will the amount paid by the School Board exceed the amount which the School Board is reimbursed by the State Board of Education of the State of Florida for this student's education. This sum shall be billed to the School Board at the end of each month for the educational program herein contemplated.

4. The parties to this contract concur that the student named in Paragraph 1 above, has the exceptionality of _____.

The type of individual program for this student to be rendered by the Contracting School is attached hereto and made a part hereof by reference and is designated as Exhibit A. The program contemplated by this contract shall be instructional and not residential, psychiatric or medical care.

5. The Contracting School shall provide a monthly attendance record to the School Board. In addition, the Contracting School shall submit a progress and evaluation report on the student to the School Board. These evaluations and progress reports shall be forwarded to the School Board every nine (9) weeks. The form of the reports shall be prescribed by the School Board in writing to the Contracting School.

6. The Contracting School shall have written policies covering the following subjects:

- Scope of service offered
- Admission and separation policies
- Educational philosophy and methodology
- Care of children in emergencies
- Clinical and administrative records
- Personnel policies
- Staff duties
- Fee schedules

Copies of these policies will be provided to the School Board.

7. Exceptional Child Education staff of the School Board will be permitted to review the program provided by the Contracting School and confer with the staff at reasonable times.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first hereinabove set forth.

ATTEST:

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

Secretary

By _____
Chairman

ATTEST:

By _____

APPROVED AS TO FORM:

Attorney for Board

PARENTAL AGREEMENT

I am aware of the educational needs of my child (ward) _____

_____ and the foregoing method (educational plan) proposed for meeting these needs has been thoroughly discussed with me. I agree that the foregoing educational plan meets this child's educational needs, and give my consent to a contractual agreement to implement same.

Witness

PARENT (OR GUARDIAN)

Witness

DATE



CONSENTIMIENTO DE LOS PADRES (O TUTORES)

CONVENIO

Doy fe de que tengo conocimiento cabal de las necesidades educativas de mi hijo(a) (o menor bajo mi tutela).

Por medio de este documento doy mi consentimiento para celebrar convenio o contrato a fin de que se ponga en efecto el plan pedagógico para mi hijo(a) (o menor bajo mi tutela). Dicho plan ha sido previamente discutido conmigo, y estimo que es adecuado para satisfacer sus necesidades educativas.

Testigo

PADRE O TUTOR

TESTIGO

FECHA



FACILITIES

EXCEPTIONAL CHILD FACILITIES

In order to meet the exceptional child needs through 1980, it has been recommended that in each new elementary center there be included two exceptional child classrooms and in each junior high four exceptional child classrooms.

Expenditures to meet all the exceptional child facility needs at proposed new centers and unfunded facility needs at existing centers would be:

28 new elementary classrooms (2 x 14 proposed new elementary schools)	\$ 490,000
40 new junior high school classrooms (4 x 10 proposed or in planning or under construction)	2,000,000
Biscayne Gardens Elementary Renovation	8,000
	<hr/>
	\$2,498,000

SPECIFIC NEEDS AT EXISTING CENTERS

Northwest

Junior High Opportunity North * ¹	<hr/>
Lake Stevens Junior - 10 classrooms	380,000

South Central

Citrus Grove Junior * ²	<hr/>
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TOTAL	\$ 380,000	\$2,878,000
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If all the above additions and renovations were constructed, there would still exist a need through 1980 for 138 additional classrooms for exceptional child instruction at various schools throughout the county. The cost of these additions is estimated to be \$3,575,454.

Needs funded in the plan and those not funded total \$6,453,454.

- *1. Funding needs listed under New Schools to Replace Obsolete Facilities and Add Space.
- *2. Funding needs listed under Additions, Alterations and Renovations for program.



SUMMARY CHARTS

PROGRAM PROFILE - 1975-76

NUMBER OF EXCEPTIONAL CHILD PERSONNEL ASSIGNED BY ADMINISTRATIVE AREAS

AREA OF EXCEPTIONALITY	N.E.				N.W.				N.C.				S.C.				S.W.				S.				Cty. Office				TOTAL BY LEVELS								
	Pre Sch	El	Jr	Sr	Pre Sch	El	Jr	Sr	Pre Sch	El	Jr	Sr	Pre Sch	El	Jr	Sr	Pre Sch	El	Jr	Sr	Pre Sch	El	Jr	Sr	Pre Sch	El	Jr	Sr	Pre Sch	Elem	Jr	Sr	Total				
Educable Mentally Retarded	0	5	4	2	0	16	6	2	0	24	7	5	0	20	12	3	0	6	4	3	0	24	8	4	0	0	0	0	0	0	0	0	0	95	41	19	155
Trainable Mentally Retarded	0	5	2	0	0	9	4	0	0	9	0	0	0	13	9	0	0	7	3	0	0	7	4	0	4	11	1	0	4	61	23	0	88				
Physically Handicapped	0	3	1	0	0	4	2	0	0	5	2	5	0	4	0	0	0	5	2	1	0	4	0	3	2	3	0	0	2	28	7	9	46				
Homebound/Hospital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	7	14	0	15	7	14	36				
Speech & Language	0	9	2	1	0	11	5	1	0	12	5	1	0	13	4	1	0	14	4	1	0	13	2	1	0	0	0	0	0	72	22	6	100				
Hard of Hearing	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	3	4	1	8				
Deaf	0	0	0	0	0	7	0	0	0	12	3	1	0	5	0	0	0	3	1	1	0	7	1	0	0	0	0	0	0	34	5	2	41				
Blind and Partially Sighted	0	1	0	0	0	2	1	1	0	2	0	0	0	1	1	0	0	1	1	1	0	3	1	0	0	0	0	0	0	10	4	2	16				
Learning Disabilities	0	38	11	2	0	32	6	1	0	41	5	2	0	11	3	0	0	42	13	4	0	42	7	2	0	3	0	0	0	209	45	11	265				
Emotionally Disturbed	0	9	4	1	0	5	2	1	0	14	3	1	0	6	1	0	0	11	1	0	0	4	0	0	0	8	0	2	0	57	11	5	73				
Socially Maladjusted	0	0	0	0	0	0	9	0	0	0	0	25	0	0	2	0	0	0	8	13	0	0	2	0	0	0	7	0	0	0	28	38	66				
Gifted	0	8	4	0	0	9	2	0	0	7	4	0	0	4	3	0	0	7	3	0	0	4	2	0	0	0	0	1	0	39	18	1	58				
Varying Exceptionalities	0	1	1	2	0	32	7	3	0	7	1	3	0	50	14	5	0	21	8	2	0	6	5	1	0	0	0	0	0	117	36	16	169				
TOTAL	0	79	30	8	0	127	45	9	0	134	30	43	0	127	50	10	0	118	49	26	0	115	32	11	6	40	15	17	6	740	251	124	1121				
Spec. Sup., Coord., TSA's	5	0	0	0	5	0	0	0	4	0	0	0	5	0	0	0	5	0	0	0	5	0	0	0	11	0	0	0	40	0	0	0	40				
PlACEMENT	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	5	5				
Evaluation/Case Study	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1				
Teacher Aides	14	0	0	0	12	0	0	0	24	0	0	0	23	0	0	0	14	0	0	0	14	0	0	0	3	0	0	0	104	0	0	0	104				
TOTAL	19	79	30	8	17	127	45	9	29	134	30	45	28	127	50	10	19	118	49	29	19	115	32	11	20	40	15	17	151	740	251	129	1271				

In addition to the above, the following personnel are federally funded: 1 coordinator, 11 T.S.A.'s, 1 P.S.A., 5 teachers, 6 aides; the following personnel are on special state funding: 1 coord., 1 T.S.A., 3 teachers, 2 aides; the following personnel are locally funded at the Diagnostic and Resource Center: 2 T.S.A.'s, 2 social workers, 2 psychologists and 1 audiologist; and 2 aides.

5/18/76

DADE COUNTY PUBLIC SCHOOLS

EXCEPTIONAL STUDENTS SERVED, 1975-76

District 13 Dade

TOTAL DISTRICT ADM - 241,896 125,187 ELEMENTARY (PRE-K - 6) ADM 116,709 SECONDARY (7 -12) ADM									
PROGRAM NAME	STATE PREVALENCE	ESTIMATED NUMBER OF STUDENTS			FEBRUARY PROGRAM MEMBERSHIP COUNT				PCT. SERVED
		ELEM.	SECD.	TOTAL	PRE-K	ELEM.	SECD.	TOTAL	
EMR	2.00	2,503.74	2,334.18	4,837.92	0	1,522	1,268	2,790	57.67
TMR	.30	375.56	350.13	725.69	64	359	295	718	98.94
Phys. Hand.	.15	187.78	175.06	362.84	31	192	322	545	150.20
Sp/HT	5.00	6,259.35	5,835.45	12,094.80	21	5,729	689	6,439	53.24
Deaf	.10	125.19	116.71	241.90	17	188	55	260	107.48
Vision	.09	112.67	105.04	217.71	2	107	48	157	72.11
Ed	1.00	1,251.87	1,167.09	2,418.96	0	663	206	869	35.92
Soc. Mal.	1.00	1,251.87	1,167.09	2,418.96	0	36	1,018	1,054	43.57
SLD	2.00	2,503.74	2,334.18	4,837.92	3	4,738	1,256	5,997	123.96
Gifted	2.00	2,503.74	2,334.18	4,837.92	0	1,510	1,077	2,587	53.47
Home/Hosp.	.50	625.94	583.54	1,209.48	0	71	184	255	21.08
PROGRAM TOTALS	13.14	17,701.45	16,502.65	34,204.10	138	15,115	6,418	21,671	63.36

76

91

92



INSERVICE PROGRAMS, 1975-76

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS

Implemented Through FLRS-SOUTH

1975-76

- July 1, 1975 Learning Disability Techniques for Teachers of the Hearing Impaired and other Exceptionalities. 7-1, 7-3, 7-8, 7-10, 7-15, 7-17, and 7-22-75. Arcola Lake Special Education Center from 2:10 P.M. to 3:40 P.M. (FLRS-SOUTH)
- July 1, 1975 FLRS-SOUTH Center Orientation - Preservice - F.I.U.
- July 2, 1975 Media Workshop - Preservice - F. I. U. (FLRS-SOUTH)
- July 2, 1975 Learning Disability Techniques for Teachers of the Hearing Impaired and other Exceptionalities. 7/2, 7, 9, 14, 16, 21, & 23/75. Amelia Barhart Elementary School from 2:10 P.M. to 3:40 P.M.
- July 8, 1975 FLRS-SOUTH Center Orientation - Preservice - F.I.U.
- July 10, 1975 Training Program for Psychoeducational Assessment: ITPA: Demonstration - Preservice - F.I.U. (FLRS-SOUTH)
- July 15, 1975 Workshop for Teachers and Parents of the Emotionally Disturbed/ Socially Maladjusted. Dade Federal Savings & Loan Bank, 5800 N.W. 7th Avenue from 8:15 A.M. to 12:30 P.M.
- Aug. 20, 1975 Prescriptive Profile Procedure (PPP) for Children With Learning Disabilities Workshop (for FLRS-Suncoast: Sarasota and Manatee Counties) 8-20, 21, 1975. (FLRS-SOUTH)
- Aug. 27, 1975 Pupil Personnel Services Meeting - S.W. Area - (Coordination and presentation FLRS-SOUTH)
- Aug. 28, 1975 Special Education Techniques for Regular Classroom Teachers. West Homestead Elementary School on 8/28 and 10/17 from 8:30 A.M. to 11:30 A.M. and on 9/3 & 9/10/75 from 2:00 P.M. to 4:00 P.M. (FLRS-SOUTH)
- Aug. 29, 1975 Social Learning Curriculum for Exceptional Children (Educable Mentally Retarded) at Merrick Special Education Center on 8/29/75 from 10:00 A.M. to 1:00 P.M. and on 6/18/76 from 10:00 A.M. to 12:00 Noon.
- Sept. 2, 1975 Training Program for Teachers of the Profoundly Retarded: Updating. Mailman Center from 8:30 A.M. to 3:30 P.M. on September 2, 3, and 4, 1975.
- Sept. 2, 1975 Training Program for Teachers of the Profoundly Retarded. From 8:30 A.M. to 4:30 P.M. at Mailman Center from Sept. 2, 1975 through June 4, 1976.

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS
Implemented Through FLRS-SOUTH

1975-76

- Sept. 2, 1975 Early Childhood Preventive Curriculum/Learning Disabilities Workshop. To be held at the Staff Development Bldg. on 9/2, 3, 4, 5, and 8/75, from 8:30 A.M. to 3:30 P.M.
- Sept. 2, 1975 "Non-Verbal Communication" for teachers of Deaf and Hard of Hearing - 3 semester hours credit through Miami-Dade Community College, North Campus. To be held at the FLRS-SOUTH Center from 2:30 to 5:30 P.M.
- Sept. 8, 1975 Training Program for Psychoeducational Assessment: ITPA for Monroe County, 9/8, 9/9, 9/10/75. To be held in Key West. (FLRS-SOUTH)
- Sept. 11, 1975 Training Program for Psychoeducational Assessment: DTLA for Monroe County to be held in Key West. (FLRS-SOUTH)
- Sept. 17, 1975 Special Education Techniques for Regular Classroom Teachers. To be held at Bay Harbor Elementary School from 2:00 P.M. to 3:30 P.M. on 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, and 10/29/75. (FLRS-SOUTH)
- Sept. 22, 1975 MARS/Select-Ed Retrieval Systems for County Coordinators at the FLRS-SOUTH Center. (FLRS-SOUTH)
- Sept. 23, 1975 Transactional Analysis (TA) for Educators - for all personnel (special education and regular classroom teachers) at Snapper Creek Elementary School on 9/23, 10/7, 10/21, 11/18, 11/25, 12/2, 12/16/75, 1/6, 1/13, 1/20, 1/27, 2/3, 2/10/76. Combined FLRS-SOUTH/Human Relations personnel.
- Sept. 25, 1975 Individualized Instruction for the Hearing Impaired. To be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. on 9/25, 10/22, 10/23, 10/24/75, 3/24, 3/25, and 6/24/76.
- Sept. 29, 1975 MARS/Select-Ed Retrieval Systems for Area Learning Disabilities T.S.A.'s at the FLRS-SOUTH Center. (FLRS-SOUTH)
- Oct. 1, 1975 Inservice on Math Systems for Homebound/Hospital Teachers. To be held at the Merrick Special Education Center from 2:00 P.M. to 4:00 P.M. on 10/1, 10/8, 10/15, 10/22, 10/29, 11/5 and 11/12/75.
- Oct. 1, 1975 School Volunteers for Exceptional Child Education Meeting - for ECE teachers having Volunteers from 2:10 P.M. to 3:30 P.M. at Arcola Lake Elementary School. (FLRS-SOUTH)
- Oct. 1, 1975 Materials Fair (Cook Consultants) to be held at the FLRS-SOUTH Center from 2:00 to 4:00 P.M. (FLRS-SOUTH)
- Oct. 2, 1975 Requested Off-Campus Course - F.I.U. - EEC 609F at MacArthur South.
- Oct. 8, 1975 Fundamentals of Gifted/Talented Education to be held at the FLRS-SOUTH Center on 10/8, 10/22, 11/5, and 11/19/75.

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS

Implemented Through FLRS-SOUTH

1975-76

- Oct. 8, 1975 Materials Fair (DLM) to be held at the FLRS-SOUTH Center from 2:00 to 4:00 P.M. (FLRS-SOUTH)
- Oct. 13, 1975 School Volunteers for Exceptional Child Education Training Session on 10/13 and 14/75 from 9:00 A.M. to 1:00 P.M. at the Seaboard Building, 1451 N. Bayshore Drive. (FLRS-SOUTH)
- Oct. 16, 1975 City-wide Parent Group on Gifted and Talented at the FLRS-SOUTH Center.
- Oct. 20, 1975 Training Program for Psychoeducational Assessment: ITPA to be held at Flamingo Elementary School (N.W. Area) from 8:30 A.M. to 3:30 P.M. on 10/20, 21, 23 and 24/75. (FLRS-SOUTH)
- Oct. 22, 1975 Training Program for Psychoeducational Assessment: Detroit Test of Learning Aptitudes to be held at the FLRS-SOUTH Center.
- Oct. 23, 1975 First FLRS-SOUTH Advisory Board Meeting of 1975-76 to be held at the FLRS-SOUTH Center from 1:30 P.M. to 3:30 P.M.
- Oct. 29, 1975 FLRS-SOUTH Materials Fair (Systems 80) to be held at the FLRS-SOUTH Center, 2:00 to 4:00 P.M. (FLRS-SOUTH)
- Oct. 30, 1975 MARS/Select-Ed Retrieval Systems for Sylvania Heights Elementary Special Ed. faculty at the FLRS-SOUTH Center at 3:30 P.M. (FLRS-SOUTH)
- Nov. 3, 1975 MARS/Select-Ed Retrieval Systems for F.I.U. class.
- Nov. 3, 1975 Training Program for Psychoeducational Assessment: ITPA for North Central Area at Olinda Elementary School on 11/3, 4, 5, and 7/75, from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Nov. 4, 1975 Prescriptive Profile Procedure (PPP) for Children With Learning Disabilities Workshop for South Area to be held at Pinecrest Elementary School from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Nov. 5, 1975 Special Education Techniques for Regular Classroom Teachers to be held at Perrine Elementary School (South Area) Nov. 5, (2 to 4); Nov 6 (8:30 to 12:30); Nov. 12 (2 to 4); and Nov. 19 (2 to 4), 1975. (FLRS-SOUTH)
- Nov. 6, 1975 MARS/Select-Ed Retrieval Systems for Pre-service Special Ed Teachers from Barry College at the FLRS-SOUTH Center at 3:30 P.M. (FLRS-SOUTH)
- Nov. 6, 1975 MARS/Select-Ed Retrieval Systems for Exceptional Child Teachers at Biscayne Gardens Elementary School from 9 to 11 A.M. (FLRS-SOUTH)

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS
Implemented Through FLRS-SOUTH

1975-76

- Nov. 10, 1975 Materials Fair for Monroe County. To be held at the FLRS-SOUTH Center in Dade County. (FLRS-SOUTH)
- Nov. 12, 1975 School Volunteers for Exceptional Child Education (Teacher) initial meeting at FLRS-SOUTH, then at individual schools 11/12/75 through 5/26/76.
- Nov. 12, 1975 School Volunteers for Exceptional Child Education (Teacher) initial meeting at Biscayne Gardens Elementary School, then at individual schools 11/12/75 through 5/26/76.
- Nov. 13, 1975 FLRS-SOUTH Orientation and MARS/Select-Ed Retrieval Systems for Mailman Center Personnel at FLRS-SOUTH Center.
- Nov. 13, 1975 School Volunteers for Exceptional Child Education (Volunteer) at First Federal Bank, Coral Way, from 9 A.M. to 1 P.M. 11/13 & 14/75.
- Nov. 17, 1975 MARS/Select-Ed Retrieval Systems for F.I.U. Pre-service Special Ed Teachers on F.I.U. Campus, 6 to 8 P.M. (FLRS-SOUTH)
- Nov. 18, 1975 MARS/Select-Ed Retrieval System for F.I.U. Pre-service special Ed Teachers at FLRS-SOUTH Center at 3 P.M. (FLRS-SOUTH)
- Nov. 19, 1975 FLRS-SOUTH Materials Fair (Charles E. Merrill Co.) to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Nov. 20, 1975 School Volunteers for Exceptional Child Education (Volunteer) at Washington Federal, N. E. 167 Street, from 9 A.M. to 1 P.M. on 11/20 & 21/75.
- Nov. 25, 1975 Teacher-Made Materials for University of Miami Pre-service teachers 12 to 1:30 P.M. (FLRS-SOUTH)
- Dec. 1, 1975 Training Program for Psychoeducational Assessment: ITPA to be held at the FLRS-SOUTH Center for S. W. Area from 8:30 A.M. to 3:30 P.M. on 12/1, 2, 3, & 4/75. (FLRS-SOUTH)
- Dec. 3, 1975 Practicum for Resource Teachers in Secondary Gifted Programs. Initial meeting to be held at FLRS-SOUTH.
- Dec. 3, 1975 FLRS-SOUTH Materials Fair (Relevant Productions/Fearon Co.) Secondary Materials at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Dec. 4, 1975 Diagnostic, FLRS-SOUTH, K-1 Orientation at the Diagnostic Center from 9 to 10:30 A.M.
- Dec. 5, 1975 Speech Task Force Meeting to be held at the FLRS-SOUTH Center, 3196 S. W. 62 Avenue, from 12 to 3:30 P.M.
- Dec. 5, 1975 Diagnostic, FLRS-SOUTH, K-1 Orientation from 9 to 10:30 A.M.

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS

Implemented Through FLRS-SOUTH

1975-76

- Dec. 8, 1975 Prescriptive Profile Procedure for Children With Learning Disabilities Workshop for FLRS-Media (Ft. Lauderdale) will be held from 8:30 to 3:30.
- Dec. 10, 1975 Materials Fair (Ann Arbor Publishers-Michigan Tracking System) to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Dec. 11, 1975 Writing Individualized Educational Plans for Northwest and North Central Areas at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Dec. 15, 1975 School Volunteers for Exceptional Child Education (Volunteer) at Gulfstream Elementary School from 9 A.M. to 1 P.M. on the 15th and the 16th.
- Dec. 15, 1975 Training Program for Psychoeducational Assessment: ITPA to be held at the FLRS-SOUTH Center for the South Central Area from 8:30 A.M. to 3:30 P.M. on 12/15, 16, 18 and 19/75. (FLRS-SOUTH)
- Dec. 17, 1975 Materials Fair (Fearon Co./EMC Corp.-Media) Elementary Materials at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Jan. 1976 Requested Off-Campus Course - F.I.U. PPS621 to be held at the FLRS-SOUTH Center.
- Jan. 1976 Requested Off-Campus Course - F.I.U. EEC609A to be held at Douglas MacArthur School South.
- Jan. 1976 Requested Off-Campus Course - F.I.U. EEC609D & E to be held at Douglas MacArthur School North.
- Jan. 7, 1976 "Writing Individualized Educational Plans for Secondary EMR Teachers" to be held at Hialeah Junior High School, 6028 E. 7 Avenue, Hialeah, on 1/7, 14, 21, 28 and 2/4/76 from 2:15 to 4:15 P.M. (FLRS-SOUTH)
- Jan. 9, 1976 "Mainstreaming Hearing Impaired Students" with Dr. Linda Nober, Project Director, N. E. Regional Media Center for the Deaf, at the FLRS-SOUTH Center on 1/9/76 from 1 to 4:00 P.M.
- Jan. 12, 1976 Training Program for Psychoeducational Assessment: Slosson at the FLRS-SOUTH Center from 1 to 4 P.M. (FLRS-SOUTH)
- Jan. 14, 1976 Materials Fair (Educational Progress Corp.) featuring "Clues to Reading" Materials, high interest and low level, from 2 to 4 P.M.
- Jan. 14, 1976 "Piaget Theory Applied to Early Childhood Curriculum" with Beverly Karrenbauer to be held on the 14th and the 21st from 2:30 to 4:00 P.M. at the FLRS-SOUTH Center.

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS
Implemented Through FLRS-SOUTH 1975-76

- Jan. 14, 1976 "Fundamentals for Education for the Gifted: Synectics" to be held at Flamingo Elementary School, initially from 12:15 to 3:15 P.M. on 1/14, 28; 2/11, 25; 3/10, 24; 4/14 and 28/76.
- Jan. 14, 1976 "Teaching Strategies to Develop Children's Higher Level Thinking Skills: TABA for Teachers of the Gifted" to be held initially at Flamingo Elementary School from 8:30 to 11:30 A.M. on 1/14, 28; 2/11, 25; 3/10, 24; 4/14 and 28/76.
- Jan. 14, 1976 "Foreign Language/Second Language in the Elementary School: For Teachers of the Gifted" to be held initially at Flamingo Elementary School from 8:30 A.M. to 11:30 A.M. on 1/14, 28; 2/11, 25; 3/10, 24; 4/14 and 28/76.
- Jan. 14, 1976 "Special Education Techniques for Regular Classroom Teachers" to be held at Palmetto Elementary School from 2 to 4 P.M. on 1/14, 28; 2/4, 14; and 3/3/76. (FLRS-SOUTH)
- Jan. 21, 1976 Materials Fair (3M Company) featuring "Scratch & Sniff" and Math Program to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Jan. 22, 1976 "Writing Individualized Educational Plans" for the Northwest and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Jan. 26, 1976 Psychoeducational Testing and Training of Physically/Multiply Handicapped Children. Guest Speaker: Dr. Mary Kay Dykes, University of Florida, Gainesville. Initial session to be held at the Cerebral Palsy Clinic, 1411 N.W. 14 Avenue, and the following sessions at the FLRS-SOUTH Center on 1/28 and 2/4/76. (FLRS-SOUTH)
- Jan. 26, 1976 Psychoeducational Testing and Training of Visually Impaired Children. Guest Speaker: Dr. Mary Kay Dykes, University of Florida, Gainesville. Initial session to be held at the Cerebral Palsy Clinic, 1411 N. W. 14 Avenue, and the following sessions at the FLRS-SOUTH Center on 1/28 and 2/4/76. (FLRS-SOUTH)
- Jan. 26, 1976 Teacher-Made Math Materials Workshop at FLRS-SOUTH for South Area L.D. Teachers from 8:30 A.M. to 11:30 A.M. (FLRS-SOUTH)
- Jan. 26, 1976 Teacher-Made Materials Workshop at FLRS-SOUTH for South Central Area Teachers from 1:00 P.M. to 4:00 P.M. (FLRS-SOUTH)
- Jan. 26, 1976 "Adaptive Physical Education" for T.M.R. Teachers and Phys. Ed. Teachers with Susan B. Johnson, Consultant, State Department of Public Instruction, Raleigh, N. Carolina, and Hank Stephenson, Developer of SEACOW at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M.

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS

Implemented Through FLRS-South

1975-76

- Jan. 26, 1976 Total Communication for the Hearing Impaired to be held at Southwest Senior High Community School, Room 212, Monday nights from January 26, 1976 through May 3, 1976, from 7 P.M. to 9 P.M.
- Jan. 27, 1976 Total Communication for the Hearing Impaired to be held at Southwest Senior High Community School, Room 221, from January 27, 1976, through May 4, 1976, from 7 P.M. to 10 P.M.
- Jan. 29, 1976 "Writing Individualized Educational Plans" for the North-west and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Jan. 30, 1976 FLRS-SOUTH Materials Fair (Stryker Illustrations, Inc.) featuring materials for the Aphasic to be held at the FLRS-SOUTH Center from 2 P.M. to 4 P.M. (FLRS-SOUTH)
- Feb. 2, 1976 Social Learning Curriculum for Exceptional Children (Trainable Mentally Retarded) at Merrick Special Education Center on 2/2, 3/10, and 6/19/76 from 2:30 to 3:30 P.M.
- Feb. 4, 1976 Learning Problems in Special Education for Regular Classroom Teachers to be held at Norwood Elementary School on Wednesdays 2/4/76 through 4/28/76, plus 4/1, 4/2, and 4/16 from 2:15 P.M. to 3:15 P.M.
- Feb. 5, 1976 "Prescriptive Profile Procedure" Workshop for Southwest Area to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. on 2/5/76 and from 2:15 P.M. to 4:15 P.M. on 2/25/76 (FLRS-SOUTH)
- Feb. 5, 1976 "Writing Individualized Educational Plans" for the North-west and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Feb. 5, 1976 FLRS-SOUTH Orientation Sunland and F.I.U. preservice at the FLRS-SOUTH Center from 5:30 to 7:30 P.M. (FLRS-SOUTH)
- Feb. 11, 1976 Total Communication for the Hearing Impaired to be held at Amelia Earhart Elementary School on Wednesdays from 2:30 P.M. to 3:30 P.M. from February 11, 1976 through May 26, 1976.
- Feb. 11, 1976 FLRS-SOUTH Materials Fair (SVE) Career Materials for Elementary and Secondary Teachers at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Feb. 12, 1976 "Writing Individualized Educational Plans" for the North-west and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Feb. 13, 1976 Second Advisory Board Meeting of the 1975-76 school year will be held at the FLRS-SOUTH Center from 1:30 P.M. to 3:30 P.M. (FLRS-SOUTH)
- Feb. 16, 1976 "Writing Individualized Educational Plans" for Monroe County to be held in Key West on February 16 and 17, 1976, from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS
Implemented Through FLRS-SOUTH 1975-76

- Feb. 18, 1976 FLRS-SOUTH Teacher-Made Materials Workshop (Elementary Reading) for the South Central Area Teachers at the FLRS-SOUTH Center from 2 P.M. to 4:30 P.M. (FLRS-SOUTH)
- Feb. 18, 1976 Instructing Children with Behavioral Problems-using the "Magic Circle" to be held at the Children's Center, 2600 S. W. 2 Avenue, from 1 to 3 P.M. on 2/18, 2/25 and 3/3/76. (FLRS-SOUTH)
- Feb. 19, 1976 "Writing Individualized Educational Plans" for the Northwest and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Feb. 23, 1976 School-Community Participation: Exceptional Child Education (N.W., N.C., and N.E. Areas) to be held at Hialeah Junior High School from 7:30 P.M. to 10 P.M.
- Feb. 24, 1976 School-Community Participation: Exceptional Child Education (S., S.W., and S. C. Areas) to be held at Coral Gables Senior High School from 7:30 P.M. to 10 P.M.
- Feb. 25, 1976 FLRS-SOUTH Materials Fair (SRA) featuring the Corrective Reading Program for Secondary Level to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- Feb. 26, 1976 "Writing Individualized Educational Plans" for the Northwest and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- Spring Quarter Requested Off-Campus Course F.I.U. EEC 610 to be held at Douglas MacArthur No.
- Spring Quarter Requested Off-Campus Course F.I.U. EEC 611 to be held at Douglas MacArthur No.
- March 1, 1976 "Writing Individualized Educational Plans" for Area Exceptional Child Directors to be held at FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 2, 1976 "Writing Individualized Educational Plans" for the Southwest Area to be held at FLRS-SOUTH from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 3, 1976 "Defining Behaviors and How to Deal With Them" Workshop with Dr. Richard Toister at the Mailman Center on 3/3, 3/10, 3/17, 4/14, 4/21, and 4/28/76 from 2:30 to 4:30 P.M.
- March 4, 1976 "Writing Individualized Educational Plans" for the Northwest and North Central Areas to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 8, 1976 FLRS-SOUTH Teacher-Made Materials Workshop to be held at the May Sands School in Key West from 1 to 4 P.M. (FLRS-SOUTH)

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS
Implemented Through FLRS-SOUTH 1975-76

- March 9, 1976 Training Program for Psychoeducational Assessment: ITPA to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. on March 9, 10, 11, and 12, 1976. (FLRS-SOUTH)
- March 9, 1976 "Writing Individualized Educational Plans" for the South Area at FLRS-SOUTH from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 10, 1976 Materials Fair (Children's Press) to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- March 11, 1976 "Writing Individualized Educational Plans" for the North Central Area to be held at FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 16, 1976 "Writing Individualized Educational Plans" for the South Area at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 17, 1976 FLRS-SOUTH Materials Fair (Childcraft and Family Affair Co.) featuring Secondary Math and Primary Materials to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- March 18, 1976 Materials Demonstration for Speech and Language for University of Miami at the FLRS-SOUTH Center from 3:30 to 4:30 P.M. (FLRS-SOUTH)
- March 18, 1976 "Writing Individualized Educational Plans" for the North Central Area to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 19, 1976 FLRS-SOUTH/FIU Off-Campus three weekend extern course EEC408: Curriculum Planning for Children With Learning Disabilities to be held at the American Sportsman's Inn, Key West, Florida. March 19-21, April 30-May 2, and June 4-6, 1976.
- March 19, 1976 FLRS-SOUTH/FIU Off-Campus three weekend extern course EEC409: Curriculum Planning for Children with Behavioral Disorders to be held at the American Sportsman's Inn, Key West, Florida. March 19-21, April 30-May 2, and June 4-6, 1976.
- March 21, 1976 Dedication of new Diagnostic & Resource Center, 3196 S. W. 62 Avenue, with Open House of FLRS-SOUTH Center facilities, from 2 to 4 P.M.
- March 22, 1976 Simulation Activities of the frustrations of Learning Disabled Children was presented by FLRS-SOUTH Staff at the FLRS-SOUTH Center from 1:30 to 3 P.M.
- March 24, 1976 FLRS-SOUTH Materials Fair (Steck-Vaughn Co.) featuring reading, math, social and emotional development and science materials for Elementary and Secondary levels to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS

Implemented Through FLRS-SOUTH

1975-76

- March 24, 1976 Innovative Programming for the Trainable Mentally Retarded Child: I CAN Program to be held at Arcola Lake Elementary School on 3/24, 4/21, 4/28, 5/12/76 from 2:30 P.M. to 4:30 P.M. and on 3/31/76 from 8:30 A.M. to 3:30 P.M.
- March 26, 1976 Simulation Activities of the frustrations of Learning Disabled Children was presented by FLRS-SOUTH Staff at the FLRS-SOUTH Center from 1:30 to 3 P.M.
- March 26, 1976 Diagnostic Materials Fair to be held at the Diagnostic and Resource Center from 9 A.M. to 3 P.M.
- March 30, 1976 "Writing Individualized Educational Plans" for the North East Area to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-South)
- March 31, 1976 Training Program for Psychoeducational Assessment: Detroit Test of Learning Aptitudes to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- March 31, 1976 FLRS-SOUTH Teacher-Made Materials Workshop (Reading) for North Central Area from 1 to 4 P.M. at the FLRS-SOUTH Center. (FLRS-South)
- April 14, 1976 FLRS-SOUTH Materials Fair for the Gifted to be held at the FLRS-SOUTH Center from 9 to 12 Noon. (FLRS-SOUTH)
- April 14, 1976 FLRS-SOUTH Materials Fair featuring Play and Talk Phonics to be held at the FLRS-South Center from 2:30 to 4:30 P.M. (FLRS-SOUTH)
- April 14, 1976 "Writing Individualized Educational Plans" for Homebound/Hospital Teachers to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- April 16, 1976 "Writing Individualized Educational Plans" for Arcola Lake Special Education teachers to be held at Arcola Lake Special Educational Center from 8:30 A.M. to 3:30 P.M. (FLRS-South)
- April 20, 1976 "Writing Individualized Educational Plans" for the S.W. Area to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- April 21, 1976 FLRS-SOUTH Materials Fair featuring Career Materials to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)
- April 21, 1976 Special Education Techniques for Regular Classroom Teachers to be held at Miami Heights Elementary School from 2 to 3:30 P.M. on 4/21, 4/28, 5/5, 5/12, 5/19 and 5/26/76. (FLRS-SOUTH)
- April 26, 1976 FLRS-SOUTH Teacher-Made Materials Workshop to be held at the May Sands Exceptional Child Center in Key West from 1 to 4 P.M. (FLRS-SOUTH)

DADE COUNTY EXCEPTIONAL CHILD INSERVICE PROGRAMS

Implemented Through FLRS-South

1975-76

- April 28, 1976 FLRS-SOUTH Materials Fair featuring Classmate 88 and other Monroe Company Materials to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- May 3, 1976 Training Program for Psychoeducational Assessment (ITPA) for South Area to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. on 5/3, 5/4, 5/6 and 5/7/76. (FLRS-SOUTH)
- May 3, 1976 "Writing Individualized Educational Plans" for Teachers of the Hearing Impaired to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. on 5/3, 5/10 and from 2 to 4 P.M. on 5/19 and 5/26/76. (FLRS-SOUTH)
- May 5, 1976 FLRS-SOUTH Materials Fair featuring Project Life and PAL Materials to be held at the FLRS-SOUTH Center from 2 to 4 P.M. (FLRS-SOUTH)
- May 10, 1976 FLRS-SOUTH Teacher-Made Materials Workshop for FLRS-MEDIA to be held in Broward County. (FLRS-SOUTH)
- May 11, 1976 "Writing Individualized Educational Plans" for the South Area to be held at the FLRS-SOUTH Center from 8:30 A.M. to 3:30 P.M. (FLRS-SOUTH)



FEDERAL PROGRAMS
and
SPECIAL STATE PROGRAMS

Federal Programs

Florida Learning Resources System-South (FLRS-South)

Since 1973, a Federal Grant under P.L. 91-230, Title VI, Part B has funded an associate center of the Florida Learning Resources System and the Southeast Learning Resource Center to serve exceptional child teachers in Dade and Monroe Counties.

The Florida Learning Resources System-South (FLRS-South) instructional materials center affords direct services to exceptional child teachers by providing in-service training designed to: 1) familiarize teachers with available programs and materials; 2) improve competency in psycho-educational assessment, prescriptive teaching and appropriate usage of materials and programs; 3) train teachers in the utilization of new and innovative teaching strategies; 4) train teachers to evaluate instructional materials and media; 5) train teachers to write individualized educational plans in compliance with P.L. 94-142; and 6) provide teachers with a means of acquiring certification and recency of credits needed for up-dating and improving teaching skills.

Project personnel field test new materials, adapt existing programs to better meet the needs of exceptional students, and develop new materials to meet instructional requirements. A communication network within and between Dade and Monroe Counties has been established to keep all teachers informed of the availability and characteristics of materials and programs for appropriate use by students. Teachers provide input to the system by reporting their experiences with specific materials and programs; and by contributing original tools and procedures.

The FLRS-South Project Director provides resource, advisory, and consultative services to Area Directors of Exceptional Child Education and County Coordinators of Exceptional Child Education regarding activities that support and enhance staff development efforts. These services should lead to the design of relevant in-service components, as well as the monitoring of classroom implementation of specific skills attained in workshop sessions.

The system of support services provided by the FLRS-South center has been made available to local university pre-service special education students, community agencies, and private schools working with exceptional students, as well as, parents of exceptional students.

FLRS-SOUTH

Children served with Direct Services (Materials) 1975-76

Month	Areas of Exceptionality									TOTALS
	EMR	TMR	PHY.H.	SPEECH	DEAF	VISION	ED/SM	LD	H/H	
July	322	207	13	60	15	20	260	579	209	1,685
August	535	145	50	10	15	10	177	219	30	1,191
September	136	193	54	147	68	52	275	310	30	1,265
October	940	410	121	102	337	73	639	1749	191	4,562
November	411	241	74	69	252	32	335	1697	135	3,246
December	954	468	171	763	312	181	638	3169	128	6,784
January	840	334	161	836	223	178	675	2333	382	5,962
February	758	444	258	1015	356	196	1018	2861	329	7,235
March	1086	527	277	1037	296	150	1098	3017	280	7,768
April	888	487	429	731	365	191	824	2493	373	6,781
May	1230	418	74	1013	358	87	974	2857	468	7,479
June	475	145	106	385	75	82	296	1283	140	2,987

FLRS-SOUTH
MONTHLY DISTRIBUTION

Month	Items	Borrowers
July	675	245
August	424	154
September	630	162
October	805	306
November	549	254
December	501	253
January	625	292
February	607	326
March	892	536
April	544	385
May	629	268
June	323	276

FLRS-SOUTH

Children served with Direct Services (Materials) 1975-76

Month	Pre-School	Elementary	Secondary	TOTAL	PRIVATE SCHOOLS
July	8	1112	565	1685	TOTALS 387
August	10	754	270	1034	157
September	224	732	295	1251	14
October	729	2297	1536	4562	500
November	406	1857	983	3246	601
December	1907	2863	2014	6784	339
January	1295	2953	1714	5962	525
February	2233	3123	1879	7235	682
March	2279	3346	2143	7768	394
April	1861	2665	2255	6781	465
May	2481	3163	1835	7479	1083
June	847	1022	1118	2987	165

TEACHERS SERVED

MONTH	MONROE COUNTY	PRE/SERVICE UNIVERSITY
July	22	139
August	5	148
September	14	315
October	5	947
November	46	1099
December	33	977
January	25	1232
February	41	1241
March	37	1747
April	40	1444
May	23	1303
June	14	621

Profoundly Retarded - The State Legislature mandated that local school districts serve profoundly retarded students by the 1977-78 school year. In our effort to meet this mandate, Exceptional Child Education has developed a Title VI B demonstration project in cooperation with the University of Miami Mailman Center to train teachers and parents of the profoundly retarded. This project is designed to provide educational services for 24 of these students. In addition, Dade County Public Schools will have opened four classes in the various administrative areas by the 1974-76 school years. These programs will utilize the personnel trained and curriculum developed in the demonstration project.

Alternative Instructional Models (AIM) - A pilot project was begun in the Fall of 1974 through a grant provided under P.L. 91-230, Title VI, Part B.

Alternative Instructional Models (AIM) was designed to provide special support services for mildly handicapped students, enabling them to remain in or return to the mainstream of education. This program was implemented at Scott Lake and Olinda Elementary Schools through the additional services of a Diagnostic/Prescriptive Teacher, a Consultant Teacher, and a Teacher Assistant in each school. All students in the project receive individualized in-depth diagnoses, prescriptions and educational plans. Direct assistance is provided the regular classroom teacher in demonstrating management techniques and use of materials.

A comprehensive in-service training program, designed to enable participants to develop and utilize educational plans in accordance with P.L. 94-142, was provided for over 500 persons as a result of the AIM program during the 1975-76 school year.

Dade Child-Find System - To meet the federal priority of serving all exceptional students, the State of Florida has allocated E.H.A. Title VI-B funds to the Diagnostic and Resource System. The Dade Child-Find System, funded for \$99,446 during the 1975-76 school year, is promoting awareness of exceptional child program availability and the right to an education; and attempting to locate all exceptional students not receiving an education in Dade and Monroe Counties. Child-Find students receive diagnostic services through the Diagnostic and Resource Center and educational implementation services through the Educational Plan Implementation Project.

Educational Plan Implementation Project - This Title VI-B project was developed to provide an appropriate educational program for the students identified through the Dade Child-Find System. Funds for 1975-76 were \$73,405 to serve approximately 30 students. This project assists the district in implementing educational plans for multi-handicapped students who were not receiving an education, provides direct child support for maintaining these students in an educational setting, provides home educational planning services for multi-handicapped students who are unable to attend school for medical reasons, and provides needed material and equipment support.

The 1976-77 proposal which would serve an estimated 60 students is for \$131,449.

Individualized Instruction for Hearing Impaired - During the 1975-76 school year this Title VI-B project was begun at an elementary center. Approximately 40 hearing impaired students, 5 classroom teachers, 2 aides and a teacher on special assignment (housed at the school site) were involved in the project that had as its main objective the creation of individual, prescriptive educational plans for the students.

These educational plans were generated on the basis of in-depth assessment of each student's physical, emotional, psychological and academic levels of functioning. To accomplish this assessment and the subsequent prescription-writing activities, in-service was held for project personnel by outside consultants from the Callier Center for Communicative Disorders, Dallas, Texas, and by FLRS-East personnel from Brevard County (Cocoa, Florida). This in-service was also made available to University personnel, psychologists and area personnel, and Sunland Training Center staff (psychologists, speech therapist and audiologist).

As part of the project, special meetings were held with parents to explain the purposes and goals of the project, enlist their support, give them information on the assessment results, etc.

Weekly meetings with the project staff helped establish a common set of beliefs and goals for the program, classroom management techniques, implementation of learning centers and effective use of classroom aides.

Phase I (assessment and prescription writing) will be accomplished by June, 1976. September, 1976, will commence Phase II, implementation of educational plans. Funds have been applied for to expand the project to additional elementary and junior high centers.

The School Volunteers for Exceptional Students Project of the School Volunteer Program of Miami, Dade County Public Schools, is a Title VI-B project to develop, test and disseminate a delivery system for placing volunteers in classrooms for the learning disabled and mentally retarded (educable and trainable).

The project's objectives for the first year of operation (1975-76) were to: 1) identify and train in the use of volunteer services, teachers of L.D., EMR and TMR students who wanted volunteer assistance; 2) recruit, train and place 200 volunteers in exceptional student classrooms; 3) develop support materials and procedures; and, 4) evaluate each component of the project.

Since its inception in July of 1975, the SVES team has contacted religious and civic organizations and condominium associations throughout the Greater Miami Area and arranged 43 program presentations describing the project in order to enlist the participation of these groups. Poster, radio, T.V. and newspaper appeals for volunteers have also been made.

Ten (10) volunteer training workshops consisting of two four-hour sessions have been held in various areas of the county in order to train those interested without requiring extensive transportation. Trained volunteers have been given a reference handbook and placed in schools conveniently located for them. In this manner, interested teachers in each of the county's six areas have been able to receive volunteer services.

Teacher orientations for teachers interested in volunteer services were held three times (October, November and March). In addition, a staff development program (master point credits), was offered to teachers willing to commit themselves to a fifteen hour study of the utilization of volunteer services. Support materials were developed and distributed to these teachers.

Trained volunteers were placed in 75 schools in the classrooms of teachers who had participated in orientations. If such a placement was not possible because of geographic or other considerations, the volunteer was placed in the nearest exceptional student classroom in which his services were desired, and the teacher was asked to attend the next scheduled teacher orientation session.

Once the volunteer was placed, guidance and on-the-job training became the responsibility of the participating teacher. Suggested guidelines for observing volunteer performance, and methods of constructive feedback have been discussed with teachers as part of the staff development program, and expanded support materials on this topic are being developed for inclusion in teacher materials packets in 1976-77.

With the goal of producing a portable package to enable schools and/or districts to use the SVES delivery system independently (1977-78): a year-end evaluation by volunteers and teachers will be tabulated in order to revise and expand our materials and procedures for a more extensive field testing in 1976-77; a second stage volunteer training will be instituted and teacher support materials will be expanded; administrators will be oriented to the project and its benefits and involved in evaluation procedures.

Special State Programs

Dade-Monroe Diagnostic and Resource System - The 1974 Florida legislature enacted statutory provisions for regional diagnostic and resource systems which would serve a coordinating function for provision of a responsible range of medical, physiological, psychological, educational, and other testing services designed to evaluate and diagnose exceptionalities; and for assistance in prescribing instruction and services. Emphasis would be placed on locating resources through state agencies and the public school system.

The Dade-Monroe Diagnostic and Resource System had 1975-76 funding of \$47,454 through contract with the state and an additional state grant of \$41,580. The System coordinates the Dade County Public Schools Diagnostic and Resource Center, maintains liaison between community diagnostic agencies and the public schools, and coordinates federal projects locating and serving exceptional students who are not receiving an education.

Dade County Public Schools Exceptional Child Education, Diagnostic and Resource Center - In May of 1975, the School Board of Dade County leased a facility on the grounds of Variety Children's Hospital and approved a bilingual staff consisting of educational and clinical psychologists, clinical social workers, educational prescription writers, special education teachers, and a certified clinical audiologist.

The Center:

- a. Operates as a resource to the Exceptional Child Program and is coordinated with the Dade-Monroe Diagnostic and Resource System, one of 18 systems funded by the Florida legislature for the 1975-76 school year.
- b. Provides in-depth diagnostic and educational planning services for severely and multiply handicapped students.
- c. Emphasizes educational placement and planning.

Students Served:

- a. Exceptional students who have received all possible psychological and educational testing by the Area Pupil Personnel Services.
- b. They must present such a difficult diagnostic picture that further evaluation is needed to determine an appropriate educational program.
- c. Highest priority is placed on exceptional students who have not been receiving an education.

Services Provided:

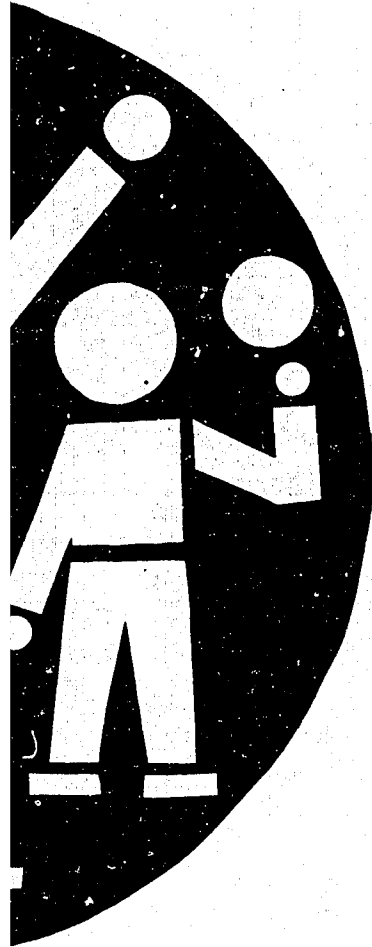
- a. A comprehensive diagnostic evaluation and educational prescriptive program.
- b. A comprehensive diagnostic report and prescriptive educational plan including a package of suggested instructional materials.
- c. Parent counseling and agency referral.
- d. Psychological and audiological testing services are also provided to students in the programs for the hearing impaired.

Referral Procedures - Referrals to the center are accepted only through the director of Exceptional Child Education in the area in which the student resides. Agencies and others may initiate referrals of students meeting the above criteria by contacting the appropriate Area Director of Exceptional Child Education.



PROCEDURES FOR PROV
OF PROGRAMS AVAILABLE WITH

EDUCABLE MENTALLY RI



VISION
IN THE COUNTY

TARDED

A. Procedures for Provision of Programs Available Within the District for the Educable Mentally Retarded

1. Definition

The Regulations of the Florida State Board of Education define the educable mentally retarded student as one who is mildly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of an EMR student generally falls between two and three standard deviations below the mean (in most tests, the mean intelligence is 100; standard deviation 15-16), and the assessed adaptive behavior falls below the age and cultural expectations.

State incidence figures indicate that the prevalence of educable mentally retarded students among the total school population is two per cent. Taking this figure into consideration, approximately 4838 students in Dade County are educable mentally retarded. The total number of educable students currently receiving special placement is 2790 in the public schools, indicating that the majority of educable students are functioning successfully in the lower ranges of the regular classes.

Community Resources

Educable retarded students may be referred to several outside community agencies and programs. The agencies most frequently contacted are listed below. For a comprehensive listing of these services, refer to the publication, Directory of Resources for Mentally Retarded People in Dade County compiled by the Dade County Association for Retarded Citizens in 1975.

Mailman Center for Child Development
1601 N. W. 12th Avenue
Miami, Florida 33136

- Services: Early comprehensive evaluation by a multi-disciplinary team; identification of services required for rehabilitation.
- Eligibility: Any child from infancy to age 14 for diagnostic evaluation with emphasis on the pre-school child. Consultation and referral services for older students and their parents who have had previous multiple evaluations.
- Hours: 8:30 A.M. - 5:00 P.M. Monday through Friday.
- Cost: No fee for basic service at the present time.

Retardation Program Office - Region XI
3050 Biscayne Blvd., Suite 505 E
Miami, Florida 33137

Services: Diagnosis and evaluation, social services, residential and community placement.

Eligibility: Determined by regional office.

Cost: None

Dade Association for Retarded Citizens
2726 West Flagler Street
Miami, Florida 33135

Services: Developmental classes in two locations; information and referral; limited counseling and guidance services; guidance in home management; adult activity center.

Eligibility: Ages 3-6 for developmental class. Any family with a member who is mentally retarded.

Hours: 8:30 A.M. - 4:30 P.M.

Florida Division of Vocational Rehabilitation
1350 N. W. 12th Avenue
Miami, Florida 33136

Services: Conducts diagnostic evaluation to determine degree of disability, evaluation of present status, work ability and potential, vocational counseling, training, placement, follow-up.

Eligibility: 16 years and older; degree of retardation is not the determining factor, rather a potential for competitive work.

Hours: 8:00 A.M. - 5:00 P.M. Monday through Friday.

Cost: No charge for diagnostics, evaluation, counseling, training placement or follow-up. Other services are contingent upon financial need.

2. Criteria for Eligibility for Programs for Educable Mentally Retarded

A student becomes eligible for placement in an educable mentally retarded class when the following criteria are met:

There is a documented history of retarded overall functioning

which is substantiated through evaluation by a team of qualified diagnosticians.

There are no wide or unusual discrepancies in subtest scores, just a generalized low level of functioning.

There is consistent impairment of adaptive behavior in the student's home and community as well as in the school culture and environment.

There is consistent sub-level of mastery of developmental tasks (crawling, walking, talking) in the student's past history.

There is the considered opinion of a Placement Committee that the curriculum of the regular class composed of age mates will not maximize the student's potential for learning and achievement as effectively as a modified curriculum individualized and directed by a teacher especially trained to teach students with impairment of learning potentials.

There remain daily opportunities for the special class student to interact with regular class students in non-academic situations and where qualified, selected academic classes.

The parents have been actively involved in the evaluation and placement process and approve special education placement.

The student is at least five years of age by January 1 of enrollment year.

Range of services

- a. Self-contained classes - These are full 5 hours a day special programs for students who are not able to function adequately in the regular program, however, educational plans for such students should reflect partial participation in general education class settings when and where feasible. Students in self-contained classes do have the use of school resources, such as library, art, music, physical education, etc.
- b. Resource classes - This program is appropriate for students who can function adequately in some parts of the regular program but who need special support for other academic areas. These students are on regular class rolls and are seen by the resource teacher for part of the school day. "Varying Exceptionalities" resource classes provide services for mildly retarded students as well as students who have learning disabilities or mild emotional disturbance. (See section on Varying Exceptionalities Classes). The procedures in this section of the document apply to any Educable Mentally Retarded student served in a Varying Exceptionalities class.

3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal for Educable Mentally Retarded Students

a. Screening - Students may be screened for possible placement in exceptional child programs for the educable mentally retarded from the ages of 5 - 18. The initial screening may originate from several sources. The most frequent screening comes from within the individual school. The teacher or principal may observe that a student is making minimal progress academically, socially, or emotionally. Local physicians or community agencies, such as the Division of Family Services may refer a family of a retarded student to the school system for screening.

b. Pre-referral and Identification Stages (Child Study Team)

All students who are identified as having emotional, social, or educational problems at the building level should undergo a case review by a building Child Study Team (CST).

The CST should be composed of the principal, or his designee, counselor, teacher or teachers involved in the case, the visiting teacher, a psychologist upon request, and the child's parents or guardians.

There should be a plan written by the principal that would indicate the functioning of the CST, specifying the frequency and circumstances for meeting to discuss alternative educational strategies for students who are exhibiting problems. Medical records, parent and teacher observations, social histories, educational progress charts and counselor reports would be the basis for determining whether proposed alternative educational strategies should focus on instituting behavior management intervention, shifting teacher assignments, restructuring curricular activities, altering classroom environments, vision/hearing/speech evaluations and their results, or instigating more parental involvement.

The primary function of the CST is to devise educational strategies for students with problems that utilize all resources at the building level before referrals are made for the formalized evaluation process.

The school psychologist and the principal determine the need for a comprehensive psychological evaluation, including adaptive behavior measures. Upon determination, the referral form, signed parent permission form, visiting teacher report, results of speech and hearing evaluations, and other necessary reports are forwarded to the Area Director of Pupil Personnel Services in accordance with the Procedures for Psychological Services.

When parents, outside agencies or physicians refer a student who is not currently in the school system for evaluation, the parents are requested to bring the student to the office of the Area Director of Exceptional Child Education where pertinent information is recorded and a Release of Information form is signed by the parents.

- c. Evaluation Process - The Specialist in School Psychology is responsible for compiling the psychological evaluation. Evaluation of students who have been identified as potential candidates for EMR classes should utilize adaptive behavior measures, teacher observations, social histories, medical history, and current and previous educational experiences, in preference to heavy reliance upon the results of standardized tests. Parent expectations and student expectations, when and where possible, should also be an integral part of the evaluation process.

An evaluation approach of the above nature tends to focus on assessment of ability in light of the quality of the student's manipulation of his environment, as opposed to group norm based assessment. A Specialist in School Psychology or an assistant Specialist in School Psychology, who is bilingual, is used with those students who are non-English speaking. He combines this with an evaluation of the student in the following areas:

- 1) Intellectual - The complete Wechsler or the Binet administered. The Wechsler will be utilized unless age or other factors make the Binet preferable for an individual case. Specialized instruments may be utilized with any student who has been identified with a physical, vision or hearing handicap as well as the possible retardation.
- 2) Projectives - One projective instrument, such as the House, Tree, Person Test may be administered.
- 3) Achievement - In order to obtain grade levels in reading, spelling, arithmetic and other areas, such tests as the Detroit Test of Learning Aptitude, Wide Range Achievement, etc. are administered.
- 4) Other - Additional tests, such as the Bender Motor Gestalt Test or the Illinois Test of Psycholinguistic Abilities are given.

- d. Placement Process/Recommendations by The Specialist in School Psychology

Staffing committees should make maximum utilization of a variety of alternative educational strategies, and de-emphasize traditional EMR class placement as the major vehicle for those students who have been identified as potential EMR class candidates. Individual differences should be the basis for determining the alternative educational strategies rather than strict adherence to eligibility requirements that promote labeling. In addition, all alternative education strategies should be accompanied by educational prescriptions designed to maintain the student in the total general education program with periodic revisions or updates.

The educational plan, (see Appendix for educational plan format) which should be the foundation of the alternative educational strategies to total EMR class placement, should be implemented via the following administrative arrangements:

- 1) Placement in all general education classes with teachers who show potential for accommodation of exceptional students and supported by staff development activities that focus on serving the mildly handicapped in regular classes. Such staff development would focus on individualization and management techniques. Remedial reading, bilingual programs, group counseling, and career education would be the supportive arm of this arrangement.
- 2) Placement in all general education classes with teachers receiving consultative services from exceptional child specialists. Consultation would be related to individualized sequences of instruction, management, counseling and guidance. These consulting teachers would be certified and have a case load of no more than forty students. This arrangement would be provided the same supportive services mentioned in the first administrative arrangement.
- 3) Placement in resource type classes in which the educational plan would be designed to facilitate increasing general education class participation over time, and total participation within a period of six to eighteen months. The educational prescriptions designed to accomplish the educational plan should be reviewed every nine weeks to insure the success of the educational plan.

Students recommended for self-contained EMR classes should have education plans which return them to at least partial participation in general education class settings when and where feasible.

Evaluation of the educational prescription effectiveness for mildly handicapped students in general education classes, general education classes with consultation, resource rooms and self-contained classes should be based on a broad view of all aspects of affective, psychomotor and cognitive functioning.

When the psychological evaluation is reviewed by the Area Director Pupil Personnel Services, it is submitted to the Area Director of Exceptional Child Education who contacts the Area Exceptional Child placement committee. It should be noted that referrals for students to be placed in September should be completed during the Spring.

The placement of a student into an educable mentally retarded class is the direct responsibility of the Area Director of Exceptional Child Education. He is assisted in this placement procedure by the Area staffing committee. Although committee members vary from one Area to another, the committee is generally composed of: Area Director of Exceptional Child Education, The Specialist in School Psychology, the principal and teacher of the school to which the student may be assigned, and possibly the visiting teacher, social worker, Teacher on Special Assignment, or any other individuals who may have knowledge of the student.

The Staffing Committee makes a determination of eligibility for a program, on the basis of social and family history, academic and medical history, previous testing, previous teacher observations, and current results of psychological testing.

When the educational plan developed by the Staffing Committee calls for a change in placement, the Area Director of Exceptional Child Education completes the placement form. The original copy is mailed to the school with additional copies being kept in the Exceptional Child office and psychological services. It is the responsibility of the Area Director of Exceptional Child Education to see that all pertinent letters regarding the placement decision and parent permission have been received. Copies of these forms are to be filed in the school and Area Offices. Students placed in the educable program must be re-evaluated at least once every three years or more often if needed to determine an appropriate placement or program.

The Area Exceptional Child Directors will continue to hold staffings and recommend Educable Mentally Retarded placement, if determined appropriate, for all students whose current psychological evaluation indicates an I.Q. score of 70 or below and will continue to recommend Learning Disabilities placement, if determined appropriate, for those students whose current psychological evaluation indicates an I.Q. of 80 or above.

Recommendation for placement in exceptional child and regular programs for those students whose current psychological evaluation indicates a measured I.Q. from 71 to 79 will be the responsibility of a districtwide Exceptional Child Staffing Committee composed of the Director of Exceptional Child Education and/or his designees, the Director of the Department of Pupil Personnel Services and/or his designees and up to five representatives of the Area Placement Committee including the examining psychologist.

Parental Involvement - Parent involvement is a necessity in programs for the educable mentally retarded.

- 1) Parental permission must be obtained for class placement and for psychological assessment, using county approved forms.
 - 2) Once the student's placement has been determined by the Staffing Committee, his parents are contacted for an orientation conference with the teachers to inform the parents about the operation of the program and answer any questions they may have.
 - 3) Teacher-parent meetings are planned periodically to give parents information about how behavioral and educational problems are handled in the classroom. These provide a continuity between home and school expectations and handling of problem behaviors.
 - 4) Parents are kept informed through progress reports of student growth and development.
- e. Educational Plan - See procedures for providing individual educational plans.
- f. Dismissal - No student who has been assigned to a special education

class should be withdrawn except by approval of the Area Director of Exceptional Child Education and the Area Staffing Committee. When a student is withdrawn from a special education class to attend a regular class in Dade County or a regular or special class in another county, a Progress Report must be sent to the Area Staffing Committee.

A student is dismissed from the exceptional child program when:

- 1) He demonstrates that he can perform effectively in a regular classroom after a part-time transitional program has been provided.
- 2) He attains a level of academic and social proficiency with resourcing which will allow more adequate functioning in a grade appropriate to the student's age and social maturity.
- 3) A parent requests withdrawal or approves exclusion of his child from compulsory school education.
- 4) The student graduates from school.

4. Existing Program

During the 1975-76 school year there were 155 full time teachers of the educable mentally retarded serving approximately 2790 students on the elementary, junior high and senior high levels. In addition, there are 169 Varying Exceptionalities teachers who also serve EMR students on a resource basis.

State Department regulations recommend the number of students per self-contained class as follows:

Classes for educable mentally retarded students on a self-contained basis should consist of 12 students per teacher per instructional week (300 recommended contact hours per week). Classes organized other than self-contained should be no larger than 24 students per teacher per instructional week (300 recommended contact hours per week). Also a chronological age span of not more than three years is recommended.

Program Objectives

- a. To appropriately identify educable mentally retarded students.
- b. To identify and provide the appropriate educational program for each educable student regardless of geographic area or grade level.
- c. To have classes for the educable retarded accepted as an integral part of the total school program.
- d. To develop responsibility, emotional security, and independence.

- e. To provide the basic academic and social skills necessary for solving the problems of everyday living.
- f. To increase the student's ability to function in regular class activities.
- g. To develop vocational skills appropriate to the student's abilities and interests and cooperate with community agencies in fostering economic self-sufficiency.
- h. To implement a strategy for reducing the disproportionate number of minority students in EMR classes.

Grading, Promotion and Credit - In general, the report cards and grading system are the same for this program as those in the regular program. Students in classes for the mentally retarded are graded according to individual achievement at their functional level. The teacher completes a progress report on each student at the end of the year and forwards it to the Area Director of Exceptional Child Education who determines with the school principal and the student's teacher whether or not the student should advance to the next level. Wherever possible, students are placed with peers of the same chronological age.

The educable mentally retarded student may not remain in his elementary class after he is 14 years of age. At that time he should be assigned to the junior high school for continuation of his exceptional child program if indicated. Upon completion of the junior high school program, the educable mentally retarded student is assigned to the senior high school program. Quin course numbers are assigned to all secondary EMR programs for credit and graduation purposes.

5. Proposed Program

During the 1976-77 school year it is estimated that the program will realize an approximate 2% growth.

Emphasis will be on completing and implementing comprehensive curriculum for educable students. This curriculum is multi-disciplinary in approach, utilizing a sequential program of functional academics and interrelated occupational and social skills. Adjunctive to the curriculum will be ongoing vocational and parental counseling. Programs developing home economics and shop related skills will continue to be expanded in the six junior high centers. In addition to the exceptional child staff, there will be maximum utilization of the Vocational Education for the Handicapped program and the resources of the Division of Vocational Rehabilitation. One of the major goals of the 1976-77 school year will be the establishment of graduation requirements based on the implementation of the identified curriculum.

During the 1976-77 school year, articulation procedures will be implemented in order to provide a positive transition for each individual student from elementary to junior high and from junior high to senior high.

During the 1976-77 school year, the Exceptional Child Education Department

will implement the Department of Education, Bureau of Education for Exceptional Students' Procedures for Providing Special Education for Exceptional Students - Volume II-B, "Instructional Programs for the Mentally Retarded" model.

During the 1976-77 school year, the Exceptional Child Education Department will emphasize efforts to reduce the disproportionate number of minority students placed in classes for the educable mentally retarded at all levels.

6. Facilities

A special classroom or departmentalized classrooms are provided for students with intellectual disabilities in the regular school. These rooms should be located in the main part of the building away from the noisy playground or cafeteria. Bathroom facilities should be convenient. In addition there are six junior high vocational centers that provide complete home economics, shop and crafts facilities for exceptional students. These centers are located in each administrative area and are attached to existing school plants. Effective classroom utilization requires:

- 1) Sufficient storage - There should be sufficient storage and display space to provide for the specialized equipment and materials.
- 2) Work area - Sinks and benches with work areas should be provided.
- 3) Learning centers - The room should be planned to provide for learning and manipulative centers to develop skills. Adequate electrical outlets are necessary for use of multi-media.
- 4) Adequate secondary facilities - Facilities for secondary educable mentally retarded students in addition to the basic academic instruction area should provide adequate space within the classroom or within the school center for food preparation, clothing maintenance, home maintenance, general occupational skills, horticulture, building maintenance, etc. These facilities should be provided at those secondary schools that do not have the attached centers.
- 5) Pre-vocational and occupational areas - For secondary educable mentally retarded students, in addition to the academic area, provisions should be made to provide either:
 - a. Special exceptional child pre-vocational and occupational areas of 85 square feet per student each, for domestic skills area and for occupational skills area, with a minimum of 850 square feet per area, or
 - b. Daily pre-occupational and pre-vocational instruction in the regular domestic and occupational skills areas.

Fixed furniture does not lend itself to the flexibility needed in the special class, but furniture which can be lifted or which shifts too easily is also inappropriate. There should be appropriate furniture, such as tables and chairs, which can fit many teaching purposes.

7. Instructional Program

The curriculum for the educable mentally retarded student is especially designed to meet the needs of these students. The curriculum is sequential and each level is designed to prepare the student for the following component. The student's progress will be continually monitored and evaluated by the classroom use of the individual evaluation formats designed as an integral part of the curriculum.

Primary Level

Students assigned to the primary level range in chronological age from approximately five to nine years. Their mental age should range from three to five years.

The specific objectives for this level, as identified by the curriculum, are 1. competencies that promote personal, social and vocational adjustments; 2. appropriate habits that promote health, physical development and safety; and 3. readiness for the basic school subjects.

Personal and Social Adjustment - In the development of competencies to promote personal and social adjustment, the atmosphere and activities within the classroom must permit and encourage students to develop self-confidence and improve their effectiveness in interacting satisfactorily within the group in work and play.

Development from a self-centered world toward adequate interaction with a group moves through several stages. These stages are: 1. self-centered, not a part of any group; 2. self-centered but watching a group activity; 3. joining the group but not participating in any way; 4. joining the group in passive participation; 5. becoming a participating member of the group; and 6. becoming the leader in the group. Students assigned to young elementary classes may be at any one of these stages. These attitudes and habits should be taught in activities based on the immediate environment of the home, the school and the community.

Attitudes and Habits - The foundations laid at this level serve as a basis for building personal, social and vocational competencies for future school experience. Some attitudes and habits that are vital include the following:

- Following instructions
- Accepting responsibility for tasks
- Completing tasks
- Developing work habits, putting away, cleaning up
- Learning to postpone immediate desires
- Learning simple manners
- Respecting rights of others
- Adjusting to a group
- Staying with the group
- Cooperating with others
- Sharing items
- Taking turns
- Following rules, playing fair
- Accepting suggestions and criticisms

Health Habits - Appropriate health habits for the young elementary students begin with self-help. When they have mastered such activities as manipulation of buttons, zippers, belts, shoelaces, etc., emphasis should shift to personal cleanliness. Activities that will establish habits of neatness must be provided, as well as activities emphasizing good health habits. In addition, these students should begin to learn about basic body functions - digestion, elimination, respiration and perspiration.

Physical Development - The overall greatest need of the educable mentally retarded student is mental stimulation which will help him to reach his potential. Stimulation of the mind must come through the senses. Consequently, there must be a mastery of body coordination and balance. Exercise of the gross muscles, exercise to achieve mastery of fine muscle coordination, balance exercises and rhythmic activities are therefore basic to the program.

Readiness for Development of Skills - Developing readiness for school subjects must be one of the major emphases for young elementary students. The curriculum content provides activities that will promote readiness for the development of oral language arts, written language arts, number concepts, and other basic school subjects. Sense training and the building of experiential background is an important part of the readiness program.

Intermediate Level

Students assigned to the intermediate level range in chronological age from approximately nine to twelve years. Their mental ages should range from approximately four-and-a-half to nine years. These students should be able to participate in group activities, complete appropriate tasks, communicate with the teacher and the class and conform to reasonable school routines.

At the intermediate level the emphasis is on the basic academic skills of the language arts, arithmetic computational and mathematical reasoning skills, and social learning. Motor, auditory, visual and associational skills taught during the primary level may also be continued.

Junior High Level

Students assigned to the junior high level range in chronological age from approximately twelve to fifteen years. Although a wide range in mental age and general ability is to be expected, students probably will range from six to twelve years. Socially and emotionally, most of these students should be able to adjust to the demands of classroom routine and general school procedures and to accept responsibility for a reasonable amount of self-direction and independence, personal grooming, communication and transportation.

At the junior high level, emphasis is on functional academics, pre-occupational exploration, development of social skills, and evaluation of the individual's occupational potential for placement for training in a secondary work-experience program. Among the functional types of reading instruction required is the ability to read common signs, labels, recipes, menus, shopping lists, directories, charts, newspapers, magazines and maps.

Senior High Level

Educable mentally retarded students assigned to the senior high school level have a chronological age of approximately sixteen years or more and a mental age of eight or more. These students may be achieving at the third or fourth grade level, or above, in the basic skills. In order to have these students prepared to enter the world of work and the adult society following their secondary school years, opportunities to make the transition from the school to the community must be provided in the program.

The emphasis at this level is on related academics and on prescriptive occupational training, comprehensive work experience (including placement, follow-up, and cooperation between related agencies) which will lead to successful adjustment in the community. Quin course numbers are provided to facilitate maximum integration into the regular program and graduation. Referral to the Division of Vocational Rehabilitation must take place during the first year of high school if not completed during the junior high school program.

Equipment and Materials

A wide variety of instructional and manipulative materials and equipment is needed for meeting the varied perceptual, educational, social and occupational needs which are compatible to the chronological and mental age of the individual.

Provisions are made for consumable supplies and materials of sufficient number and variety to provide each student with experiences in art, crafts, and related occupational activities. In addition to consumable materials, it is the responsibility of the individual school, with the help of the Area special education office, to equip and supply rooms with materials in the following areas:

- 1) Audio-visual - Record player, listening station, language master, filmstrip projector, tape recorder, and overhead projector.
- 2) Manipulative materials - Puzzles, games for all subject areas.
- 3) Basic academic skills areas - Appropriate individualized materials on the level of each child in the areas of reading, writing, spelling and arithmetic.
- 4) Testing materials - Pre-school and primary achievement tests are needed so that the teacher may evaluate the progress of her students periodically throughout the year.

8. Personnel Development

Teachers of classes for the educable mentally retarded must have special certification in that field, or must obtain a minimum of six semester hours credit per year until meeting the certification requirements. A limited number of training grants are available from the State Department of Education to cover tuition in specific courses approved for certification.

Before being placed in a class for the educable mentally retarded, it is highly desirable that the teacher have had at least one year of successful teaching experience in the regular class program.

The teacher should be knowledgeable in the administration and interpretation of psychoeducational tests, developing appropriate individualized prescriptions, remediating learning deficits, and pre-vocational or vocational programming.

In addition, the teacher should be able to operate a structured classroom environment, develop and carry through a program of behavior management, have a thorough knowledge of child growth and development, and understand basic motivational procedures.

In-service - Area Directors, The Coordinator of Programs for the Mentally Retarded, Teachers on Special Assignment, in conjunction with The Florida Learning Resources Systems - South (FLRS-South), a Title VI funded project, have the responsibility of organizing and implementing all in-service for teachers of educable mentally retarded students county-wide. This in-service provides teachers with new and innovative teaching techniques, methods and materials currently being used in the field for prescribing an individualized educational program suited to student needs. The Yeshiva Curriculum Program will be presented in workshop sessions as needed. In-service will also be offered for principals of schools housing classes for the educable mentally retarded student, and for the regular classroom teacher to whom the student is resourced.

9. Supportive Services

a. Instructional Resources

- 1) Each area has developed an instructional materials and curriculum center which can be used by teachers of all exceptionalities in supplementing existing materials and equipment in the classroom. These centers will also help teachers accurately match materials to the individual needs of students by allowing publishers to display materials geared to behavioral objectives established by the teacher for her students.
- 2) County consultants in reading, mathematics and early childhood education provide valuable information on curriculum, materials, remediation techniques and assessment which can be geared to the needs of the retarded.
- 3) Exceptional Child Assistant Principals and Assistant Principals for Curriculum help to provide resources and materials for educating retarded students.
- 4) The Teacher on Special Assignment in Special Education assists in the following ways:
 - a) Demonstration of techniques and materials suited to the needs of the retarded.
 - b) Helps the teacher organize and plan for individual

differences in the classroom.

- c) Provides in-service.
 - d) Serves as a liaison between the teacher, school and Area Exceptional Child Director.
- 5) Teacher aides, available through volunteer or special funding sources, may be utilized for clerical duties and to assist the teacher in classroom functioning.

b. Assessment and Social Services

- 1) The Specialist in School Psychology, in addition to evaluating the student, consults with the classroom teacher and principal on the progress of the student and assists as required.
- 2) The school nurse demonstrates good health techniques in the classroom and assists the student's family and the school in obtaining any medical follow-up which may be needed.
- 3) Guidance counselors and visiting teachers provide guidance to students who may be having adjustment problems. They often assist the special education teacher in finding regular classes suited to the needs of the educable retarded students. He then works with both the special education teacher and the regular classroom teachers in adjusting the student's program to meet the emotional needs of the student.
- 4) Supportive services outside the public school system who lend assistance and help are: Mailman Center for Child Development, Retardation Program Office - Region XI; Dade County Association for Retarded Citizens; Division of Family Services; Dade County Department of Youth Services; Florida Division of Vocational Rehabilitation; Goodwill Industries of South Florida; and the various Municipal Parks and Recreation Departments.

10. Plans for Evaluation

Evaluation is a continuous process in special education classes. The classroom teacher is responsible for maintaining the educational plan and following stated curricular format. The educational program must be adjusted to meet the individual needs of the students.

Principals in individual schools are responsible for the quality of education within the school. It is recommended that each area have a Program Evaluation Team which evaluates every phase of the school's special education program. Certain schools are picked for evaluation each year. Special education classes are automatically a part of that evaluation. The Area Director of Exceptional Child Education or the Teacher on Special Assignment should be members of the team.

The following criteria have been established for the evaluation of the educable retarded program:

- a) Percentage of the state incidence figure identified and

receiving services.

- b) The availability of self-contained, resource and other programs sufficient to serve 100% of the identified students.
- c) Improved scores on individual standardized achievement tests and self-concept scales.
- d) The percentage of dismissed students making successful adjustments to community life and mores.
- e) The utilization of the Program Evaluation Form by the principal and Area Exceptional Child Director found on ~~page~~ 308.



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY

TRAINABLE MENTALLY RETARDED

A. Procedures for Provision of Programs Available Within the District for the Trainable Mentally Retarded

1. Definition

The regulations of the Florida State Board of Education define the trainable mentally retarded student as one who is moderately/severely impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of a trainable mentally retarded student generally falls between 3 to 5 standard deviations below the mean (in most tests the mean intelligence is 100; standard deviation 15-16) and the assessed adaptive behavior falls below the age and cultural expectations.

State incidence figures indicate that the trainable mentally retarded comprise .30 per cent of the total school population. Based on this figure, approximately 726 students in Dade County are trainable mentally retarded. There are, however, 718 who are in this type of special education placement in public schools and private non-profit schools and agencies where public school teachers are assigned.

Community Resources - Trainable students may be referred to several outside community agencies and programs. The agencies most frequently contacted are listed below. For a comprehensive listing of these services, refer to the publication, Directory of Resources for Mentally Retarded People in Dade County compiled by the Dade County Association for Retarded Citizens in 1975.

Mailman Center for Child Development

1601 N. W. 12th Avenue
Miami, Florida 33152

Services: Early comprehensive evaluation by a multi-disciplinary team; identification of services required for rehabilitation.

Eligibility: Any child from infancy to age 14 for diagnostic evaluation with emphasis on the pre-school child. Consultation and referral services for older students and their parents who have had previous multiple evaluations.

Hours: 8:30 A.M. - 5:00 P.M. Monday through Friday

Cost: No fee for basic service at the present time.

Retardation Program Office Region XI

3050 Biscayne Blvd., Suite 505E
Miami, Florida 33137

Services: Diagnosis and evaluation, social services, residential and community placement.

Eligibility: Determined by Retardation Program office

Cost: None

Dade Association for Retarded Citizens

2726 W. Flagler St.
Miami, Florida 33135

Services: Developmental classes in two locations; information and referral; limited counseling and guidance services; guidance in home management; adult activity center

Eligibility: Ages 3-6 for developmental class: any family with a member who is mentally retarded

Hours: 8:30 A.M. - 4:30 P.M. Monday through Friday

Florida Division of Vocational Rehabilitation

1350 N. W. 12th Avenue
Miami, Florida 33136

Services: Conducts diagnostic evaluation to determine degree of disability, evaluation of present status, work ability and potential, vocational counseling, training, placement, follow-up.

Hours: 8:00 A.M. - 5:00 P.M. Monday through Friday.

Eligibility: 16 years and older; degree of retardation is not the determining factor, rather a potential for competitive work.

Cost: No charge for diagnostics, evaluation, counseling, training placement or follow-up. Other services are contingent upon financial need.

2. Criteria for Eligibility for Programs for the Trainable Mentally Retarded

A student is eligible for placement in a trainable mentally retarded class when:

- a. The measured intelligence of the student falls between 3-5 standard deviations below the mean.
- b. There is a documented history of retarded over-all functioning which is substantiated through evaluation by a team of qualified diagnosticians.
- c. There is a consistent impairment of the student's adaptive behavior in the home and community as well as in the school culture and environment.

- d. There is the considered opinion of an evaluation team that the curriculum of the educable or regular class composed of age mates will not maximize the student's potential for learning and achievement as effectively as a modified curriculum individualized and directed by a teacher of trainable students.
- e. The student is at least five years of age by January 1 of the enrollment year.
- f. The parents have been actively involved in the evaluation process and approve special education placement.

Range of Services - The degree of the student's retardation determines placement in one of the following program types:

- a. Self-contained classrooms - The student remains in the trainable class for a full day (5 hours). It is in this type of classroom organization that the teacher can plan, direct, and modify the student's total educational program.
- b. Contractual arrangements - Procedures for providing financial support for students for whom there are no public programs have been developed by the Dade County Schools following the guidelines set by the Bureau of Education for Exceptional Students.

3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of the Trainable Mentally Retarded

- a. Screening - Students may be screened for possible placement in exceptional child programs for the trainable mentally retarded from the ages of 5 - 18. The initial screening may originate within the public schools or from several outside sources. The Mailman Center for Child Development, The Dade Association for Retarded Citizens, and the Retardation Program Office - Region XI are among the agencies that may screen severely retarded students who are referred to them by private physicians and psychologists.

b. Referral

- 1) ~~The classroom teacher refers the student to the principal~~ after she has completed the following steps:
 - (a) Checked the cumulative guidance folder for background information.
 - (b) Arranged a conference with the parents.
 - (c) Adjusted the curriculum in an attempt to meet the student's needs.
- 2) The principal reviews the referral and refers to:
 - (a) The speech and hearing clinicians for evaluations.

- (b) The student's physician for medical information.
 - (c) The visiting teacher for the soci-cultural and medical history and other information requiring a home visit.
 - (d) The interdisciplinary student personnel team for an in-school screening and conference with the classroom teacher and the principal.
- 3) The specialist in school psychology and the principal determine the need for a comprehensive psychological evaluation including an adaptive behavior measure.
 - 4) The referral form, signed parent permission form, visiting teacher report, results of speech and hearing evaluations, and other necessary reports are forwarded to the Area Director of Pupil Personnel Services following Procedures for Psychological Services.
 - 5) When outside agencies or physicians refer a student who is not currently in the school system, the parents are requested to contact the office of Area Staff Director of Exceptional Child Education where pertinent information is recorded and a Release Information form is to be signed by the parents.
 - 6) The Area Director of Pupil Personnel Services reviews the records and other pertinent data concerning the student and authorizes a comprehensive psychological evaluation if it is deemed necessary.
- c. Evaluation Process - The specialist in school psychology is responsible for compiling the psychological evaluation. In doing this he utilizes an adaptive behavior scale and information regarding the student's social cultural and medical history, previous testing, and current and previous educational experiences. He combines this with an evaluation of the student in the following areas:
- 1) Intellectual - The Complete Wechsler, Wechsler Pre-School and Primary Scale of Intelligence or the Binet are attempted. If the student proves untestable on these instruments, the specialist in school psychology will utilize another intelligence measure which he feels is appropriate.
 - 2) Developmental - The Exceptional Child Achievement Profile - Competencies for Daily Living, is an important part of the psychological evaluation.
 - 3) Other - Additional tests, such as the Bender Motor Gestalt Test, the Peabody Picture Vocabulary Test, the DAP, and the HTP to provide a complete evaluation battery.

The specialist in school psychology prepares the evaluation and makes one of the following recommendations for placement:

- 1) The student is functioning at a trainable retarded level academically but his potential is above that of a trainable student. He should be provided with a school experience designed to develop latent potentials and to enhance all kinds of learning. Such programs may help to prevent prolonged experiential deprivation and thus reduce the risk of the student falling into the trainable mentally retarded group at a later age.
- 2) The student is at the highest range of the trainable retarded intelligence quotient scale; therefore, placement is recommended for a self-contained trainable class until such time as sufficient improvement is made toward part-time resourcing into the educable retarded classroom.
- 3) The student is trainable mentally retarded and should be considered for placement in a self-contained class for a full day program.
- 4) The student is below the trainable level and is referred to the Retardation Program Office, Region XI or the appropriate Dade County Schools pilot program.

After the psychological evaluation is reviewed by the Area Director of Pupil Personnel Services, it is submitted to the Area Director of Exceptional Child Education who contacts the Case Staffing Committee.

- d. Placement - The placement of a student in a class for trainable mentally retarded is the direct responsibility of the Area Director of Exceptional Child Education. He is assisted in this placement procedure by the Area Case Staffing Committee. The committee is generally composed of: Area Director of Exceptional Child Education, School Psychologist, the principal and teacher of the school to which the student may be assigned, and possibly the visiting teacher, social worker, Teacher on Special Assignment, or any other individuals who may have knowledge of the student.

The following areas are reviewed and discussed by the committee: social and family history, academic and medical history, previous testing, previous teacher observations, and current results of psychological testing. Recommendations are made for placement, any additional testing needed, and specific remediation techniques for use by the classroom teacher.

When this procedure is concluded, the Area Director of Exceptional Child Education completes the placement form. The original copy is mailed to the school with additional copies being kept in the Area special education office and psychological services. It is the responsibility of the Area Director of Exceptional Child Education to see that all pertinent letters regarding the placement decision and parent permission have been received. Those forms are to be filed in the School and Area Offices. Students placed in the trainable program must be re-evaluated at least once every three years.

or more often if needed, to determine an appropriate placement or program.

Parent Involvement - Parent involvement is a necessity for the trainable mentally retarded.

- 1) Parental permission must be obtained for class placement and for psychological assessment.
 - 2) Once the student has been officially placed in a class, his parents are contacted for an orientation conference with the teachers to inform the parents about the operation of the program and answer any questions they may have.
 - 3) The teachers and student personnel workers may plan periodic group discussion meetings to give parents more information about behavior modification and management techniques which are being used in the classroom and should be reinforced at home. These provide a continuity between the home and the school.
 - 4) The parents are kept informed of student growth and development through periodic progress reports.
- e. Educational Plan - See procedures for providing individual educational plans.
- f. Dismissal - No student who has been assigned to a special education class should be withdrawn except by approval of the Area Exceptional Child Placement Committee. When a student is withdrawn from a special education class to attend another class in Dade County or a special class in another county, a Progress Report must be sent to the Area Office.

A student is dismissed from the trainable retarded program when:

- 1) He demonstrates that he can perform effectively in an educable mentally retarded classroom after a part-time transitional program has been provided.
- 2) A parent requests withdrawal or approves exclusion of his child from compulsory attendance.
- 3) The student has completed his school program and is awarded a certificate of achievement.

4. Existing Program

During the 1975-76 school year, 88 exceptional child teachers have served 718 trainable retarded students.

Classes for trainable mentally retarded students on the primary level should consist of 8 students per teacher per instructional week (200 recommended contact hours per week). Intermediate level classes for the trainable mentally retarded should consist of 10 students per teacher per instructional week (250 recommended contact hours per week). The figures may vary if consideration is given to ages of the students within a given class, and the degree of severity of the handicap(s) of the

students enrolled. Other considerations may be the scheduling of students, utilizing a team teaching approach, the facility design, assistance provided by aides or volunteers, and the nature of the teaching activity.

Program Objectives

- a. The development of the ability to perform most self-care skills independently and routinely.
- b. The development of adequate communication skills with which to express himself in matters which concern the student.
- c. The development of adequate physical skills and attitudes.
- d. The development of positive prevocational skills and attitudes.
- e. The acquisition of necessary fundamental knowledge including basic computational skills, recognition of signs, safety procedures, etc.
- f. Social adjustment in the family and in the community.
- g. Development of recreational skills for leisure time activities.
- h. To develop, insofar as the student is capable, skills that will permit the student to become an economic contributor in the home and community.

Grading, Promotion and Credit

Trainable students remain with students of their own age group. Progress is recorded on a special report card designed for the abilities of these students. These students graduate from the public school program with a special education certificate.

Trainable students generally remain in the elementary program until they are fourteen years of age. At the appropriate time they are assigned to the appropriate Junior High School for continuation of their program, following which they may be assigned to one of the Dade County School's pilot vocational programs.

5. Proposed Program

In 1976-77, a total of approximately 85 teachers of the trainable mentally retarded will be assigned to service students on a full time basis. Dade County will continue to serve one hundred per cent of the trainable population. Continued emphasis will be placed at the secondary level in preparing the trainable students for appropriate gainful employment upon graduation. This is being facilitated by the availability of home living and shop training at the six junior high centers. A cooperative program with the Division of Vocational Rehabilitation, The Retardation Program Office and Vocational Education for the Handicapped will coordinate the school programs, work evaluation and work-training programs in operation at various community agencies. These agencies evaluate and train trainable students who are able to function successfully in employment suited to their needs and abilities.

6. Facilities

A special classroom or departmentalized classrooms are provided for students with intellectual disabilities in the regular school. There should be easy access to bathroom facilities. These rooms should conform to the following standards:

- a. Sufficient Storage - There is sufficient storage and display space to provide for the specialized equipment and materials.
- b. Learning Centers - The room should be planned to provide for learning and manipulation centers to develop skills.
- c. Work Area - Sinks and benches with work areas are provided.
- d. Adequate Secondary Facilities - Facilities for secondary retarded students in addition to the basic instruction area shall provide adequate space within the classroom or within the school center for the training of self-help skills such as food preparation, clothing maintenance, home maintenance, general occupational skills, horticulture, building maintenance, etc.
- e. Pre-vocational and Occupational Areas - For secondary retarded students, in addition to the classroom area, provisions shall be made to provide either:
 - 1) Special exceptional child pre-vocational and occupational areas of 85 square feet per student each for domestic skills area and for occupational skills area with a minimum of 850 square feet per area, or
 - 2) Daily pre-occupational and pre-vocational instruction in the regular domestic and occupational skills areas.

7. Instructional Program

In providing the instructional program for the trainable mentally retarded, the educational plan is developed based upon the Catalog of Instructional Objectives for the Trainable Mentally Retarded Student developed under a Title VI-B grant from the State Department of Education. The student's developmental progress must be re-evaluated every six to nine weeks. In addition, an ongoing ad hoc committee comprised of teachers, area and county personnel, will continue to evaluate and modify the Trainable Mentally Retarded program to assure continued program quality.

While traditional and formal academic skills are not stressed for trainable students, useful basic knowledge is taught to the extent feasible for each student. Reading instruction encompasses the recognition of important words which relate to everyday needs. Arithmetic stresses currency, time elements, and simple counting. Emphasis is on self-help skills, safety, social and personal relationships, athletics and crafts, speech and language development and simple work habits and attitudes. These

students are expected to learn basic self-care skills, to be able to communicate adequately and to follow verbal instructions. They are taught to be contributing members of the family and the community, learn tasks which may make them employable in an appropriate community setting, and the skills necessary to participate in the social life of the family.

A wide variety of instructional and manipulative materials of sufficient variety are necessary to provide each student with experiences in art, crafts, and related occupational activities. In addition to consumable materials, it is the responsibility of the individual school, with the help of the Area Exceptional Child Education Office, to equip and supply rooms with materials in the following areas:

- a. Audio-Visual - Record player, listening station, language master, filmstrip projector, tape recorder, and overhead projector.
- b. Manipulative Materials - Appropriate instructional materials, puzzles and games for all developmental areas.
- c. Self-care and Safety Materials - Includes homemaking and other materials such as buttons, laces, pots and pans, peg boards, small tools, etc.
- d. Basic Academic Skills Areas - Appropriate instructional and multimedia materials on the level of each student in the areas of reading, writing, spelling and arithmetic when applicable.
- e. Testing Materials - Achievement tests are needed so that the teacher may evaluate the progress of the students at any time.
- f. Employability Materials - Pre-vocational programs for secondary age students.

8. Personnel Development

During the 1976-77 school year, the Coordinator of Programs for the Mentally Retarded, Area Directors, and Teachers on Special Assignment in conjunction with Florida Learning Resources System South, will have the responsibility for in-service training for teachers of the trainable mentally retarded. Teachers will continue to participate in the Yeshiva Curriculum Program, and in-service will be provided in curriculum development and material usage.

Teachers of classes for the trainable mentally retarded must have special certification in that field, or must obtain a maximum of six semester hours credit per year until meeting the certification requirements. A limited number of training grants are available from the State Department of Education to cover tuition in specific courses approved for certification.

The teacher should be knowledgeable in the structured use of behavior management with emphasis on the developmental levels of trainables, have a thorough understanding of child growth and development with

emphasis on the developmental levels of trainables, and basic motivational procedures.

9. Supportive Services

a. Instructional Resources

- 1) Instructional materials and curriculum centers which can be used by teachers of all exceptionalities in supplementing existing materials and equipment in the classroom.
- 2) The Florida Learning Resources System South which provides instructional materials and support.
- 3) County consultants in reading, mathematics and early childhood education provide valuable information on curriculum, materials, remediation techniques and assessment which can be geared to the needs of the retarded.
- 4) The Coordinator of Programs for the Mentally Retarded helps to provide resources and materials for educating retarded children through in-service, evaluation and other activities.
- 5) The Area exceptional child teacher on special assignment who assists the Area exceptional child Director by:
 - a) Instructing and assisting in classes as needed.
 - b) Demonstrating techniques, new methods and teaching tools including curriculum, equipment and supplies.
 - c) Observing teaching and giving assistance as needed, such as assisting a teacher in modifying and individualizing curriculum.
 - d) Providing in-service.
- 6) Teacher aides, available through volunteer or special funding sources may be utilized for clerical duties and to assist the teacher in classroom functioning.

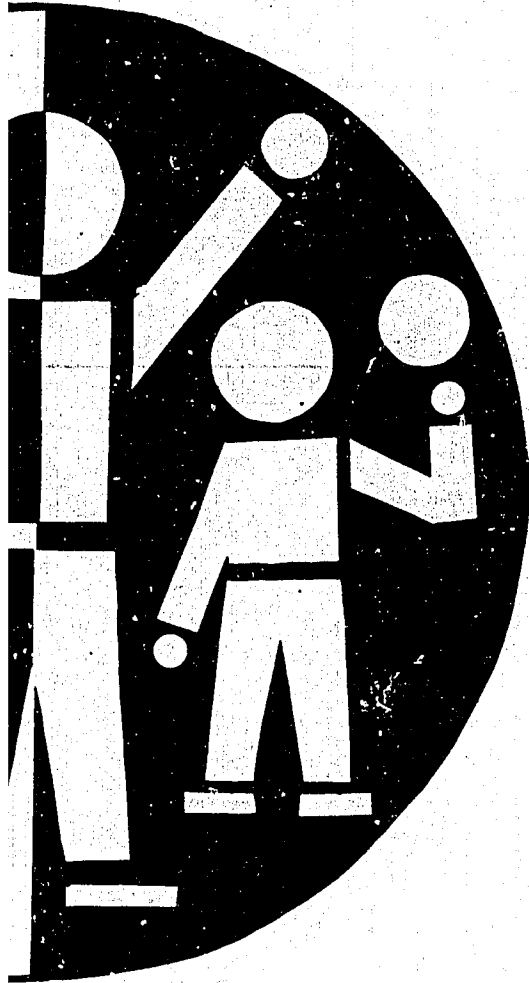
b. Assessment and Social Services

- 1) School psychologist, in addition to testing the student, consults with the classroom teacher and principal on the progress of the student and provides assistance as necessary.
- 2) The school nurse demonstrates good health techniques in the classroom and assists the student's family and the school in obtaining any medical follow-up which may be needed.
- 3) Guidance counselors and visiting teachers provide guidance to students who may be having adjustment problems.



PROCEDURES
OF PROGRAMS AVAILA

PHYSICALLY



FOR PROVISION
BLE WITHIN THE COUNTY

HANDICAPPED

A. Procedures for Provision of Programs Available Within the District for the Physically Handicapped

1. Definition

Physically Handicapped students are those who, because of an orthopedic, neurological or special health problem, require special programming facilities and/or physical and occupational therapy.

State incidence figures indicate that physically handicapped students make up .15% of the total school population. Based on this figure approximately 364 students in Dade County are physically handicapped.

The total number of students who have been enrolled in classes for the physically handicapped in elementary, junior and senior high school during the 1975-76 school year is 351. These students are served by 39 exceptional child teachers. In addition, 194 pregnant girls have been served in the two COPE centers as of February 1976.

There are 7 exceptional child teachers and 2 vocational education teachers serving the pregnant girls at the centers.

Although the number of students being served is less than the suggested State prevalence rates, all physically handicapped students who have been referred to the Exceptional Child Program as being in need of special services or special class placement have been served.

Special local factors which may contribute to this discrepancy are:

(1) Many students who are not multihandicapped are able to attend regular classes because of the many one-story buildings in Dade County and the special consideration given these students by the regular schools; (2) The climate of South Florida may contribute to a lower prevalence of students in Dade County with special health problems, such as respiratory ailments, rheumatic fever and arthritic conditions.

Community Resources - The following resources are available within the community to which severely physically handicapped students and those with multiple handicaps may be referred for services beyond those of the school system:

United Cerebral Palsy Association - (Day Program)
1411 N. W. 14th Avenue, Miami 33125

Sunrise School - (Residential and day program)
22300 S. W. 162nd Avenue, Homestead 33030

Sunland Training Center - (Residential and limited day program)
20000 N. W. 47th Avenue, Miami 33054

The following agencies provide medical, psychological and social work services and cooperate with the Exceptional Child personnel in the referral of students who require a special education program:

Bureau of Crippled Children, Florida Division of Vocational Rehabilitation
Dade County Health Department
Easter Seal Society of Dade County
Mailman Center for Child Development
Muscular Dystrophy Association
United Cerebral Palsy Association

2. Criteria for Eligibility for Special Education Programs for the Physically Handicapped

Physically handicapped students may have severe problems in motor coordination, impaired use or complete loss of extremities, debilitating ailments or other similar problems requiring special educational services.

To be eligible for a special program for the physically handicapped, a student must meet the following criteria:

- a. The student is at least five years of age by January 1 of the enrollment year.
- b. A physician must certify that the student has an orthopedic, neurological or special health problem, recommend the need of special facilities and/or special programming and forward medical records to the appropriate Area Exceptional Child Director.
- c. A personal interview by the Area Exceptional Child Director with one or both parents and the student is required.
- d. The assessment of physical, emotional, educational and social factors indicates that the student's potential for learning and achievement can be more effectively served in an Exceptional Child Program.
- e. The recommendation of the Area Exceptional Child Staffing Committee.
- f. The parents have been actively involved in the evaluation process and approve special education placement.

Range of Services - The nature and severity of the student's physical handicap determines his placement in one of the following program types:

- a. Resource Classes - This program is appropriate for students who can function for a part of the school day in a regular class, but who need the support of a special class for a portion of the day. The resource teacher may recommend special aids and methods to the regular classroom teacher.
- b. Self-contained Classes - These are full day programs for students who are not able to function in the regular program for even a part of the school day.

- c. Special Classes at Non-Profit Private Schools and Agencies - This program is for students who are usually multiply handicapped or too young to be served in a public school. They are served by public school exceptional child teachers.
 - d. Homebound/Hospital Program - This program serves students who are unable to function in any classroom setting on a temporary or permanent basis.
 - e. Contractual Agreements - If a student exhibits characteristics of exceptionality which are so profound or complex that no special education program offered by the public schools can appropriately meet the educational plan for the student, contractual arrangements can be made with a non-public school for the special educational program. See Section 230.23 (4) (m), Florida Statutes.
3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of Physically Handicapped Students

- a. Screening - Students between the ages of five and eighteen are screened by outside agencies such as: United Cerebral Palsy Association, Easter Seal Society of Dade County, Mailman Center for Child Development, and by physicians, visiting teachers, classroom teachers, principals and parents.
- b. Referral - Physicians, principals, teachers, Specialist in School Psychology, parents and agencies refer students to the appropriate Area Exceptional Child Director. If the age and level of the student deems it profitable, a psychological evaluation by the school psychologist is requested, following the adopted referral procedures. Students may be referred who will be at least five years of age by January of the enrollment year.

When outside agencies or physicians refer a student who is not currently in the school system for evaluation, the parents are requested to bring the student to the office of Area Director of Exceptional Child Education where pertinent information is recorded and a Release of Information form is signed by the parents.

- c. Evaluation Process - A student is certified by a physician to be physically unable to attend school without the services of a special program, facilities and/or transportation. The services of a psychologist, visiting teacher and/or speech clinician may or may not be required before placement. Vision, speech and hearing evaluations, however, should be done as soon as possible and a psychological evaluation requested through Pupil Personnel Services Area Director if the need is indicated.
- d. Placement - It is the responsibility of the Area Exceptional Child Director as a member of the Staffing Committee, to compile all medical, psychological, and educational information and to make this information available to the other members of the Staffing

Committee. Although committee members vary from one Area to another, the committee is generally composed of: Area Director of Exceptional Child Education, school psychologist, the principal and teacher of the school to which the student may be assigned, and possibly the visiting teacher, social worker, Teacher on Special Assignment, or any other individuals who may have knowledge of the student. The committee reviews all information available about the student and recommends placement and/or other related services for the student. It should be noted that referrals for students to be placed in September, should be completed during the Spring.

Placement by Area Exceptional Child Director - The final responsibility for placement rests with the Area Exceptional Child Director. It is the responsibility of the Director to see that all pertinent letters regarding the placement decision and parent permission have been received. These forms are to be filed in the school and Area Offices.

Parent Involvement - Parent involvement is necessary in all programs for physically handicapped students.

- 1) Parental permission must be obtained for class placement and for psychological assessment.
 - 2) The Area Exceptional Child Director is responsible for contacting the parents, informing them about the operation of the program and answering any questions regarding it and securing parent permission.
 - 3) After receiving the information from the Area Exceptional Child Director, the Office of Transportation contacts the parents by phone, letter or personal contact to inform them of the time of pick-up and delivery of the student and to make available any other transportation information.
 - 4) Parents are kept informed of their child's progress through frequent conferences and reports.
- e. Educational Plan - See procedures for providing individual educational plans.
- f. Dismissal/Reassignment - The Area Exceptional Child Director together with the Area Staffing Committee dismisses or reassigns a student from the Physically Handicapped Program using the following criteria:
- 1) Admission to the regular program.
 - 2) A parent requests withdrawal or approves exclusion of his child from compulsory school attendance.
 - 3) Acceptance by a sheltered workshop.
 - 4) Graduation from high school.

4. Existing Program

During the 1975-76 school year Dade County is serving approximately 351 physically handicapped students in special programs while many others are functioning in regular programs. Fifty students are being served by five public school teachers in private schools and

agencies where there are contractual agreements between the Dade County Public Schools and the private school or agency. In addition, 194 pregnant girls are enrolled.

Daily loads should approximate the following class sizes:

Primary Age - 10
Intermediate Age - 12
Junior High Age - 15
Senior High Age - 15

Program Objectives

- a. To identify students who require special services due to physical handicaps.
- b. To identify and provide the appropriate educational program for each physically handicapped student regardless of severity, geographic area or grade level.
- c. To have classes for the physically handicapped accepted as an integral part of the total school program.
- d. To provide for the development of compensatory skills and provide special aids so that physically handicapped students can achieve up to their potential.
- e. To improve, strengthen and reinforce the basic academic skills, including not only communication and computational skills, but also the ability to think, to analyze and to solve problems and to do independent and creative work.
- f. To develop a positive self-concept which results in internal motivation and reinforcement of school related activities.
- g. To establish techniques for good interpersonal relationships with family members, peers (group and individual), and adults (teachers, persons in authority, etc.).
- h. To enable the student to be placed in a regular class program if possible.

Grading, promotion and credit - Students who are in the Exceptional Child Program for the physically handicapped are graded, promoted and receive credit in the same manner as students in the regular program, except for some multi-handicapped students for whom the provisions for retarded students may apply.

5. Proposed Program

The programs for the physically handicapped will serve approximately 364 students during the 1976-77 school year, in addition to approximately 250 pregnant girls who will have been served in the two COPE centers.

6. Facilities

The classes for the physically handicapped are housed in the regular public schools. Each Area in Dade County has at least one elementary center. The South and the Southwest Areas have two centers each for serving physically handicapped students.

Each Area has one junior high school vocational education facility.

All new construction should be free of architectural barriers that deny physically handicapped students access to regular programs from which they might profit.

7. Instructional Program

The regular curriculum is followed for students in this program except for those students who, because of additional handicap(s), must have a curriculum adapted to their special needs. These students may be served part-time in a class(es) for students with other types of handicaps, such as mental retardation, visual or hearing impairments where the learning of special skills may be required.

The student's academic progress is re-evaluated every nine weeks to determine behavioral changes and skills and abilities acquired.

8. Personnel Development Activities

Teachers to be employed in classes for the physically handicapped must have special certification in the field, or must have a minimum of six hours of credit toward certification and earn a minimum of six semester hours credit per year until meeting the certification requirements.

Training grants are available from the State Department of Education to cover tuition in specific courses approved for certification.

In-service

Area Directors and Exceptionality Coordinators at the county level, teachers on special assignment, the Florida Learning Resources System-South (FLRS-South), a Title VI funded project, in conjunction with the Assistant Director for Exceptional Child Education, have the responsibility of organizing and implementing all in-service for exceptional child teachers county-wide. Arrangements would be made for P.I.P. and Master Plan Points through Staff Development.

Each Area should determine its individual needs and submit proposals for in-service for teachers of the physically handicapped to the County Coordinator for the Physically Handicapped Program.

Supportive Services

Equipment, Materials, Resources - Various types of equipment, such as electric typewriters, tape recorders, talking books and standing tables, may have to be employed to compensate for individual handicaps. FLRS personnel and curriculum materials are available for consultation, in-service, and field testing.

School Services - Schools housing classes for the physically handicapped are required to provide these students with all the facilities and services (library, physical education, art, music, cafeteria, etc.) which are available to other students in the school.

Physical and Occupational Therapy - Provided at the schools, and medically supervised, by the Easter Seal Society of Dade County.

Teacher Aide - Teacher aides may be utilized for clerical duties and to assist the teacher in classroom functioning.

School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure that the program is an integral part of the total school program, to insure the acceptance of the program by the total staff, and to support the special class teacher as needed.

School Psychologist - Besides observing and testing students for placement in special classes, the psychologist should be available to consult with the teachers and other school personnel, to provide in-service on behavior management techniques which may be applicable for individual cases and to participate in parent conferences.

Visiting Teacher - These personnel maintain contact between home and school, counsel with parents, interpret the requirements of the school to the parents, interpret to the school the strengths and weaknesses of the home and assist the return or the admission of the student to regular class placement. The reports which the visiting teacher prepares concerning home factors are a valuable aid to the classroom teacher.

Elementary and Secondary Counselors - These personnel provide guidance and support to students in special education as they would to those in the regular classes as needed.

The Area Exceptional Child Teacher on Special Assignment - This is a special education curriculum specialist, K-12, who assists the Area Exceptional Child Director by:

- a. Instructing and assisting in classes as needed.
- b. Demonstrating techniques, new methods and teaching tools including curriculum, equipment and supplies.
- c. Observing teachers and giving assistance as needed, such as assisting a teacher in modifying and individualizing curriculum.

d. Providing inservice.

10. Plans for Evaluation of Program

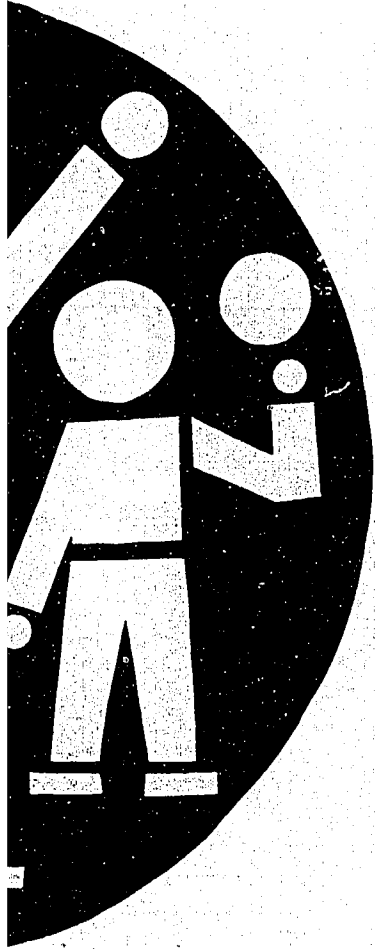
The program for the physically handicapped will be evaluated yearly by the County and Area staff using the following criteria:

- a. Percentage of the State incidence figure identified and receiving services. Also, County and Area projected prevalence figure.
- b. Availability of self-contained, resource and other programs and services sufficient to serve 100% of the identified students.
- c. Improved scores on standardized achievement tests.
- d. Progress reports by special class teachers and regular class teachers when applicable.
- e. The utilization of the Program Evaluation Form found on page 308.



PROCEDURES
OF PROGRAMS AVAILA

SPEECH AND LA



VISION
IN THE COUNTY

EMPAIRED

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A. Procedures for Provision of Programs Available Within the District for the Speech and Language Impaired

1. Definition

The Regulations of the Florida State Board of Education, 6A-6.301 define speech and language impaired students to include those whose basic communication system, whether verbal, gestural or vocal, evidences disorders, deviations or general developmental needs in speech, language, fluency of speech, or voice quality which impede his academic learning, social adjustment, or self-help skills.

The State incidence figures indicate that 3.5% of the total student population are speech and language impaired. Based on this figure, approximately 8,466 students in Dade County are adversely affected by a communication disorder. The total number of students receiving services from 93 speech clinicians as of February 27, 1976 is 6,439. Additionally, 37,946 received indirect assistance from the speech therapists by consultative services to regular and special classroom teachers, by demonstration teaching of language development skills in regular and special classrooms, and through speech and hearing evaluations.

Community Agencies serving school age and pre-school students in the areas of speech, language and hearing include the following:

Crippled Children's Society of Dade County

1475 N.W. 14th Ave.

Miami, Florida

Phone: 325-0470

Hours: 8:30 - 4:30, Monday - Friday, Ms. Cathy Morat, Admissions Coordinator

Services: Speech, language and hearing diagnostic evaluations and therapy

Fee: Diagnostic evaluations - \$35.00
Therapy - \$15.00 per half hour
Family sliding scale available

Staff: All professional staff members are certified speech pathologists (C.C.C.)

Hearing and Speech Center of Florida

3001 Ponce deLeon

Coral Gables, Florida

Phone: 446-5597

Hours: 10:00 - 5:00, Monday - Friday, Mrs. Diane Spector, Director of Speech Services

Services: Speech and language diagnostic evaluations and therapy, and aural rehabilitation.

Fee: Diagnostic evaluations - \$35.00
Therapy - \$12.00
Family sliding scale available

Staff: All professional staff members are certified speech pathologists (C.C.C.)

Jackson Memorial Hospital

Department of Audiology and Speech Pathology Out-patient Clinic, 3rd floor
1700 N.W. 10th Ave.

Miami, Florida

Phone: 325-6451

Hours: 8:30 - 5:00, Monday - Friday

Referrals preferably by professional persons. Patients should have been seen by physician within a year of referral.

Services: Complete audiological evaluations, aural rehabilitation, and associated speech and language diagnostics.

Fee: Complete audiological evaluation - \$48.00
Yearly follow up of audiological evaluation - \$24.00
Aural rehabilitation (following initial hearing aid fitting) - \$12.00 per half hour
Sliding scale available if application made for clinic card

Staff: All professional staff members are certified audiologists and speech pathologists (C.C.C.)

Mailman Center for Child Development

University of Miami, School of Medicine

1601 N.W. 12th Ave.

Miami, Florida

Phone: 547-6810

Hours: 8:30 - 5:00, Monday - Friday, Ms. Lorraine Miller, Admissions Applications

Referrals preferably by professional persons.

Services: Speech, language and hearing diagnostic evaluations and therapy, and aural rehabilitation.

Fee: Sliding scale available

Staff: All professional staff members are certified speech pathologists and audiologists (C.C.C.).

South Florida Cleft Palate Clinic

held at Mailman Center for Child Development

(on Tuesday mornings)

1601 N.W. 12th Ave.

Miami, Florida

Ms. Evelyn Shields, secretary

Jackson Memorial Hospital

Phone: 325-7275

Hours: 8:30 - 5:00, Monday - Friday

Services: Diagnostic evaluations for cleft palate and/or associated speech or orofacial anomalies.

Fee: No fee for services

Staff: All members of diagnostic team are certified speech pathologists and audiologists (C.C.C.)

United Cerebral Palsy Association of Miami

1411 N. W. 14th Ave.

Miami, Florida

Phone: 325-1080

Hours: 8:30 - 4:30, Monday - Friday, Ms. Jackie Diez, Social Worker

Services: Speech and language diagnostic evaluations and therapy for cerebral palsied and multihandicapped children

Fee: Diagnostic evaluations - \$15.00
Therapy available

Staff: All professional staff members are certified speech pathologists (C.C.C.)

University of Miami

Coral Gables, Florida

1. Department of Speech and Hearing Sciences

Phone: 284-4341

Hours: Monday - Friday

2. Speech and Hearing Clinic

Phone: 284-2436

Hours: Tuesday, Wednesday, Thursday afternoons and Saturday mornings

Services: Speech and language diagnostic evaluations and therapy

Fee: Information regarding fees available upon request

Staff: Directors and Supervisors of both divisions are certified speech pathologists (C.C.C.)

2. Criteria for Eligibility for Programs for Speech and Language Impaired

Students and youth whose academic learning, social adjustment, self help skills or communication is being adversely affected by a communicative disorder,* as determined by a certified speech pathologist, are eligible for participation in the program for the speech and language impaired.

The criteria for eligibility includes:

- a. Language.* Receptive and expressive problems of processing (perception, understanding) and disorders of syntax, semantics, morphology, or phonology.
- b. Speech. Nonmaturational articulation disorders characterized by substitutions, distortions or omission of speech sounds.*

* (see page 132)

- c. Fluency. Inappropriate rate or flow of speech characterized by any of the following: repetitions, prolongations, blocks, hesitations, interjections, broken words, revisions, incomplete phrases or ancillary movements that are indicative of stress or struggle.
 - d. Voice quality.* Disordered pitch, volume, intonation, respiration, or resonance inappropriate to student's age and sex.
3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of Speech and Language Impaired

a. Screening

Speech therapists screen speech, language and hearing abilities of all kindergarten students and all students new to a school building at the beginning of each school year. In addition, students in other grades are screened on a referral basis.

Screening consists of a rapid assessment of a student's speech, language and voice functions based on a small sample of spontaneous conversation and directed speech. This may be elicited through pictures, objects, sentences or a paragraph graded to the ability and experience level of the student.

Hearing screening consists of audiometric testing at:

- 1000 Hz - 20 dB
- 2000 Hz - 20 dB
- 6000 Hz - 40 dB

Retesting of students who fail the screening should be done as soon as possible or within one month of the initial screening. No student should be selected for services on the basis of screening results alone.

-
- * Non-English native language students or students presenting dialectal differences should be evaluated in light of this knowledge, and, language and speech differences should not be confused with disorders. Exhibited "differences", i.e., as found in linguistic structure, phonological system, inflectual use of voice or as represented by vocabulary and syntax differences, should not by their nature be considered speech and language disorders. Bilingual education programs shall be directly involved with these students as indicated, with consultative services provided by speech and language therapists when appropriate.

The major reasons for screening students as potential candidates for communication programs includes:

- 1) Protection of student: each student referred for consideration of placement in any of the individual disciplines constituting special education (excluding Gifted or Homebound/Hospitalized) should first receive a language, speech and hearing examination prior to psychological evaluations and staffing, and a hearing evaluation at each psychological review. In addition, students being considered for language or speech programs shall receive a hearing screening evaluation.
- 2) Prevention of language, speech and hearing impairments:
 - a) Hearing acuity is subject to impairment at any time during a student's life.
 - b) Language and speech developmental needs may be met more readily through early intervention in the case of students who evidence delayed language and speech as assessed by developmental or environmental norms.

The school principal should be an active participant in the language, speech and hearing screening process and should be informed by the speech therapist of: the students to be screened; the possible educational follow-through to be provided; and the over-all communication profile of his school population.

b. Referral

The principal, counselor, classroom teacher, specialist in school psychology, parent, private agencies, physicians, community health agencies and students regarding themselves, may make referrals to the speech therapist for speech, language or hearing testing. Students referred for language, speech, fluency or voice disorders should be tested within 30 working days of the referral.

c. Evaluation Process

Implementation of formal identification and diagnostic assessment programs for students evidencing a suspected disability in language, speech, fluency or voice is conducted by the speech pathologist at the beginning of each school year and as indicated during the school year for students enrolled in the speech and language program, and for new referrals. This process refines the precise needs of each student eligible for speech and language services. Standardized test instruments and published normative data shall be employed in assessment programs. Those most prevalently utilized include:

- 1) Based on a sample of spontaneous conversational speech; use of indexes of language measurement: mean length of response, length complexity index, developmental sentence scoring, structural complexity score, and other normative data, etc. Also phonological analysis.

- 2) Assessment of Children's Language Comprehension
- 3) Boehm Test of Basic Concepts
- 4) Elicited Language Inventory
- 5) Houston Test of Language Development
- 6) Michigan Picture Language Inventory
- 7) Northwestern Syntax Screening Test
- 8) Peabody Picture Vocabulary Test
- 9) Zimmerman Preschool Language Scale
- 10) Test for Auditory Comprehension of Language
- 11) Utah Test of Language Ability
- 12) Goldman-Fristoe Woodcock Test of Auditory Discrimination
- 13) Wepman Auditory Discrimination Test
- 14) Fisher-Logemen Test of Articulation Competence
- 15) Goldman-Fristoe Test of Articulation
- 16) McDonald Deep Test of Articulation
- 17) Photo Articulation Test
- 18) Picture Articulation & Language Screening Test
- 19) Predictive Screening Test of Articulation
- 20) Templin Darley Test of Articulation
- 21) Detroit Test of Learning Aptitude
- 22) Illinois Test of Psycholinguistic Abilities
- 23) Austin Spanish Articulation Test
- 24) Screening Test of Spanish Grammar

An oral peripheral examination is given to all students receiving in-depth diagnostic testing for therapy enrollment.

Referrals for all voice problems are made by parents to a private ENT physician prior to enrollment in therapy.

Each student enrolled in therapy is given a pure tone audiometric sweep test by the speech pathologist. Referrals for audiological and/or medical services are made if the student fails the sweep test (not responding to any one of the given frequencies at the levels indicated in screening procedure), and in addition fails a threshold test (not responding at two frequencies in one ear at the following levels):

- 500 Hz - 35 dB
- 1000 Hz - 25 dB
- 2000 Hz - 25 dB
- 4000 Hz - 45 dB
- 6000 Hz - 45 dB
- 8000 Hz - 50 dB

In addition to the diagnostic tools and normative data used in assessment of each student's communicative needs, time is spent consulting with the class teacher, referral source, and parent observing the student in settings other than in the test situation. These procedures result in a composite picture of the student's language, speech and hearing abilities and allows the therapist to formulate an effective prescriptive approach for each individual student's needs.

Records utilizing case history information, results of diagnostic information and information regarding current progress are kept in the student's speech folder in the school.

d. Placement

Professional disposition of the student's communication needs will include one of the following:

- 1) Negative clinical findings - adequate language, speech and hearing, or language and/or speech which is acoustically different but not handicapping in that it is not impairing social, emotional or economic well-being of the student. No further evaluation or intervention deemed necessary at this time.
- 2) Developmental recheck - language and speech development and hearing sensitivity are progressing in a manner which requires periodic checks to see that growth is continuing in a positive direction, usually a recheck each third or fourth month is required.
- 3) Refer to other service - language, speech and hearing adequate or secondary in immediate importance to another primary concern. Referral to other services, i.e., medical, psychological.
- 4) Appropriate programming for individual students by the therapist. This may consist of direct clinical intervention or resource assistance through teachers or parents.

Placement requiring direct clinical intervention is made by the speech pathologist with the knowledge and approval of the principal, classroom teacher, Exceptional Child Area Director and the parent. See attached letter and form found on page 148. Student placement shall be reviewed on an annual basis and students enrolled in the language and speech program should be evaluated and/or comprehensively reassessed at least annually.

e. Educational Plan

See procedures for providing individual educational plans.

f. Dismissal

Criteria for dismissal are:

- 1) When the diagnosed speech and language errors or established performance objectives are correctly produced or met in spontaneous conversational speech with 80% accuracy as evaluated by a therapist tally, record and judgment.
- 2) When optimum progress has been made or speech and language are judged to be adequate as determined by the speech therapist. This may be on a temporary or permanent basis.
- 3) Withdrawal at the request of the parent.

4. Existing Program

There are 93 speech, language and hearing therapists serving all elementary, junior, and senior high schools, and four classroom teachers serving students who have severe language impairments. The speech, language and hearing therapists have a teaching load which ranges from 50-75 student contact hours per week, and therapists in self-contained language development classes, 200 student contact hours per week. Appropriate programming for these students and youth is based on diagnostic evaluations which will include: appraisal of receptive and expressive language and speech abilities, educational achievement, and physiological or psychological involvements.

To provide an appropriate program for students who are speech and language impaired, the following types of service are available:

- a. Clinical Assistance - When speech and/or language intervention is deemed necessary for individual students, and following consultation with the classroom teacher, students are scheduled to be seen by the speech pathologist, in most instances, twice weekly for 30 minute sessions for individual or small group therapy (2-5 students). (In general, a total of one hour of therapy per week is recommended for all students enrolled in speech and language itinerant programs.) It is of particular importance that emphasis be placed upon sharing time proportionately with students requiring assistance as opposed to time sharing with various school buildings per se. The language and speech therapist shall have the primary professional responsibility for determining placement in programs for the language and speech impaired, the type of program needed, the extent of services to be provided and the frequency of direct or indirect contacts scheduled for students. A staffing committee (i.e., therapist, area speech chairman, principal, Area Exceptional Child Director, and County speech and language coordinator) should be available for assisting in the review of diagnostic-educational data to determine appropriateness of placement in the speech and language program as needed.

In addition to this direct clinical assistance, indirect assistance is provided to the student through the therapist's frequent conferences with the parents of a student and his classroom teachers.

A progress report regarding specific speech and/or language intervention and results is filed in each student's speech folder on a continuous basis throughout the school year. The individual student speech folder should include: case history, signed parent permission, results of speech, language and hearing testing, prescriptive profile (Educational Plan) and progress entries each nine weeks or as relevant. All speech folders should be kept in each school office or in a place designated by the principal.

The speech therapist should provide the principal with a current schedule of students enrolled in therapy (i.e., day, time, area of intervention) and, at the close of each school year a report indicating the students served, area of intervention and disposition.

Notation on student's cumulative folder should be made concerning therapy enrollment, area of intervention and dismissal from therapy as indicated.

Intensive language development classrooms are also available for students who require intensive training to develop expressive and/or receptive communication abilities and to improve language competencies necessary for academic and social growth maximizing potential for learning and development within the academic classroom curriculum. A student referred for this program demonstrates a generalized language problem with sufficient deficit to interfere with all areas of learning. Referral and staffing for this program is comparable to all psychological referrals/Exceptional Child placements, however, the speech therapist's role is expanded requiring intensive evaluation and recommendation. Diagnostic measures to be utilized prior to placement should minimally include one expressive and one receptive measure of: general language performance, semantics, syntax and phonology. The time a student spends in this class can vary from 2 to 5 hours each day. The students are grouped for instructional purposes according to their individual speech and language needs.

b. Resource Assistance

In conjunction with the therapist's judgment and at the request or with the cooperation of the classroom teacher, and upon the approval of the principal, those students whose speech and language programming can best be handled within the regular classroom setting, may be served by the indirect assistance of the speech therapist providing consultative services to the classroom teacher and parents.

- c. Prevention of Speech and Language Disorders - At the beginning of each school year, speech therapists are scheduled to meet with the faculty of each school to discuss the program for students with speech and language impairments. Education of teachers in Speech and Language Development is included at this meeting with the faculty. Additional faculty inservice programs are scheduled on request during the school year. Parent conferences are held continuously throughout the school year for the purpose of educating parents in speech and language development, discussing their child's individual problem and recommending how they can help the student, and for the speech therapist to make any further necessary recommendations regarding the student's communication disorder. Upon request, speech therapists are also available as speakers at PTA meetings, community organizations or for any interested group.

In addition, early identification and/or intervention is accomplished by initiating screening at the kindergarten level during the first month of school experience. This enables early direction and emphasis upon speech, language and hearing abilities fostering maximum academic growth.

d. Conservation of Hearing Program - The Dade County Department of Public Health employs audiometrists to screen the hearing of all students in grades 1, 3, and 6 in the public schools. Scheduling of the screening is done by the audiometrists through the principal of each school. The audiometrists, upon the completion of the screening:

- 1) Provide the principal with a list of failures and absentees.
- 2) Notify the parents or guardians of students who failed the screening test for follow-up. The parents may request a referral to the Dade County Board of Health Conservation of Hearing Clinic or have their child seen by a private ear, nose and throat physician.
- 3) Make all appointments for the Conservation of Hearing Clinic if the parents elect to have the student seen at the Conservation of Hearing Clinic rather than a private physician.
- 4) Notify parents of the appointment at the Conservation of Hearing Clinic.

The speech, language and hearing therapists of the Dade County Public Schools serve all elementary schools. These therapists:

- 1) Test all students who were absent during the screening by the Health Department, all referrals from other grades or classes within the school, all kindergarten students and therapy enrollments. Results should be entered in student's health records.
- 2) Notify parents or guardians of students who have failed the tests, indicating the need for further attention.
- 3) Area speech and language chairmen send the student's audiogram to the Conservation of Hearing Clinic, arrange for appointments and notify parents of appointment time. (This is accomplished only if parents choose not to see a private ENT physician for further evaluation.)

The Conservation of Hearing Clinic is conducted one afternoon each week by the Dade County Department of Public Health and the University of Miami School of Medicine in cooperation with the Dade County Public Schools. It is located in the Out-Patient Building, 2nd floor ENT Clinic at Jackson Memorial Hospital and is free of charge. The students attending the Conservation of Hearing Clinic receive a complete ear, nose and throat examination. It is preferred that all students attending this clinic be accompanied by a parent or guardian because of the more accurate case history information and follow-up which can be obtained, however, in some instances social workers or visiting teachers may bring the student if written parent permission is obtained. Parents are counseled regarding the results of the audiological and medical evaluations and are assisted in procuring any further service that is needed. Any follow-up that is needed is arranged before the student leaves the clinic.

The results of the audiological and medical evaluation of each student are sent to the Area speech and language chairman who distributes copies to the speech therapist servicing the student's school. One copy is placed with the student's speech records, another copy is placed in the student's health record. In the event the student is seen by a private physician, a report of the findings should be sent to the school to be filed in the student's speech and health folders.

If the hearing loss indicates that special class placement will be required, it is the responsibility of the Area Director for Exceptional Child Education, after an in-depth study of each student, and upon the recommendations of the Exceptional Child Staffing Committee to provide the best type of instructional program available. The procedures for placing a deaf or hard of hearing student are followed.

Lipreading instruction is given by the speech therapist when recommended by the Conservation of Hearing Clinic or private physician. Students receiving these services are enrolled in regular classes.

In May of each year, a list of all students who have failed a hearing test and appropriate follow-up information and recommendations, is given to the principal of the school by the speech therapist.

5. Proposed Program

Program coordination is presently being effected to organize uniform county-wide procedures for the speech and language impaired.

Curriculum objectives and guidelines are presently being implemented for speech and language problems of the minority or bidialectal populations.

Curriculum development and modification is presently being implemented as applicable to speech and language remediation within this program.

Increased inservice will be provided to up-date teaching techniques and strategies as well as in effective utilization of diagnostic tools and prescriptive programming.

Increased services should be made available to schools which have large numbers of exceptional students (centers) by assignment of a full-time therapist to provide programs for these exceptional students and an itinerant therapist to service the regular classes. Improved liaisons are being developed between community and university agencies and emphasis upon extended teacher and parent communication to encompass full provision of services within the speech and language impaired program.

6. Facilities

A small room must be included or set aside in each school in which students presenting communication disorders may be seen for therapy.

There are five major aspects of facilities which directly affect the quality of assistance provided students with communications disorders, deviations or general developmental needs. These aspects are:

- a. Availability of the same therapy area within the school setting from one therapy session to another. The facility should not be shared by any other individual while therapy is in session.
- b. The student should be provided the opportunity to express his concerns, frustrations and therapy attempts by making provisions for privacy to facilitate this.
- c. Adequate acoustical protection to assure a noise level no higher than 65 dB on the C scale of a sound level meter should be recorded in the screening, diagnostic, therapy area.
- d. Adequate ventilation, temperature control and lighting.
- e. Adequate size and properly equipped with a table, chairs, mirror, blackboard and electrical outlets.

Facilities assist and encourage the desired behaviors of students and professional personnel. There is a minimum below which facilities should not be utilized for language, speech and hearing programs. If physical harm, ill health, diminished self-image, gross discomfort, or lack of clarity of the spoken word may ensue because of poor facilities, therapy activities in this area should be terminated. This termination should include the approval by the principal or his designated representative, the Area Director of Exceptional Child Education, the area speech and language chairman, the speech and language therapist, and the County coordinator for speech and language programs.

7. Instructional Program

The curriculum used by speech and language therapists is organized around the particular communicative needs of the student, which allows for continuity and comprehensive assistance to the divergent population requiring assistance for speech and language impairments. The clinical processes employed are: testing-evaluation, discrimination, acquisition, transfer, recall. The speech curriculum/methods of intervention utilized are: co-articulation, distinctive feature, paired-stimuli, shaping, imitation, self-cueing. The language curriculum/methods of intervention utilized are: open-pivot class system, interactive language development, Monterey program, imitation, modeling, shaping, correction, expansion, expatiation, alternative-replacement, revision, and combination.

Speech disorders are classified within two major divisions and must be given consideration accordingly: functional, resulting from environmental or other factors, and organic, resulting from some structural or physiological abnormality, such as: cleft palate, cerebral palsy, some voice disorders, and speech and voice disturbances due to hearing loss. Organic disorders, by their nature, require continued long term therapeutic assistance almost continuously during the student's school attendance.

Within both of these categories, the major areas of intervention include:

- a. Language - ranging from initiating or responding to communication, through building and expanding language syntax to developing or modifying phonology, morphology, syntax, semantics, perception or comprehension of language.
- b. Fluency - modifying rate or flow of phonemes, words or thought groups.
- c. Voice - modifying inappropriate or atypical quality, pitch, respiration, resonance or volume.
- d. Speech - remediating speech which consists of omissions, substitutions or additions of phonemes.
- e. Hearing - training in auditory discrimination and lipreading in conjunction with language and articulation remediation.
- f. Speech improvement - resource assistance for less complex disorders with emphasis upon dialectal differences, colloquialisms, excessive use of slang, minor errors in pronunciation, inconsistent errors in articulation and ungrammatical usages.

Immediate and short range behavioral objectives should be determined for each student and evaluated at the conclusion of each therapy session, and at the conclusion of each two or three month period to evaluate and/or modify more extended goals. These evaluations should be based upon observed behavior of the student in therapy sessions by therapist tally record and judgement as well as in his classroom and in other educational and social settings. Varied activities are selected which will achieve specific goals in relation to these particular needs. Utilization of prescriptive profiles (educational plans) in conjunction with the case history are the written aspects of these processes. See form found on Page 27.

At least one half day per week (4 hours recommended) during student attendance time should be provided for student observation, referral testing, diagnostic evaluations, and other procedures necessary for the effective conduct of the language and speech program.

Materials are utilized as necessary. Many are commercially produced and have applicability in regular classrooms. Equipment and materials are basic to the success of the instructional program and will assist the student and therapist in obtaining the prescribed terminal objectives of individual program interventions. Equipment should include a tape recorder, and/or language master, audiometer and mirror. Considerations concerning equipment and materials include calibration of audiometers to be accomplished yearly or earlier if needed. Equipment used to reproduce voice samples should provide high fidelity and faithfully reproduce the speakers voice. An inventory and lending

library of professional texts and journals, equipment, materials and sample tests, should be housed within each area to assist in providing an extension to the roles allocated to each individual. An on-going budget for maintenance and purchase of equipment and materials should be available.

8. Personnel Development

Speech therapists must be fully certified by the State of Florida in the area of speech correction before they can be employed as a speech and language therapist.

Speech therapists are encouraged to secure a Masters Degree in speech pathology making them eligible to attain C.C.C. (the American Speech and Hearing Association's Certificate of Clinical Competence). A limited number of Federal Fellowships are available to therapists for graduate work.

Each professional person employed in the field of speech, language and hearing will spend much of his time without direct supervision. However, from time to time supervision will be accomplished through a joint effort of the area speech and language chairmen, principals, and Area Directors of Exceptional Child Education, achieving an evaluation through their total efforts. In addition, and coordinated by the Area Exceptional Child Director, it is suggested that each person employed, demonstrate behaviors associated with self-supervision: therapists should have the ability to seek, acquire and act upon information from professional associations, books and journals and be able to ask and answer professional questions clearly based upon this current knowledge. Skill should be demonstrated by therapists in their interpretation and use of diagnostic and corrective procedures for communicative disorders as well as in establishment of realistic speech and language goals and individual program design, or acquired assistance from community resources, to help the student to attain adequate communicative skills. Therapists must demonstrate the ability to complete written reports and records quickly and appropriately, maintain respect for the confidentiality of the student's problem and history as well as keeping and using in the therapy setting, appropriate records, equipment and materials for each student receiving speech, language and hearing therapy. Therapists must be able to work with parents, principals, teachers and other appropriate educational leaders in designing learning experiences which will assist all students in the acquisition of effective oral communication.

Inservice - The responsibility for organizing and implementing all inservice for speech and language therapists is the responsibility of the Coordinator for Speech and Language Programs in conjunction with the Director and Assistant Director for Exceptional Child Education, Area Directors of Exceptional Child Education and Florida Learning Resources System-South. (FLRS-South) will arrange P.I.P. and Master Points through the Division of Instruction.

Emphasis of inservice offered will be on current trends in the areas of articulation and language theory and implication for therapeutic implementation (as well as management of cases in terms of assessment and setting up goals to achieve a level of accountability). Diagnostic and evaluative tools and implementation of this data for prescriptive planning will also be of major emphasis.

9. Supportive Services

School Services - These students are provided with all of the facilities and services which are available to other students in the school.

School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure the acceptance of the program by his total staff and to support the speech therapist as needed.

School Psychologist - The psychologist and the speech therapist work cooperatively in the evaluation and treatment of students who are speech and language impaired.

Visiting Teacher - These personnel maintain contact between home and school. In addition to other services, they may assist in securing dental or other medical attention needed by the student.

Elementary and Secondary Counselors - These personnel provide guidance and support to students who may have minor or temporary emotional problems in addition to the speech or language impairment but do not require further special education services.

Area Speech and Language Chairman - This is a Speech Pathologist, who (on a half time basis) assists the Area Exceptional Child Education Director by:

- a. Observing therapists and providing assistance as needed, such as assisting a therapist in scheduling or in modifying and individualizing curriculum for program implementation and intervention.
- b. Demonstrating techniques, new methods and teaching tools including ordering, inventorying and distributing curriculum materials, equipment and supplies.
- c. Coordinating and disseminating activities and information to all therapists at the Area level.

10. Plans for Evaluation

The program for the speech and language impaired will be evaluated yearly by the county and area staff using the following criteria:

- a. Percentage of the state prevalence figure identified and receiving services.
- b. The availability of a comprehensive program for the communicative disorders which include prevention of speech and language disorders, clerical assistance and resource assistance sufficient to serve 100% of the identified students.
- c. The number of students dismissed from the program who exhibit adequate communication commensurate with norms, self-evaluation, environmental expectations, academic learning, social adjustment, or self-help skills with consideration given to severity and kind of disorder originally displayed.
- d. Evaluation of the program for the speech and language impaired will be accomplished by employing each area speech chairman in cooperation with the Area Director of Exceptional Child Education as responsible agents for their own area. Uniformity throughout the county will be accomplished by development of an overall master plan to be used as a guide in each area.

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF THE ASSOCIATE SUPERINTENDENT FOR INSTRUCTION

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

1444 BISCAYNE BOULEVARD
MIAMI FLORIDA 33132

Suite 215

DR. LEONARD M. BRITTON
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
(305) 350 3126

Phone 350-3703

DADE COUNTY SCHOOL BOARD
DR. BEN SHEPPARD, CHAIRMAN
MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

Date _____

Dear Parent:

Your child has been given a speech evaluation and we have determined that it would be in his/her best interests that he/she receive speech therapy as a part of the school program. After receiving your authorization, this service will be given to your child until such time as you or the speech clinician determine that it is no longer necessary.

Will you please give your permission for this service by signing the lower portion of this letter, and returning the letter to _____ School. If you wish further consultation before giving your permission for therapy, please indicate below.

Sincerely,

In reference to:

Child's Name

Speech and Language Pathologist

Date of Birth

Area

Address

Telephone

The School Board of Dade County, Florida, has my permission to place the above child in speech therapy.

(Parent)

(Date)

Before granting permission for the above placement, I would like to have a conference.

(Parent)

(Date)

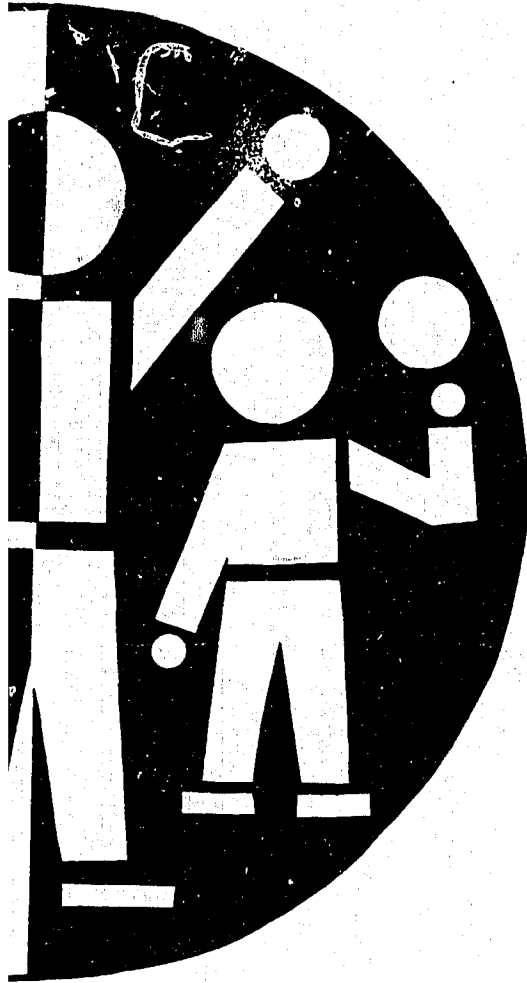
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PROCEDURES
OF PROGRAMS AVAILA

HEARING



FOR PROVISION
BLE WITHIN THE COUNTY

IMPAIRED

A. Procedure for Provision of Programs Available Within the District for the Hearing Impaired

1. Survey

The Regulations of the Florida State Board of Education, 6A-6.31 define the hearing impaired student in the category of the physically handicapped child - one who has severe problems in speech, oral communications, vision, hearing, motor coordination or other health impairment.

According to state incidence figures, hearing impaired students make up 1.50 per cent of the total school population. Based on this figure, approximately 3,637 students in Dade County are hearing impaired. State prevalence figures indicate 1/10 of 1% are deaf or, approximately 242 students.

The total number of hearing impaired students currently receiving special placement is 285. Since the beginning of the school year, approximately 148 students have received hearing itinerant or speech services, not including full time special class placement. There are 49 teachers serving the deaf and hard of hearing. All identified deaf and hard of hearing students in need of special education placement or services are being served.

Special Local Factors Affecting the Number of Students Served

There are several possible explanations for differences in a prevalence figure for hard of hearing students and the students whose hearing loss is between 50 and 70 db in the better ear.

- a. Some cases have not been identified. The Health Department audiometrists routinely screen all kindergarten, first and third grades. There is a need for routine screening of all sixth or seventh grades and tenth grade students. This will be further discussed with the Health Department and implemented if possible.
- b. State Department prevalence figures are based on losses between 30 db and 69 db. Some students are receiving speech therapy services and are tabulated among the speech clinicians caseload.
- c. Many mildly hard of hearing students are able to function without additional support services.

Community Resources - The following resources are available within the community to which hearing impaired students may be referred for services beyond those of the school system:

Dade County Conservation of Hearing Clinic
1700 N. W. 10th Avenue
Miami, Florida 33136

Services - Audiological diagnostic testing. Sell

no hearing aids but make recommendations.

Eligibility - Referral by personnel of Dade County Schools of school children or Public Health Dept.

Hours - Wednesday afternoon - school referrals.
Tuesday - those with Jackson Memorial Clinic Cards.
Open from 8:30 - 11:00 and 1:00 - 4:00.

Cost - No charge for school referrals.

Hearing and Speech Center of Florida (A United Fund Agency)
3001 Ponce de Leon Boulevard
Coral Gables, Florida 33134

Services - Speech and language testing and therapy, auditory training, lipreading instruction. No audiometric testing; patients referred to Dade County Conservation of Hearing Clinic.

Eligibility - Open to all with speech, language and/or hearing problems.

Hours - Monday - Friday, 8:30 - 6:00.

Cost - A United Fund Agency. Sliding scale based on ability to pay.

Mailman Center, University of Miami School of Medicine
1601 N. W. 12th Avenue
Miami, Florida 33136

Services - Pre-School program for Hearing Impaired Students from birth up to 14 years of age with Communications Disorders, Retardation, or Brain Damage.

Eligibility - Referral by authorized person: medical doctor, Specialist in School Psychology, school personnel.

Hours - 8:00 - 5:00 Monday through Friday.

Audiology-Speech Pathology Department, University of Miami School of Medicine, Jackson Memorial Hospital
University of Miami Speech Clinic
5600 Merrick Drive
Coral Gables, Florida 33146

<u>Services</u> -	Audiological Testing and Evaluation Therapy - speech, lipreading, auditory training.
<u>Eligibility</u> -	Referral by Dade County Schools, Dade County Conservation of Hearing Clinic or physician.
<u>Hours</u> -	Monday-Friday, by appointment only, 8:30 - 5:30.
<u>Cost</u> -	Sliding scale based on ability to pay.

2. Criteria for Eligibility for Programs for the Hearing Impaired

Although the following categories are presented as guides for placement, it should be kept in mind that all students do not fit these classifications precisely. In cases where students' level of auditory functioning is higher than that indicated by pure tone audiometric assessment alone, but who exhibit additional involvements these students should be permitted to be fused into other available areas of Exceptional Child Education.

- a. Deaf - Audiometrically has an average pure tone hearing threshold of 70 db or greater (ISO for the frequencies 500, 1000, and 2000 Hz in the better ear unaided). These students are unable to learn language through normal auditory processes.
- 1) There must be an audiological and/or medical recommendation with an audiological evaluation on record no older than 1 year.
 - 2) There should be a recommendation by the otologist or audiologist for the need for a special program of instruction and service.
 - 3) Assessment of psycho-educational factors indicates that the curriculum and facilities of the regular program will not maximize the student's potential for learning and achievement as effectively as that of the special program.
 - 4) Recommendation is made by the Exceptional Child Placement Committee, following review of the pertinent data.
 - 5) Parent permission.
- b. Hard of hearing - Audiometrically has a pure tone average of 500, 1000 and 2000 Hz between 30 and 69 db (ISO) in the better ear unaided and whose speech and language, though imperfect, are learned through normal channels.

- 1) There must be an audiological and/or medical recommendation.
- 2) The audiometric examination shall have occurred within the year.
- 3) There should be a recommendation by the otologist or audiologist for the need for a special program of instruction and service.
- 4) Assessment of psychoeducational factors indicates that the curriculum and facilities of the regular program will not maximize the child's potential for learning and achievement as effectively as that of the special program.
- 5) Recommendation is made by the Exceptional Child Placement Committee, following review of the case.
- 6) Parent permission.

c. Hard of hearing assigned to regular classes -

- 1) Has a hearing loss severe enough to cause difficulty in hearing in a regular classroom but whose loss is not severe enough to necessitate placement in a special class.
- 2) Receives services from itinerant teacher of hearing impaired for academic tutoring, lipreading, auditory training, language development and assistance in counseling.
- 3) Receives services of speech therapist where recommended.
- 4) Recommended by Dade County Conservation of Hearing Clinic, Audiology-Speech Pathology Department of University of Miami, or private ENT physician.
- 5) Parent permission.

Range of Services - The nature and severity of the student's hearing impairment and his level of daily function determine his placement in one of the following program types:

- 1) Self-contained classrooms for the hearing impaired
These are classrooms in which the student is instructed 50 per cent or more of the school day. There should be a minimum of four self-contained classes per center in the elementary school and two at the junior-senior high school level. This permits flexibility of scheduling, homogeneous grouping and an opportunity for teachers to exchange ideas. Six classes is considered to be the optimal number per elementary cluster. More than this number of classes places a burden on regular classes when mainstreaming of hearing impaired students is being considered.
 - a) Deaf - as explained in 2a
 - b) Hard of Hearing - as explained in 2b
 - c) Multi-handicapped Hearing Impaired - These classrooms are for those hearing impaired students who cannot

adequately achieve in hearing impaired classes because of additionally handicapping conditions.

- 2) Integration into the regular school program - Integration is considered on an individual basis. The student spends 50% or more of the school day in a self-contained classroom for the hearing impaired and attends those classes with normal hearing students in which it has been determined he can achieve.
- 3) Resource classrooms - These rooms are utilized by students who spend 50% or more of the school day in classes with normal hearing students. He attends the resource class for language development and additional academic assistance. The resource teacher maintains ongoing contact with the regular classroom teacher and routinely schedules time for observation of the student in the regular class, as well as for teacher conference time.
- 4) Itinerant service - Itinerant hearing therapy includes tutoring in academic subjects, lipreading instruction, auditory training and language development for those students who are enrolled in a regular academic program.

3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of Hearing Impaired

- a. Screening and Identification - It is the responsibility of all school personnel to bring to the attention of the principal and/or speech and hearing personnel, any student who seems to have a hearing problem.

Audiometric screening tests utilizing a pure tone audiometer are administered to all kindergarten, first, third and sixth grade students and any other student upon referral. Students who fail these screening tests are referred to the Dade County Conservation of Hearing Clinic or a private ENT physician for further investigation. All students newly transferred to Dade County must be referred for an audiometric screening.

- b. Referral - Physicians, audiologists, principals, teachers, parents and outside agencies refer students to the appropriate Area Exceptional Child Director. When outside agencies, physicians, etc., refer a student who is not currently in the school system, the parents are requested to bring the student to the office of the Area Director of Exceptional Child Education where pertinent information is recorded and a release of information form is signed by the parents. Beginning July 1, 1976, all hearing impaired students being considered for Exceptional Child Placement (pre-school, elementary and secondary levels) will be evaluated at the Diagnostic Resource Center by the psychologist and audiologist. A case conference committee consisting of the Area Exceptional Child Director (or designee), the Coordinator for

Programs for the Hearing Impaired, the project director of the Diagnostic Resource Center (or designee), the audiologist, the psychologist and a representative of the school to which the student is likely to be assigned will be involved in generating the case conference summary report.

c. Placement in Exceptional Child Education

- 1) Placement recommendation by committee - It is the responsibility of the Area Exceptional Child Director, as a member of the staffing committee to compile all medical, psychological and educational information pertinent to the student, see that all necessary letters regarding the placement decision and parent permission have been received and are filed in the school and area office.

In any subsequent re-evaluations of a student's placement, the classroom teacher's working evaluation of the child should be of major consideration in any changes. See that all pertinent letters regarding the placement decision and parent permission have been received. These forms are to be filed in the School and Area Offices.

- d. Parent Involvement - Parent involvement in other than the placement process is a necessity. Once the student has been officially placed in a class, his parents are contacted for an orientation conference with the teacher to inform the parents about the operation of the program and answer any questions they may have. The teachers and pupil personnel workers may plan periodic group discussion meetings to give parents more information about the program. These provide a continuity between home and school expectations and handling of daily problems. The formation of active parent groups is to be strongly encouraged. As the student progresses, the parents are kept informed through written school progress reports and individual conferences.
- e. Educational Plan - See procedures for providing individual educational plans.
- f. Dismissal - A student is dismissed from the program for the hearing impaired when he demonstrates that he can function effectively in a regular classroom for the entire school day. This is usually accomplished by gradually increasing the amount of fusion into the regular school program. Recommendation for dismissal is made by the exceptional child teacher, the principal, and the Area Exceptional Child Director after consultation with parents, regular classroom teacher and other teachers involved. The student may also be dismissed upon transferring to another special program or institution, or upon parental request at their discretion.

Indicators of a student's ability to succeed in the full time regular program are as follows:

- 1) Attainment of a level of communication and academic proficiency which permits adequate functioning in the grade most appropriate to the student's age and social maturity.
- 2) Interest in academic areas, ability to take responsibility for own learning and to sustain independent learning activities.
- 3) Adequate communication skills to provide acceptance by peer group and to provide success in school activities.
- 4) Self-confidence and self-respect related to learning and social interaction.
- 5) Active desire and interest in success in regular school program.

4. Existing Program

Each school District in the state is required to provide an appropriate program of special instruction, facilities, and related services for hearing impaired students. An appropriate program for an individual student depends on the severity of the student's hearing loss, language deficit, and communications disability; therefore, each area must provide a full range of services, including self-contained special classes, classes which permit partial fusing into the regular program, resource classes at the secondary level, and itinerant services for any hard of hearing students in regular classes.

During the 1976-77 school year, Dade County will serve approximately 440 hearing impaired students in special class placement and itinerant programs. The county employs 40 teachers of self-contained classes and 9 itinerant teachers to serve the deaf and hard of hearing.

The services which the schools provide are geared to the academic development and social adjustment of the individual. Direct language instruction is inherent in the education of the hearing impaired, as well as the provision of compensatory and supplementary services and training necessary for his basic education. This should include the services of a speech clinician on a regular basis for all hearing impaired students who require this service.

State Department Guidelines provide for the following class load in self-contained classes for the deaf: pre-school, primary and intermediate classes not to exceed 8 students. Junior high school self-contained classes not to exceed 10 students. Itinerant caseloads not to exceed 20 students.

State Department Guidelines provide for the following class load in self-contained classes for the hard of hearing: primary classes not to exceed 8 students and intermediate classes not to exceed 10 students.

Program Objectives

- a. Inherent in the program for Hearing Impaired students at all levels, is the development of oral language skills.
- b. Methods and materials utilized to provide the meaningful experiences basic to the student's acquisition of language will be determined by the student's need. These methods include Oral (speech, lipreading and auditory training), Rochester Method (speech and lipreading with fingerspelling and auditory training) and Total Communication (speech and lipreading simultaneously with fingerspelling, and/or signed language, and auditory training).
- c. The teachers, supervisors, and administrators will provide the opportunity for the hearing impaired student to interact with normal hearing children and to assist the hearing impaired student in using communication skills with these children.
- d. Each student will be afforded the opportunity to reach his highest level of academic and/or vocational performance in this program according to his potential.
- e. Teachers will provide the opportunity for parents to participate in programs designed to increase understanding of the hearing impaired child and to reinforce the child's acquired skills. Workshops are encouraged.
- f. Structured in-service programs for the teachers of the hearing impaired and other personnel involved with the children in the program will be provided by the County Coordinator of Programs for the Hearing Impaired in cooperation with Area Exceptional Child Directors.
- g. An individualized educational plan will be written for each student and will include:
 - 1) Annual and short term goals and objectives.
 - 2) Programs or services and resources to be provided to meet goals and objectives.
 - 3) Dates for initiation and duration of program or services.
 - 4) Criteria, evaluation procedures.
 - 5) Schedule for determining whether goals and objectives are achieved.

Grading, promotion and credit - Children who are in the Exceptional Child program for the hearing impaired are graded and receive credit in the same manner as do children in the regular program.

5. Proposed Program

The program for the hearing impaired will continue to be reviewed during 1976-77. A county committee, representing teachers and administrators of the hearing impaired, will meet to investigate and discuss already established curriculum guides for the hearing impaired so that a sequential program is adopted for Dade County.

In-service training for teachers in all methods of communication will continue. There will be emphasis on language in-service.

In situations where the Rochester Method or Total Communication are utilized, it is of vital importance that parents be informed of the rationale behind these strategies.

At least one speech therapist is to be assigned to each special education center to service the special education population. An additional therapist will be assigned to service the regular classes at that center.

During the 1976-77 school year, speech therapy will be available to hearing impaired students. The extent of service will be a joint decision made by the classroom teacher of the hearing impaired and speech therapist with approval of the principal. A minimum program would include instruction two times weekly for 20 minutes in a group not to exceed three students. Optimumly, speech training would be provided on a daily basis. This would be in addition to the speech training provided by the teacher for the hearing impaired. There should be continuous interaction between the speech therapist and the classroom teacher.

In-service programs will be provided during the year for any personnel in direct contact with hearing impaired children. This includes parents, principals, librarians, specialist in school psychology, regular class teachers, and physical education teachers.

6. Facilities

Classes for the Hearing Impaired

Since classes for the hearing impaired utilize auditory amplification equipment, which amplifies ambient noise as well as speech, the room should be sound-proofed, carpeted wall-to-wall, and draped. In the case of multiple self-contained classes, the rooms should be adjacent with easy access to all areas.

Due to the special needs of the hearing impaired, the following are needed for effective classroom utilization:

- a. Auditory amplification equipment is imperative, especially for pre-school through middle elementary classes. Amplification units now in use should be systematically replaced as needed.

- b. Space should be provided for utilization of audio-visual equipment and for learning centers.
- c. The room should be planned to separate noisy and active areas from those intended for individual study.
- d. There is a need for tables and chairs which can fit many teaching uses.
- e. At least one cabinet or file which can be locked should be provided and the storage space should be coverable.

7. Instructional Program

Instruction for hearing impaired students will be highly individualized and based on a prescription for learning for each child. Classes for the hearing impaired are set up in a regular school so that students may be integrated into many activities of the normal school program, with possible placement in a regular class for part- or full-time participation. Because of the learning problems of hearing impaired students, it may be that more than six years will be necessary for them to complete the equivalent of the first six grades.

The student's academic progress must be re-evaluated constantly and reported every nine weeks to determine behavioral changes and new skills and abilities acquired.

The person whose hearing is within normal limits can learn through auditory and visual modalities and learning often occurs without direct instruction. Every effort should be made to utilize the auditory potential of each child. Much learning takes place visually through direct instruction, therefore, modes of communication that utilize the intact visual channel should be expanded.

Mainstreaming is done on an individual basis at all levels. It should proceed gradually, beginning with the subject where the student has the best opportunity for success. He should never be allowed to continue in a regular classroom if he is floundering or being excused because of his handicap. More extensive fusion is possible in some selected cases after success in this gradual process and when the student demonstrates the desire and ability to compete with his hearing peers. In most cases, successful development and education of the hearing impaired requires individualized and small group instruction with the special teacher. Many deaf children may only participate in the fused, regular classroom situation except in the enrichment areas, such as art, music, and physical education. Fusion with hearing students should not be synonymous with academic success.

The Special Education teacher continues to have overall responsibility for the integrated student's progress and maintains contact with the regular class teacher on a regular basis.

Pre-school - It is difficult for young hearing impaired children to develop receptive language and special instruction should begin as early as possible in order to provide early language training. During the pre-school period, children are taught the concepts and vocabulary which the child with normal hearing develops spontaneously. Language development and socialization skills are major areas of emphasis. The program includes development of visual attention and retention skills, sense training, speech reading, auditory training and development of basic sight reading. Development of correct speech production is not a primary goal.

Primary - Emphasis during the primary years is on the attainment of basic skills as outlined in the regular curriculum for grades one through three. Due to the delay in language development and lack of normal feedback processes which reinforce learning, basic linguistic competency is stressed. The young deaf child must be given a strong foundation in language and lipreading skills using group hearing aides for amplification.

Intermediate - At the intermediate level, practical application of the skills learned in the previous two levels should be taught. This should include reasoning ability, ability to draw inferences, make generalizations, and apply the proper concept in a given situation to problem-solving in whatever area of learning is involved. During this period, the child is expected to develop a mature and independent behavior pattern with a healthy concept of self and his relationship with others.

The nature of the curriculum at this level may slow the progress of the hearing impaired child. He is exposed to a broader curriculum, in addition to the greater burden imposed in training the understanding and use of language, speech, lipreading, and auditory training.

Junior High - At the junior high school level, the overall objectives are essentially the same as those of the intermediate level with provisions for increased social attitudes and responsibilities. Subject matter is more specialized and departmentalized. Integration into the regular school program is done on an individual basis as in the intermediate level.

Senior High - At the senior high school level, the program is based on specific subject matter achievement and is to continue as long as educational progress is evident. The students in this class are, if able, to participate in the regular program for subject matter courses as well as for art, home economics, commercial subjects, shop and vocational training, driver education and sports in physical education. Upon satisfactory completion of the regular high school program, a diploma is presented to the pupil.

a. Language

For the hearing impaired child, the learning of language is a very complicated mental process. The normal growth, from saying a few words to uttering involved sentences is not a natural occurrence for the hearing impaired. It is, indeed, quite a considerable struggle.

Hearing impaired children develop understanding and use of language is an integral part of every classroom and extra-curricular activity.

Life situations are organized by the teacher to present language material at the student's level with sufficient meaningful practice that he will learn it. Conscious drill on both oral and written language are necessary for assimilation of language concepts and vocabulary growth. Mastery is accomplished when the learned vocabulary or language principle is incorporated into the student's daily communication with his peers.

Success in language development is accomplished if the hearing impaired individual can express himself clearly, can write in a correct and intelligent manner, and can understand both what he reads and what others communicate to him.

Dade County teachers of hearing impaired utilize many of the following outlines and materials to meet the language needs of the children:

- 1) Apple Tree Language Curriculum.
- 2) Fitzgerald Key, as contained in Straight Language for Deaf by Edith Fitzgerald.
- 3) Guideline for Teachers, by Leonora Quill.
- 4) Steps in Language Development for the Deaf, by Bessie Pugh.
- 5) Vocabulary Development for Acoustically Handicapped Children, by Margaret Fitzgerald.
- 6) Outline of Language, Books I and II, by Edith Buell.
- 7) Language Outline, Central Institute for the Deaf.
- 8) State adopted language texts and materials.
- 9) Audio-visual materials.
- 10) Group hearing aids.

A comprehensive curriculum guide is in the process of being developed.

b. Auditory Training

Auditory training is a planned part of the language curriculum. The student is encouraged to develop and to use whatever residual hearing he may have. Both incidental, and specifically planned building of the student's ability to recognize and recall sound is important. Progress is noted as the student makes first, gross discrimination of sound, and later develops finer discrimination abilities (i.e., speech sounds).

c. Speech

It is the responsibility of the teacher to teach, actively encourage and elicit speech as the prime means of communication. Each child is an individual and his speech will develop at a different age and rate.

Mastery of a word or phrase in speech is accomplished when the child recalls it when needed in an appropriate, natural situation.

d. Reading

In the field of reading, the hearing impaired start with several handicaps usually not present in the normal, hearing child. They are handicapped by a lack of auditory memory, inadequate speaking vocabulary, a small meaning-vocabulary, defective speech, and limited incidental knowledge. However, these children must be taught to read effectively and must be motivated to maintain a strong interest in reading. A system of phonetics, such as the Yale Charts (Northampton Charts), Webster Markings, Phonovisual System, etc., is necessary. Adaptation of the Dade County Reading Systems is currently in progress.

Reading is of special importance to the hearing impaired because:

- 1) It is an aid to the development of other facets of language.
- 2) It stimulates thinking.
- 3) A certain reading ability is prerequisite to mastery of all content subjects.
- 4) It is a beneficial way to utilize leisure time.

In the beginning stages, a hearing impaired child should read slowly and for understanding. Comprehension must be stressed more than rate.

State adopted texts and supplementary materials used in regular classes are used in the instructional program for the hearing impaired. They are adopted by each teacher to meet the individual needs of the class.

As soon as possible, the hearing impaired child is presented with three types of reading materials: (1) very easy material to be read for fun, (2) more difficult material to be studied, and (3) a basic reader to be used in systematic instruction of basic reading skills, such as recognizing word forms, understanding sentences, making inferences, reading for details, and making judgments.

e. Arithmetic

Arithmetic instruction for hearing impaired children closely parallels the standard arithmetic curriculum. The Dade County Math systems program and materials are used and adapted to allow for branching activities.

Due to language and reading factors, the computational abilities of the hearing impaired child are usually well above his problem-solving skills. It is important, therefore, for the teacher to provide continuous study of problem-solving skills while keeping computational instruction at a challenging level.

f. Science and Social Studies

Basically the same curriculum used for normal children in the regular program is used for the hearing impaired. The same materials and facilities are available for both regular and hearing impaired students.

Greater emphasis is placed from the beginning on the subject of health and on individual social and emotional development. Also stressed are the social world, and pre-vocational instruction.

g. Music

In the area of music, the hearing impaired child is limited only by the degree of his speech impairment affecting singing.

The concepts of pitch, motion, and duration of tone are easily understood.

Through the use of rhythm instruments, keyboard and melody instruments, these concepts are put into practice in performance. Materials used in classes for normal hearing children are equally effective with the hearing impaired; however, the hearing impaired child should not be placed in the regular classroom for all music instruction.

h. Art and Physical Education

These areas allow creativity and expression without academic restraints and most hearing impaired children participate in the regular school program in these areas.

Many show artistic talent and produce outstanding work in this field.

Hearing impaired children enjoy physical exertion and often excel at sports. Enjoyment of competition is keen, and the satisfaction gained by physical participation produces positive attitudes which carry over into the academic realm.

Equipment and Materials - Since much individual instruction and instruction through visual channels is needed for hearing impaired children, variety is necessary in materials and equipment. The following should be available:

- 1) Amplification equipment - Group aids and a cordless loop where possible. An easily portable auditory trainer for itinerant personnel.
- 2) Audio-visual supplies - Including at least one listening station, a record player and records, a tape recorder, a language-master and cards, an overhead projector, a film-strip projector and screen.
- 3) Manipulative materials and games - Including individual academic games, group games, puzzles; language, reading and arithmetic kits, phonic games, word games, auditory training games, records, etc. Arts and crafts materials should also be provided.
- 4) Reading and language materials - Reading textbooks, including basal, linguistic, and phonic series, workbooks, supplementary readers, a large mirror for speech instruction, small objects used in language and vocabulary development, charts, flash cards.
- 5) Math materials - Such as state adopted texts, cuisenaire rods, SRA materials, IMS materials, workbooks, games.
- 6) Testing materials - Such as WIPSI, WISC, Hiskey-Nebraska, Liter, Wepman, Vallett, ITPA.
- 7) Adequate paper, duplicating materials, and art materials.

8. Personnel Development Activities

Teachers of classes for the hearing impaired must have special certification in that field, or must obtain a minimum of six semester hours credit per year until the certification requirements are met. Training grants are available from the State Department of Education to cover tuition in specific courses approved for certification.

The teacher should have an expressed attitude of flexibility in utilization of various methods in teaching the hearing impaired.

In-service

The Coordinator for Hearing Impaired in conjunction with the Assistant Director for Exceptional Child Education, and Area Exceptional Child Director will have the responsibility of organizing and implementing all in-service for teachers of the hearing impaired county-wide and will arrange for P.I.P. and Master Points through the Division of Instruction. Areas wishing to propose in-service for teachers of hearing impaired children may submit their proposals to the coordinator.

In-service offered may include workshops in various teaching strategies, language development, methods and materials in curriculum, auditory training, classroom organization, and use of A-V equipment.

In-service should also be offered for principals of schools housing classes for hearing impaired, and for psychological and other support personnel.

9. Supportive Services

School Services - Schools housing classes for the hearing impaired are required to provide these pupils with all of the facilities and services (library, physical education, art, music, cafeteria, etc.) which are available to other children in the school.

Teacher Aide - If available through volunteer or special funding sources, such as Title I, ESEA, the Cuban Aide or teacher aides may be utilized for clerical duties and to assist the teacher in classroom functioning. The use of student aides is also encouraged.

School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure that the program is an integral part of the total school activities, to insure the acceptance of the program by his total staff, and to support the special class teacher as needed.

Specialist in School Psychology - Besides observing and testing children for placement in special classes, the Specialist in School Psychology should be available to consult with the teachers and other school personnel. He may provide an insight to individual cases and participate in parent conferences.

Visiting Teacher or Social Worker - These persons maintain contact between home and school, counsel with parents, interpret the requirements of the school to parents, and interpret to the school the strengths and weaknesses of the home.

Area Exceptional Child Teacher on Special Assignment - This is a special education curriculum specialist, K-12, who assists the Area Special Education Director by:

- a. Instructing and assisting in classes as needed.
- b. Demonstrating techniques, new methods and teaching tools, including curriculum, equipment and supplies.
- c. Maintaining Area curriculum materials center and is responsible for distribution, return, and inventory of all Area materials and equipment.
- d. Observing teachers and giving assistance as needed, such as assisting a teacher in modifying and individualizing curriculum.
- e. Providing in-service.

10. Plans for evaluation of Program

The program for the hearing impaired will be evaluated yearly by the County and Area staff using the following criteria:

- a. Percentage of the state incidence figure identified and receiving service.
- b. The availability of self-contained and other programs sufficient to serve 100% of the identified children.
- c. Reports by teachers of increased communicative abilities, academic success, interest in learning.
- d. Reports by teachers of increased communicative abilities, academic success, interest in learning.
- e. Increased academic achievement as evidenced by Stanford Achievement Test Score. (Special Edition for Hearing Impaired.) Students in special class placement shall be evaluated at least every other year utilizing the special edition of the Stanford Achievement test.

HEARING ITINERANT PROGRAM GUIDELINES

The hearing itinerant teacher is one who gives academic support to hearing impaired students enrolled in the regular program. This academic support is aimed at supplementing the work in the regular classroom, and therefore, necessitates close contact between the hearing itinerant teacher and the regular classroom teacher. The services of the hearing itinerant teacher are not intended to support the services of a speech therapist, if such services are being given or are needed.

Eligibility, Identification and Referrals

1. Students referred for services are hearing impaired and in a regular class. (A mild loss of 30-40 db unilaterally meets the criteria for eligibility for services, as do students with greater losses.) A recent audiogram is required as part of the referral with a copy subsequently given to the hearing itinerant teacher. The audiogram may be from the school's speech clinician, Conservation of Hearing or private physician.
2. Referrals for services may be initiated by the school principal, counselor, psychologist, classroom teacher, exceptional child director, and or teacher (in case of a special education student being returned to the regular program), speech clinician and/or speech chairperson, or parent.
3. In cases where the speech chairperson becomes aware of a hearing impaired student through Conservation of Hearing test results, the speech clinician assigned to the student's school shall make the initial contact with the principal and teacher to ascertain if, in fact, the student is in need of academic tutoring. If so, the student's name is given to the hearing itinerant teacher to schedule for services.

Placement

Placement in the Hearing Itinerant Program is made by the Hearing Itinerant teacher with the knowledge and approval of the principal, classroom teacher, area exceptional child director and the parent. See attached letter and form for parental permission.

Dismissal

Students may be dismissed from the program:

1. Upon joint recommendations and agreement of the classroom teacher and hearing itinerant teacher that the student's academic achievement no longer warrants additional services. The hearing itinerant teacher shall have the responsibility of checking on that student's progress periodically to ascertain whether or not services need to be reinstated.

The hearing itinerant teacher shall note in the student's log when he has been dismissed. Notification shall also be sent, in writing, to the parents, school principal and classroom teacher.

2. Parent request:

Notation of a parent's request for discontinuation of services is to be made in the student's log, to the principal and classroom teacher.

3. Students who display a consistent unwillingness to receive special services may be temporarily withdrawn from the program. In such cases, parents, principals, and teachers are to be informed in writing. Every effort is to be made to gain the student's cooperation. The hearing itinerant teacher will maintain contact with the principal and teacher in efforts to return the student to active participation in the program.

Range of Services

The purpose of the hearing itinerant program is to enable the hearing impaired student to successfully remain in the regular program. The hearing itinerant teacher gives academic assistance as well as lipreading instruction, language development, general vocabulary development and general reading comprehension development, if needed.

Each student is to receive a minimum of twice weekly services for 1 hour each time. The student's schedule shall be jointly agreed upon by the itinerant and classroom teachers.

The hearing itinerant teacher also provides services to the regular classroom teacher by giving information concerning the nature and effects of the student's hearing loss, and classroom suggestions that will aid the student's adjustment to the mainstream.

Case Load Recommendations:

Minimum of 10 students - maximum 20

Professional Records to be maintained

1. Parent information and permission letter. (See attached form) Area letterhead to be used.
2. Student audiogram.
3. Log of each session's activities for each student.
4. Student progress report to be completed at the end of each year. If a student is dismissed or moves to another area, the progress report is to be completed at that time. (See attached form.) Note on outside of student's cumulative folder that services were received. Place copy of progress report in cumulative folder, send a copy to area exceptional child director, retaining one copy for hearing itinerant teacher's files.
5. Schedule of Schools and Students Seen at the Scho ..

It is extremely important that a copy of the hearing itinerant teacher's

schedule be given to the area exceptional child director and the speech chairperson. It would also be useful for each school visited to have a complete copy of the teacher's schedule. This information should be left with the person designated by the principal. This may be the assistant principal or school secretary in the elementary schools, or the guidance chairperson or secretary in the secondary schools.

Notification of changes in scheduling are to be made promptly to the area exceptional child director, speech chairman and all others concerned.

6. Waiting list of students identified, but not served. Information to be included: school, grade and teacher, birth date, .

Facilities:

Facilities assist and encourage the desired behaviors of students and professional personnel. Therefore, a small room should be available for use by the hearing itinerant teacher that has adequate ventilation, temperature control and lighting.

Suggestions to Hearing Itinerant Teachers

1. Work closely with the speech chairperson and clinicians, guidance and vocational counselors.
2. Confer with each principal, classroom teacher and parents (if possible) of students being served.
3. Arrange to explain your services at faculty meetings during the first 2 months of school.
4. Become familiar with the student's cumulative folder.
5. Maintain a folder for each student in which is kept a copy of the audiogram, parent permission form, a general plan for academic aid, plus a log of each meeting's activities. Develop the prescription for each student, in cooperation with the classroom teacher. The teacher's weekly lesson plans will be an aid in determining your weekly activities for the student.
6. Information concerning students should be kept up-to-date. Such information may be requested from you, in writing or in person, by area student placement committees.
7. Be aware of the student's progress in the class through regular contact with the classroom teacher. Observe the student in the regular classroom.
8. Enlist the aid of the classroom teacher in gathering materials. The school's book room and library are possible resources, in addition.
9. Encourage parent participation.

10. Maintain a list of students served, school, grade, the days and time seen. This information will be incorporated into the class organization report. This form will be distributed by the speech chairperson.
11. In May of the school year send to the area exceptional child director a complete list of all students served during the year, with your recommendations for the following year, plus a copy of each student's progress report.
12. Maintain a list of identified students not being served. This waiting list information is necessary when requesting additional teachers, and for state reports.
13. Become acquainted with the school secretary. She will be of valuable assistance.
14. Attend county-wide meetings for hearing impaired teachers and any special meetings for hearing itinerant teachers.
15. Attend the area speech clinician meetings.

- STUDENT PROGRESS REPORT -

HEARING ITINERANT PROGRAM

DATE _____

NAME _____ HEARING CLINICIAN _____

ADDRESS _____ SCHOOL _____

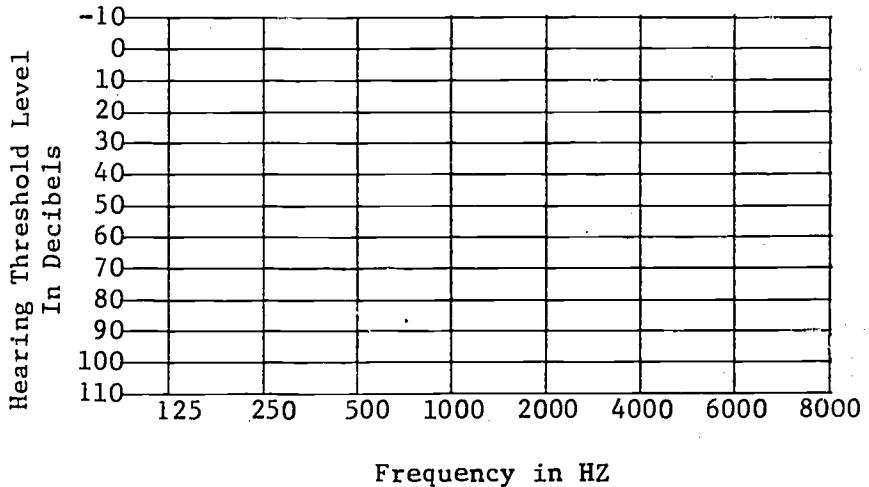
HOME PHONE _____ LEVEL _____ BIRTHDATE _____ AGE _____

AUDIOGRAM

DATE OF AUDIOGRAM _____

BY _____

RIGHT EAR O
LEFT EAR X
EARS HEARING AID? YES _____ NO _____
TYPE OF AID _____



INSTRUCTIONAL INFORMATION (Please be as specific as possible.)

. Lipreading _____

. Language Development (Language Arts) _____

. Speech _____

. Arithmetic _____

. Other _____

. Social and Emotional Adjustment _____

RECOMMENDATIONS BY CLINICIAN: _____

Special Materials Used _____

PLEASE ADDITIONAL COMMENTS/OBSERVATIONS ON REVERSE SIDE.

Principal's Evaluation
of
Hearing Itinerant Program

1. Has the role (and duties) of the hearing itinerant teacher been discussed with you by the teacher? Yes _____ No _____
2. Has the itinerant teacher informed the school of changes in schedules and/or absences? Yes _____ No _____
3. Have parents, teacher or student expressed their feelings to you concerning the program? If so, please comment: Yes _____ No _____
4. Do you feel the itinerant teacher has made an effort to establish rapport with the school faculty? Yes _____ No _____
5. Do you feel the itinerant teacher works closely enough with the regular classroom teacher? Yes _____ No _____

Please offer any comments you may have so we may better serve the hearing impaired student in the regular class.

Parent Evaluation
of
Hearing Itinerant Program

1. Have you had any contact (personal or by phone) with the hearing itinerant teacher? Yes _____ No _____
2. Are you familiar with the role and duties of the itinerant teacher working with your child? Yes _____ No _____
3. Has your child discussed his work with the itinerant teacher with you? Yes _____ No _____
4. Does your child have positive or negative feelings concerning the extra help?
Please describe: Positive _____ Negative _____

5. Do you feel your child is benefiting from the extra academic help? Yes _____ No _____

Please list any suggestions you may have so we may improve the program.

Signature of Parent

Please return this to your child's classroom teacher.

DADE COUNTY PUBLIC SCHOOLS
EXCEPTIONAL CHILD EDUCATION

- PROGRESS REPORT FOR DEAF/HARD OF HEARING -

DATE _____

NAME _____ AGE _____ BIRTHDATE _____ SEX M F ETHNIC ORIGIN _____ B S O _____
(last) (first) (circle one) (circle one)

ADDRESS _____ PHONE _____ PARENTS _____

SCHOOL _____ TEACHER _____ PSYCHOLOGICAL TEST _____ V _____ P _____ FS _____ DATE _____
(name) (score)

AUDIOLOGICAL INFORMATION: PROBABLE CAUSE _____ AGE OF ONSET _____

FREQUENCY	RIGHT EAR						LEFT EAR					
	250	500	1K	2K	4K	8K	250	500	1K	2K	4K	8K
HEARING LEVELS												

METHOD USED IN CLASS: ORAL TOTAL ROCHESTER (circle one)

I. SKILLS

C = CONSISTENTLY I = INCONSISTENTLY N = NEVER NA = NOT APPLICABLE

A. LANGUAGE	UNDERSTANDS	WRITES	USAGE CONVERSATION	D. READING
SENTENCE PATTERNS				SERIES:
1. N ₁ + V (be) + adj.				BOOK:
2. N ₁ + V (be) + where				LEVEL:
3. N ₁ + V (be) + N ₂				SYSTEMS LEVELS
4. N ₁ + V				DECODING LEVEL: _____ DATE: _____
5. N ₁ + V + where				COMPREHENSION LEVEL: _____ DATE: _____
6. N ₁ + V + where + when				1. READS WITH UNDERSTANDING
7. N ₁ + V + N ₂				2. DOES INDEPENDENT READING
8. N ₁ + V + N ₂ + where				3. USES SKILLS IN OTHER AREAS
9. N ₁ + V + N ₂ + where + when				4. HAS GOOD WORD ATTACK SKILLS
10. N ₁ + V + N ₂ + N ₃				5. HAS COMPREHENSION SKILLS
COMMUNICATES IDEAS CLEARLY				
B. SPEECH				
1. IMITATES SPEECH				
2. COMBINES SOUNDS TO MAKE WORDS				
3. USES SPEECH SPONTANEOUSLY				
4. SPEECH IS UNDERSTOOD BY OTHERS				
C. SPEECHREADING				
UTILIZES SPEECHREADING SKILLS TO COMMUNICATE				

E. MATH		F. WRITING	
SYSTEMS TEST LEVEL:	DATE:		
1. KNOWS MEANING OF NUMBERS		1. FORMS LETTERS AND WORDS LEGIBLY IN MANUSCRIPT	
2. COUNTS/WRITES (1-100 etc.)		2. CURSIVE WRITING IS LEGIBLE	
3. ADDS AND SUBTRACTS (with/without regrouping)		3. WRITING IS NEAT AND WELL ORGANIZED ON	
4. MULTIPLIES (simple - complex)		THE PAGE	
5. DIVIDES (simple - complex)			
6. WORKS FRACTION PROBLEMS (simple - complex)			
7. COMPREHENDS STORY PROBLEMS (simple - complex)			

II. MAINSTREAMING

FUSED INTO REGULAR PROGRAM: YES	NO	SUBJECT(S):			
SUCCESS: PLEASE COMMENT.		ENGLISH	SOCIAL STUDIES	LUNCH	
		SCIENCE	READING		
		MATH	PHYSICAL EDUCATION		
		ART	MUSIC		

III. VOCATIONAL SKILLS

	SECONDARY STUDENTS ONLY:	
SHOP	1. HAS PUPIL BEEN REFERRED TO VOCATIONAL	
HOMEMAKING	REHABILITATION?	YES NO
TYPING/BUSINESS	2. DOES STUDENT PARTICIPATE IN ON/OFF	
OTHER	CAMPUS JOB TRAINING?	YES NO

TEACHER'S RECOMMENDATIONS: (PROGRAM, ENRICHMENT ACTIVITIES, THERAPY, ETC.)

AREA DIRECTOR'S RECOMMENDATIONS AND ASSIGNMENT(S):

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF THE ASSOCIATE SUPERINTENDENT FOR INSTRUCTION

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

1444 BISCAYNE BOULEVARD
MIAMI FLORIDA 33132

DADE COUNTY SCHOOL BOARD
DR. BEN SHEPPARD, CHAIRMAN
MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

DR. LEONARD M. BRITTON
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
(305) 350 3126

Hearing Itinerant Program

Dear Parents:

A Hearing Itinerant teacher is available, as part of the services of the Dade County Public School system, to aid students enrolled in regular classes whose hearing loss is interfering with scholastic progress. This teacher serves as an academic tutor for those students and maintains close contact with the classroom teacher.

A schedule of tutoring services, at the student's school, is mutually agreed upon by the classroom and itinerant teacher, taking into consideration the student's needs.

Your child, _____, has been identified as one who may benefit from this service. With your permission, the Itinerant Teacher will work with your child to aid his academic growth.

If you desire further information or a conference, please contact the school where your child attends. An appointment will be arranged.

Thank you for your cooperation.

Sincerely,

Hearing Itinerant Teacher

If you are willing for your son/daughter to have the opportunity for this additional instructional service, please sign and return to the principal of the school.

Parent Authorization

I, _____, hereby give permission for
(Parent/Guardian Signature)
my child, _____, to receive the services of the Hearing
Itinerant teacher, effective immediately.

Please check:

Date: _____

Conference requested _____ Conference not necessary at this time _____

Address of Parent: _____

Phone Number: _____

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DR. LINTON J. TYLER

DR. LEONARD M. BRITTON Servicios del Maestro Itinerario de Audición
ASSOCIATE SUPERINTENDENT FOR INSTRUCTION
(305) 350-3126

Estimados Padres:

El Sistema de Escuelas Públicas del Condado de Dade cuenta con un maestro itinerario para problemas de la audición con el fin de ayudar a los estudiantes matriculados en clases regulares cuya deficiencia en el sentido del oído impide su progreso académico.

El horario de estos servicios está de acuerdo con el horario de clases de la escuela tomando en consideración las necesidades de los estudiantes.

Su hijo/a, _____, ha sido identificado como uno de los que puede recibir los beneficios de este servicio. Con su consentimiento el maestro itinerario podrá trabajar con él/ella para ayudarlo en su progreso académico.

Si usted desea información adicional o una entrevista, por favor, póngase en contacto con la escuela a la que su hijo/a asiste para concertar la entrevista.

Maestro Itinerario de Audición

Si usted está dispuesto a que su hijo/a tenga la oportunidad de este servicio instruccional adicional, por favor, firme y devuelva la siguiente planilla al director de la escuela.

Autorización de los Padres

Yo, _____, autorizo de inmediato a mi hijo/a,
_____, para recibir los servicios del maestro itinerario de audición.

Por favor, indique con una marca lo que preceda:

Fecha: _____

Solicito entrevista _____ Entrevista no es necesaria por el momento _____

Dirección del padre o guardián: _____

Teléfono del padre o guardián: _____



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY

VISUALLY IMPAIRED

A. Procedures for Provision of Programs Available Within the District for the Visually Impaired

1. State incidence figures indicate the prevalence of visually impaired students among the total school population is .09%. Based on this figure, approximately 218 students in Dade County are visually impaired. The number of visually impaired students who were identified and receiving special services in the Dade County Schools as of February, 1976, is 157. Nine additional students of pre-school age are being served by the Bureau of Blind Services.

An attempt is being made by the Exceptional Child Department to identify more visually impaired students through wider dissemination of information to school principals and guidance counselors, closer cooperation with the Bureau of Blind Services and the Florida Society for the Prevention of Blindness and through making local eye specialists more aware of the services.

2. Criteria for Eligibility for Programs for the Blind and Partially Seeing

Blind

- 1) Evaluation and certification by an eye specialist as follows:
 - a) Totally blind
 - b) Legally blind - 20/200 vision in the better eye after correction or a peripheral field restriction of less than 20°.
- 2) Existence of a progressive eye disease which may lead to eventual blindness.
- 3) The recommendation by an eye specialist of the need for a special program of instruction or services.
- 4) Recommendation by the Area Exceptional Child Placement Committee, based on criteria established in conjunction with Dade County Procedures for Providing Education for Visually Impaired.
- 5) Parental permission.

Student Characteristics

Physical, mental and emotional characteristics of children with visual disabilities vary greatly from child to child, depending upon such factors as degree of visual loss, age at which loss occurred, accompanying diseases or other handicaps if present, environmental deprivation and emotional impact upon family and peers which sometimes result in over-protection and/or rejection.

With the young blind child there is often a developmental lag, due to experiential and physical deprivations. Therefore, the child who will be three years of age by January 1st of the school year is accepted for special class placement. Such a child may evidence special needs in such areas as the following:

- a. Learning to move about easily and safely.
- b. Developing and modifying those lacking or distorted concepts which usually are learned incidentally by normally seeing children.
- c. Developing a meaningful vocabulary since much of the conversation the child hears deals with visual concepts.
- d. Daily living skills, such as eating, handling utensils, independence in dress, caring for daily needs, personal grooming and social graces.
- e. Recreational and social needs.
- f. Learning the use of special tools and equipment and developing needed skills (such as reading and writing Braille, interpreting tactile maps, etc.)

The partially seeing child may experience severe frustrations because of worsening or fluctuating vision, unrealistic expectations on the part of parents, teachers and peer group, strain and fatigue when doing close work, or danger of being hurt on the playground. Such frustrations may cause emotional disturbance and failure to make appropriate academic progress.

All of the above factors are taken into consideration in determining the child's eligibility for placement and special services.

Range of Services

- a. Special School - Some parents may elect to send their children to the Florida Residential School for the Deaf and Blind. These children may participate in the summer trimester program provided each year in the Dade County public schools. A few severely retarded visually impaired children are in private schools for the retarded. In such cases, the Exceptional Child personnel supplies supportive counseling service when requested.
- b. The Special Class - Students are resourced into regular classes for varying amounts of time, depending upon individual ability and needs. In this plan, children are bused to a well equipped room in a special education center in whichever area of the county they reside. Dade County Policy strongly advocates the use of this plan, in combination with itinerant teaching services, as opposed to the self-contained classroom in which the child is in the school but not of it.

The resource teacher instructs in such skills as Braille, typing, and daily living skills, as well as providing opportunities to explore and to develop meaningful concepts. In addition, this

teacher is responsible for planning their school program, preparing materials in Braille or large type and for helping with their adjustment so that they can become a part of a regular school class, not as "visitors" but as contributing and valued class members.

This plan has the following advantages:

1. The student can live at home and become an integral part of the family unit.
 2. His basic needs are further met by allowing him free and normal interaction with his peers in a public school setting. (When blind and seeing students equally share experiences, they profit equally as well).
 3. A trained teacher is always available to give support and counseling as the student faces the challenges of a regular school class. At the same time, this resource teacher will help him to become proficient in special skills and will help him to develop concepts which may be distorted or lacking by reason of his visual disability.
 4. There will be an easier transition from the school to the wider society upon graduation because the student has always been a member of his own integrated school community.
- c. Itinerant Service - In this plan the visually impaired student is enrolled in his neighborhood school with an itinerant teacher working with him for various amounts of time, depending upon his individual needs.

The itinerant teacher is responsible for providing special equipment and books, preparing and scoring of materials, teaching typing and other special skills in the early grades, assisting with mobility skills when indicated, consulting with teachers or others on the staff, assisting in medical and psychological follow-up, arranging for volunteer help and tutoring when needed.

In order to profit by such a program, the student should be able to function well in his regular classroom with a minimal amount of additional service--a maximum of three one-hour sessions per week. Students who require more time and individual attention than this or students with serious learning disabilities usually would be better served in the special class situation.

The greater the degree of vision and the older the student, the easier it is to fit him into such a program. He should be able to function well in his regular classroom with a minimal amount of additional service - a maximum of one hour a day.

Very young students, with no usable reading vision or with progressive eye diseases or serious learning disabilities usually would be better served in the resource room situation.

- d. Services for the Deaf-Blind - Dade County participates in the tutor-companion program funded by the State Department of Education utilizing ESEA Title VI-C funds. The tutor-companion is a teacher aide who accompanies the deaf-blind student to his classes, assists him in understanding the lessons taught by a qualified special education teacher, interprets and communicates in the capacity of "go-between" and generally shares the student's school day. The four deaf-blind students who have been provided tutor-companions have shown progress in many areas of education, training and social awareness.

3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of Visually Impaired Students

- a. Screening - A screening program using the Snellen Chart is conducted county-wide by the Dade County teachers, annually in the elementary schools and periodically in the secondary.

The Florida Society for the Prevention of Blindness is in the process of screening all kindergarten children in the public schools and in private schools upon request, using the Snellen Chart and observation by trained volunteers.

Dade County plans to further extend and refine the screening program through the facilities and services of the Diagnostic and Resource Center. Specific instruments of identification include Tele-binocular, etc., as advised by certified eye specialists.

- b. Referral - Bureau of Blind Services, physicians, teachers, principals parents, the Florida Society for Prevention of Blindness, or county health nurses refer students to the County Exceptional Child Education Office or to the Area Office.

Follow-up on these referrals indicates whether or not the student needs special services. A qualified eye specialist certifies the degree of vision and makes recommendations as to adaptations needed. During the school year 1975-76 a psychological assessment will be made through the services of the Florida Diagnostic and Resource Center. The student will be placed on the basis of the above recommendations and those of the Area Placement Committee.

- c. Evaluation Process - Examination is made by eye specialists following teacher observation, screening and referrals as described above. The Coordinator for the Visually Impaired goes into the school on a consultative basis when a student's visual potential is in question and gives help and information regarding follow-up procedures. It should be noted that referrals for students to be placed in September should be completed during the Spring of the previous school year whenever possible.

- d. Placement - The placement of a student into a visually impaired program is the direct responsibility of the Area Director of Exceptional Child Education. He is assisted in this placement procedure by the Area Staffing committee. Although committee members vary from one Area to another, the committee is generally composed of: Area Director of Exceptional Child Education, The Specialist in School Psychology, the principal and teacher of the school to which the student may be assigned, and possibly the visiting teacher, social worker, Teacher on Special Assignment, or any other individuals who may have knowledge of the student.

- e. Procedures for Providing an Individual Educational Plan - The Dade County Program for Visually Impaired students follows the prescribed procedures for providing an educational plan for all exceptional students. See section on Individual Educational Plan.
- f. Dismissal - Decision for dismissal from the special program may be made for the following reasons:
 - 1) Admission to the regular program.
 - 2) Admission to another educational program.
 - 3) Withdrawal by parents.
 - 4) Graduation from high school.

4. Existing Program

A quality program for visually impaired students must provide for the basic and special needs of students with widely varying degrees and kinds of disabilities, ranging from the totally blind to those who may only need supplementary low vision aids and/or the help of a trained teacher in learning to use their residual vision efficiently.

The Dade County Exceptional Child Program attempts to meet these needs through a variety of special programs and the utilization of resources particularly adapted for students whose learning will be restricted if taught by usual methods alone.

By giving the student the necessary skills, making needed adaptations in learning materials and providing him with the proper tools, he can and should be prepared to take his place as a valued and contributing class member - just as later on he should be able to take his place as an active citizen in the community.

Services are not confined to a single classroom. Provisions are made for interaction with normally seeing peers, a wide range of experiences and close cooperation between the school, the home, and Federal, State and Community Agencies.

During the 1976-77 school year, 16 Dade County teachers will serve approximately 207 visually handicapped students. These services begin at age 3 and continue through high school.

Program Objectives

- a. To aid in identification of students with visual handicaps, including referral to eye specialists, parent counseling, and follow-up services.
- b. To identify and provide the appropriate educational program for each visually handicapped student regardless of severity, geographic area or grade level.
- c. To have classes for the visually handicapped accepted as an integral part of the total school program.
- d. To provide efficient distribution and exchange of special materials and books as needed.

- e. To assist in the coordination and training of volunteer help.
- f. To reduce the incidence of blindness through a planned program of eye safety.
- g. To promote research and innovative programs relating to visual impairment.

5. Proposed Program

Dade County plans to expand the itinerant service and to provide more uniform coordination in the total program for the Visually Impaired which would:

- a. Assist in the coordination and training of volunteer help. Volunteers can play a vital role in the educational process, providing they are well screened, highly motivated, and have planned carefully with the teacher in charge so that their roles are clearly understood.

In Dade County, the National Council of Jewish Women is a very effective source of help as a volunteer group, providing materials which cannot be obtained elsewhere and serving as readers for the blind.

With more coordination, the efforts of such volunteers could be put to the best advantage of all.

- b. Help in fostering attitudes of acceptance necessary for facilitating integration of visually impaired individuals into society.
 - 1) Through public information programs regarding the needs of the handicapped and services available.
 - 2) Through interpretation of the program to school faculties.
- c. Help in the promotion of research and innovative programs.
 - 1) Pilot studies in newer methods of giving visually impaired students faster and more efficient training in Braille, Mobility, Listening skills, etc.
 - 2) Technological devices to assist the blind in such areas as mobility, reading, compressed speech, vocational preparation, and activities of daily living.
 - 3) Low vision aids for the partially seeing.
 - a) Research into the value of various sizes of type, amount of lighting necessary for maximum efficiency, etc.
 - b) Developing new and better aids.
 - c) Making presently available aids more accessible to the visually impaired population.

- d) Training the visually impaired in the proper use of such aids.
 - e) Wide dissemination of information to professionals in the medical, social, and teaching fields.
 - f) Making workshops for training in the use of low vision aids available to program in the helping professions.
- d. Reduce the incidence of blindness through a planned program of public education such as routine testing for diabetics and dissemination of information about eye safety.
 - e. Language field testing of visually impaired students in order to improve mainstreaming in regular programs.

6. Facilities

In each of the six areas of Dade County there is a Special Education Center which has at least one well-equipped resource room for the visually impaired. Careful planning has gone into these rooms. Most are spacious, well lighted, and well equipped.

Some considerations to be taken into account in setting up such a room are as follows:

- a. Space - Even though the enrollment may be small, the blind child needs a large classroom to encourage free movement and to house the bulky equipment and books.
- b. Good lighting - This room should serve as a model for good lighting conditions throughout the school. A standard of 50 foot-candles of light correctly diffused and distributed, with sharp contrasts and glare avoided.
- c. Shelving - Large type and Braille books are very bulky, so it is important that plenty of wide shelving be provided to house these books.
- d. Plenty of electrical outlets - Visually impaired students use Talking Book Recorders, tape recorders, and low vision aids, many of which may be electrical, so outlets in different places are important in order that heavy equipment may not have to be constantly moved.
- e. Sink and lavatory should be easily accessible, preferably within the resource room.
- f. Plenty of storage space for equipment.
- g. Sturdy tables for heavy typewriters, Brailleurs, tape recorders, and Talking Book Recorders.

7. Instructional Program

- a. Following the regular school curriculum - The school curriculum is planned to meet the needs of children at various age levels.

If visually impaired students are to participate with the normally seeing students in the regular school classes, they should be able to fit into the same broad curriculum plan, to use the same textbooks (in large type, Braille, or on tape) and to share in the same educational program.

As with all children, there must be adaptations to meet individual needs. In the case of the visually impaired, these needs may be more intense and so must be even more carefully planned.

The child's academic progress should be evaluated periodically, a minimum of twice a year to determine behavioral changes and new skills and abilities acquired. Results should be filed in the child's cumulative record by the teacher.

As they become proficient in Braille, typing and other special skills, those with average or above average intelligence should be able to spend more and more time in the regular class. Many upper elementary children are able to compete on an equal basis with their normally seeing classmates, although it is still important for them to spend a portion of each day in the resource room or with an itinerant teacher if their visual limitations are severe.

The foundation laid in the elementary school enables most junior and senior high school students to carry all subjects in a full academic program with a minimum of help. The assistance of readers, provision of special materials and equipment and some advanced mobility training such as cane travel is required. Because of these special needs, at least one hour per week with a resource teacher should be provided.

- b. Needs Over and Beyond the Regular School Curriculum - The following needs and activities are normally learned incidentally by most children with normal vision. For the visually impaired, these developmental skills must be carefully planned for rather than left to chance or taken for granted. An analysis should be made to determine which things the children can discover for themselves, which they can best learn from others in group situations, and which require instruction by the teacher.

- 1) Learning to move about easily and safely with the aid of orientation and mobility techniques
 - a) Identification of body parts.
 - b) Development of correct posture.
 - c) Learning to use environmental clues.
 - d) Identification, interpretation and localization of sounds.
 - e) Identification, interpretation and localization of odors.
 - f) Development of kinesthetic and tactual abilities.
 - g) Development of awareness of directions and learning to use the audible compass.

- h) Orientation to the classroom, the school and the playground.
 - i) Wider travel and basic cane techniques (Junior and Senior High School.)
- 2) Developing and modifying lacking or distorted concepts
- a) Identification and use of common household objects.
 - b) Identification and use of garden tools.
 - c) Learning about the distinctive characteristics of common animals (examining models, caring for pets, visiting petting zoo).
 - d) Making tactile maps of schoolroom and environs. (Later, learning more formal map skills with commercially available raised line maps and globes.)
 - e) Learning about each concept introduced in textbooks before reading about it.
- 3) Developing meaningful vocabulary since much of the conversation the child hears deals with visual concepts
- a) Show respect for child's ways of learning rather than demanding visual type responses. There should be much child-centered activity and much "learning to do by doing". Blind children go from parts to whole by touch. The opposite is true of vision.
 - b) Provide opportunity for much free interaction with normally seeing peer group.
 - c) Provide much opportunity for exploration and experimentation and opportunities for discussion.
- 4) Learning daily living skills
- a). Eating - Handling knife, fork and spoon, pouring liquids, setting table, carrying tray.
 - b) Social graces - Learning to courteously request help if needed or to graciously refuse it, extending hand for greeting, facing companion when conversing, turning on lights to put seeing people at ease (rather than reading in the dark).
 - c) Independence in dressing - Tying shoes, buttoning, zipping, snapping.
 - d) Self-sufficiency in caring for daily needs.
 - e) Handling scissors, folding paper.
 - f) Personal grooming.
- 5) Recreational and social needs

Many of these needs can be met through normal (planned) interaction with peer group.

Since physical activity is restricted, however, it is important that the visually impaired child have some forms of exercise in which he can experience free movement and large muscle activity, such as swimming, bowling, and

jumping rope, in addition to participating in the regular physical education program to the extent his disability allows.

In addition there should be training for leisure time activities

- a) Adapted games.
 - b) Participation in school clubs.
 - c) Development of hobbies.
- 6) Developing skills for using special tools
- a) Braille writing equipment.
 - b) Braille books.
 - c) Tactile maps and globes.
 - d) Special math equipment.
 - e) Low vision aids.
 - f) Typewriter.
 - g) Script writing equipment.
 - h) Audible compass.
 - i) Adapted games - checkers, chess, scrabble, etc.
- 7) Taking part in enrichment courses
- a) Home economics.
 - b) Industrial Arts.
 - c) Band, Chorus, Orchestra.
 - d) Public Speaking.
 - e) Drama.
 - f) Pre-vocational and vocational courses.
- 8) Vocational and pre-vocational guidance
- a) Familiarity with tools.
 - b) Familiarity with the world of work - neighborhood trips, inviting tradesmen from various fields to talk about their specialties, familiarity with money and its value.
 - c) Taking intelligence, achievement, and manual dexterity tests as well as interest inventories.
 - d) Familiarity with charge and bank accounts, credit cards, job application forms and resumes.
 - e) Training in specific job areas - (As the student reaches junior high and senior high age, the Bureau of Blind Services assists in these areas in the cooperative school program).

8. Personnel Development Activities

- a. Teachers of classes for the visually impaired must have special certification in that field, or must obtain a maximum of six semester hours credit per year until meeting the certification requirements. Training grants are available from the State Department of Education to cover tuition in specific courses approved for certification.

During the 1976-77 school year, the Coordinator for the Visually Handicapped will have the responsibility for in-service training for teachers of the visually impaired.

Resource and itinerant teachers must be proficient in Braille and other special skills, and their training should also ensure that they have a thorough understanding of the philosophy underlying the public school program and a clear cut knowledge of the role of the specialist in such a program.

Since they must gain the cooperation of others on the school staff and must work in close conjunction with them, it is strongly recommended that university training include much observation of visually impaired children in regular class settings as well as exposure to the resource room situation.

Teachers should be taught to carefully analyze how much participation by the visually impaired child is taking place in both situations and to become sensitive to reasons behind this participation or the lack of it. This preparation should help teachers to become aware that implementation of this program will involve close cooperation and teamwork with the rest of the faculty. This teamwork will not come automatically but must be brought about through hard work, sensitivity, and public education.

b. Delineation of Respective Roles and Responsibilities of Regular and Special Education Teachers

The Special Education Teacher - The Special Education Teacher has the primary responsibility for providing the child with needed tools and for teaching him to use them. She must make sure that the child is able to function independently and that he has the necessary daily living skills for self-care and safety. The teacher must establish a close working relationship with the regular classroom teacher. In addition, she must be able and willing to provide the "plus program" which will help the child to understand the environment in which he moves. She must know the plans and stories and projects being taken up in the regular class and must carefully check to see whether the visually impaired child understands the concepts implied. If the class is studying conservation of forests, for example, the blind child may need experiences in studying leaves and bark. He may need to learn, through touch, what a log is and perhaps to plant a tree. The teacher must even go beyond all this to bring him as many of the additional experiences of normal childhood as possible.

The resource teacher should take responsibility for the following:

- 1) Program planning and scheduling with the aid of the regular classroom teacher or others involved.
- 2) Interpreting the child's eye condition to the classroom teacher, stressing dangerous symptoms to watch for if indicated.

- 3) Advising the classroom teacher of the best seating arrangement for the visually impaired child.
- 4) Making the classroom teacher aware of practices and procedures which make learning tasks easier for the visually impaired child.
- 5) Assuming the responsibility for providing the child with all needed materials and texts in large type or Braille.
- 6) Providing the child with low vision or other type aids which will facilitate learning.

The Regular Classroom Teacher - The tone of the classroom is set by the teacher. Therefore, it is essential that a classroom teacher who is to have a visually impaired child fused into her class be a good teacher for all children and one who welcomes the challenge of working in this program. Her acceptance of the child and her faith in his ability to carry his share of responsibility will carry over to the rest of the children. In most cases, such a teacher will become an enthusiastic advocate of the project when she sees how a blind child can enrich the program for both the blind and the seeing child. Visually oriented children and teachers can have a whole new world of sound and smell and taste and touch opened to them as they associate daily with this child who "sees with his fingers". They will soon learn, under the direction of the resource teacher, basic safety precautions, how much help to offer, and correct and incorrect ways of walking with a blind person.

The resource or itinerant teacher can be of help by making some specific suggestions such as the following to the classroom teacher:

- 1) Become aware of signs of visual difficulties in all children. Be sure that referrals and follow-up examinations are made.
- 2) Expect the same achievement from the visually impaired child as you do from every other child in the classroom. Give praise as you would to a seeing child, in terms of merit.
- 3) Plan lessons which utilize other senses as well as vision. Remember to talk as you write on the blackboard.
- 4) Confer often with the resource teacher and obtain assistance in providing the child with specialized materials and equipment.
- 5) Do not demand visual responses from a blind child but allow him to develop concepts which are meaningful to him and his ways of learning.
- 6) It is helpful if the resource teacher can be provided with textbooks and supplementary materials well in advance, allowing her time to have the subject matter put into large type or Braille before it is needed by the child.

9. Supportive Services

a. Federal

- 1) Library of Congress, Division for the Blind
1291 Taylor St. N. W.
Washington, D. C. 20542
 - a. Maintains network of 40 regional libraries for the blind.
 - b. Promotes legislation by which services become legally and financially available in or out of school.
 - c. Publishes two library related periodicals: "Talking Book Review" and "Braille Book Review" on bi-monthly basis.
 - d. Gives correspondence course to teach Braille transcribing. This course is designed for seeing people who wish to become volunteer Brailleists.
 - e. Promotes research in Technology.
 - f. Provides reference service and information circulars.
- 2) Recording for the Blind
215 East 58th Street
New York, N. Y. 10022
- 3) American Foundation for the Blind
15 West 16th St.
New York, N. Y. 10011
 - a. Publishes professional publications about the blind.
 - b. Promotes legislation on behalf of the blind.
 - c. Conducts research.
 - d. Develops and sells at cost, special appliances and adapted games for the blind.
 - e. Publishes in print or Braille a monthly professional magazine, "The New Outlook for the Blind".
- 4) American Printing House for the Blind
1839 Frankfort Ave., P. O. Box 6085
Louisville, Kentucky 40206
 - a. Stipulates the Federal Act "To Promote the Education of the Blind" that all legally blind children in the United States in grades 1 through 12 are entitled to receive American Printing House materials.

- b. Promotes research and develops materials in the Instructional Materials Center.
- c. Provides consultants upon request and field tests new materials.
- d. Provides Braille and large type books, talking books, recorded tapes, and special equipment such as globes and maps for the blind.

5) National Society for the Prevention of Blindness

South Florida Chapter
 255 University Drive, Suite 211
 Coral Gables, Florida 33134

- a. Promotes public education via mass media and audio-visual aids.
- b. Furnishes advice and printed materials requested either by groups interested in developing prevention of blindness programs or by individuals with personal eye problems.
- c. Promotes research in causes and prevention of blindness.
- d. Provides vision screening through local chapters in order to detect eye conditions among young children in early and treatable stages.

b. State

Leadership in the State Department of Education, Division of Special Education, provides administrative and consultative services to local school districts and assists these districts by disseminating information, setting up workshops and conferences to promote professional growth, and by coordinating efforts throughout the State.

Among the many projects sponsored by the State, with a view to helping the local school districts to improve their services, is the newly organized Florida Instructional Materials Center for the Visually Handicapped at Tampa, Florida, which will attempt to facilitate the exchange of books and equipment throughout the State, thus eliminating duplication and waste as far as is possible so that more visually impaired students may be adequately served.

c. Local

- 1) Local Chapter of the National Council of Jewish Women
 4200 Biscayne Boulevard
 Miami, Florida 33137

Brailles and binds texts needed in the school classes which are not available at the American Printing House for the Blind.

Illustrates books in Braille for young blind children, making them tactually appealing.

Puts texts in large type which are not available elsewhere.

Puts textbooks and other materials on tape for use in the classrooms.

Helps teachers in classrooms by doing supplementary Braille or typing, by reading textbook material to children, teaching such skills as shoe tying or ball bouncing under direction of the teacher, providing transportation for field trips and helping with the supervision of children while on the trips, etc.

- 2) Local Chapter of Recording for the Blind
Richter Library, University of Miami
Library Building
Coral Gables, Florida 33134

Provides texts and recreational reading on tapes to supplement Braille or large type.

10. Plans for Evaluation of the Program

The program for the visually impaired is evaluated annually by the county and area staff, using the following criteria:

- a. Percentage of the state incidence figure identified and receiving services.
- b. Availability of programs to meet the needs of 100% of the identified children.
- c. Evaluation of individual children by the teacher, based on observation and standardized achievement tests.
- d. Medical follow-up, including new eye examination forms from an eye specialist each year.
- e. Evaluation of high school graduates to determine the number making a smooth transition to institutions of higher learning or the world of work.
- f. The utilization of the Program Evaluation Form found on page 308.
- g. Providing a program analysis, including students served in comparison to needs and future program planning.

11. Definition of Commonly Used Terms

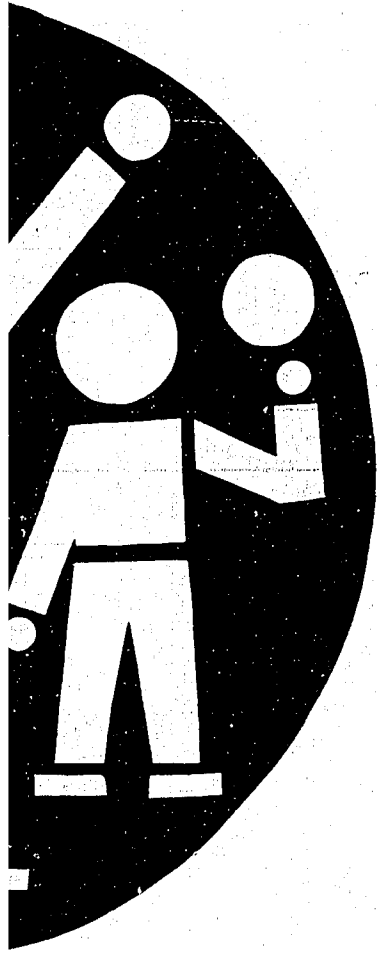
- a. Legal Blindness - Central visual acuity of 20/200 or less in the better eye after best possible correction, or visual acuity of more than 20/200 if there is a field defect in which the widest diameter of the visual field subtends an angle distance no greater than 20 degrees.
- b. Partially Seeing - Central visual acuity of 20/70 or less in the better eye after best possible correction, or visual acuity of more than 20/70 if there is a severe restriction of the visual field. (Other factors, such as efficiency in using residual vision, future prognosis, etc., are also taken into consideration).
- c. Educational Blindness - This term refers to the manner by which the child might best be educated in spite of what the visual acuity indicates in terms of lying on either side of an arbitrary 20/200.
- d. Vision Screening - Procedures for ascertaining gross visual acuity.
- e. Visual Acuity - "Visual Acuity" is expressed numerically as a relationship between two figures. 20/20 indicates that a person sees at 20 feet what he should see at 20 feet. 20/70 means that a person with subnormal vision sees at a 20 foot distance what a person with normal vision sees at 70 feet.
- f. Ophthalmologist - A specialist in diseases and defects of the eye.
- g. Oculist - Same as Ophthalmologist.
- h. Optometrist - One skilled in the measurement of refraction of the eye for prescription of glasses and in visual training.
- i. Optician - One who makes or deals in eyeglasses or other optical instruments.
- j. Estimates - These are based on some formula or percentage figure accepted as the standard unit for projecting reasonable figures.
- k. Prevalence - The number of cases being served by a given agency in a given period of time.
- l. Incidence - New cases within a given period of time - usually the year.
- m. Rehabilitation - This term refers to helping clients who, through illness or injury, must make a satisfactory adjustment from one status to another.

- n. Fusing - This term is used to describe a situation in which a visually impaired child is a member of a regular school class for a portion of the day.
- o. Orientation - An effective awareness and interaction by an individual with his physical, cultural and social environment.
- p. Mobility - Possession or use by an individual of skills which enable him to move independently within the physical environment.



PROCEDURES FOR PRC
OF PROGRAMS AVAILABLE WITH

EMOTIONALLY DIST



VISION
IN THE COUNTY

DRB

A. Procedures for Provision of Programs Available Within the District for the Emotionally Disturbed

1. Definition

The Regulations of the Florida State Board of Education, 6A-6.301, define the emotionally disturbed student as one who exhibits consistent and persistent signs of behavior such as withdrawal, distractibility, hyperactivity, or hypersensitivity as determined by a psychological or psychiatric evaluation, to such an extent that he needs a special instructional program for all or part of the school day.

State incidence figures indicate that emotionally disturbed students make up one per cent of the total school population. Based on this figure, approximately 2,418 students in Dade County would be emotionally disturbed.

The total number of emotionally disturbed students currently receiving special placement is 869. They are being served by 63 full time and 169 part time exceptional child teachers, also classified as varying exceptionality teachers. A total of 36% of the state incidence figure is being served.

Community resources - The following resources are available within the community to which emotionally disturbed students may be referred for services beyond those of the school system:

Children's Division School Service

South Florida State Hospital
1000 S. W. 84th Ave.
Hollywood, Fla. 33009

625-0401 - Miami
983-4321 - Hollywood

Services: Residential and Day Treatment Center, including services in psychotherapy - individual, group and family. Mandatory attendance in Children's Division School

Eligibility: Students - age 5-14. Intake evaluation required and conducted by Hospital's Child Study Unit (admission office).

Hours: 24 hour residential; day treatment 8:30 AM to 2:30 PM.

Cost: \$8.50 per day for day treatment. In-patient treatment approximately \$300.00. Sliding scale.

Alpha House Program
11025 S. W. 84th Street
Miami, Fla. 33143

271-2211

Services: Residential treatment program for mildly emotionally disturbed boys and girls. group therapy, individual counseling, family counseling.

Eligibility: Emotionally disturbed boys and girls, age 8-16 that are recommended by an agency or juvenile institution. Each case is reviewed by a Dade County Youth Service selection committee. Psychotic and retarded students not eligible.

Hours: 24 hours per day.

Cost: None

Children's Psychiatric Center
901 N. W. 17th Street
Miami, Fla. 33136

324-4036

Services: Out-patient care for emotionally disturbed students and families.

Eligibility: All Dade County residents.

Hours: Monday through Friday, 8:30 AM to 5:00 PM.

Cost: Sliding scale

Grant School of Miami, Inc.
20601 S. W. 157th Ave.
Miami, Fla. 33165

251-0710

Services: Residential and Day Ranch School for teaching students who are disturbed, hyperactive, or having learning disabilities, or communication disorders.

Eligibility: Psychological evaluation required prior to acceptance.

Hours: 9:00 AM to 3:00 PM Monday through Friday

Cost: Residential \$1,000.00 monthly, sliding scale, some scholarships available.

Mailman Center (Debbie School)

1601 N. W. 12th Ave.

350-6631

Miami, Fla. 33136

Services: Comprehensive diagnostic evaluation and related treatment management for students with developmental disabilities.

Eligibility: Open to persons birth to 21 years, upon professional referral. Waiting period before initial appointment.

Hours: Monday through Friday, 8:30 AM to 5:00 PM.

Cost: Sliding scale

Montanari Clinical School and Residential Treatment Center

291 E. 2nd Street

887-7543

Hialeah, Fla. 33010

Services: Residential treatment center for emotionally disturbed students with in-patient facilities at Variety Children's Hospital.

Eligibility: All background information and psychological evaluation should be sent directly to the school.

Hours: 24 hours a day.

Cost: Open Setting-Community based cottage \$900.00 per month; Closed Setting-Intensive in-patient care at Variety Children's Hospital. Rate determined by Hospital.

Jackson Memorial Hospital Psychiatric Institute
1700 N. W. 10th Ave. 324-4036
Miami, Fla. 33136

Service: Day treatment program and out-patient services. Served by exceptional child, homebound/hospital teachers.

Eligibility: Out-patient services available to all Dade County students ages birth to 14. Day treatment service for Dade County school age children to puberty. Referrals accepted from any source. (Family, self, school, private physician, agencies, etc.)

Hours: Day-treatment program 7:00 AM to 6:00 PM. Mon./Fri. Out-patient services - by appointment.

Cost: Sliding Scale.

The Children's Center, Inc.
2600 S. W. 2nd Ave. 854-4014
Miami, Fla. 33129

Services: Non-residential school for emotionally disturbed students. Non-residential goal is to rehabilitate students for return to public schools. Staff includes four exceptional child units.

Eligibility: Emotionally disturbed, non-retarded students ages 5 - 11. Referrals accepted from parents, schools, psychologists, and physicians.

Hours: 8:30 AM - 2:30 PM, Monday - Friday.

Cost: Sliding scale

North Dade Children's Center
4481 N. W. 167th Street 625-5335
Miami, Fla.

Services: Comprehensive day care program for retarded and multi-handicapped students. Hot lunch. Home training supervision for students under

2 years old. Transportation provided when possible.

Eligibility: Retarded, multi-handicapped from ages 1 and over; young adult for prevocational and on-the-job training.

Hours: 9:00 A.M. - 3:00 P.M., Monday - Friday.
8:00 A.M. - 5:00 P.M., for working mothers.

Jackson Memorial Hospital Adolescent Unit 325-6431
1700 N.W. 10 Avenue
Miami, Fla. 33136

Services: In-patient hospital treatment program.
Length of stay varies, depending upon individual need.

Eligibility: Private and staff patient services available to all Dade County students, male and female, ages 13 to 17. Referrals accepted from various sources including family, self, school, private physician, agencies, etc.

Hours: 24-hour treatment program.

Cost: Rate determined by hospital.

Child Day Treatment Center 325-6433
Jackson Memorial Hospital
1428 N.W. 11 Avenue
Miami, Fla. 33136

Services: Self-contained classes for emotionally disturbed children.

Eligibility: Students ages 6 to 13 of Dade County. Referrals accepted from private agencies and schools. All background information and psychological evaluations should be sent directly to the center.

Hours: 8:30 A.M. - 4:30 P.M. Monday through Friday.

Cost: Sliding Scale.

Mercy Hospital, Incorporated 854-4400
3663 South Miami Avenue
Miami, Fla. 33133

Services: Residential in-patient individual, family and group therapy. Referrals made by private physician or staff of hospital.

Eligibility: Any patient referred over the age of 12 years. Intake evaluation conducted by Hospital's Unit.

Hours: 24 hours.

Cost: Fees - private insurance.

Family and Children's Achievement Center

Metropolitan Dade County
Department of Youth Services 271-2211, Ext. 270
Division of Psychological Services
11025 S.W. 84 Street
Miami, Fla. 33173

Services: Day treatment program for behaviorally disturbed students inclusive of Milieu therapy, special education, family treatment and community intervention.

Eligibility: Dade County behaviorally disturbed students between the ages of 8 and 12 years. Referrals are accepted from parents or legal guardian, school system or private school or treatment facility.

Hours: 8:00 A.M. - 4:00 P.M., Monday - Friday

Cost: None

Variety Children's Hospital

In-Patient Unit 666-6511
6125 S.W. 31 Avenue
Miami, Fla.

Services: An intensive care psychiatric unit within a general children's hospital for emotionally disturbed students and adolescents. The program is comprehensive and residential.

Eligibility: Open to persons age 3 to 21 years, no restrictions.

Hours: 24 hours.

Cost: Sliding scale.

2. Criteria for Eligibility for Programs for Emotionally Disturbed

The emotionally disturbed child exhibits behavior which may be overly aggressive, inappropriate, overly withdrawn, completely lacking in emotion, or some combination of these. Students who are disruptive in the regular classroom programs may be the ones most quickly identified by their teachers, but disruptiveness (talking out, fighting, out of seat behavior, etc.) is only one indication of emotional disturbance. Students who are extremely quiet and withdrawn may have a severe emotional handicap, while many disruptive students are not emotionally disturbed. Emotional disturbance may be indicated when a student typically shows:

- a. An inability to learn which cannot be adequately explained by intellectual, sensory, neurophysiological, or general health factors.
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c. Inappropriate or immature types of behavior or feelings under normal conditions.
- d. A general pervasive mood of unhappiness or depression.
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

To be placed in a class for the emotionally disturbed, a student must have normal intellectual potential and physical functioning. Students who are intellectually or physically handicapped and who also have a secondary emotional disturbance must be provided with adequate treatment for their emotional or behavioral problems in whatever exceptional child program to which they may be assigned.

Range of Services - The nature and severity of the student's emotional disturbance determines his placement in one of the following program types:

- a. Counseling services within the regular elementary or secondary program - This consists of regularly scheduled individual or group counseling sessions and is appropriate for students who can function in a regular class but who need support and guidance to handle minor or temporary emotional problems. Every secondary school must have this service available to its students. In elementary schools the principal, assistant principal, or visiting teacher may provide this service if an elementary counselor is not available.

- b. Resource classrooms - This program is appropriate for students who can function for a part of the school day in a regular class but who need the support of a special class for a portion of the day. The resource class provides individual or small group instruction, reinforcement of appropriate classroom behavior, and assistance to the regular teacher in planning a consistent educational program for the student. Procedures in this section of the document also apply to any emotionally disturbed student served in a Varying Exceptionalities resource program.
 - c. Self-Contained classrooms - These are full day special programs for students who are not able to function appropriately in the regular program for even a part of the school day. The self-contained program provides in-depth educational planning and structured behavior modification through a token reinforcement and contingency contracting system. It also provides for step-by-step re-entry to the regular classroom.
 - d. Special classes at private schools and agencies - These consist of exceptional child teachers who work in private settings with students who are too severely disturbed to be served in a public school.
 - e. Homebound and hospital program - This program serves students who are under continuous psychiatric treatment and who are unable to function in any classroom setting.
 - f. Contractual Services - Contractual services are available for those students for whom it has been determined by an Area Exceptional Child Placement Committee and the Diagnostic Center that no appropriate program is available.
3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal for Emotionally Disturbed Students

- a. Screening - It is the responsibility of all school personnel to bring to the principal's attention any student, kindergarten through twelfth grade who is exhibiting inappropriate behavior to the extent that he is unable to function effectively in the classroom.

The first step is to complete the Teacher Observation Form (Attachment #1) which details the observed problem behaviors along with specific examples, and provides more appropriate insight as to adequate placement. The completed form is given to the school principal for confirmation and referral.

- b. Referral

- 1) The classroom teacher refers the student to the principal after she has completed the following steps:
 - (a) Checked the cumulative guidance folder for background information.

- (b) Arranged a conference with the parents.
 - (c) Adjusted the curriculum and teaching style in an attempt to meet the student's needs.
 - (d) Submitted a compilation of specific behavioral data collected over a period of time. Example: anecdotal records.
 - (e) Attached the Teacher Observation Form for Identifying Students with Possible Emotional Disturbance.
- 2) The principal reviews the referral and refers to:
- (a) The speech and hearing clinicians for evaluations.
 - (b) The student's physician for medical information.
 - (c) The visiting teacher for a Social History and other information requiring a home visit.
 - (d) The interdisciplinary pupil personnel team for an inschool screening and conference with the classroom teacher and the principal.
 - (e) Reported observations of the student by someone other than the referring teacher. (Minimum of 3 observations)
- 3) The specialist in school psychology and the principal determine need for a comprehensive psychological evaluation.
- 4) The referral form and signed parent permission form for the psychological evaluation, visiting teacher report, results of speech and hearing evaluations, and other necessary reports are forwarded to the director of Pupil Personnel Services following Procedures for Psychological Services.
- 5) When outside agencies or physicians refer a student who is not currently in the school system for evaluation, the parents are requested to contact the office of the Area Director of Exceptional Child Education where pertinent information is recorded and a Release of Information form is signed by the parent.

- 7) Outside referrals - Referrals may also be made through outside psychological and psychiatric sources. When complete psychological reports have been submitted to the Area office, they are reviewed by an Area psychologist and are forwarded to the Area Exceptional Child Placement Committee.

Referrals to the Homebound/Hospital program for the emotionally disturbed are made chiefly through outside sources. A student may receive homebound care as long as he is under the continued care of the referring psychiatrist or other qualified medical person. Homebound care is considered to be a very temporary placement with students transferred to a class setting as quickly as possible. Students that are placed at the Jackson Institute, Jackson Memorial Hospital are served directly by the Homebound/Hospital teacher on staff at the hospital.

- c. Evaluation - The specialist in school psychology shall observe the student's classroom behavior on at least two occasions and will do the following testing:
- 1) Intellectual - The Wechsler Intelligence Scale for Children, or WISC-R, including both verbal and performance scales.
 - 2) Projectives - A minimum of one projective instrument, such as the Rorschach Inkblot Test, the Children's Apperception Test, the House, Tree, Person, Family Test, etc.
 - 3) Self-Report - One self-report measure of the student's self-concept such as the PPP School Sentence Form, the Self-Appraisal Inventory, etc.
 - 4) Other - Additional tests such as the Bender Motor Gestalt Test, the Illinois Test of Psycholinguistic Abilities, The California Test of Personality, the Wide Range Achievement Test, etc., that are seen by the examining psychologist to be necessary in forming an accurate diagnostic judgment and placement recommendation.

The specialist in school psychology will prepare his report within a time limit set by the Pupil Personnel Director and will make one of the following recommendations for placement:

- 1) The student is a behavior problem but is not emotionally disturbed, learning disabled or retarded. Regular class placement should be continued with assistance provided to the teacher in the management of the student's behavior.
- 2) The student has a minor or temporary emotional problem which can best be handled through individual or group counseling.
- 3) The student is retarded (intellectual potential $3/4$ or less of that of a student with average intelligence) and has a secondary emotional disturbance. This student should be placed in a class for the retarded with fusion into the emotionally disturbed program, or placed in a varying exceptionalities program.
- 4) The student is learning disabled and has a secondary emotional overlay. The student should be placed in a class for the learning disabled with fusion into the emotionally disturbed program (if necessary) or placed in a varying exceptionalities program.
- 5) The student has a primary emotional disturbance and requires special class placement for a portion of the school day. This student should be placed in a resource class for the emotionally disturbed.
- 6) The student has a primary emotional disturbance and requires special class placement for the entire school day. This student should be placed in a self-contained program for the emotionally disturbed.
- 7) The student has a primary emotional disturbance which is too severe for the student to be served by school placement at the present time.

The report of the specialist in school psychology is submitted to the Area office for typing and dissemination to the Area Placement Committee. It should be noted that referrals for students to be placed in September, should be completed during the Spring.

d. Placement

Placement recommendation by committee - Although committee members vary from one Area to another, the committee is generally composed of: Area Director of Exceptional Child Education, school psychologist*, the principal and teacher of the school to which the student may be assigned, and possibly the visiting teacher, social worker, educational specialist, or any other individual who may have knowledge of the student.

The committee reviews all information available about the student and recommends an appropriate placement in an exceptional child program. A particular resource or self-contained class is recommended after consideration of the student's transportation, educational needs, and age; and of the class size and composition of the available programs.

Placement by Area Exceptional Child Director - The final responsibility for placement rests with the Area Exceptional Child Director. It is the responsibility of the Area Director of Exceptional Child Education to see that all pertinent letters regarding the placement decision and parent permission have been received. These forms are to be filed in the Area and school offices. He makes transportation and other arrangements for transferring the student to the appropriate program.

Parent involvement - Parent involvement is a necessity in programs for the emotionally disturbed.

- 1) Parental permission must be obtained for class placement and for psychological assessment.
- 2) Once the student has been officially placed in a class, his parents are contacted for an orientation conference with the teachers to inform the parents about the operation of the program and answer any questions they may have.
- 3) The teachers and pupil personnel workers may plan periodic group discussion meetings to give parents more information about how behavioral and educational problems are handled in the classroom. These provide a continuity between home and school expectations and handling of problem behaviors.
- 4) As the student progresses from phase to phase in the program, the parents are kept informed through progress reports.

- e. Educational Plan - See procedures for providing individual educational plans.

f. Dismissal

A student is dismissed from the program for the emotionally disturbed by the Area Placement Committee when he demonstrates that he can function effectively in a regular classroom for the entire school day. Recommendation for dismissal is made by the exceptional child teacher, the principal, and the school psychologist. The student may also be dismissed upon transferring to another special program or institution or upon parental withdrawal or parental approval of exclusion from compulsory school attendance.

The criteria listed below are to be used in determining the student's eligibility to return to regular classes:

- 1) Attainment of a level of academic proficiency which will permit more adequate functioning in the grade appropriate to the student's age and social maturity.
- 2) Interest in academic areas, ability to take responsibility for own learning and to sustain independent learning activities.
- 3) Acceptance by peer group and ability to find satisfaction in peer relationships and school activities.
- 4) Ability to settle differences with peers without adult intervention and to accept criticism in a mature fashion.
- 5) Self-confidence and self-respect related to learning and social interaction.
- 6) Respect for authority, and ability to form a cooperative and meaningful relationship with an adult.
- 7) Ability to control aggressive behavior, to accept limits, to tolerate frustration and to work toward goals.
- 8) Willingness and interest in return to grade and adequate adjustment in part time transitional placement in the regular program (or, in the case of resourced children, adequate adjustment in the regular program and increase in the hours spent in the regular program).

4. Existing Program

Each school system in the state is required to provide an appropriate program of special instruction, facilities and related services for all emotionally disturbed students. An "appropriate program" for an individual student depends on the severity of the student's behavior, so the schools must provide a full range of services, including individual counseling in the regular class setting, resource classes in which the student spends part of the day, self-contained classes in which the student is assigned for the full school day, and exceptional child teachers assigned to non-profit schools, agencies and hospital settings.

During the 1975-76 school year, as of the survey week of February 23, 1976, Dade County Public Schools were serving 869 emotionally disturbed students in self-contained and resource classes. There are 69 students being served by private schools, agencies and in hospitals.

The services which the schools must provide are educational, not therapeutic. Students' behavior disorders are viewed in terms of the problem behaviors themselves rather than in terms of maladjusted personality types. Inappropriate classroom behavior is modified and appropriate behavior is strengthened so that the student may be able to learn up to his potential and move as rapidly as possible back into the regular class program.

Program Objectives

- a. To identify students with inappropriate academic and social classroom behavior.
- b. To identify and provide the appropriate educational program for each emotionally disturbed student regardless of severity, geographic area or grade level.
- c. To have classes for the emotionally disturbed accepted as an integral part of the total school program.
- d. To decrease the frequency of inappropriate behaviors and increase the frequency of appropriate classroom behaviors through a highly structured behavior management program.
- e. To improve, strengthen and reinforce the basic academic skills, including not only communication and computational skills but also the ability to think, to analyze, and to solve problems and to do independent and creative work.
- f. To develop a positive self-concept which results in internal motivation and reinforcement of school related activities.
- g. To establish techniques for good interpersonal relationships with family members, peers (group and individual), and adults (teachers, persons in authority, etc.).
- h. To enable the student to return to a regular class program as rapidly as possible.

Grading, promotion and credit - Students who are in the exceptional child program for the emotionally disturbed are graded, promoted, and receive credit in the same manner as are students in the regular program.

5. Proposed Program

The program for the emotionally disturbed will be expanded during the 1976-77 school year. Identification of students will be assisted by the county-wide establishment of formal screening and referral procedures outlined in this document. The number of teachers who will be providing the services to the emotionally disturbed on a full time basis will be 66, and on a part-time basis 192.

Each administrative area will be expected to establish a minimum of one self-contained elementary cluster and to provide any additional classes necessary for the availability of a complete range of services for all students.

The recommended class size for self-contained programs is 5 - 8 students, depending on age and severity. In resource programs the recommended maximum daily load is 15. A teacher aide shall be required for all full-time classes for severe emotionally disturbed students.

Establishment of a total community involvement program for parents of emotionally disturbed children will be undertaken. The Exceptional Child Directors in each Administrative Area will be expected to establish a liaison with a mental health clinic and other community resources where available.

Parent-Teacher training programs will be formulated to encourage parental participation and understanding of program objectives and curriculum.

6. Facilities

The classroom will be located in the main part of the school building on the ground floor yet not near a noisy playground or cafeteria. Bathroom facilities should be convenient. Separate facilities on the school grounds may also be utilized if bathrooms, etc. are available. In the case of self-contained clusters, the rooms should be connecting with easy access to all areas. Due to the special needs of emotionally disturbed students, the following are required for effective classroom utilization:

- a. Wide aisles and pathways for access to all areas should be provided.
- b. Some open space must be provided to utilize for gross motor activities but too much open space may tend to excite some students into uncontrolled and inappropriate movement. Screens and other means of dividing space must be provided.
- c. Individual carrels which provide the student with a "home base" and freedom from distraction are essential, along with other work areas for group activities.

- d. Space should be provided for utilization of audio-visual equipment, and for learning centers.
- e. The room should be planned to separate noisy and active areas from those intended for individual study.

Fixed furniture does not lend itself to the flexibility needed in the special class, but furniture which can be lifted or which shifts too easily is also inappropriate. Besides carrels, there is a need for tables and chairs which can fit many teaching uses. At least one cabinet or file which can be locked should be provided and the storage space should be coverable. Movable screens are useful to separate working areas.

The services and resources of the community agencies beginning with the listing on page 192 will be utilized to insure that each student's individual needs are adequately met, in the event the public school setting cannot provide adequate placement.

7. Instructional Program

- a. Self-contained Elementary Program - The self-contained program at the elementary level consists of clusters of three to four classes housed in a school center. Each Area will have one or more such centers to house students who are too severely disturbed to be served through resourcing. The following description illustrates the self-contained teaching design:
 - 1) A "token economy" is utilized using points as the tokens. Trinkets, academic activities (shop class, art, physical education, etc.) and "free time" are the back-up reinforcers. Points are delivered contingent upon appropriate social and academic behaviors (positive reinforcement); and withdrawn contingent upon undesirable responding (response cost). Points are either exchanged daily for time to participate in the activities mentioned above or are accumulated during the week and exchanged for trinkets (toys, candy, etc.) every Friday.
 - 2) An individualized educational plan shall be developed and utilized specifically to meet academic and behavioral needs. This plan will be inclusive of long-term and short-term goals and objectives; dates for initiation and duration of program or services; criteria, evaluation procedures and schedule for determining whether goals and objectives are achieved.
 - 3) The Program is divided into five educational phases through which each student progresses. As a student moves up the phase level "ladder", his instructional program is designed to more closely approximate the regular school program.

Phase 1 (Entry) - Students entering the program are placed in Phase 1 in which the academic strengths and weaknesses are identified. They are assigned desks by themselves and are not permitted to interact on an unplanned basis with other students. Pre-academic behaviors such as attending to task and following

directions are reinforced with tokens and teacher praise and approval. Data on several social and academic behaviors are recorded daily on Pupil Progress Charts and Work Record Cards. The behaviors stressed in this phase are those necessary to the student if he is to experience success in school.

Phase 2 (Socialization) - Successful demonstration of Phase 1 behavior leads to placement in Phase 2. The behaviors stressed in this phase include cooperation with peers and appropriate participation in group activities. Academic tasks are introduced and reinforcement is delivered contingent upon appropriate interactional behavior and successful task completion. Students are seated together in clusters and receive both group and individual instruction. Each student's academic program is fully individualized and geared to his unique educational skills.

Phase 3 (Academics) - The behaviors stressed in this phase are more closely aligned with the academic orientation of the regular classroom. Students work independently and in small groups and instruction is geared toward eventual transition into the regular school program. Correct responding, neatness, accuracy, competence in academic skills and appropriate use of independent activity time are systematically reinforced.

Phase 4 (Re-entry) - The behaviors to be demonstrated in this phase are a combination of those previously mentioned and must be demonstrated rather consistently in order for the student to earn time outside of the special program. Students are resourced into the regular school program for at least one period daily, contingent upon fulfilling the requirements of a "contract" made with the teachers during Phase 3. Regular classroom teachers are instructed to rate each student daily in terms of the appropriateness of pre-determined academic and social behaviors. As each student progresses, the amount of time spent in regular classrooms is increased until he is spending a full day in the regular program.

Phase 5 (Reassignment) - Once a student has demonstrated that he is able to function appropriately in a regular full-day program, provisions are made to return him to his home school. Each student's progress is evaluated on a daily basis by his special class teachers and decisions are made accordingly. As it is generally felt that providing the home school with periodic feedback as to a student's academic and social progress will ultimately result in an easier and more effective Phase 5 reassignment, student progress reports are sent to the home school whenever a student's instructional program is significantly altered. Parents are also informed at these times through school conferences and similar progress reports. All reassignments must come through the placement committee.

- b. Resource Elementary Program - Each Area will provide a sufficient number of resource classes to serve emotionally disturbed students who can function for a part of the day in a regular class program but who need special services for a portion of the day.

Students who are assigned to the resource program are on the regular class roll and shall be seen by the resource teacher for at least 125 contact hours per week and as much as up to one-half of the school day. The resource time necessary for each student is decided by the resource teacher in cooperation with the regular classroom teacher and the school principal. As the student progresses, it may become necessary to decrease the resource time to appropriate full time fusion back into the regular classroom.

It is imperative that students in the resource program be included in regular school activities. The resource teacher has the responsibility of interacting with the other teachers in the school in order to coordinate both aspects of the student's program. The resource teacher should provide special materials, at the student's ability level, and should share the techniques which she has found to work with him. These techniques may include behavior modification methods which can be carried through in the regular program.

Prescriptive teaching in the resource class follows the same basic characteristics that are found in a learning disabilities program but they differ from the learning disabled student in that the deficits are not due to basic sensory or motor dysfunctions. The teacher has to administer basic educational tests to determine the student's level of academic and prerequisite skill performance. Information from the psychological report, such as sub-test breakdowns on the Wechsler Intelligence Scale for Children and on the Illinois Test of Psycholinguistic Abilities, are also used in determining an appropriate individualized educational plan. (See Section 2 under 7a.)

The "Prescriptive Profile Procedure for Children with Learning Disabilities", which was developed under Title VI-B funding, provides a procedural guideline for translating diagnostic and other information about the student into prescriptions for teaching.

Although developed for learning disabilities classes, the procedure is equally applicable to classes for the emotionally disturbed.

Behavior modification techniques are utilized in the resource classes. They should follow a structured token system as described for self-contained classes or may be more dependent on internal motivations, depending on the needs of the particular program.

Classes for emotionally disturbed students follow the regular courses of study. They may be remedial in nature to a large extent but the goal always is to prepare the student for re-entry into the regular program. The teacher will find it necessary to adapt and modify curriculum materials and to use special approaches to subjects in order to meet the needs of individual students. The amount of frustration with which the student is able to cope determines the teaching level and assignment difficulty.

The student's academic progress must be re-evaluated every six to nine weeks (or before if necessary) utilizing progress charts (see attachment), point cards, and observation forms, to determine behavioral changes and new skills and abilities acquired.

- 1) Reading - Emotionally disturbed students should be included in established systems reading programs. Reading instruction for them should be individualized because most of the students will have different reading levels and problems. Sometimes it will be possible to place two in a group but generally the reading class will consist of one student and the teacher.

For the student who is not reading on his grade level, the teacher should: (a) begin at the level where he can have a successful experience (b) make sure each skill is well learned (c) present material that needs constant review in interesting and in varied forms (d) take as much time as necessary on each skill without applying pressure or causing frustrations within a child.

For the student who does not verbalize, the teacher should (a) let him become familiar with the environment at his own rate (b) never force the issue by insisting on responses (c) give praise and show pleasure when he does verbalize.

For the student who is withdrawn, the teacher should (a) make the program quite elementary requiring a small amount of response at first (b) insure success in beginning attempts (c) gradually increase oral response expectations.

For the student who is aggressive, the teacher should (a) make lessons simple and short as possible (b) insure the student's attention by making the lesson interesting.

Appropriate reinforcement through the token system is applicable to any of the above instances. The teacher should have alternate lessons available if resistance by students is evident.

- 2) Arithmetic - Emotionally disturbed children should be included in established systems mathematics programs. The usual sequence might need adjustment under the following circumstances: (a) when students do not comprehend fully the concepts and skills (b) when students are not ready for new concepts and skills although the comprehension of former concepts and skills is satisfactory (c) in cases where the learning of new concepts and skills causes fear, frustration or even regression.

The teacher should give short assignments to assure immediate gratification. There should be no pressure or time limit. The student should set his own pace but when the teacher notices that the student is not attentive to work he should bring him back to the work at hand. Results should be recorded so that the student can chart his own progress. There should be relaxation periods between assignments in the classroom. Emphasis should be placed on visualization and the manipulation of concrete materials.

- 3) Science and Social Studies should be included in the program if the class is self-contained. The student must learn to accept and deal appropriately with natural laws as well as social mores.
 - 4) Art and Physical Education allow creativity and expression in non-academic areas. Students should be allowed freedom to express their individuality but short attention span, inability to handle competition, and the tendency to hyperactivity in less controlled situations should be kept under consideration.
- c. Secondary level programs - Both self-contained and resource settings must be available for secondary level students who are emotionally disturbed. The programs operate similarly to the ones at the elementary level but emphasis is placed to a greater extent on pre-occupational counseling and achievements.

The Secondary Counselors in each school will be available to counsel with students who need support to function in the regular programs. Since emphasis is placed on early identification and service it is hoped that adequate programs at the elementary level will reduce the need for those at the secondary level. There will, however, always be students who will need secondary programs.

- d. Equipment and materials - Since individual instruction is needed for emotionally disturbed children, a great deal of variety is necessary in materials and curriculum. The following should be available:
- 1) Audio-visual supplies - Including a language master and cards, at least one tape recorder, a recorder, a record player and records, at least one listening station, a filmstrip projector and screen, an overhead projector.
 - 2) Manipulative materials and games - Including individual academic games, group non-competitive games, and competitive group games. Puzzles, scrabble, phonic games, wordbuilding games, eye-hand coordination tasks, etc., are among those which should be provided.

The Teachers Publishing Corp. Books on Learning, Language and Listening Games are an excellent resource. Manipulative materials such as clay and other arts and crafts supplies should be available.

- 3) Behavior modification materials - Includes tokens, candy, trinkets, small toys and other supplies for the classroom management program.
- 4) Reading materials - Textbooks, including basal, linguistic and phonic series; workbooks that have high interest and low vocabulary; supplementary readers, such as the "reluctant readers library".
- 5) Math materials - Such as cuisenaire rods, Stern materials, workbooks, and games.
- 6) Testing materials - Such as the Detroit Tests of Learning Aptitude, The Purdue, The Durrell, Slingerland, Frostig, etc.
- 7) Individual worksheets - One page sheets at various levels of difficulty and in a wide variety of subjects. These provide the student with a concrete amount of work which must be completed prior to token reinforcement. Spirit masters are available for many reading and arithmetic sheets and teacher-made dittos can be used for specific learning assignments.
- 8) Adequate paper, duplicating materials and art materials.

8. Personnel Development Activities

Teachers of classes for the emotionally disturbed must have special certification in that field, or must obtain a minimum of six semester hours credit per year until meeting the certification requirements. Training grants are available from the State Department of Education to cover tuition in specific courses approved for certification. In the case of self-contained clusters, at least one teacher should be certified in learning disabilities or reading, in addition to emotionally disturbed.

Before being placed in a class for the emotionally disturbed, it is highly desirable that the teacher have had at least one year of successful teaching experience in the regular program or with learning disabled students.

The teacher must be knowledgeable in the administration of psycho-educational tests, the evaluation of psychological test information, in developing appropriate individualized prescriptions, and in mediating learning deficits.

In addition, the teacher must be able to operate a structured classroom environment, develop and carry through a token reinforcement system, and understand basic motivational procedures.

In-Service

Area Directors and county level exceptional child coordinators, teachers on special assignment, the Florida Learning Resources System-South (FLRS-South), a Title VI funded project, in conjunction with the Director for Exceptional Child Education, have the responsibility of organizing and implementing all in-service for exceptional child teachers county-wide. Arrangements would be made for P.I.P. and Master Plan Points through Staff Development.

In-service offered will include workshops in psycho-educational assessment, (ITPA, Detroit, I.R.I.), behavior modification techniques, methods and materials in curriculum, and classroom design and organization, and individualizing educational plans.

In-service will also be offered for principals of schools housing classes for the emotionally disturbed, teacher aides, bus drivers, and for psychological and other support personnel.

9. Supportive Services

School Services - Schools housing classes for the emotionally disturbed are required to provide these students with all of the facilities and services (library, physical education, art, music, cafeteria, etc.), which are available to other students in the school.

Teacher Aide - Teacher aides may be utilized for clerical duties and to assist the teacher in classroom functioning.

School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure that the program is an integral part of the total school activities, to insure the acceptance of the program by his total staff, and to support the special class teacher as needed.

School Psychologist - Besides observing and testing students for placement in special classes, the psychologist should be available to consult with the teachers and other school personnel. He provides in-service on behavior management techniques which may be applicable for individual cases, and participates in parent conferences.

Visiting Teacher or Social Worker - These personnel maintain contact between home and school, counsel with parents, interpret the requirements of the school to the parents, interpret to the school the strengths and weaknesses of the home, and assist the return of the student to regular class placement.

Elementary and secondary counselors - These personnel provide guidance and support to students who may have minor or temporary emotional problems which do not require special class placement. This provides an important preventive intervention as well.

The Area exceptional child teacher on special assignment - This is a special education curriculum specialist, K-12, who assists the area special education coordinator by:

- a. Instructing and assisting in classes as needed.
- b. Demonstrating techniques, new methods and teaching tools including curriculum, equipment and supplies.
- c. Observing teachers and giving assistance as needed, such as assisting a teacher in modifying and individualizing curriculum.
- d. Providing in-service.

10. Plans for Evaluation of Program

The Program for the emotionally disturbed will be evaluated yearly by the county and area staff using the following criteria:

- a. Percentage of the state incidence figure identified and receiving services.
- b. The availability of self-contained, resource and other programs sufficient to serve 100% of the identified students.
- c. The rate of return from the program to full time regular class attendance.
- d. Improved scores on standardized achievement tests and self-concept scales.
- e. Reports by regular classroom teacher of greater academic success, interest in learning, and social participation of resource students.
- f. The rate of movement from phase-to-phase of the self-contained program.
- g. The percentage of dismissed students making successful adjustments in their return to regular school settings.
- h. The utilization of the Program Evaluation Form found on page 308.

EXCEPTIONAL CHILD EDUCATION
BEHAVIOR ASSESSMENT RECORD
FOR THE
EMOTIONALLY DISTURBED/SOCIALLY MALADJUSTED

STUDENT'S NAME:

DATE:

TEACHER'S NAME:

TARGET BEHAVIOR:

TASK ANALYSIS:

1.

2.

3.

4.

5.

INSTRUCTIONAL OBJECTIVE:

REINFORCER:

1. PRIMARY

2. SECONDARY

INTERVENTION PROCEDURE:

REINFORCEMENT SCHEDULE:

OBSERVATION SCHEDULE: _____

TEACHER'S: _____

OTHERS: _____

RECORDING METHOD: _____

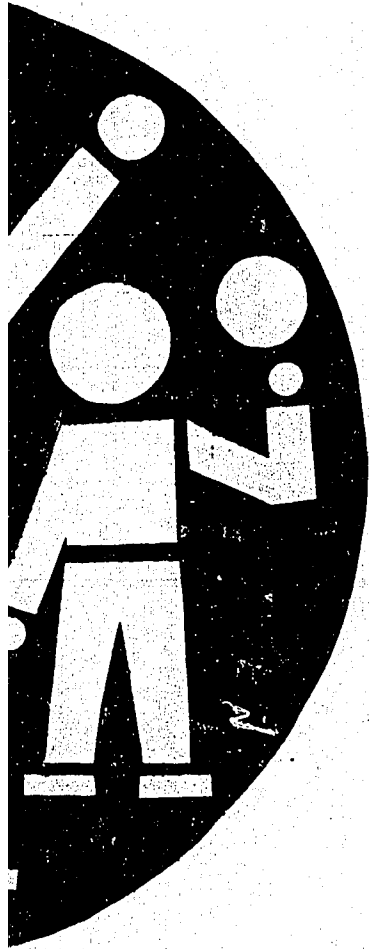
CRITERION ACCOMPLISHED: YES _____ NO _____

COMMENTS: _____



PROCEDURES
OF PROGRAMS AVAIL

AU



VISION
IN THE COUNTY

A. Procedures for Provision of Programs Available Within the District for the Autistic

1. Definition

The Regulations of the Florida State Board of Education do not currently provide for specific programs for the autistic student. The definition proposed by Dade County is "an autistic child is one who exhibits serious and extensive impairment of emotional, intellectual, and language functioning and who could not effectively be served without a special instructional program".

According to accepted incidence figures, autistic students make up .01% to .02% of the total school population. Based on these figures, approximately 24 - 48 students in Dade County are autistic.

The total number of students diagnosed as autistic, who are currently receiving special class placement is 38. They are being served by 10 exceptional child teachers. Students in classes for autistic are classified as emotionally disturbed and carry the weighting factor for the emotionally disturbed.

Community Resources - The following sources are presently serving autistic students, residents of Dade County. The programs of these agencies have not been evaluated by the Dade County school system.

North Dade Children's Center

4481 N.W. 167th Street
Miami, Florida
Phone - 625-5335

Services: Comprehensive day care program for retarded and multi-handicapped students. Hot lunch. Home training supervision for children under two years old. Transportation provided when possible.

Eligibility: Retarded, multi-handicapped from age one and over; young adults for pre-vocational and on-the-job training.

Hours: 9:00 a.m. - 3:00 p.m., Monday - Friday
8:00 a.m. - 5:00 p.m. for working mothers

Fees: Tuition according to family's ability to pay

Miami Society for Autistic Children

20000 N.W. 47th Ave.
Miami, Fla. 33055
Phone - 624-9671

Services: Day school providing education and training program including diagnosis and evaluation, recreation, counseling, information and referral, parent training follow-up. Transportation only when special arrangements can be made.

Eligibility: Pre-school to 16 years of age. Serving students with severe disorders of communication and behavior from Dade and Broward Counties.

Hours: 9:00 a.m. - 3:00 p.m. - Monday - Friday

Fees: Sliding scale with \$120 maximum

Mailman Center for Child Development

1601 N. W. 12th Avenue

Miami, Fla. 33136

Phone - 547-6631

Services: Comprehensive diagnostic evaluation and related treatment management services on an out-patient basis for students with developmental disabilities with special emphasis on mental retardation and the young student.

Eligibility: Students from birth - 14 who present evidence of developmental disabilities will be accepted for evaluation.

Hours: 8:30 a.m. - 5:00 p.m. Monday - Friday

Fees: Sliding scale

2. Criteria for Eligibility for Programs for the Autistic

Eligibility for the exceptional child program for the autistic is based on the following behavioral considerations:

- a. Gross and sustained impairment of emotional relationships with people and situations are manifested from infancy. Some specific indicators are extreme self-isolation and lack of eye-contact.
- b. Speech either lost, or never acquired, or showing failure to develop beyond a level appropriate to an earlier age. Approximately 1/3-1/2 remain non-verbal into the school ages. When language is present it has abnormalities such as echolalia (repetition of speech with no understanding), absence of inflection, pronomial reversal (you eat instead of I eat), extreme literalness, etc.
- c. Sustained resistance to change in the environment and a striving to maintain or restore sameness.
- d. Background of serious retardation in which segments of normal, near-normal or exceptional intellectual function or skill may appear.
- e. Tendency towards head-banging, twirling, finger-chewing, rocking or other self-stimulatory behavior.
- f. Preoccupation with particular objects, or certain characteristics of them, without regard for their accepted functions.

g. General failure to develop symbolic thinking.

Many terms are used to describe students with "autistic-like behaviors. Some students are called autistic, some childhood schizophrenic, some socially aphasic, etc.

For many years autism has been theoretically categorized with emotional disturbance and was seen as resulting from impaired familial relationships. The weight of evidence has now shown that disturbed family relationships may be a secondary symptom. Central nervous system abnormalities are the causative factors in the great majority of cases.

Autism can be seen as a specific syndrome of organic brain disease characterized by basic inability to transform visual and auditory experience into meaningful patterns for understanding the surrounding world. Communication problems, behavior abnormalities, learning difficulties and emotional dilemmas stem from this organic dysfunction.

The cerebral pathology may have any of the following causations:

- a. Toxic - Caused by any of a wide variety of toxic drugs and substances including atropine, bromides and cortisone.
- b. Metabolic - Caused by metabolic disorders such as pellagra, hypoglycemia or amourotic family idiocy.
- c. Degenerative - Rare diseases such as Schilder's disease or Heller's disease.
- d. Infectious - Caused by acute encephalitis or by more chronic inflammatory changes in the brain, as in childhood paresis.
- e. Dysrhythmic - Caused by psychomotor seizures or other cerebral disturbances.
- f. Traumatic - Caused by brain injury.
- g. Neoplastic - Caused by cerebral tumor.
- h. Pre-natal and Perinatal - Caused by complications in pregnancy, oxygen allergy, anoxia, etc. Some cases may be related to retrolental fibroplasia, a disease of the eye caused by over-oxygenation.

Generally, gross neurological "hard signs" are rare in autistic children. The observable neurological abnormalities are subtle, immature ones, such as hypotonia, choreiform movements, whirling, the persistence of the tonic neck reflex, etc.

Range of Services - The nature and severity of the student's emotional, intellectual and language impairment determines placement in one of the following programs:

- a. Classes designated for the autistic - These are special academically and socially graded programs for students whose impairment is profound. Although the recommended class size for the Autistic Program is 5-8 students, depending on age and severity, upon the recommendation of the Area and Central Office, the class size may be reduced to less than 5 students.
 - b. Classes designated for the retarded - Students whose intellectual and language impairment is severe but whose behavior can be brought under control may be served well in these classes.
 - c. Classes designated for the emotionally disturbed - This placement is utilized with students whose intellectual and language impairment is of a mild or moderate nature but whose behavior is disruptive. Autistic students who are severely impaired should not be placed in programs for the emotionally disturbed, with students of normal capacity and learning needs.
 - d. Contractual arrangement - Guidelines are included in this document to provide financial support for children for whom there are no public programs so that they may be served in private settings.
3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of Autistic Children and Youth

- a. Screening - Autistic behavior is recognizable at an early age and rarely if ever will an autistic child get to school age without being identified. Parents note extreme difficulties in feeding, sleep behaviors, emotional reaction, spinning in the crib, and similar behaviors within the first years.

In a toddler, they will note aloof indifference, ritualistic behavior, lack of speech development, and possibly self-inflicted injury. Agencies or medical sources will probably make the initial diagnosis.

- b. Referral - Autistic students may be referred by outside agencies or physicians. The parents are requested to bring the child to the office of the Area Director of Exceptional Child Education where pertinent information is recorded and a Release of Information form is signed by the parents.

Speech, hearing and vision evaluations are attempted to the extent possible and the Area Director of Pupil Personnel Services authorizes a comprehensive psychological evaluation if one has not been sent with the referral.

- c. Evaluation Process - The identification of autistic students is based on observational, interview and test data.

Observation should note the major behavioral symptoms described on page 218 and take into account that not all children demonstrate all of the "typical" symptoms.

The most commonly used interview checklist is the "Diagnostic Checklist for Behavior Disturbed Children" developed by Bernard Rimland. The Vineland Social Maturity Scale can also be valuable. Testing techniques should be those which do not require the full cooperation of the student and which use his own plan and normal activities as a starting point.

Tests and Materials which have been found useful for diagnostic and prescriptive purposes are:

- 1) The Development and Trainability Assessment (BKR-Sunland)
 - 2) The Preschool Attainment Record (BKR-Sunland)
 - 3) The Houston Test for Language Development
 - 4) The Utah Test of Language Development
 - 5) Assessing Language Skills in Infancy (Multi-dimensional analysis of emergent language)
 - 6) The Merrill-Palmer
 - 7) Manipulation tasks, such as the Seguin Form Board or 3-hole form board from the Binet
 - 8) The Woodward tests based on Piaget's theories test sensori-motor stages of development
 - 9) Portions of the WISC or Binet may be attempted with older and less severely impaired children
 - 10) Informal tests of the child's reactions to sounds, his balance, coordination, etc.
 - 11) Milton Bradley Early Childhood Enrichment Series
 - 12) Distar Oral Language Kit
 - 13) Peabody Language Kit
- d) Placement - The placement of a student into a program for the autistic is the direct responsibility of the Area Director of Exceptional Child Education. He is assisted in this placement procedure by the Area Staffing Committee. Although committee members vary from one Area to another, the committee is generally composed of: Area Director of Exceptional Child Education, specialist in school psychology, the principal and teacher of the school to which the student may be assigned, and possibly the visiting teacher, social worker, Teacher on Special Assignment, or any other individuals who may have knowledge of the student.

It is the responsibility of the Area Director of Exceptional Child Education to see that all pertinent letters regarding the placement decision and parent permission form have been received. These forms are to be filed in Area and school offices.

Parent Involvement - Parent involvement is a necessity in programs for the autistic.

- 1) Parental permission must be obtained for class placement and for psychological assessment.
- 2) Once the student has been officially placed in a class, his parents are contacted for an orientation conference

with the teachers to inform the parents about the operation of the program and answer any questions they may have.

- 3) The teachers and student personnel workers may plan periodic group discussion meetings to give parents more information about how behavioral and educational problems are handled in the classroom. These provide a continuity between home and school expectations and handling of problem behaviors.
 - 4) As the student progresses from phase to phase in the program, the parents are kept informed through progress reports.
- e. Educational Plan - See procedures for providing individual educational plans.
- f. Dismissal - A student is dismissed from the program for the autistic by the Area Placement Committee when he demonstrates he can function effectively in regular placement. The student may also be dismissed upon transferring to another special program or institution or upon parental withdrawal at their discretion.

4. Existing Program

During the 1975-76 school year, Dade County will serve approximately 44 autistic students, while approximately 20 are being served by private schools and agencies.

Program Objectives

- a. To identify students with severe emotional, intellectual and language disorders.
- b. To identify and provide the appropriate educational program for each student regardless of severity, geographic area or grade level.
- c. To equip autistic students to live as full and useful a life as possible through self-help, social and academic skills.
- d. To decrease the frequency of inappropriate behaviors and increase the frequency of appropriate classroom behaviors.

5. Proposed Program

The program for autistic students will serve approximately 44 students during the 1976-77 school year. The program will be assisted by an increase of inservice training and establishment of more structured identification and instructional procedures.

6. Facilities

The classroom should be located on the ground floor with bathroom facilities in the room whenever possible. These students need contact with students who have good speech habits. They must not be totally

isolated from the mainstream of the school.

Since individual instruction is necessary in any program for the autistic, there should be small cubicles available for 1 to 1 work. These may be created with the use of moveable partitions and doors. Some open space must be provided for gross motor and game activities.

7. Instructional Program

The instructional program for autistic students shall be structured and sequential rather than permissive. Students who enter the program at a beginning level must be taught eye contact, sitting and other basic attentional skills while negative behaviors, such as rocking, tantrums and finger chewing are decreased.

Language and conceptual development is the major aspect of the instructional program itself and is an on-going integral part of the student's daily program. An individualized prescriptive speech and language development program should be established by the classroom teacher and the speech therapist. If necessary, this instruction should be on a one to one basis.

A total communication program using speech, signs and fingerspelling may be used with students who will not develop basic oral skills. Students who are echolalic are taught to respond correctly to cues and to develop more spontaneous speech.

The development of daily living skills is an important aspect of the program as are Body Image and functioning, social awareness, and general orientation. The teaching of social behavior, the correcting of special disabilities and the training in skills are carried on simultaneously.

Materials and equipment

In providing academic and behavioral activities for the Autistic, consideration should be given to the five priority skill areas. The following materials, though somewhat limited, have been found to work well with autistic children and are provided for reference:

a. Auditory Skill Area

- 1) Sound makers
- 2) Action Pictures
- 3) Peabody Kit Records
- 4) Sounds I Hear

b. Visual Skill Area

- 1) Sequence Card
- 2) Formboard
- 3) Felt shapes
- 4) Object sorters
- 5) Color stacking discs

c. Fine Motor Skill Area

- 1) DLM puzzles
- 2) Peabody Cards
- 3) Shape templates
- 4) Lacing boards

d. Self-Help Skill Area

- 1) Traffic signs
- 2) Peabody Body Parts
- 3) Safety posters
- 4) Plastic fruit
- 5) Health posters

e. Gross Motor Skill Area

- 1) Balance beam
- 2) Wooden steps
- 3) Stomping board
- 4) Tumbling mats
- 5) Hardwood unit blocks

8. Personnel Development Activities

There is no certification specifically for teachers of the autistic and most will be certified in intellectual disabilities. Before being placed in a class for the autistic, a teacher should have a minimum of three years successful teaching experience and have shown an ability to work with disturbed and language impaired students.

In addition, the teacher must be able to work in a one to one structured behavior modification program as well as with small groups.

In-Service

In-service training will be provided through Florida Learning Resources System-South (FLRS-South) utilizing county and outside consultants.

9. Supportive Services

Teacher Aide - Every class for the autistic should have a teacher aide to assist the teacher in individualizing instruction.

Parent Volunteers - Parents have been utilized in many programs for the autistic on a part time basis to give one to one attention to students (not their own). This has been shown to help the parents as well as the school. Parental volunteers will be accepted following a short training period.

University Assistance - The possibility exists of utilizing graduate students in education or psychology as part-time instructors for one to one behavior shaping and instruction.

School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure the acceptance of the program by his total staff and support the

special class teacher as needed.

Specialist in School Psychology - The specialist in school psychology observes and tests students for placement and consults with the teacher on appropriate behavior management techniques. He also may participate in parent conferences.

Visiting Teacher or Social Worker - These personnel maintain contact between home and school, counsel with parents, interpret the requirements of the school to the parents and interpret to the school the strengths and weaknesses of the home.

The Area Exceptional Child Teachers on Special Assignment - These special education curriculum specialists assist the classroom teacher by demonstrating techniques and materials and giving help with the individualization of curriculum.

10. Plans for Evaluation of Program

The program for the autistic will be evaluated yearly by the county and Area staff using the following criteria:

- a. Number of students identified and receiving services.
- b. The availability of programs to serve all autistic students referred to the school system.
- c. Improvement in behavior, language and academic skills as seen on daily record sheets.



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY

SOCIALLY MALADJUSTED

A. Procedures for Provision of Programs Within the District for the Socially Maladjusted

1. Definition

The Regulations of the Florida State Board of Education define the socially maladjusted student as one who continuously exhibits behaviors that do not meet minimum social standards of conduct required in the regular schools and classrooms; whose behaviors are in defiance of school personnel, disrupts the school program and is antagonistic to other students and to the purpose of the school.

State incidence figures indicate that socially maladjusted students make up 1% of the school population. Based on this figure, approximately 2,419 students in Dade County are socially maladjusted. The total number of socially maladjusted students currently receiving special placement is 1,054. These students are served by 66 exceptional child teachers.

Community Resources - The following resources are available within the community to which socially maladjusted students may be referred for services beyond those of the public school programs.

Division of Family Services
P. O. Box 634, Biscayne Annex
Miami, Florida 33152

Services: Offering case work help to families of socially maladjusted students.

State of Florida, Department of Health and Rehabilitation Services,
Division of Family Services

Services: Offering students counseling, probation, and parole services.

Division of Youth and Family Development Community
Services Unit (formerly Kendall Home)

11025 S. W. 84th Street

Miami, Florida 33173

Phone: 271-2211

Services: The program offers comprehensive evaluation and assessment services, individualized treatment, supportive counseling, and community based social and psychological services.

Goodwill Industries of South Florida, Inc.

200 South Miami Ave.

Miami, Florida 33130

(Mailing address: P. O. Box 010231

Miami, Florida 33101)

Services: Sheltered workshop services including work evaluation; adjustment training; vocational training; work activity program. Interim employment for individuals who have a physical, mental or social disability which constitutes a vocational handicap.

Juvenile Court Psychiatric Clinic

2735 N. W. 10th Ave.

Miami, Fla. 33127

Phone: 633-0361

Services: Psychiatric evaluation for juvenile offenders. Consultation available for court workers.

Dade Group Treatment Home

Pentland Hall Halfway Home for Girls

8909 S.W. 94th St.

Miami, Fla. 33156

Phone: 374-3747

Services: Group approach to changing behavior. Confrontative peer pressure group involvement and staff support. Remedial education available, in addition to classes in cooking, arts and crafts, cosmetology, gardening and landscaping.

Place South

7220 Bird Avenue

Miami, Fla. 33133

Phone: 264-8071

Services: Counseling services for youth ages 13-21 in addition to individual and group therapy. Participation groups are divided by age and are co-ed. Parent discussion group meets once a week. Focus is on developmental problems.

Alpha House

11025 S.W. 84th St.

Miami, Fla. 33143

Phone: 271-2211

Services: Residential treatment program for mildly emotionally disturbed boys and girls. Group therapy, individual counseling, family counseling.

Florida Division of Youth Services - Miami Try Center

3709 N. w. 30th Street

Miami, Florida 33142

Phone: 633-8641

Services: Group and individual approach to changing behavior. Counseling services with confrontative peer pressure group involvement and staff support. Remedial education available.

Florida Division of Youth Services - Miami Youth Hall

2735 N. W. 10th Avenue

Miami, Florida 33127

Phone: 633-8552

Services: Program offers evaluation and assessment services, individualized treatment planning and counseling. Remedial education available.

2. Criteria for Eligibility for Programs for Socially Maladjusted

The socially maladjusted youth is one whose behavior disorder is the result of inadequate development of those ego structures which are necessary for self-regulated behavior. His disturbance is not principally characterized by anxiety and is not necessarily the result of inner conflict. (Instead of symptoms of personal conflict, he shows faulty character development characterized by inadequate values and a deficit in control of impulses). These students need to develop proficiency in deficient academic areas while meeting a minimum standard of behavior. This requires control of impulsive behavior, a more adequate ego structure and internalized self-discipline.

In order for a student to be eligible for a program for socially maladjusted the student may exhibit all or a combination of the following characteristics:

- a. Be a potential school dropout, unmotivated, disinterested, or divergent individual;
- b. May exhibit behavior which persistently interferes with his or her own learning or the education process of others and which requires attention and help beyond that which the regular instructional program can provide without assistance;
- c. May exhibit a definite learning problem;
- d. May be achieving one or more grades below his or her achievement level.

Specifically the programs in Dade County reflect all of the above criteria in the two types of programs offered socially maladjusted students.

Adjudication by the courts - Upon being adjudicated delinquent, the youth is remanded to these facilities by the juvenile court judge.

Alternative School Guidelines Criteria:

- a. A student need not exhibit all of the behavioral patterns suggested by these criteria. These items are offered as guidelines in determining those students who exhibit persistent patterns of behavior that disrupt the normal operation of the educational process for other students in the school and negates the student's own effective participation.
 - 1) The student has a profile of consistent truancy from school and classes.
 - 2) The student displays a lack of motivation in performing classwork as evidenced by consistent failure to perform homework; inconsistent scores on tests, both standardized and teacher constructed; failure to have basic materials such as paper, pencil, or textbook for use in class.
 - 3) The student consistently receives poor academic grades in the majority of subjects and has been retained in one or more previous grades.
 - 4) The student is deficient in basic skills.

- 5) The student is reserved and withdrawn and encounters serious difficulty in communicating in the normal classroom setting as well as other school activities. This factor is significant only if in combination with other factors that adversely affect academic progress and social relationships.
- 6) The student requires attention and assistance beyond the capability of the school resources.
- 7) The student has not responded to counseling, special instructional assistance, and changes in the assignment of teachers.
- 8) Parental conferences have not proved beneficial in increasing the student's academic efforts and level of maturity necessary to function independently.

Range of Services - The nature and severity of the student's social maladjustment, determines his placement in one of the following programs:

Alternative School Programs - A student who demonstrates a consistent inability to function in the regular school program may be referred to these programs, upon meeting the aforementioned criteria. All of these centers recommend the exceptional child maximum of 15 students per class. Specialists in school psychology are assigned to each center.

a. Youth Opportunity Schools (North and South)

These programs serve both boys and girls assigned grades 6-8. In lieu of suspensions in excess of 10 days from the regular school program, a student, subject to such action, may be administratively assigned to an alternative school program for such time as necessary to assure an acceptable behavior change. The staffs of the alternative schools will continually assess each student's potential to re-enter the regular school program on a trial basis. The period of time the student is to be returned to the regular school program will be indicated with a provision that is contingent upon satisfactory behavior, and academic progress. Based on these factors, the time period may be increased, decreased or terminated. These schools are primary feeder schools for the Douglas MacArthur Senior High Schools

b. Douglas MacArthur Senior High Schools (North and South)

These programs serve boys and girls in grades 9-12. Students assigned to these special Senior High Centers must have the same criteria for placement as their Junior High Centers respectively. Students will continue to be evaluated for possible return and retention in the regular programs. Evaluation is based on observed changes in behavior, academic effort, and resourcing into regular school programs for varying periods of time. Resourcing may be requested upon demonstrated progress at this center. Students above the mandatory school attendance age who are assigned to an alternative school program have the option of attending the Dade County Adult Education Program.

3. Provision for Screening, Referral, Identification, Placement, Educational Plan and Dismissal of Socially Maladjusted Youth

a. Alternative School Screening -

The principal of an elementary (6th grade only), junior high, or senior high school who identifies a student meeting the criteria for assignment to the alternative school program, will proceed in referring this student to the admissions committee providing:

- 1) The parent has full knowledge of the basis for the recommendation and gives written concurrence.
- 2) The student has consistently demonstrated an inability to function effectively and succeed to any reasonable acceptable level in the regular school program.
- 3) The recommending school has exhausted all available resources in an effort to assist the student to no avail.
- 4) The reassignment will serve the best interest of the student in obtaining an education.
- 5) For those students who have not previously had a psychological evaluation, one is required prior to admission.
- 6) A conference has been scheduled with the parents or guardians. This conference should not be the initial notice to the parents that the student has not made a satisfactory adjustment in the school program. The purpose of the conference is to review the student's past performance, efforts made to assist him/her, and to consider other alternatives including transfer to an alternative school. The parents or guardians should be encouraged to visit, if possible, the specific alternative school under consideration prior to completion of the referral.
- 7) The Request for Transfer to the Alternative Schools Program (Parental Consent) and attachments are completed if the parents or guardians concur with the principal's recommendation for transfer. The request form must be signed by the parent or guardian and the principal. The request form must be processed by the Area Director of Exceptional Child Education before final placement is made.
- 8) The original and two copies of the request form with attachments are forwarded to the appropriate Area Staff Director of Pupil Personnel Services for review and processing. The area director will then submit the original and one copy to the Coordinator of Attendance Services, Lindsey Hopkins Building.

A parent or student may also request a transfer to an alternative school. When this occurs, the principal shall provide the same assistance as would be provided if he/she had initiated the action. If the principal does not concur in the transfer to an alternative school, he/she should not sign the form but forward it to the

Coordinator of Attendance Services with an attached statement explaining the basis for non-concurrence.

b. The referral and placement procedures of exceptional students in Alternative Schools are stated in the following recommendations:

- 1) All identified students recommended by principals for placement in an alternative school should be referred to the Area Staff Director, Exceptional Child Education, for review by the Exceptional Child Placement Committee before being referred to the Alternative School Admissions Committee.
- 2) Students with severe disruptive behavior who attain an Intelligence Quotient of 60 and above on an individual psychological evaluation but whose adaptive behavior appears to be in the normal or low normal range of intelligence are eligible for consideration for placement in an Alternative School.
- 3) Exceptional students identified as educable mentally retarded, socially maladjusted, and/or learning disabled whose behavior is too severe for the conventional exceptional child classes are eligible for consideration for placement in an appropriate alternative school. The support of a qualified teacher of learning disabilities should be available to those students identified as needing this additional support.

c. Evaluation Process - The specialist in school psychology will observe the student's classroom behavior on at least two occasions and will do the following testing and evaluation in the following areas:

- 1) Intellectual - The Wechsler-Intelligence Scale for Children, including both verbal and performance scales.
- 2) Projectives - A minimum of one projective instrument, such as the Rorschach Inkblot Test, the Children's Apperception Test, The House, Tree, Person, Family Test, etc.
- 3) Self-Report - One self-report measure of the student's self-concept such as the PPP School Sentence Form, the Self Appraisal Inventory, etc.
- 4) Other - Additional tests such as the Bender-Motor-Gestalt-Test, the Illinois Test of Psycholinguistic Abilities, the California Test of Personality, the Wide Range Achievement Test, etc., that are seen by the examining psychologist to be necessary in forming an accurate diagnostic judgment and placement recommendation.

d. Educational Plan - See procedures for providing individual educational plan.

4. Existing Program

The Alternative Schools program will continue to be implemented during the 1976-77 school year. This program has reorganized the former Special Centers and Special Schools into North and South educational complexes

that will provide a structure of alternative programs in grades 6-12. This will permit students in all areas of the school district, with identified needs that cannot be effectively served in the regular school programs, to participate in terminal programs designed in response to their needs.

a. Re-entry

Students attending Youth Opportunity (North and South) and Douglas MacArthur Schools (North and South) are encouraged to return to the regular school program whenever they are able to cope with the general schedule. The following procedures are established to preclude a student from being "tracked" into alternative programs with no opportunity to re-enter the regular school programs.

- 1) Upon approval of the reassignment of a student to the alternative program, the deputy superintendent will take action deemed appropriate to assure that assignments in each instance are warranted.
- 2) The student's length of assignment to the alternative program will be determined by his/her progress in overcoming the problems that resulted in reassignment.
- 3) The student's potential for reassignment to the regular school program will be assessed and validated by resourcing the student into the regular program for varying periods of time. An initial period may be one week or more. The time may be increased, decreased, or terminated dependent upon the response of the student.
- 4) Normally, students qualifying to return to the regular school program will be reassigned at the beginning of a quinmester, or grading period. However, this will not preclude reassignments during grade periods when such action serves the best interest of the student.
- 5) Students demonstrating no potential to succeed in the school programs may remain in the alternative programs until completion of the 12th grade. Emphasis will be on providing the training and community resource contacts that will assist them upon graduation or discontinuance in school.

Each student will be continually assessed by the staffs of the alternative schools to determine the student's potential to re-enter the regular school program. In most instances, the student will re-enter his/her regular (base) school at the beginning of a quinmester. To facilitate the transition process, some recommendations and return procedures relative to the alternative schools and the regular schools are delineated below.

b. Alternative School

- 1) The administrator shall notify the parents of those students who are eligible to return to the regular school program. Appropriate activities necessary to prepare students for re-entry into the regular program shall be conducted.

- 2) The administrator shall inform the regular school principal or liaison person of all returning students a minimum of two weeks prior to the beginning of the quinmester, when possible. Students enrolled in an alternative school with parental consent may return to the regular program at any time upon the request of the parent. If the parent requests a transfer from the alternative school to the regular program, the parent should come to the school for a conference and sign Notice of Transfer. The alternative school principal should notify the regular school principal by written or telephone communication prior to the return of the student.
- 3) The alternative school shall submit a written report for each student to the base school in sufficient time for the base school to prepare a "plan of action" to assist the student in adjusting to the regular program. This report should delineate the variety of courses, approaches, and techniques utilized to treat the student's needs; and the progress of the student scholastically and behaviorally. Any other information, which is deemed important, should also be included. A copy of this report should be forwarded to the Director of Pupil Personnel Services, Lindsey Hopkins Building.
- 4) It is recommended that a staff member from the alternative school be responsible for follow-up of the returning students at a later time to ascertain the extent of their progress in the regular program.
- 5) A pupil, who desires to remain in an alternative school even though he has been recommended for re-entry in to the regular program, may remain with the permission of the alternative school administrator. This request should be made by the pupil's parents or guardians. Should the administrator feel a rejection of the parents' request is in the best interest of the pupil, he will submit the case to the Admissions Committee for a final disposition.
- 6) If the staff of the alternative school recommends the assignment of a pupil to a school other than the base school, a determination relative to a new school assignment will be made by the Admissions Committee.

- 7) In cases where the Deputy Superintendent personally assigns a student to an alternative school, the student may not return to the regular program until permission is given by the Deputy Superintendent. Such cases will be designated by the Coordinator of Attendance Services.

c. Regular School

- 1) The principal shall appoint one staff or faculty member to serve as a liaison person to follow the progress of his/her students who are transferred to an alternative school. This person will be instrumental in planning assistance at the base school when the students return.
- 2) The written report from the alternative school should be carefully

studied. Prior to the re-entry of the student, a "plan of action" should be developed and implemented. This plan may include special programs and schedule adjustments, information to specific teachers, the utilization of pupil personnel workers, and other means of support and reinforcement.

- 3) A parental conference shall be held at the regular school prior to or upon the return of the student. The purpose of the conference is to explain the "plan of action" and to secure the cooperation of parents and student. In some cases, it may be advisable to have a representative from the alternative school present at the conference.
- 4) Only those students who are assigned by the Superintendent are returned to the base school on a probationary status. The probationary period is a maximum of one quinmester. If after a reasonable time the student fails to adjust, the principal should notify the alternative school administrator and the parents in writing, with a copy forwarded to the Area Staff Director of Pupil Personnel Services and the Director of Pupil Personnel Services, Lindsey Hopkins Building. The reasons for returning the pupil to the alternative school should be explicitly stated. Parents shall be given the opportunity for a conference at the base school relative to the inability of the student to adjust during the trial period and the subsequent return to the alternative school.

The alternative school administrator will contact the base school principal upon receipt of the letter or memorandum and make arrangements for the student's return to the alternative school.

Program Objectives

Students enrolled in an exceptional child program for the socially maladjusted follow the regular instructional program to achieve these specific goals:

- 1) To provide the appropriate educational programs for socially maladjusted youth regardless of severity, geographical area or level of achievement.
- 2) To decrease inappropriate behavior and increase the appropriate classroom behavior through provision of a meaningful curricula.
- 3) To instruct and reinforce basic academic skills in communication, problem solving, and to accomplish independent tasks.
- 4) To develop a positive self-concept which results in internal motivation and reinforcement of school related activities.
- 5) To have classes for the socially maladjusted accepted as an integral part of the total school program.
- 6) To establish techniques for good interpersonal relationships with family members, peers (group and individual) and adults (teachers, persons in authority, etc.).

- 7) To involve parents and/or guardians of pupils in preventive and rehabilitative efforts.
- 8) To stimulate pre-vocational career interests and coordinate vocational guidance.
- 9) To enable the student to return to regular class programs as rapidly as possible or to identify vocational and other alternatives to school programs.

Utilization of Behavior Modification Techniques

The Alternative School Program will utilize the following procedures to motivate and control student behavior.

Point System - Students may be awarded eight points per period or a maximum of 56 points per day. All students will check their point totals and the number of days available to them for buying out of Study Hall. (Forty points will enable a student to buy out of Study Hall for one day).

Sign-Up Sheets - On sign-up in homeroom, pupils will use the sign-up sheets to indicate which classes or activities they wish to sign up for and the number of days of each. This is in addition to the three core classes (Language Development, Mathematics, Social Studies), and Elective Classes (Art, Shop, Physical Education).

5. Facilities

Five Exceptional Child Teachers serve the students at Youth Hall on a full-time basis. Exceptional Child Teachers have full access to both Youth Hall and Try Center facilities, as well as all supportive services therein. Three existing socially maladjusted classes are presently housed in secondary schools and should follow the approximate education plan as described in this document.

Programs for Alternative School Facilities are as follows:

Youth Opportunity School--South - The J.R.E. Lee Center grades 6-8, is on a co-educational basis. This Center comprises 12 classrooms in the elementary school building and two six-packs. One of the six-packs is part of the Opportunity Center. The membership capacity of this entire center would approximate 270 students.

Miami Douglas MacArthur Senior High School--South (Silver Oaks Site) - This school complex has the potential to serve 250 students. Kendall Home is on the same campus site and is the property of Dade County. Many of the facilities are shared between school and the Kendall Home for these students. Students from Alternative Schools attend classes at MacArthur School (formerly Silver Oaks) where ample classrooms, shop, agriculture, physical education fields are all available at this site.

Youth Opportunity School Junior High--North - Occupies three military type barrack buildings. Two barracks house administrative offices, classrooms, and counseling areas. The third barrack houses shop facilities. It is located in the Opa Locka Airport site. Ample classroom

space is provided for a maximum of 350 students.

Miami Douglas MacArthur Senior High--North - This school has been established since 1964. It is a fully accredited facility with extensive automobile building trades shops, which supplement the wood, metal, small engines and general shops. It occupies a 15 acre site with an additional five acre trace that is used for classes in agriculture. It is located adjacent to Miami Central High which permits shared use of these facilities. A maximum of 400 students may be housed here.

6. Instructional Programs

Sample of Course offerings at Alternate Schools:

a. Communications: (required in grades 6-12)

A combination of courses including art, social studies, and family living in addition to, or in place of communications, a student may be assigned to a reading specialist.

b. Mathematics: (required in grades 6-12)

Instruction in mathematics is highly individualized and the determination of a program is based on the individual's test results.

c. Physical Education: (required in grades 6-12)

d. Enrichment: To be selected from music, art, or industrial arts.

e. Science: General Science and Biology.

The instructional program for socially maladjusted follows the regular curriculum. Students are given individualized remedial assistance in any of the basic school subjects in which they may require it. Academic progress must be re-evaluated periodically. Guidance and behavior modification are integral parts of the special program. High interest, low level, low vocabulary books, as are a large variety of equipment and materials. The following should be available:

a. Audio-visual supplies - Including a Language Master and cards, at least one tape recorder, a record player and records, at least one listening station, a film strip projector and screen, an overhead projector.

b. Manipulative Materials and Games - Including individual academic games, group non-competitive games, competitive group games, puzzles, scrabble, phonic games, word building games, eye-hand coordination tasks, etc., are among those which may be provided.

c. Behavior modification materials - Includes tokens, candy, models, "free time" games, etc.

d. Reading Materials - Textbooks, including basal, linguistic and phonic series; work books that have high interest and low vocabulary; supplementary readers, such as "Reluctant Readers Library," and books relating to specific vocational interests.

e. Math Materials - Such as cuisenaire rods, Stern materials, workbooks, and games.

f. Vocational Materials - Home Economic materials and supplies.

The socially maladjusted student must be introduced to vocational education at the earliest possible time. This education would include:

Junior High - Vocational Guidance in career education, i.e., understanding of abilities, formulating of realistic goals, counseling and advertising.

Senior High - Occupational Experience - providing students with specific opportunities to experience various occupations while still attending school on a part-time schedule.

The guidance course offered all students prepares and helps students to secure full and part-time jobs. These are some of the skills students learn:

- a. The World of Work (job experience discussions)
- b. New on the Job Skills (information)
- c. Dealing with Supervisors (information)
- d. The Rules of the Game (information)
- e. Moving up or out (practical work)
- f. Contacting Job Interviewers (practical work)
- g. Agency Interview (practical work)
- h. Work's You Must Learn (practical work)
- i. What You Need to Know to Fill Out an Application Form (practical work)
- j. Making a Good Impression (practical work)
- k. Selling Yourself (practical work)
- l. The Positive Approach (practical work)
- m. Handling Difficult Questions (practical work)

Program for Evaluation of Students and Program

The staffs of the Alternative Schools will continually assess each student's potential to re-enter the regular school program on a trial basis. At the close of each school year, all students assigned to alternative school programs will be evaluated for retention or return to the regular school. A statement of the specific basis for each student retained in the program will be made and signed by each of the student's teachers and administrative supervisor (principal) of the center. Notification of this action will be sent to the parents concerned, and in some instances where the student is under the supervision of the court, an assigned probation officer, or an after-care counselor. The school placement of such students may require a cooperative arrangement between school personnel and the Division of Youth Services to best serve the student's needs.

Youth Hall, Kendall Home

Students adjudicated, or awaiting adjudication, by the court as delinquent and/or students who exhibit services beyond the resources of the alternative school will be handled in cooperation with Division of Youth Services. Specifically, exceptional child teachers are allocated to Youth Hall as well as the Kendall Home school program at Douglas MacArthur South.

Services provided by Dade County Public Schools at Walter H. Beckham Youth Hall

Because of the unique nature of Youth Hall, a short term diagnostic remedial and enrichment program is offered for the students. Presently Dade County Public Schools Exceptional Child Education provides a professional staff of five teachers. These teachers provide a full day program encompassing academic diagnostics remediation activities, arts and crafts and a complete physical education program. The academic/arts and crafts program is staffed by three classroom teachers who either provide the program in the classroom facility or in the appropriate dormitory. Physical Education is conducted on a daily basis for all students by two physical education instructors. The five teachers provide programs for approximately 75 students.

Kendall Home

Douglas MacArthur South serves those students referred by Kendall Home for the Alternative School Program. This program is available for individual students for whom the Alpha House programs are unable to serve.

Dismissal - Socially maladjusted youth are dismissed from court adjudicated facilities upon completion of their term of confinement.

7. Personnel Development Activities

Certification of Teachers of Socially Maladjusted - Florida Accreditation Standards stipulates that certification in the area of Emotionally Disturbed be required certification for teachers of Socially Maladjusted. Teachers not fully certified must obtain a minimum of six semester hours credit per year until meeting the certification requirements. The faculty of alternative school facilities should be selected to cover certification in all basic areas of secondary school curriculum. Training grants are available from the State Department of Education to cover tuition in specific courses approved for certification.

In-service--Florida Learning Resources System--South (FLRS--South), in conjunction with the Coordinator of Programs for Emotionally Disturbed and Socially Maladjusted will have the responsibility of organizing and implementing all in-service for the teachers of the socially maladjusted county-wide and will arrange for P.I.P. and Master Plan Points through the Division of Instruction. Areas wishing to propose in-service for teachers of socially maladjusted youth may submit their proposals to FLRS for approval. In-service will include workshops in psycho-educational assessment, guidance and counseling, curriculum planning and behavior modification techniques.

8. Supportive Services

School Services - Alternative schools housing classes for socially maladjusted students provide these pupils with all of the facilities and services, (Library, Physical Education, Art, Music, Cafeteria, etc.) available to all students of the Dade County School system.

Teacher Aide - Teacher aides are utilized for assisting the teacher in classroom functions. Socially maladjusted students may be aided through use of individualized instruction.

School Principal - The Principal or Administrative Supervisor of the Alternative School Complex North and South has the main responsibility for the academic, disciplinary social programs of the school.

Specialist in School Psychology - A specialist in school psychology, assigned to each Alternative School Junior High and Senior High - North and South complexes, administers psycho-educational and vocational testing and consults with teachers and administrators. Provision of in-service on behavior management techniques are an essential part of the total program.

Visiting Teacher or Social Worker - These school personnel are also available to alternative schools as well as youth services in order to maintain contact between home and school. Their major role of counseling with parents, interpreting the requirements of the schools, and regular school liaison, are an essential part of this Total Program. The specific role in working with the Alternative School Program may include:

- a. Coordinating with parents.
- b. Arranging and advising the students and parents on transportation and point of pick-up.
- c. Arranging a conference between parents, the student and the alternative school principal/administrator.
- d. Transmittal of records and instructional information pertinent to the student's placement in the Alternative School Program.
- e. Obtaining pertinent background information on the student to assist the alternative school staff and counselors in planning a program responsive to the student identified problems.
- f. Other actions deemed appropriate in effecting an expeditious re-assignment and placement of the student in the Alternative School Program.

The Area Exceptional Child Teacher on Special Assignment - This is a Special Education Curriculum Specialist, K-12, who assists the Area Director of Exceptional Child Education by:

- a. Instructing and assisting in classes as needed.
- b. Demonstrating techniques, new methods, and teaching tools, including curriculum, equipment and supplies.
- c. Observing teachers and giving assistance as needed, such as assisting a teacher in modifying and individualizing curriculum.
- d. Providing in-service.

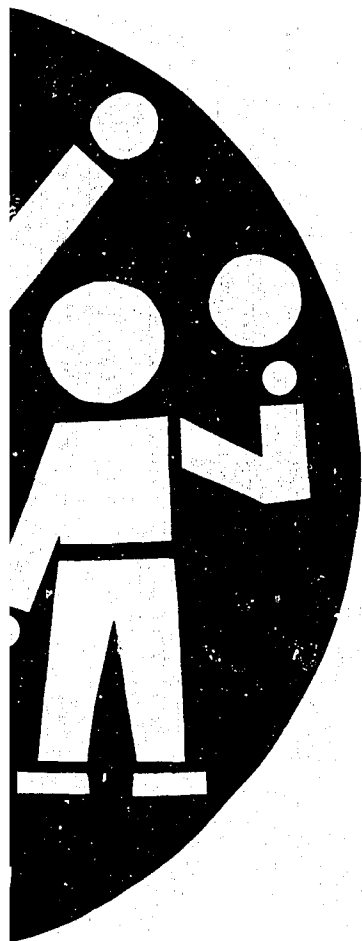
The programs for the Socially Maladjusted will also be continually evaluated in order to determine:

- a. Percentage of the State incidence figure identified and receiving services.
- b. Availability of programs sufficient to serve 100% of the identified students.
- c. The rate of return from this program to full time regular class attendance.
- d. Improved scores on standardized achievements test and self-concept scales.
- e. Reports by regular classroom teacher of greater academic success, interest in learning, social participation of resourced and dismissed students.
- f. The utilization of the Program Evaluation Form found on page 308.



PROGRAMS AVAILABLE
THE DISTRICT

SPECIFIC LEARNING DISAI



WITHIN
OR

ILITIES

Procedures for Provision of Programs Available Within the District for the Learning Disabled

1. Definition

The Regulations of the Florida State Board of Education, 6A-6.31 define the specific learning disabled student as one who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They do not include learning problems due primarily to visual, auditory or physical impairment, to mental retardation, severe emotional disturbance, or to an environmental deprivation.

State incidence figures indicate that learning disabled students make up two percent of the total school population. Based on this figure, approximately 4,932 students in Dade County are learning disabled. The total number of learning disabled students receiving special placement as of February, 1976, is 5,997. During the 1975-76 school year there were 265 learning disability teachers in addition to 169 varying exceptionalities teachers who also serve learning disabled students on a resource basis.

Community resources - Learning disabled students may be referred for services beyond those of the school system to include the following resources:

- a. Bannatyne Learning Center
6950 N. Kendall Drive
Miami, Florida 33156

A private clinical facility for students with specific learning disabilities servicing approximately sixty students between the ages of two years six months and college level, all on a part-time basis.

- b. Coral Gables Academy
7700 Miller Road
Miami, Florida 33155

A private clinical facility for learning disabled students, servicing approximately 100 students ages nine through eighteen on a full time basis.

- c. Easter Seal Society of Dade County, Inc.
1475 N. W. 14th Avenue
Miami, Florida 33125

A private, non-profit organization presently servicing approximately 55 students with learning disabilities in seven full-time classes. Age span: 2 years 9 months through nine years of age.

- d. The House of Learning
10545 S.W. 97th Avenue
Miami, Florida 33176

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A private clinical facility servicing approximately 85 learning disabled students, ages six through twelve on a full-time basis.

- e. The Institute for Learning
11306 N. E. 2nd Avenue
Miami, Florida 33161

A private, non-profit organization presently servicing, on an after-school basis, over 60 students, ages four through seventeen years of age.

- f. Killian Learning Laboratory
5999 Ponce de Leon
Coral Gables, Florida 33143

A private, non-profit school serving 40-50 students from ages six through fifteen on a full-time basis.

- g. The McGlannan School
10770 S.W. 84th Street
Miami, Florida 33173

A private clinical facility for children with reading and related learning disabilities presently servicing on a full-time basis about 150 students, six through fourteen years of age.

- h. Academy of Learning
5605 S. W. 74th Street
Miami, Florida 33143

A private clinical school serving approximately 70 students from first grade through high school.

- i. The Vanguard School
3939 Main Highway
Coconut Grove, Florida 33133

A private clinical facility presently servicing seventy-one students with learning disabilities, ages five to sixteen on a full-time basis.

- j. Pediatric Achievement Center
8686 Coral Way - Suite 200
Miami, Florida 33155

A diagnostic and treatment center providing prescriptive teaching for underachievers K-6 on a tutorial basis.

2. Criteria for Eligibility for Programs for Learning Disabled

Students with specific learning disabilities typically exhibit a combination of behavioral disorders and/or neurological handicaps. Significant discrepancies between ability and achievement are usually exhibited. The following criteria, consistent with the definition, shall be used to determine those students eligible to be identified as having a specific learning disability:

a. Evidence of a disorder in one or more of the basic psychological processes. Based on a student's expected level of functioning (expectancy age, E.A. will be determined by utilizing the formula $EA = \frac{2MA + CA}{3}$; see table on following page), a score of less than 70% EA in one area or 80% EA in three or more areas which measure the following basic psychological processes:

- 1) Visual processing: discrimination, closure, sequencing, memory and association.
- 2) Auditory processing: discrimination, closure, sequencing, memory and association.
- 3) Haptic processing: tactile and kinesthetic.
- 4) Language: receptive and expressive.
- 5) Sensory integration.

b. Evidence of academic deficits. Based upon the student's expected level of functioning, a score of:

- 70% EA or below for 3-6 years of school attendance;
- 60% EA or below for 7-9 years of school attendance;
- 50% EA or below for 10 or more years of school attendance;

in one or more of the following academic areas: reading, writing arithmetic or spelling. For students in grades K-2 evidence must be presented that the student is achieving substantially below their expected level on pre-academic tasks which require listening, thinking or speaking skills.

Example: A student who is eleven years seven months old and has an I.Q. of 118 would have an E.A. of 13.0 years. This student's expected achievement level would be eighth grade. 60% of 8.0 is fourth grade eight months. If this student's achievement on any standardized test measures below 4.8, the academic criterion (#c) for eligibility would be met.

Example:
$$\begin{array}{r} 8.0 \\ \times .60 \\ \hline 4.80 \end{array}$$

c. Evidence that learning problems are not due primarily to other handicapping conditions.

- 1) A score of not less than minus two (-2) standard deviations on an individual test of intelligence.
- 2) For students with visual processing deficits, visual acuity of at least 20/70 in the better eye with best possible correction and evidence that the student's inability to perform adequately on tasks which require visual processing is not due to poor visual acuity.
- 3) For students with auditory processing or language deficits, auditory acuity of no more than a 30dB loss in the better ear unaided and evidence that the student's inability to perform adequately on tasks which require auditory processing or language is not due to poor auditory acuity.

DEPARTMENT OF EDUCATION
BUREAU OF EDUCATION FOR
EXCEPTIONAL STUDENTS

TABLE FOR COMPUTING EXPECTANCY AGE (EA = $\frac{2MA + CA}{3}$)

CA	IQ										
	70	75	80	85	90	95	100	105	110	115	120
5-0	4-0	4-2	4-4	4-6	4-8	4-10	5-0	5-2	5-4	5-6	5-9
5-6	4-5	4-7	4-9	4-11	5-2	5-4	5-6	5-8	5-10	6-1	6-3
6-0	4-10	5-0	5-2	5-5	5-7	5-10	6-0	6-2	6-5	6-7	6-10
6-6	5-2	5-5	5-8	5-10	6-1	6-3	6-6	6-9	6-11	7-2	7-4
7-0	5-7	5-10	6-1	6-4	6-6	6-9	7-0	7-3	7-6	7-8	7-11
7-6	6-0	6-3	6-6	6-9	7-0	7-3	7-6	7-9	8-0	8-3	8-6
8-0	6-5	6-8	6-11	7-2	7-6	7-9	8-0	8-3	8-6	8-10	9-1
8-6	6-10	7-1	7-4	7-8	7-11	8-3	8-6	8-9	9-1	9-4	9-8
9-0	7-2	7-6	7-10	8-1	8-5	8-8	9-0	9-4	9-7	9-11	10-2
9-6	7-7	7-11	8-3	8-7	8-10	9-2	9-6	9-10	10-2	10-5	10-9
10-0	8-0	8-4	8-8	9-0	9-4	9-8	10-0	10-4	10-8	11-0	11-4
10-6	8-5	8-9	9-1	9-5	9-10	10-2	10-6	10-10	11-2	11-7	11-11
11-0	8-10	9-2	9-6	9-11	10-3	10-8	11-0	11-4	11-9	12-1	12-6
11-6	9-2	9-7	10-0	10-4	10-9	11-1	11-6	11-11	12-3	12-8	13-0
12-0	9-7	10-0	10-5	10-10	11-2	11-7	12-0	12-5	12-10	13-2	13-7
12-6	10-0	10-5	10-10	11-3	11-8	12-1	12-6	12-11	13-4	13-9	14-2
13-0	10-5	10-10	11-3	11-8	12-2	12-7	13-0	13-5	13-10	14-4	14-9
13-6	10-10	11-3	11-8	12-2	12-7	13-1	13-6	13-11	14-5	14-10	15-4
14-0	11-2	11-8	12-2	12-7	13-1	13-6	14-0	14-6	14-11	15-5	15-10
14-6	11-7	12-1	12-7	13-1	13-6	14-0	14-6	15-0	15-6	15-11	16-5
15-0	12-0	12-6	13-0	13-6	14-0	14-6	15-0	15-6	16-0	16-6	17-0
15-6	12-5	12-11	13-5	13-11	14-5	15-0	15-6	16-0	16-6	17-1	17-7
16-0	12-10	13-4	13-10	14-5	14-11	15-6	16-0	16-6	17-1	17-7	18-2

DIRECTIONS: The students expectancy age (EA) can be found at the intersection of his chronological age (to the nearest ½ year) and his IQ score (to the nearest 5 point increment). If there is a question as to whether a student meets a criterion based on this estimated expectancy age, the true score can be calculated through interpolation of table scores or by computing the score directly from the formula

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- 4) For students with a physical impairment, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to the physical impairment.
- 5) For students who exhibit persistent and consistent severe emotional disorders, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to these emotional disorders.

In many cases, students who have specific learning disabilities develop a secondary emotional overlay caused by repeated failure throughout their educational careers which negatively affects future learning. Poor self concepts, motivational problems and feelings of rejection by parents, teachers and peers stem from learning situations perceived by the student as threatening. Consequently, adequate treatment for emotional or behavioral problems should be provided for students with learning disabilities within the exceptional student program to which they are assigned.

- d. Evidence of previous educational adjustments and opportunities.
 - 1) Documented evidence which indicates that viable general educational alternatives have been attempted and found to be ineffective in meeting the student's educational needs.
 - 2) Documented evidence which indicates the student's inability to improve his performance in deficit areas by mere exposure and repetition.
- e. Such additional tests as deemed necessary by the specialist in school psychology will be administered. These criteria should identify a more homogeneous group which requires specific instruction because of severe problems in basic psychological processes, while being average or above average in most areas. These criteria should effectively screen out the "slow learner" and environmentally or culturally disadvantaged student who does not have a specific learning disability.

3. Procedures for Student Evaluation

- a. The following evaluations are required to determine a student's eligibility and educational placement: psycho-educational (to determine the student's level of functioning in the basic psychological process areas), academic performance, intellectual functioning, visual acuity, auditory acuity, behavioral and descriptive data documenting a student's performance.
 - 1) Screening - It is the responsibility of all school personnel to bring to the principal's attention any student, kindergarten through twelfth grade, who is exhibiting extreme difficulty in acquiring basic learning skills and exhibiting inappropriate learning behavior to the extent that he is unable to function effectively in the classroom.

The first step is to complete the Teacher Observation Form which details the observed educational problems along with

specific examples. The completed form is given to the school principal for confirmation and referral.

- 2) Referral - Referral may be made by the parent, physician, community agencies, school personnel, or as a result of the county's systematic screening procedures.
 - a) When the classroom teacher refers the student to the principal, she should have completed the following steps:
 - (i) Checked the cumulative guidance folder for background information.
 - (ii) Arranged a conference with the parents.
 - (iii) Adjusted the curriculum in an attempt to meet the student's needs.
 - (iv) Attached the Teacher Observation Form along with anecdotal records or other pertinent data.
 - b) The principal reviews the referral and refers to:
 - (i) The speech and hearing clinicians for evaluation.
 - (ii) The student's physician for medical information.
 - (iii) The visiting teacher for adaptive behavior, medical history and other information requiring a home visit.
 - (iv) The child study team for an in-school screening and conference with the classroom teacher and the principal.
 - c) The school psychologist and the principal may determine the need for a comprehensive psychological evaluation.
 - d) The referral form, signed parent permission form, visiting teacher report, results of speech and hearing evaluations, and other necessary reports are forwarded to the Area Director of Pupil Personnel Services by the principal following Procedures for Psychological Services.
 - e) When outside agencies or physicians refer a student who is not currently in the school system for evaluation, the parents are requested to bring the student to the office of Area Director of Exceptional Student Education where pertinent information is recorded and a Release of Information form signed by the parents.
 - f) The Area Director of Pupil Personnel Services reviews the form and authorizes a comprehensive psychological evaluation by a qualified specialist in school psychology.
- 3) Evaluation Process - The specialist in school psychology will observe the student's classroom behavior if needed, on at least two occasions and will follow the procedures as outlined in Procedures for Psychological Services relating to initial evaluation.

4) Procedures for determining eligibility and educational placement.

- a) The specialist in school psychology will prepare his report within a time limit set by the Area Director of Pupil Personnel Services. This report will be submitted to the Area Director of Exceptional Student Education who will, with the assistance of the Staffing Committee, use this report to determine the most appropriate educational program for the student. The following personnel should be involved in the staffing decision: the student's regular teacher, a person certified in the area of specific learning disabilities, the school principal or his designee, a representative of the district exceptional student education staff, a specialist in school psychology and the student's parents or legal guardians and/or any other individuals who may have knowledge of the student. Evidence of such involvement shall be recorded and filed. It is the responsibility of the Area Director of Exceptional Student Programs to determine eligibility of students and convene the Staffing Committee following the case staffing procedures as outlined. (page 17)
- b) The Staffing Committee shall recommend an appropriate program based on the educational needs of a student identified as having a specific learning disability. If the committee recommends an appropriate placement which is not available in the district, they may recommend the most appropriate available placement, but must record their original recommendation.

The Area Exceptional Student Directors will continue to hold staffings and recommend Educable Mentally Retarded placement, if determined appropriate, for all students whose current psychological evaluation indicates an I.Q. score of 70 or below and will continue to recommend Learning Disabilities placement, if determined appropriate, for those students whose current psychological evaluation indicates an I.Q. of 80 or above.

Recommendation for placement in exceptional child and regular programs for those students whose current psychological evaluation indicates a measured I.Q. from 71 to 79 will be the responsibility of a district-wide Exceptional Student Placement Committee composed of the Director of Exceptional Student Education and/or his designees, the Director of the Department of Pupil Personnel Services and/or his designees and up to five representatives of the Area Placement Committee including the examining specialist in school psychology.

It should be noted that referrals for students to be placed in September should be completed during the spring. Each student will receive a complete re-evaluation within a three year time limit or at the discretion of the appropriate educational personnel.

Range of Services - The differing degrees of severity among students' learning disabilities have led to a diversification of services, whereby the intensity of the service can be related to the severity of the problem.

- a) Self-contained classrooms - These are full day special programs for students who are not able to function appropriately in the regular program for even a part of the school day. The self-contained program provides a structured approach for remediating behaviors that interfere with learning, in-depth educational planning, and prescriptive teaching suited to each student's needs. Provisions are made for pupil assignment to regular classrooms for specific periods or subjects when their educational behavior permits.
- b) Resource classrooms - This program is appropriate for students who can function for a part of the school day in a regular class but who need the support of a special class for a portion of the day. The resource class provides individual or small group instruction, remediation of deficit areas, teaching of basic school subjects through strong channels, reinforcement of appropriate classroom behavior, and assistance to the regular teacher in planning an educational program suited to individual needs. In upper elementary grades and in secondary schools, the resource teacher serves as a tutor for subjects needing additional instruction and further reinforcement for the student to perform adequately in the regular classroom. In addition, secondary schools provide vocational education programs necessary for some students. Procedures in this section of the document also apply to any learning disabled student served by a Varying Exceptionalities resource program. Students are scheduled into the resource class with other students having the same disability.
- c) Counseling services within the regular elementary or secondary program - This consists of regularly scheduled individual or group counseling sessions and is appropriate for students having secondary emotional problems caused by failure, rejection and frustration resulting in poor self egos. Every secondary school must have this service available to its students. In elementary schools the administration may provide this service.
- d) Special classes at private schools and agencies - These consist of public school exceptional child teachers assigned to non-public schools or agencies on an annual basis.

Placement by Area Exceptional Student Director - The final responsibility for placement rests with the Area Exceptional Student Director. It is the responsibility of the Area Director of Exceptional Student Education to see that all pertinent letters regarding the placement decision and parent permission have been received. These forms are to be filed in the school

and Area Offices. He will make arrangements for transferring the student to the appropriate program.

Parent Involvement - Parent involvement is a necessity in programs for the specific learning disabled.

- a) Parental permission must be obtained for class placement and for psychological assessment.
 - b) Before the student has been officially placed in a class, his parents are contacted for an orientation conference with the teachers to inform the parents about the operation of the program and answer any questions they may have.
 - c) The teachers and pupil personnel workers may plan periodic group discussion meetings to give parents more information about how behavioral and educational problems are handled in the classroom. These provide a continuity between home and school expectations and handling of problem behaviors.
- The parents are kept informed through progress reports of student growth and development.

- 5) Procedures for dismissal or reassignment - A student is dismissed from the program for the specific learning disabled by the Area Exceptional Student Committee when he demonstrates that he can function effectively in a regular classroom for the entire school day. Recommendation for dismissal is made by the exceptional student teacher, the principal and the Area Director. The student may also be dismissed upon transferring to another special program or upon parental withdrawal at their discretion.

Specific indicators of a student's readiness to return to a full time regular program are as follows:

- a) Attainment of a level of academic proficiency which will permit more adequate functioning in the grade appropriate to the student's age and social maturity.
- b) Interest in academic areas, ability to take responsibility for his own learning and to sustain independent learning activities.
- c) Self-confidence and self-respect related to learning and social interaction.
- d) Ability to control inappropriate behavior, to accept limits, to tolerate frustration and to work toward goals.
- e) Adequate adjustment in part-time transitional placement in the regular program (or, in the case of resourced students, adequate adjustment in the regular program and increase in the hours spent in the regular program).

6) Existing Program Organization

Each school system in the state is required to provide an appropriate program of special instruction, facilities and related services for all learning disabled students. An "appropriate program" for an individual student depends on the severity of the student's behavior, so the schools must provide a full range of services including tutoring for upper grade students while in the regular class setting, resource classes in which the student spends part of the day, self-contained classes in which the student is assigned for the full school day, and exceptional child teachers assigned to non-profit schools, agencies and hospital settings.

The services which the schools must provide are both remedial and instructional. Students' learning disorders are viewed in terms of the problem behaviors themselves rather than in terms of etiology. Though students should be taught to compensate for deficit areas, the basic skills areas are taught through avenues of strengths so that the student may be able to learn up to his potential and move as rapidly as possible back into the regular class program.

A self-contained class should have a maximum of 20 student-teacher contact hours while resource programs should range from 100 to 125 student-teacher contact hours per week. If full-time para-professionals are employed for the specific learning disability program, maximum teacher-student contact hours may be increased to 175 contact hours per week in a resource setting and 300 contact hours per week in a self-contained setting. The specific learning disabilities teacher shall have at least two and one-half (2-1/2) hours per week during student attendance hours for activities such as: student assessment, observation of students in basic classes, diagnostic testing, developing educational prescriptions and consultation with regular classroom teacher.

Program Objectives:

- a) To identify students with neurological handicaps and learning disorders.
- b) To develop and actualize the appropriate educational plan as a result of an interdisciplinary staffing which insures that disproportionate numbers of minority students are not labeled.
- c) To identify and provide an individualized prescriptive program suited to the needs of each learning disabled student regardless of severity, geographic area or grade level.
- d) To remediate deficit areas while teaching the basic academic subjects through avenues of strengths.
- e) To improve, strengthen and reinforce the basic academic skills, including not only communication and computational

skills, but also the ability to think, to analyze and to solve problems and to do independent and creative work.

- f) To decrease the frequency of inappropriate behaviors and increase the frequency of appropriate classroom behaviors through a highly structured behavior management program.
- g) To develop a positive self-concept which results in internal motivation and reinforcement of school related activities.
- h) To have classes for the learning disabled accepted as an integral part of the total school program.
- i) To enable the student to return to a regular class program as rapidly as possible.

Grading, promoting and credit - Students who are in the exceptional student program for the learning disabled are graded, promoted, and receive credit in the same manner as are students in the regular program.

Three new pilot projects have been implemented for learning disabled students.

- a) Specific Learning Disabilities/Early Childhood Preventive Curriculum - Dade County Exceptional Student personnel recognize the need for identifying learning disabled students at an early age. In the spring of 1974, all kindergarten students were screened to determine those who were high risks for learning disabilities. After these students were identified, they were placed in an intensive readiness program in first grade utilizing the Early Childhood Preventive Curriculum.

These classes have a maximum of 18 students and receive highly structured academic and perceptual training under the direction of a specially trained teacher and a teacher assistant in each class.

- b) Alternative Instructional Models - New alternative designs for providing support services for mildly handicapped students were implemented at Scott Lake and Olinda Elementary Schools during 1974-75. This pilot project, Alternative Instructional Models (AIM), allows the students to remain in or return to the mainstream of education through the additional services of a Diagnostic/Prescriptive Teacher, a Consultant Teacher and a Teacher Assistant. Individualized educational plans were developed and actualized for each student in the project.
- c) The Exceptional Student Education Department recognizes that within the Dade County School system there are a number of intellectually gifted students who cannot best be served within the existing gifted student programs due to secondary handicaps. Therefore, a pilot program was implemented to develop special instructional programs for the learning disabled/gifted.

Major objectives of this program include:

- (i) Establishment of specific criteria for eligibility for placement.
- (ii) Determining the best techniques for remediating handicaps while providing curricula appropriate to student potential.
- (iii) A carefully planned procedure for ongoing evaluation of each student and the total program.

Specific proposals have been made to continue and to expand these pilot programs during 1976-77.

Identification of learning disabled students at an early age was and will continue to be assisted by the establishment of the K-1 Diagnostic Survey Program. This countywide program provides the needed personnel so that every student entering the school system can be properly classified and dealt with at the outset.

7) Facilities

The classroom should be located in the main part of the school building on the ground floor, yet not near the noisy playground or cafeteria. Bathroom facilities should be convenient. Separate facilities on the school grounds may also be utilized if bathrooms, etc., are available. In the case of self-contained clusters, the rooms should be connecting with easy access to all areas. Due to the special needs of learning disabled students the following are needed for effective classroom utilization:

- a) Wide aisles and pathways for access to all areas should be provided. Carpeted floors and air-conditioned rooms are needed to eliminate unnecessary noises. Subdued colors and minimal room decorations are desirable.
- b) Some open space must be provided to utilize gross motor activities but too much open space may tend to excite some students into uncontrolled and inappropriate movement. Screens and other means of dividing space must be provided. Blackout curtains are necessary for all windows to eliminate external distractions.
- c) Individual carrels which provide the student with a "home base" and freedom from distraction are essential, along with other work areas for group activities.
- d) Space should be provided for utilization of audio-visual equipment and for learning centers. Adequate electrical outlets should be available for listening stations and other multi-media.

- e) The room should be planned to separate noisy and active areas from those intended for individual study.

Fixed furniture does not lend itself to the flexibility needed in the special class, but furniture which can be lifted or which shifts too easily is also inappropriate. Besides carrels, there is a need for tables and chairs which can fit many teaching uses. At least one cabinet or file which can be locked, should be provided and the storage space should be coverable. Movable screens are useful to separate working areas.

8) Instructional Program

The educational program for learning disabled students must be individualized to remediate the student's specific prerequisite skill deficits and to teach him through his strongest modalities. The guideline for prescriptive teaching is the "Prescriptive Profile Procedure for Students with Learning Disabilities" which was developed under Title VI-B funding. Inservice in the procedure will be provided through FLRS-South so that all learning disabilities teachers will be able to implement an individualized prescriptive program.

- a) During the pre-planning period at the start of the school year, the teacher determines if all the tests of the prerequisite skills battery are available and recent for all students currently on roll and for those in the process of being placed.
 - (i) If tests are needed that the teacher cannot administer, she refers the student to the specialist in school psychology for testing. Bringing the student into school for testing during this pre-planning period will expedite the start of instruction.
 - (ii) Provisions must be made for administering other tests of the battery which can be teacher-given. If arrangements cannot be made for testing during the pre-planning period, then regular class placement must be provided for the learning disabled student during the first week of school until individual testing is completed.
- b) The teacher profiles each student's strengths and weaknesses in the prerequisite skills area.

During the First Weeks of Class

- (i) The teacher administers tests in the Basic School Subjects to determine level of functioning and pinpoint gaps in learning.
- (ii) The teacher correlates strengths and weaknesses in Prerequisite Skills with Basic School Subjects to prepare appropriate individualized programs for each student.

- (iii) The teacher's observation of classroom behavior will be noted on the appropriate behavior tests and check-lists.
 - (iv) The teacher's knowledge of all three areas (prerequisite skills, basic school subjects and behavior) will provide factors for further developing an individualized prescriptive program for each student.
- c) Provisions must be made for each teacher to have adequate time for testing and prescribing an individualized program for each student. One half day, once a week, should be set aside for these purposes. The first month of the school year the learning disabilities teacher may be involved full-time with student assessment, observation, diagnostic testing and developing educational prescriptions.

Every nine weeks - Re-evaluation in all three phases of school learning will be made to determine behavioral changes, new skills and abilities acquired so that the student's profile can be modified as he progresses.

Students who enter the learning disabilities class in the middle of the year will be processed through the same procedure, resulting in a prescriptive program for each newcomer.

Curriculum areas for the learning disabled student should encompass all those included in the regular program. Resource students may receive social studies, science, art, etc., during their period in the regular class.

- (i) Reading - Reading can be taught to the learning disabled student despite his perceptual and cognitive impairments by utilizing specific auditory, visual, tactile and/or kinesthetic methods which minimize the disturbing aspects of his handicaps.

The teacher's use of high-interest, low vocabulary books, experience stories, and teaching games will allow the student to experience success and provide for needed over-learning of skills.

- (ii) Arithmetic - Learning disabled students can acquire a mastery of the regular sequence of mathematical concepts and skills by use of specific manipulative methods and mnemonic devices where needed. Allowances may have to be made for word problems which are difficult for the learning disabled student to read.
- (iii) Writing and Spelling - Special techniques and methods are needed for teaching these areas to learning disabled students. The remediation program might include training in revisualization, reauditorization, sound-symbol association and letter formation. All of these will be taught as part of the reading program.

- (iv) Science and Social Studies - These subjects should be included in the program for the learning disabled student. The use of films and filmstrips will aid in the acquisition of knowledge without the need for a textbook to read.
- (v) Art and Physical Education - Art and physical education are two areas where the learning disabled student can experience success through creative and free expression.
- d) Secondary level programs - Resource settings must be available for secondary level students who are learning disabled. The programs operate similarly to the ones at the elementary level but emphasis is placed to a greater extent on the tutoring of subject matter, on career education, pre-occupational counseling and achievements.

The secondary counselors in each school will be available to counsel with students who need support to function in the regular programs. Since emphasis is placed on early identification and service, it is hoped that adequate programs at the elementary level will reduce the need for those at the secondary level. There will, however, always be students who will need secondary programs.

- e) Equipment and materials - Since individual instruction is needed for learning disabled students, a great deal of variety is necessary in materials and curriculum. The following should be available:
 - (i) Audio-visual supplies - Including a language master and cards, at least one tape recorder, a record player and records, at least one listening station, a film-strip projector and screen, and an overhead projector.
 - (ii) Manipulative materials and games - Including individual academic games, group non-competitive games, and competitive group games. Puzzles, scrabble, phonic games, word-building games, eye-hand coordination tasks, etc., are among those which should be provided.

The Teachers Publishing Corp. books on learning, language and listening games are an excellent resource. Manipulative materials, such as clay and other arts and crafts supplies should be available.

- (iii) Behavior modification materials (when needed) - Includes tokens, candy, trinkets, small toys and other supplies if a classroom management program is required.
- (iv) Reading materials - Textbooks, including basal, linguistic and phonic series; workbooks that have high interest and low vocabulary; supplementary readers such as the "reluctant readers library."

- (v) Math materials - Such as cuisenaire rods, Stern materials, workbooks, and games.
- (vi) Testing materials - Such as the Detroit Tests of Learning Aptitude, The Purdue, The Durrell, Slingerland, Frostig, etc.
- (vii) Individual worksheets - One page sheets at various levels of difficulty and in a wide variety of subjects. These provide the student with a concrete amount of work which must be completed prior to token reinforcement. Spirit masters are available for many reading and arithmetic sheets. Teacher-made dittos can be used for specific assignments.
- (viii) Adequate paper, duplicating materials and art materials.

9) Personnel Development Activities

Teachers of classes for the learning disabled must have special certification in that field, or must obtain a minimum of six semester hours credit per year until meeting the certification requirements. Training grants are available from the State Department of Education to cover tuition in specific courses approved for certification. In the case of self-contained clusters, at least one teacher should be certified in the emotionally disturbed, in addition to learning disabilities.

Before being placed in a class for the learning disabled, it is highly desirable that the teacher have had at least one year of successful teaching experience in the regular class program.

The teacher must be knowledgeable in the administration of psycho-educational tests, the evaluation of psychological test information, in developing appropriate individualized prescriptions, and in remediating learning deficits.

In addition, the teacher must be able to operate a structured classroom environment, develop and carry through a token reinforcement system, and understand basic motivational procedures.

Inservice

Area Directors and Exceptionality Coordinators at the county level, teachers on special assignment, the Florida Learning Resources System-South (FLRS-South), a Title VI funded project, in conjunction with the Director for Exceptional Student Education, have the responsibility of organizing and implementing all inservice for exceptional child teachers county-wide. Arrangements will be made for P.I.P. and Master Plan Points through Staff Development.

Inservice offered would include workshops in the use of the "Prescriptive Profile Procedure for Children with Learning Disabilities," in psycho-educational assessment (ITPA, Detroit, IRI), prescriptive teaching, behavior modification techniques, methods and materials in curriculum, and classroom design and organization, development and implementation of educational plans.

Inservice would also be offered for principals and assistant principals of schools housing classes for the learning disabled and for psychological and other support personnel.

10) Supportive Services

School Services - Schools housing classes for the learning disabled shall provide these students with all of the facilities and services (library, physical education, art, music, cafeteria, etc.), which are available to other students in the school.

Teacher Aide - Teacher aides may be utilized for clerical duties and to assist the teacher in classroom functioning.

School Principal - To have a successful program, a principal must accept the goals and philosophy of the program and be willing to cooperate in meeting the goals. It is his responsibility to insure the acceptance of the program by his total staff, and to support the special class teacher as needed.

Specialist in School Psychology - Besides observing and testing students for placement in special classes, the specialist in school psychology should be available to consult with the teachers and other school personnel. He provides inservice on behavior management techniques which may be applicable for individual cases, and participates in parent conferences.

Visiting Teacher or Social Worker - These personnel maintain contact between home and school, counsel with parents, interpret the requirements of the school to the parents, interpret to the school the strengths and weaknesses of the home, and assist the return of the student to regular class placement. They are instrumental in helping parents recognize their children's problems and in allowing them to explore their apprehensions. The reports which the visiting teacher prepares concerning home factors is a valuable aid to the classroom teacher.

Elementary and Secondary Counselors - These personnel provide guidance and support to students who may have minor or temporary emotional problems. This provides an important preventive intervention as well.

The Area Exceptional Student Teacher on Special Assignment - This is a special education curriculum specialist, K-12, who assists the area special education director by:

- a) Instructing and assisting in classes as needed.
- b) Demonstrating techniques, new methods and teaching tools, including curriculum, equipment and supplies.
- c) Observing teachers and giving assistance as needed, such as assisting a teacher in modifying and individualizing curriculum.
- d) Providing inservice.

11) Plans for Evaluation of Program

The program for the learning disabled will be evaluated yearly by the county and area staff using the following criteria:

- a) Percentage of the state incidence figure identified and receiving services.
- b) The availability of self-contained, resource and other programs sufficient to serve 100% of the identified students.
- c) The rate of return from the program to full time regular class attendance.
- d) Improved scores on standardized achievement tests and self-concept scales.
- e) Reports by regular classroom teacher of greater academic success, interest in learning, and social participation of resource students.
- f) The percentage of students who have been returned to regular school programs and have made successful adjustments.
- g) The utilization of the Program Evaluation Form found on page 308.



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY

GIFTED

Procedures for Provisions of Programs Available Within the District for the Gifted and Talented

1. Introduction

The Gifted and Talented Programs in the Dade County School District emphasize development of intellectual competencies, creativity, independence, self-evaluation, and service. At present, there are learning centers for elementary students and secondary resource programs in all of the six areas of the school district, a student leadership development program, a center for the expressive arts in each of two areas, and special science, mathematics and humanities programs for secondary students. These special programs are designed for in-depth studies as an extension of the regular curriculum.

The state incidence figure of 2% is used as a guideline for the gifted in the Dade County School District. The estimated number of gifted students in grades kindergarten through twelve who need special educational provisions for their maximum educational development is 4,850. As of February, 1976, 2,587 students were being served in exceptional child programs for the gifted in the public schools and 241 were served in special science and mathematics programs.

There are nine learning centers for academically gifted elementary students staffed by 33 exceptional child teachers; two centers for the expressive arts staffed by three teachers each; sixteen secondary resource program teachers; one teacher for the Community Laboratory Research Program; one teacher for the Student Leadership Development Program, and a full-time coordinator in the District Office for program development and coordination. There should be an educational specialist for the gifted position in each of the six administrative areas to be responsible for student identification and placement as well as to do follow-ups of students and to monitor program operations.

2. Definitions

The Regulations of the Florida State Board of Education, 6A-6.301(9), revised, define the gifted student as one who has superior intellectual development, or outstanding talent, and is capable of high performance, including those with demonstrated achievement or potential ability. The mental development of a gifted student is greater than two standard deviations above the mean (in most tests the mean intelligence quotient is 100).

The Commissioner of Education at the Federal level defines the gifted and talented, in accordance with Public Law 91-230, Section 806, as:

Gifted and talented students are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Students of high performance capability include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

A gifted student in the Dade County School District is defined as one who has one or more talents with exceptional intellectual and creative abilities requiring a special, challenging instructional program.

3. Existing Instructional Programs

Each school district is mandated to offer a comprehensive program for the gifted which provides planned instruction for increasing the depth and breadth of the students' learning experiences. The planned program of instruction should begin at the primary level and extend through the secondary level.

Dade County School District has a program of instruction from kindergarten through twelfth grade. Major focus of Programs for the Gifted is to help the student develop toward accomplishments of critical thinking, planning, goal-setting, creativity, productive thinking, leadership abilities, independence, evaluation, attitude, and abilities in the visual and performing arts. In addition, there are specialized programs in science, mathematics, and the expressive arts.

Student identification is an on-going process. However, students should be identified in the spring for placement the following fall.

Program Goals and Objectives

The goals of the Gifted and Talented Program reflect the emphasis on individual learning styles and academic and creative abilities. Teaching strategies are formulated to enable the gifted student to develop his exhibited talents and exceptional abilities, particularly in the areas of creativity, productive thinking, planning, decision-making, performing and visual arts, independence, and leadership abilities. Individual initiative, self-direction, and originality are encouraged in confronting problems. The programs create opportunities which stimulate realistic goal setting and an attitude of inquiry. Courses of study, projects, and programs are designed to expand the interests of the gifted student to aid him in developing cognitive and affective abilities and to broaden

his field of personal reference. Activities developed are ones which incorporate a multi-media, multi-level, inter-disciplinary approach and which enhance transfer of learning from the classroom to real-life situations. Practical application is fostered by bringing the students in contact with a variety of community resources. Through interactions with successful adults in their areas of interest and various community activities, the gifted students expand their experiential horizons, project new goals for themselves, and gain a sense of their responsibilities to society.

The objectives have been derived from the goals. These objectives do not have the usual criteria for measuring or observing learner behavior. They are not intended to be exclusive or all inclusive. They do not necessarily fit into any pattern or any one subject area. Rather, the objectives are to be used as a working basis for developing certain characteristics and as a foundation for more measurable differential behavioral objectives for individual programs or learning situations.

- a. Planning - Competent student planning includes individual goalsetting, self-direction, organization of time, and wise selection of activities.

Goal Objectives:

- (1) Given the opportunity to establish goals, the student will list objectives reflecting independence and self-direction.
- (2) Given a list of assorted activities, the student will complete a work plan which organizes his time effectively.
- (3) Having completed a realistic schedule, the student will select activities to complete his goals which demonstrate wisdom and self-initiation.

- b. Critical Thinking - Excellence in critical thinking involves purposeful investigation, analysis and synthesis of collected data, comprehensive interpretation of material, pertinent application of information, and generalizations into significant concept areas.

Goal Objectives:

- (1) Responding to a variety of printed and non-printed stimuli, the student will generate ideas which reflect the ability to analyze information.
- (2) Given a topic for investigation, the student will demonstrate his expertise in data collection utilizing school and community resources.
- (3) Using data on a specific topic, the student will state ideas reflecting the ability to synthesize data.
- (4) Given a problem, the student will suggest alternative solutions and implications.

- (5) Given a set of variables, the student will make and support inferences concerning cause and effect relationships.
 - (6) Having analyzed a set of data, the student will interpret the information demonstrating comprehension and implications.
 - (7) Having interpreted a set of data, the student will state valid generalizations indicating specificity of concept formation.
 - (8) Having interpreted assorted bodies of information, the student will apply the comprehensive results of his interpretation via a pertinent expressive mode.
- c. Creative Thinking - Outstanding creative thinking includes generating ideas, perceiving objects and concepts in a new way, applying unique ideas, predicting consequences from present ideas, and having insight or grasping the relationships of things and ideas.

Goal Objectives:

- (1) Responding to printed and non-printed stimulus resources, the student will brainstorm related ideas and concepts.
 - (2) Presented with a variety of objects, pictures, words, phrases, concepts, or ideas, the student will change these into different symbols or media.
 - (3) Given a new or unusual problem, the student will derive unique solutions based on application of innovative techniques.
 - (4) Presented with a list of thematic concepts, the student will develop original works based on these ideational structures.
 - (5) Given a problem which is unfamiliar, the student will invent solutions based on willingness to risk expression of ideas and perceptions.
 - (6) Given two or more problems requiring change of thought from one category to another, the student will develop ways to maintain flexibility and invention in problem-solving.
 - (7) Having experienced contact with the visual and performing arts, the student will develop valid criteria for evaluation.
- d. Independence - Independent functioning implies that the student accept responsibility for his own learning, is self-motivated, resourceful, and persistent, yet flexible enough to change direction when the need is apparent.

Goal Objectives:

- (1) Given a problem or project, the student will demonstrate resourcefulness and persistence in developing a product.

- (2) Given the opportunity to initiate a project, the student will demonstrate skill in planning and implementation.
 - (3) Presented with items for critical appraisal, the student will analyze and adjust his objectives and plans to achieve optimum results.
- e. Achievement - Superior achievement is reflected in an in-depth product or products which reveal extensive research, good organization, and comprehension of material.

Goal Objectives:

- (1) Given a body of knowledge, accumulated information, or materials, the student will participate in in-depth instructional experiences involving extensive research and organization.
 - (2) Presented with alternatives for achieving efficient performance, the student will develop ways to improve his approach to organizational techniques.
 - (3) Given a project, the student will decide what problems exist in comprehension of pertinent information derived from his verbal and non-verbal products.
- f. Evaluation - Comprehensive student self-evaluation involves consistent reflection and review, judgment of processes and products, realization and interpretation of attained goals, and projecting new goals from already achieved goals.

Goal Objectives:

- (1) Having prepared a set of goals and objectives, the student will demonstrate ability in self-evaluation.
 - (2) Having prepared a set of goals and objectives, the student will maintain a system of judgment of products and processes.
- g. Attitudes - A mature attitude is demonstrated by acceptance of responsibility, respect for the rights and differences of others, and an awareness of one's own strengths and limitations.

Goal Objectives:

- (1) Given the opportunity to complete an obligatory or voluntary commitment, the student will fulfill the responsibility through the service of time, talents, and energy.
- (2) Given the opportunity to interact with students of diverse ethnic backgrounds, the student will demonstrate a working attitude of respect and conciliation recognizing the rights and differences of others.

- (3) Having completed assignments of varying difficulty, the student will develop a realistic awareness of his own strengths and weaknesses and limitations.
 - (4) Presented with challenges to his sense of personal values, the student will choose a set of ethical standards which will promote development of self-actualization.
- h. Service - Service includes assuming positions of leadership and/or responsibilities when it is appropriate, and assisting others by dedication of time and energies.

Goal Objectives:

- (1) Given the opportunity to develop extracurricular projects, the student will cite ways he can help his school and community.
- (2) Given the opportunity to discuss service projects, the student will explain the relationship between academic pursuit and the betterment of the human condition.
- (3) Given the opportunity to take a leadership role, the student will fulfill the responsibility competently.
- (4) Having assumed a role of vital service, the student will provide judgmental solutions to problems encountered in his work.

Program Offerings

a. Learning Centers for Gifted Elementary Students

- (1) Description - There are nine learning centers for academically gifted students in grades kindergarten through six. They are located at Highland Oaks, North Beach, Parkview, Flamingo, Glenn Curtiss, Coral Gables, Tropical, Leewood and Howard Drive. The programs operate on the open education concept. Major focus for the program is to help the child develop toward accomplishments of independence (self-direction, planning, goal-setting, use of time), critical thinking, creativity, achievement, and evaluation in the various academic areas in which the student has exceptional abilities. Community leaders are invited to work with students to provide the maximum utilization of community resources, and to provide the richest learning environment possible for the students.
- (2) Criteria for Eligibility
 - (a) Exceptional intellectual ability-two standard deviations above the mean on the Wechsler Intelligence Scales (to include all sub-tests) or on the Stanford-Binet.
 - (b) Needs a special, challenging instructional program with emphasis on in-depth experiences, higher thought processes and affective activities

- (c) Academic achievement, preferably two grade levels above the norm
 - (d) Achievement tests, Stanines 8 or 9 (90%ile +)
- (3) Provisions for Screening, Referral, Identification, Placement and Dismissal

(a) Screening:

It is the responsibility of all school personnel to bring to the attention of the principal all students who exhibit outstanding academic abilities, i.e., classroom performance, previous school records, standardized achievement tests.

(b) Referral:

- 1, By the principal following Procedures for Psychological Services
- 2, All students scoring stanines 8 or 9 (90%ile+) on Stanford

(c) Identification: Area Exceptional Child personnel shall initiate a case history folder. The folder should include the following:

- 1, Previous school record
- 2, Standardized tests record, Stanines 8 or 9 (90%ile+)
- 3, District approved Weighted check lists
- 4, Individual psychological test by a certified psychologist - (WISC with all sub-tests or Stanford Binet)
- 5, Other information in accordance with District policies and/or Procedures for Psychological Services

Each administrative area should establish a specific step-by-step identification process which would be in accordance with District approved procedures.

Students to be placed in September should be referred during the spring.

- (d) Placement: Selection is made by a placement committee composed of the Area Exceptional Child Director and other Area Exceptional Child personnel, psychologist(s), teacher(s) of the gifted, and/or appropriate regular school personnel. When a student has been officially placed in the program, an orientation meeting for parents and students will be held prior to the student's first day of class.
- (e) Dismissal: A student is dismissed from the program by an Area Exceptional Child Placement Committee for one or more of the following reasons:
- 1, Moving out of the county
 - 2, Lack of interest and achievement
 - 3, Withdrawal by parents
 - 4, Decisions by the Learning Center staff determined to be in the best interest of the student

(4) Instruction

The Elementary Learning Centers are set up to serve academically gifted students in kindergarten through sixth grade. The curriculum in the centers is designed to be an in-depth extension of the regular school curriculum. Although major emphasis is placed on the academic areas of language arts, science, mathematics and social studies, the students participate in regular experiences in the arts, music, foreign languages and physical education. Teachers are process-oriented and much importance is placed on the students' abilities to identify, use, and evaluate processes of learning. Therefore, it is difficult to specify processes, products/outcomes, and curricula for a highly individualized program that is designed for each pupil. A sampling of curricula would include:

Language Arts - Verbal and written communication, creative writing, imaginative discussion situations, skills of communication, language, outstanding literary forms, and independent and creative activities.

Social Studies - A process approach is used in studies of Man and Society, Geographical Environment, Culture Structure and Behavior, Self-Government, Economics, Societal Behavior, Skills, Values, and Attitudes, and independent and creative activities.

Mathematics - The curriculum is composed of a systems approach, games, programmed materials, and individualization for number and numeration, whole numbers, irrational numbers, integers, non-negative rational numbers, reasoning measurement, Geometry, Algebra, probability and statistics, and independent and creative activities.

Science - Students are involved in processes, experimenting, projects, and controlled investigations to produce products/outcomes, and independent and creative activities.

Fine Arts - A wide variety of artistic forms, ideas, and approaches are available for students who have music and art talents.

Physical Education - Activities are provided for coordination improvement, cooperative spirit re-enforcement, and other athletic implications and competition.

(5) Educational Plan

A District approved Educational Plan shall be completed for each student placed in a program for the gifted. The plan will include the Educational Prescription Form and the Case Conference Summary Report (See Prescription Form, page 31).

The Educational Plan shall become a functional component of the Case History folder for each student. In addition, the Case History folder should include:

1. Williams Self-Concept inventory, "How do You Really Feel About Yourself?"
2. Torrance's Tests: Thinking Creatively with Words and Pictures. Selected sub-tests.
3. Parent Inventory
4. Emotional Development Appraisal
5. Student Progress Evaluations
6. Annual up-date of Standardized test Record
7. Other pertinent data

b. Resource Program for Gifted Secondary Students

(1) - Description - This program is a sequel to the elementary learning centers. The purposes of the program include an in-depth extension of the regular curriculum for gifted students in grades 7-10 of the North Central, Northwest, South Central, Southwest, and South Areas and 7-12 in the Northeast Area; diversified methods of instruction in independent study and the inquiry approach which encourage students to make full use of their capacities; direct support to teachers and principals; the use of people in the community as resources to provide expertise in a wide range of fields. Students who are interested and qualified are placed in an apprenticeship type program matching them with community members in a wide variety of professions.

(2) Criteria for Eligibility

- (a) Exceptional intellectual ability-two standard deviations above the mean on the Wechsler Intelligence Scales (to include all sub-tests) or on the Stanford-Binet
- (b) Needs a special, challenging instructional program with emphasis on in-depth experiences, higher thought processes and affective activities
- (c) Recommendations by at least two teachers
- (d) Minimum average of "B" as determined by the academic transcript
- (e) Stanines 8 or 9 (90%ile +) on standardized tests
- (f) Previous successful participation in a gifted program (optional)

(3) Provisions for Screening, Referral, Identification and Dismissal

(a) Screening:

It is the responsibility of all school personnel to bring to the attention of the principal all students who exhibit outstanding academic abilities, i.e., classroom performance, previous school records, standardized achievement tests.

(b) Referral:

- 1, By the principal following Procedures for Psychological Services
- 2, All students scoring stanines 8 or 9 (90%ile +) on Stanford Achievement tests shall be referred
- 3, Successful students who have graduated from the Learning Centers for Gifted Elementary Students or another gifted program should be referred first.

(c) Evaluation Process: Area Exceptional Child personnel shall initiate a case history folder. The folder should include the following:

- 1, Review of previous school records
- 2, Standardized tests record, stanines 8 or 9 (90%ile +)
- 3, Teacher check lists
- 4, Student application form
- 5, Interview results
- 6, Individual psychological test by a certified psychologist - +2 Standard deviations on the WISC with all sub-tests, or the Stanford-Binet
- 7, Other information in accordance with District policies and/or Procedures for Psychological Services

Each administrative area should establish a specific, step-by-step identification process which would be in accordance with District approved Procedures.

Students to be placed in September should be referred during the spring.

(d) Placement: selection is made by a placement committee composed of the Area Exceptional Child Director and other Area Exceptional Child personnel, psychologist(s), teacher(s) of the gifted, and/or appropriate regular school personnel. When a student has been officially placed in the program, an orientation meeting for parents and students will be held prior to the student's first day of class.

(e) Dismissal: A student is dismissed from the program by an Area Exceptional Child Placement Committee for one or more of the following reasons:

- 1, Moving out of the county
- 2, Lack of interest and achievement
- 3, Withdrawal by parents
- 4, Decisions by the Learning Center staff determined to be in the best interest of the student

(4) Instruction

Students who have successfully completed the sixth grade program in the Learning Center are automatically eligible for the Resource Program. In addition other secondary students who qualify but for some reason have not attended a center may be placed in the program.

The Resource Teacher works closely with the administration in each

school to ensure that each student is appropriately placed in regular classes, honors, or advanced classes. In each junior and/or senior high school with the program, the student is scheduled one hour each day for instruction. Each resource teacher meets with students in their school during that hour every day except Wednesday. An alternative plan of serving students 5 hours in one day by exempting them from regular classes, is more appropriate for some schools. Other alternative plans that may be implemented must be approved by the District's Department of Exceptional Child Education prior to implementation. Students receive one unit of credit.

The curriculum for the program projects three main thrusts--academic development, in-depth product(s), and service. Students choose their research projects or courses of study based on their interests. Restrictions are seldom placed on the content areas in which students may work. Major emphasis is placed on processes which develop independence, research skills, critical and creative thinking skills, and evaluation skills.

Several approaches are used by the resource teacher in working with the students. It is carefully arranged to keep groups small, so that each student may work individually with the teacher in the development of his project. The teacher also conducts group discussion or work activities designed to stimulate higher order thought processes. When appropriate and possible, students may work individually with selected community people on a short term or regular basis to gain knowledge and expertise.

The resource teacher plans many enrichment experiences utilizing community resources; sometimes bringing students from several schools together to hear an interesting speaker. Students are released from their regular classes to take part in activities, such as cultural performances, visiting in laboratories, the courts, and other appropriate experiences.

Another important aspect of the program is encouraging students to take responsibilities in leadership and service. The resource teacher works with the school in arranging schedules for students in the program to take part in such activities as the Turn-About Program, Peer Counseling, and Tutorial Programs. Additionally, students may involve themselves in such school activities as Student Council and community activities like Teen Clean, working in nursing homes, candy striper, or any other opportunities for service.

(5) Educational Plan

A District approved Educational Plan shall be completed for each student placed in a program for the gifted. The plan will include the Educational Prescription Form and the Case Conference Summary Report (see Prescription Form included under "Additional Comments" of the Gifted Section).

The Educational Plan shall become a functional component of the Case History folder for each student. In addition, the Case History folder should include:

- (a) Williams Self-Concept inventory, "How do You Really Feel About Yourself?"
- (b) Torrance's Tests: Thinking Creatively with Words and Pictures. Selected sub-tests.
- (c) Parent Inventory
- (d) Emotional Development Appraisal
- (e) Student Progress Evaluations
- (f) Annual up-date of Standardized test Record
- (g) Other pertinent data

c. Motivation-in-Depth Program for Gifted Science Students

(1) Description - This is an accelerated science program for students who are identified during their eighth year. The sequence for the program is: biology, 1st quinmester of grade 9, physics, 1st quinmester of grade 10; chemistry during their tenth year of school, and the Laboratory Orientation and Instrumentation Course (LO/I) in the 1st quinmester of grade eleven. The LO/I Course provides an introduction to six different research laboratories, seminars, and an orientation to instruments, methods, philosophies, and other scientific operations.

(2) Criteria for eligibility

- (a) "A" or "B" grade average
- (b) Stanines of 8 or 9 on standardized tests
- (c) Recommendation of a science and a mathematics teacher
- (d) Exceptional science-mathematics abilities
- (e) Exceptional intellectual ability - two standard deviations above the mean on an acceptable intelligence test (WISC or Stanford-Binet)

(3) Provisions for Screening, Referral, Identification, Placement and Dismissal

- (a) Screening: A junior high school may recommend approximately five students who are presently in the 8th grade and have an "A" or extremely high "B" average with stanines of 8 or 9 on standardized tests.
- (b) Referral: By science and/or mathematics teachers in cooperation with school guidance and curriculum personnel with approval of the principal.
- (c) Identification:
 - 1, By science and/or mathematics teachers
 - 2, Individual school administrative/guidance personnel
 - 3, Academic transcript.
 - 4, An I.Q. score of +2 standard deviations on WISC or Stanford-Binet placement
 - 5, Strong science and/or mathematics interest
- (d) Dismissal: A student is dismissed from the program by a placement committee for one or more of the following reasons:
 - 1, Academic failure

- 2, Moving out of the county
- 3, Withdrawal by parents
- 4, Graduation

(4) Instruction

This program is offered during the summer (first quinmester) for three consecutive summers. The instructional program has this sequence:

- (a) Summer (first quinmester) of the 9th grade--The students take the following biology quins for 9 weeks, 5 hours a day -

- 1314.10 Man and Nature
- 1314.11 Continuity of Life
- 1314.12 The Green Plant
- 1314.13 Animal Structure-Function
- 1314.14 Cell Biology
- 1314.15 Chemistry of Biology

- (b) 9th grade, regular school year--Students may take General Science, Independent Study, or an elective.

- (c) Summer (first quinmester) of the 10th grade--The students take the following physics quins for 9 weeks, 5 hours a day -

- 1318.01 Kinematics
- 1318.02 Dynamics I
- 1318.04 Geometric and Applied Optics
- 1318.05 Light Theory
- 1318.06 Theory of Electricity and Magnetism
- 1318.07 Modern Physics (optional)

- (d) 10th grade, regular school--Students may take Chem-Study Chemistry and/or Honors Chemistry

- (e) Summer (first quinmester) of the 11th grade--The students are instructed by university personnel in philosophy of science, history of science, scientific methods, scientific measurements and practical, hands-on activities in each of the following laboratories for orientation, knowledge, and operation of scientific equipment -

- Biology - Protein Patterns in Developmental Systems
- Chemistry - Optical Systems
- Radiological Physics
- Light and Electron Microscopy
- Computer Sciences - Data Analysis
- Biomedical Engineering - Engineering Techniques
- Biology - Introduction to Membrane Physiology

Laboratory Orientation and Instrumentation Course (LO/I)-- a 7-week program in which students participate in a variety of designated laboratories in the community, receiving an in-depth interview of laboratory procedures and utilization of scientific equipment.

(5) Educational Plan

A District-approved Educational Plan shall be completed for students placed in a program for the gifted.

d. Community Laboratory Research Program

- (1) Description - This program provides opportunities for approximately 100-150 students in the eleventh and twelfth grades to do scientific research in over 85 different laboratories of the community during the regular school year. Students take courses at their schools in the morning and in the afternoons, they do research in their assigned laboratory. Students are required to work a minimum of 6 hours a week; however, most students work approximately 17-30 hours each week in the laboratory. They receive one unit of high school science credit. Laboratories are available in the various fields of science.
- (2) Criteria for Eligibility
 - (a) Exceptional intellectual ability - two standard deviations above the mean intelligence test - WISC to include all subtests or Stanford-Binet
 - (b) Recommendation of a science and a mathematics teacher
 - (c) Minimum average of "B" in two years of laboratory sciences and in two years of senior high school mathematics
 - (d) Stanines 8 or 9 on standardized tests
 - (e) If available, a science and a mathematics course are to be taken concurrently with the program
- (3) Provisions for Screening, Referral, Identification, Placement and Dismissal
 - (a) Screening: Generally, each senior high school may recommend approximately 1% of its anticipated graduating class with alternates who meet the above criteria for eligibility
 - (b) Referral: By science teachers, heads of science departments, and/or assistant principals with approval of the principal
 - (c) Identification:
 - 1, Minimum average of "B" in two years of laboratory sciences and two years of senior high school mathematics
 - 2, Stanines of 8 or 9 on standardized tests
 - 3, Intense interest in science/mathematics indicated by experiences and career plans
 - 4, Intellectual ability measuring two standard deviations above the mean

- (d) Placement: Recommended students are interviewed in groups by a science specialist for the gifted coordinating the program and representatives from the home school. Final selection is based on an individual interview by participating scientists.
- (e) Dismissal: A student is dismissed by a placement committee for one or more of the following reasons:
 - 1, Graduation
 - 2, Moving out of the County
 - 3, Failure to perform outstandingly either in the community laboratory or at school
 - 4. Withdrawal by parents

(4) Instruction

This program is a one-to-one situation in which a student does sophisticated, scientific research in a specially selected scientific laboratory. Research laboratories are available in all the various fields of science. Students work on a research problem of their own with their mentor as an advisor; work with a research team; or work in an applied research area. Students must produce a scientific paper of the quality acceptable for publication in a scientific journal.

(5) Educational Plan

A District approved Educational Plan shall be completed for students placed in a Program for the Gifted.

e. Student Leadership Development Program

- (1) Description - The purposes of the Student Leadership Development Program are to provide for those students who have exhibited leadership abilities with opportunities to observe and work with community members who function at high levels within their organizations. The students are involved in large-scale planning, decision-making, management procedures, and in general, function at the executive level in the world of careers. Students work full-time five days a week for 18 weeks with their sponsors, attending high-level meetings and conferences, making presentations to groups, preparing reports, and doing special assignments of immediate value to the sponsoring agency. The students are treated as part of the professional staff to which they are assigned. Seven times per semester, students as a group, attend special seminars in leadership development and program procedures.

(2) Criteria for Eligibility

- (a) Students in grades eleven or twelve
- (b) Minimum scholastic average of "B" in high school
- (c) Stanines 8 or 9 (90%ile +) on standardized tests
- (d) Evidence of leadership traits
- (e) Exceptional intellectual ability - two standard deviations above the mean on an acceptable intelligence test -WISC to include all sub-tests or Stanford-Binet

(3) Provisions for Screening, Referral, Identification, Placement and Dismissal

(a) Screening:

- 1, Previous participation in a gifted program, optional
- 2, Teacher judgment
- 3, Evidence of leadership traits
- 4, Peers may make recommendations to teachers and principals for referrals

(b) Referral:

- 1, Secondary Resource Program personnel
- 2, Teachers and principals following Procedures for Psychological Services
- 3, Home school personnel involved in activities which would indicate student leadership abilities
- 4, Peers

(c) Identification:

- 1, Review of school records
- 2, Leadership Characteristic Check-list
- 3, Teacher Check-lists
- 4, Standardized tests stanines 8 or 9 (90%ile +).
- 5, Exceptional intellectual ability - two standard deviations on the WISC with all sub-tests or Stanford-Binet
- 6. Interviews

(d) Placement: Placement of recommended students is determined by a committee composed of the teacher coordinating the program, Area Exceptional Child personnel Area Director for Exceptional Child Education and/or Area Director(s), District Coordinator for Gifted/Talented Programs, a student present in program, and a sponsor from a community agency. Final acceptance in the program is decided on the basis of an interview with the sponsor.

(e) Dismissal: A student may be dismissed by a placement committee for one or more of the following reasons:

- 1, Moving out of the County
- 2, Lack of interest, compatibility with assigned agency, and application
- 3, Withdrawal by parents and/or school personnel

(4) Instruction

The curriculum for the program encompasses training in leadership skills such as planning, decision-making, implementing, organizing, acquiring knowledge in a specific field, making presentations, preparing reports, and doing special assignments of immediate value to the sponsoring agency.

Seminars bring participating students together for reacting to common problems, hearing guest speakers, and discussing assigned readings. Students keep a daily written log of their activities.

Since each placement is unique the curriculum for each student is influenced to a great extent by that placement.

Students may receive credit in the program. Credit may be given for successful participation in the following areas: Social Studies - General American Studies, Political and Economic Studies, and Behavioral Studies; Language Arts - Thinking, Media, Language, Writing, Leadership, Seminars, Decision-Making, Journalism, and others; Science; Mathematics; Business Education; and Home and Family Life Education - Personal Family and Social Relations, Child Development, Management and Family Economics, Housing and Home Furnishings, Textiles and Clothing, and Food and Nutrition.

(5) Educational Plan

A District-approved Educational Plan shall be completed for students placed in a program for the Gifted.

f. Colloquium in the Humanities for Gifted Secondary Students

- (1) Description - Students who are in the tenth through the twelfth grades and meet the qualifying criteria are eligible to attend five hours per day during the summer quinmester for nine weeks. The colloquium will consist of a four-unit cycle. The first unit offered during 1976 is a colloquium in British and American Cultures. The other three units will be developed at the appropriate times from the areas of Language Arts, Social Studies and the Fine Arts. The most important feature of the program is its emphasis on academic freedom giving each student a superior intellectual experience. This program is an attempt in this District to unite outstanding students and teachers in an effort at achieving ideal scholarly goals.

(2) Criteria for Eligibility

- (a) Students in grades 10, 11 or 12
- (b) Minimum scholastic average of "B"
- (c) Exceptional intellectual ability-two standard deviations above the mean as indicated on an acceptable IQ test - WISC with all sub-tests or Stanford-Binet.
- (d) Stanines 8 or 9 (90%ile +) on standardized tests

(3) Provisions for Screening, Referral, Identification, Placement and Dismissal

(a) Screening:

- 1, Previous participation in a gifted program (optional)
- 2, Teacher judgment
- 3, Evidence of scholastic achievement
- 4, Peers may make recommendations to teachers and principals for referrals

(b) Referral:

- 1, Language Arts/Humanities, Social Studies and Fine Arts teachers and principals
- 2, Area personnel
- 3, Secondary Resource Program Personnel

(c) Identification:

- 1, Review of school records
- 2, Standardized Tests - stanines 8 or 9 (90%ile +).
- 3, Exceptional intellectual ability - +2 Standard deviations on the WISC with all sub-tests or Stanford-Binet
- 4, Scholastic average of "B" or higher
- 5, Parent permission

(d) Placement: Placement of recommended students is determined by a committee composed of the District Coordinator for Gifted/Talented Programs, Program teaching staff, building principal or representative, and Area Director(s) of Exceptional Child Education. Appropriate District subject-area consultants and other Area personnel may be on the committee.

(e) Dismissal: By a staffing committee because of -

- 1, Moving out of the County
- 2, Lack of academic achievement
- 3, Withdrawal by parents

(4) Instruction

The colloquium provides selected outstanding students an opportunity to pursue an indepth conceptual approach to the understanding of a culture out of which a given philosophy, artistic school, or dramatic movement evolves. Students have superior intellectual experiences by working intimately with various expert instructors in classical academic situations which emphasize dialogue and seminar modes of learning. Working with mentors, a student is afforded much time for creative and innovative thinking and criticism.

The colloquium is a four-unit cycle. The first unit for summer 1975 allows students to study in depth American and British drama, art history, philosophy and intellectual history. The scope of the colloquium will include a time period from the defeat of the Spanish Armada (1588) to the present.

The other three units will be determined and developed at the appropriate time from the areas of Language Arts, Humanities, Social Studies, and the Fine Arts.

(5) Educational Plan

A District-approved Educational Plan shall be completed for students placed in a program for the Gifted.

4. Grading, Promotion and Credit

Students who are in the Exceptional Child Programs for the Gifted at the elementary level are evaluated twice during the school year using a check list and commentary form. They are promoted as are students in a regular program. Secondary students are graded, promoted, and receive credit as students in a regular program. Students in accelerated programs may receive credits for college or graduate at an earlier date.

Mentor program students are evaluated by their mentor and the school system representative. They receive grades and credit in accordance with District policies.

Students in the Motivation in Depth Program receive grades and five quins of credit. LO/I Course students receive grades and two quins of credit. Laboratory Research Program students receive grades and four quins of credit. Grades and credit are given in accordance with District policies.

Students in the colloquium receive two quins of credit in English, two in Social Studies, and one in Art. Grades are given in accordance with District policies.

5. Local Funded Programs Available to Gifted/Talented Students

The following programs are not a part of Exceptional Child Education; students are not reported for additional funding, and consequently do not follow specific procedures required for weighted factor funding. They are included here to give the complete picture of offerings existing in the system for gifted students.

a. Center for the Expressive Arts

- (1) Description - This program was established to meet the needs of students with special talent in the areas of art, music, drama, creative writing, and dance. Students in grades three through nine have an opportunity to explore their own individual talent and develop their creative potential. Major goals of this program are to encourage the development of original thinking, critical judgment, decision-making, and personal and cultural identity. Varied aesthetic experiences, such as visits to museums, concerts, and artists' studios are provided, as well as an opportunity for students to manipulate and experiment with new materials and ideas. Students participate in activities for values clarification, expressions of feelings, and creative communication.
- (2) Criteria for Eligibility
 - (a) Presently be in grades 4-9
 - (b) Teacher judgment indicated on an Ability Indicators Check-list
 - (c) Pupil Survey Form for exceptional talents or creative abilities
 - (d) Rank in superior range on figural portion of Torrance Test of Creativity
 - (e) Exhibit competence on testing instruments:
Doolin - (music), Meier - (art), Torrance Verbal - (drama)
- (3) Provisions for Screening, Referral, Identification and Dismissal
 - (a) Screening:
 - 1, Teacher judgment
 - 2, Student interest
 - 3, Committee within schools
 - 4, Demonstrated talents as indicated by some product or products
 - (b) Referral:
 - 1, Teachers
 - 2, Principals
 - 3, School/Area specialists in art/music

(c) Identification:

- 1, Doolin's New Introduction to Music, Level 2 assessment (music only), portfolio of work (art only)
- 2, Creative Positives Check-lists
- 3, Pupil Interest Survey
- 4, Audition-Interview before a panel of no less than 3 members-(teacher on staff, community artist, secondary school art, music, drama teacher or area consultant)
- 5, Torrance Tests of Creativity

(d) Placement: Selection is by a committee composed of Expressive Arts Staff, specialist(s), Area person responsible for Gifted/Talented Programs and/or Area Exceptional Child Director.

(e) Dismissal: By a staffing committee because of -

- 1, Moving out of the County or certain areas
- 2, Lack of interest and application
- 3, Withdrawal by parents or school personnel
- 4, Graduation

(5) Instruction

The Center for the Expressive Arts serves talented students and gives them an opportunity to experience individual expression in the creative medium of his own choice. The centers provide students with life aesthetic encounters and demonstrations by professional artists and musicians. Students may visit artists' studios, art galleries and concerts. There are opportunities for students to exhibit their creative work in various community locations and to apply their creative talents in various dramatic and musical productions. Students examine masterpieces in art and music. They learn to constructively criticize their own work and that of others.

Some media for developing activities and products are:

- (a) Ceramics - hand-building, wheel-throwing, pottery and sculpture
- (b) Painting - water colors, acrylics, oils
- (c) Drawing - pencil, ink, charcoal
- (d) Textiles - weaving, stitchery, batik, and tie-dying
- (e) Sculpture - wood, metal, plaster of paris
- (f) Graphics - linoleum printing, wood painting, silk screening, and found object printing
- (g) Construction - wood, metal, plastic, and found objects
- (h) Instrumental work - piano, guitar, trumpet, and saxophone
- (i) Dance - modern, ballet, creative
- (j) Creative Writing - poetry, plays, short stories
- (k) Drama - producing and acting, scenery designing
- (l) Expressions of Feelings and Ideas - brainstorming, boundary breaking, values clarification, critiques

b. Elementary Mathematics Program, "It Figures"

(1) Description - The mathematics program entitled "It Figures" is an accelerated mathematics program for sixth grade students that stresses the theory underlying the system of rational numbers and introductory geometry.

(2) Criteria for Eligibility

- (a) Teacher judgment
- (b) Intellectual ability (IQ 130+)
- (c) Stanines 8 or 9 on standardized tests
- (d) Grades "B" or above for the last 3 years in mathematics

(3) Provisions for Screening, Referral, Identification, Placement and Dismissal

(a) Screening:

- 1, Teacher judgment
- 2, Intellectual ability (IQ 130 +)
- 3, Stanine 8 or above in mathematics
- 4, Grades "B" or above for last 3 years in mathematics

(b) Referral:

- 1, Teachers
- 2, Principal

(c) Identification:

- 1, Previous record
- 2, Standardized test record
- 3, Presently sixth grade students
- 4, Intellectual ability (IQ 130+)

(d) Placement: Teachers and principals in individual schools and area level personnel

(e) Dismissal: By individual school personnel because of -

- 1, Moving out of the County
- 2, Promotion to junior high
- 3, Lack of achievement

(4) Instruction

The Educational Media Department produced the elementary mathematics program, "It Figures" for high-achieving

sixth-grade students. This is an accelerated mathematics program utilizing a weekly lesson on Instructional Television followed up in the classroom with materials called "QED" (Quest for Extended Discovery) Sheets. These lessons have been validated in the classroom.

Each lesson contains four parts.

- (a) Guide: It includes objectives, pre-telecast activities, an overview and sequence for the telecast, and in-class activities which include worksheets and references.
- (b) Telecast: It allows students to respond aloud, encourages participation and may include "work-along" sheets.
- (c) QED Sheets: The Quest for Extended Discovery Sheets extend the telecast. They are worksheets which develop some of the skills needed for the present lesson and the one to follow.
- (d) Discussion and Interaction: This is a period of 30 minutes or more given to free, uninhibited discussion and interaction among the students with minimum interference from the teacher. This time is after completion of the QED sheets.

The program includes Number Theory, Logic Rational Numbers of Arithmetic, Geometric Excursion, and Ratio and Proportion.

c. Deep Accelerated Program in Mathematics

- (1) Description - Students in the eighth grade begin the formal study of algebra. In grade nine, they take geometry in their school and college algebra on Saturday at Miami-Dade Community College. In grade ten, they take Math Analysis in their school and Calculus at Florida International University. Calculus is completed during the summer after grade ten. In the eleventh and twelfth grades, students may take advanced mathematics at Florida International University. The student who remains in the program to completion may earn as many as 20-25 semester hours of college credit.
- (2) Criteria for Eligibility
 - (a) Presently be eighth grade students
 - (b) Teacher judgment
 - (c) Intellectual ability (IQ 130 +)
 - (d) Stanines 8 or 9 on standardized tests
 - (e) Grades of "B" and above in all previous junior high mathematics courses
- (3) Provisions for Screening, Referral, Identification, Placement and Dismissal

(a) Screening:

- 1, Teacher judgment
- 2, Stanine 8 or above in mathematics
- 3, Grades of "B" or better in all previous junior high mathematics courses

(b) Referral: Teacher, counselor or principal

(c) Identification:

- 1, Eighth grade algebra students with an "A" grade
- 2, Previous record in mathematics (Particularly reasoning)
- 3, Standardized test records
- 4, Intellectual ability (IQ 130+)

(d) Placement:

- 1, Teacher or principal at individual junior high schools
- 2, Area level personnel

(e) Dismissal:

- 1, By parents
- 2, By college or high school professor
- 3, By leaving county
- 4, Lack of achievement

(4) Instruction

The regular mathematics program in the Dade County Schools allows qualified students to begin the formal study of Algebra in the eighth grade leading to the study of Calculus or Mathematics V in the twelfth grade.

It is felt that some gifted students could be further accelerated; hence, with the assistance of a grant from the National Science Foundation and the cooperation of Dr. Herman Meyer, Chairman of the Mathematics Department, University of Miami, the following program was planned:

<u>GRADE</u>	<u>IN SCHOOL</u>	<u>SATURDAY A.M.</u>	<u>FLA. INT. UNIV.</u>
9	Geometry	College Alg. & Intro. Trig.	@ M.D.C.C. @ F.I.U.
10	Math Analysis	Calculus ($\frac{1}{2}$)	
Summer	--	--	Calculus ($\frac{1}{2}$)
School	--	--	Adv. Math Courses
11	--	--	Adv. Math Courses
12	--	--	Adv. Math Courses

Students in the eighth grade who are doing outstanding work in Algebra and who wish to enter the Deep Accelerated Program are recommended by the junior high school to enter the program. These students study Geometry in their schools during their ninth

year and are enrolled at Miami-Dade Community College to study College Algebra and Introductory Trigonometry on Saturday mornings. Miami-Dade offers the two trimester courses tuition-free to these students since the National Science Foundation has withdrawn support of the program.

During the student's tenth year of school he studies Math Analysis in the senior high school and Calculus I at Florida International University. The Calculus I classes are held on Saturday mornings throughout the school year. In the summer following the tenth year of school the student in the Deep Accelerated Program studies Calculus II during the first summer session at Florida International University. The approach in Calculus I provides for learning computer science techniques in conjunction with the Calculus techniques. This enables students to get into practical applied problems earlier than in the traditional approach.

During the student's eleventh and twelfth years he is enrolled in one advanced mathematics course each quarter at Florida International University. He takes no mathematics courses at the senior high school during this time.

A student may withdraw or be withdrawn from the program at any time when his best interests would be served by so doing. The student who remains in the program may earn 20-25 semester hours of college credit. The courses offered at Miami-Dade Community College and Florida International University carry regular college credits. A transcript of these credits can be sent to the college the student plans to attend.

6. Proposed Program

Schools desiring to develop innovative alternative programs for their gifted students may propose plans for such developments to the Department of Exceptional Child Education.

The procedures for schools to develop a program for the gifted should include:

1. Request application forms from the Department of Exceptional Child Education.
2. Submit a completed application which shall include:
 - a. Guide to determining needs priorities
 - b. Needs assessment priorities
 - c. Goals
 - d. Objectives
 - e. Evaluation

- f. Composite of the Program:
 - Grade levels and numbers of students
 - Time
 - Program Design
 - Curricular Implementation

3. Submit to Area-level personnel for review and approval
4. Transmit completed application to the Department of Exceptional Child Education for consideration and approval

The Department of Exceptional Child Education will have available application forms, samples of applications, and may, upon request, provide assistance in preparing applications.

Gifted/Learning Disabled Programs - A special type program has been designed for intellectually gifted students who exhibit process disorders which inhibit their academic achievements.

Research, information and programs are virtually non-existent for Gifted/L.D. students. Because of this insufficient knowledge, a small number of children have been identified at the primary level and at the intermediate level to establish a working model at each level. These models are being monitored closely for identification, curriculum implementation, student improvement, and evaluation. These two models were implemented January, 1976. Additional information and details of the program models are in the "Learning Disabled" Section of these Procedures.

7. Facilities

Adequate facilities shall be provided for gifted students. A classroom or equivalent will be provided for secondary programs and open education concept space for elementary programs.

8. Personnel Development Activities

There are no certification requirements for teachers of gifted students. Because the main emphasis of this district's programs is for achieving academically gifted students, teachers are selected who have certification in one or more academic disciplines or elementary certification.

It is desirable that teachers have as varied and in-depth background as possible with a minimum of three years of successful teaching experiences.

Teachers are selected cooperatively with the building principal, Area Exceptional Child Director, and the District Coordinator for Gifted/Talented Programs. Other Area personnel, educational specialists for the Gifted/Talented, and District Consultants make referrals and recommendations.

Inservice courses on educating gifted students are offered each school year. These courses are offered on scheduled Wednesdays during the school day and teachers are required to attend.

Students shall not be scheduled or assigned to teachers of the gifted on Wednesdays. This day is for strengthening communications between school personnel, parents, students and the community; for in-service; and for planning. These activities are listed in order of priority.

Special workshops are provided using the services of outside consultants.

Personnel are encouraged to take formal course work and attend local, state, and national conferences, training institutes, and forums.

9. Supportive Services

- a. District Level - The Coordinator for gifted and talented programs is responsible for developing and providing services for gifted and talented programs on a district-wide basis and plans staff development in this area.

This person:

- (1) Keeps teachers informed of new developments and techniques through attendance at professional meetings and inservice education.
 - (2) Plans inservice educational activities, including the orientation of new teachers.
 - (3) Observes the instruction being provided and makes recommendations for improvement.
 - (4) May serve on Placement Committees which admit students to the gifted and talented programs, as appropriate.
 - (5) Assists District, Area-level personnel, and building principals in the selection of qualified teachers.
 - (6) Provides guidelines for development, implementation and expansion of gifted and talented programs.
 - (7) Cooperates with district and school-level personnel in decisions on program operations.
- b. Area Level - The Area offices provide psychological services for pupil identification and curriculum support materials. Area personnel provide support for liaison between home, school, elementary learning center, and secondary programs. Selected Area personnel serve on Placement Committees. Area educational specialists assist in identifying students, developing curriculum, implementing the procedures, arranging transportation, and submitting FTE reports.
- c. School Level - (Elementary) - Schools housing a learning center for the gifted and talented are required to provide these students with all the facilities and services which are available to other students in the school. (Library, cafeteria, paper and maintenance, etc.) Art, music and physical education services shall be provided as decided upon by each Area.

A principal must accept the philosophy and goals of the program, and be willing to cooperate in meeting the goals. It is his responsibility to insure that the learning center and staff is an integral part of the total school activities, insure acceptance of the program by his total staff and, when needed, give support to the learning center staff. The principal and learning center staffs are responsible for establishing communications with the feeder school staffs.

School Level - (Secondary) - Schools provide students in the secondary Resource Programs with the same facilities and services which are available to other students. When the Resource Program teachers are not at the school, students must be assigned according to the arrangement agreed upon by the schools and the resource teachers. Each school with identified students for the program will designate a school contact for the program.

- d. Parent Support - Parents volunteer and actively support the learning centers and the secondary programs by providing clerical assistance, transportation for field trips, teacher aides, resource personnel, special materials and equipment, fund raising, assistance in public relations and being on advisory committees.

10. Plans for Evaluation of Programs

An evaluation of programs for the gifted and talented will be conducted annually. Informal evaluation is an on-going process.

a. Student Evaluation

- (1) Elementary Learning Centers - The students are evaluated by a student evaluation used twice a year. A modified classroom activities questionnaire will be used in program evaluation to retrieve the following information: making judgments, implementing new situations, listening, discussions, logical reasoning-analysis, practicing methods in life-like situations, independence, implementing higher thought processes, best aspects of the class, and suggestions for change.
- (2) Resource Program for Secondary Gifted Students - Evaluated by a modified classroom activities questionnaire, creative presentation of product, grades, and credit given by the resource teacher.
- (3) Center for the Expressive Arts - Students are evaluated twice a year according to their progress in the areas of imaginative and inventive visual art activities, creativeness in movement, dance, and abilities in the field of music, dramatics, and oral and written expression.
- (4) Student Leadership Development Program - Students are evaluated through daily written logs of their activities and by making presentations at the end of the semester to demonstrate what has been learned in the program. Each community sponsor is requested to submit a written evaluation of the student's

performance. The teacher directing the program confers with the sponsor to determine the grade the student receives for each quin. Students receive 10 quins (2½ units) of credit for their experiences.

- (5) Community Laboratory Research Program - Evaluated by a "Follow-up Questionnaire". Students are evaluated and given a grade each nine weeks. Students are evaluated and given one unit of credit annually.
- (6) Motivation in Depth Program for Gifted Science Students - Evaluated by number of students retained in the program, grades, and oral feedback. The laboratory orientation and instrumentation course of this program is evaluated by written commentaries from students and scientists, grades, and credit.
- (7) Deep Accelerated Mathematics Program - Evaluated by the promotion of students, retention in the program, grades, and credit.
- (8) Elementary Mathematics Program, "It Figures" - Evaluated by pre- and post-testing and individual teacher discretion.
- (9) Other Programs - Students are given grades and evaluated according to the District Policies and Procedures.

11. Additional Comments

a. Transportation

Bus transportation between home school and center is provided for students in the Elementary Learning Centers and the Expressive Arts Centers. Transportation may be provided for students at the secondary level if schools are clustered and students are served by a central concept. Transportation is provided for all gifted programs during the summer. No transportation is provided for students in the Community Laboratory Research Program and the Student Leadership Development Program and is the responsibility of the parents. Any transportation for students in other gifted or talented programs will be in accordance to District policies.

b. Communications

Programs for the gifted are part-time. Because of the operational plan, communications are extremely important to successful program operation. Therefore, activities to strengthened communications will be implemented, such as,

- (1) Establish orientation sessions for parents prior to admitting student to the program; discuss criteria for eligibility, student progress reporting procedures, and planned program visitations
- (2) Concentrate on study and development of strategies for improving communication between teachers of the gifted and parents, students, and regular class teachers
- (3) Implement activities which promise to improve communications and cooperation

- (4) Develop student progress reporting procedure frequent enough to improve communications between teachers, parents, and students
- (5) Establish periodic informational feed-back, and up-date sessions for parents and school personnel

c. Grade Point Average

One extra grade point may be given for programs for the gifted in grades 10-12. This procedure shall be in compliance with Rule 6GX13-5124.1. For this purpose, the programs will provide in-depth topics and advanced concepts beyond the requirements of regular courses.

d. Educational Prescription Form - See page 31.



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY

HOME/HOSPITAL INSTRUCTIONAL PROGRAM

A. Procedures for Provision of Programs Available Within the District for Home/Hospital Instructional Program

1. Definition

In cases where medical and school authorities agree that it is not feasible for a child to be in attendance at school, arrangements for home or hospital instruction are made. Homebound/Hospital instruction is employed only when other possibilities have been exhausted.

Based on the state prevalence figure of .50% of the school population, there are approximately 1,212 children who would require services of the Homebound/Hospital program.

As of February 26, 1976, the total number of students receiving instruction is 416. It is estimated that approximately 930 students will require services during the 1976-77 school year. There are 37 exceptional child teachers providing the instructional program for those who are Homebound/Hospitalized, in an approved drug rehabilitation program, or in a delinquent rehabilitation program.

Using the state prevalence figure of .50% of the school population, it would appear that Dade County Public Schools is not serving all who would require Homebound/Hospital services. However, 100% of the qualifying applicants are being served.

The mildness of the South Florida area climate is probably the chief factor for the lower percentage of pupils referred. In comparison to other areas, we find a significant reduction of requests for services from pupils suffering with disorders concomitant to a more severe climate.

2. Criteria for Eligibility for Home/Hospital Instructional Program

a. Medical certification by a physician is required for all students requesting instruction in the following Homebound/Hospital Programs:

- 1) Illness or accident: Confined to the home or hospital and under the care of a physician.
- 2) Drug abuse: The student is required to be an active participant in an approved drug rehabilitation program and to have been enrolled in a Dade County School during the current year.
- 3) Emotionally disturbed: Should be receiving continuous psychiatric or psychological service.
- 4) Pregnant girls: Medical confirmation of pregnancy, currently enrolled in a school program, and unable to attend one of the C.O.P.E. centers.

- 5) Socially maladjusted: The student is required to be a participant in a protective service program and to have been enrolled in a Dade County school during the current school year.
- b. Estimated absence from school is approximately one month or longer by county criteria, however, students enrolled in quinmester schools may be provided service if they are unable to attend school for a minimum of three weeks after the school and medical referrals are received in the Exceptional Child Education office.
 - c. Approval of the student's regular school as to grade placement and subjects to be taught. A transcript is required for all secondary students.
 - d. Student is free from infectious or communicable disease.
 - e. Signed parental agreement concerning Homebound/Hospital policies and parental cooperation.
 - f. Assignment is made by a Placement Committee composed of the Coordinator of the Homebound/Hospital program, the Homebound/Hospital teacher, the principal or designated personnel of the school, the Assistant Director for Exceptional Child Education and others as needed.
3. Provisions for Screening, Referral, Identification, Placement, Educational Plan and Dismissal for Homebound/Hospital Program
- a. Screening: Not applicable.
 - b. Referral: Physicians, a Specialist in School Psychology, parents, principals, teachers or agencies, refer applicants to the County Exceptional Child office, Homebound/Hospital. A parent/guardian consent form for release of physician's information is then obtained.
 - c. Identification: A physician identifies the disability and certifies that the student is unable to attend school for one month or longer and is able to receive instruction. Students enrolled in quinmester schools are eligible for instruction for a minimum of three weeks after the school and medical referrals are received in the Exceptional Child Education office.
 - d. Placement: After medical and parent consent forms are received, eligibility is determined by the Placement Committee and assignment is made. A Census Report form (Form 234) from the regular school is requested to transfer the student to the Homebound/Hospital program.
 - e. Educational Plan: See procedures for providing individual educational plans.
 - f. Dismissal: A student is dismissed from this program when the physician states that the student is able to return to school. A Census Report form (Form 234) is sent to the regular school by the Exceptional Child Education office transferring the student to the regular school program.

Drug Abuse Students: The student must be enrolled in a licensed drug rehabilitation program. A list of currently licensed agencies is maintained by the Office of Substance Education, Division of Instruction. A transcript is required for all secondary students. Placement is made after consultation with the school and rehabilitation center. Instruction is terminated if the student leaves the program without having completed the rehabilitative process or when returned to school by the center.

Emotionally Disturbed Students: Homebound/Hospital instruction is usually not considered an appropriate program for the emotionally disturbed. However, if no other placement is available, a student can qualify for instruction if there is a medical certification indicating that he can profit from an academic program and is unable to attend any existing program. He must be under the continued care of a psychiatrist, psychologist, or other qualified medical person. Students are taught at designated centers instead of the home. If a student arbitrarily terminates prescribed psychological or psychiatric treatment, or if another program is recommended, this instruction is terminated.

Socially Maladjusted Students: The student must be an active participant in a protective service program. A transcript is required for all secondary students. Placement is made after consultation with the school and rehabilitation center. Instruction is terminated if the student leaves the program without having completed the rehabilitative process or when returned to school by the center.

4. Existing Program

This program is designed to provide a continuing education for those students in grades one through twelve who for medical reasons are temporarily or permanently unable to attend school. Services provided on the Homebound/Hospital program are educational.

State regulations provide for a maximum weekly load of from eight to ten students for the teacher of the Homebound/Hospitalized students. Dade County Public Schools provide a minimum of from two to three hours per week of instruction per student. During the 1975-76 school year, 37 teachers and one coordinator provided a program of Homebound/Hospital instruction for the Dade County students. A county-wide program provides the needed flexibility and maximum use of personnel which is required because of a constantly changing enrollment, assignment of teachers where needed, use of specialists in the teaching of higher mathematics and the varied locations of instruction.

Program objectives are to provide a continuing education for those students who temporarily or permanently are unable to attend school, and to enable them to return to the regular or special classroom when their physical condition permits. Academic goals are the same as those for any student in a discipline adapted to the particular needs of his physical, mental and/or emotional condition.

Grading, promotion and credit: Students in the Homebound/Hospital program are graded, promoted, and receive credit in the same manner as

those students in a regular or special program. A Report to School form is forwarded to the receiving school whenever a student is withdrawn from the program. The report gives entry and withdrawal dates, subjects taught and grades earned as well as pertinent data which may prove helpful to the school.

Secondary Homebound/Hospital students, although transferred to the Homebound/Hospital program for instruction, remain affiliated with their home school for purposes of following prescribed courses of study for high school graduation. Permanently Homebound/Hospital secondary students are also affiliated with their home school for similar reasons. When a Homebound/Hospital student has earned the required credits for high school graduation, at the appropriate time, the Homebound/Hospital teacher will make arrangements with the affiliated school personnel for the issuance of a diploma or certificate.

Textbooks: Students who become ill or injured while registered in a school and are assigned to the Homebound/Hospital program are to retain the textbooks which have been issued to them by the school. The Homebound/Hospital teachers will assume the responsibility for notifying the parents of parental responsibility for the care and return of textbooks to the student's home school.

Evaluation: Evaluation forms are given to parents of Homebound students when returning to school. The completed forms are then mailed to the Exceptional Child Education office where their evaluative comments are analyzed and used to improve the existing program.

Area Involvement: Regular communications and visitations by the Coordinator of Homebound/Hospital Program should be made with the Area Directors for Exceptional Child Education and the Area Principals to further support and implement these procedures.

5. Proposed Program

To continue the expansion and growth of the Homebound/Hospital program in areas of curriculum, equipment, and increased teaching time allotted to each student. Two additional teachers, bringing the total to 39 will serve students in this program during the 1976-77 school year.

6. Facilities

Facilities are necessarily restricted and varied due to home and hospital situations. However, every effort is made to provide a suitable teaching environment for each student insofar as is possible.

Drug abuse rehabilitation centers and/or other agencies to which Homebound/Hospital instruction is given are requested to provide facilities for teaching, i.e., well-lighted and ventilated rooms away from traffic patterns, blackboard, chairs, table, uninterrupted teaching sessions, etc.

Facilities are provided for the Homebound/Hospital teachers as a base of operation for the assignment of new students, the preparing and storing of records, supplies, textbooks, equipment, materials and a meeting place for faculty meetings and inservice training.

7. Instructional Program

Homebound/Hospital teachers in cooperation with school personnel designated by the principal, plan an individualized instructional program for the continuing education of each student assigned to the program. Insofar as is possible, curriculum follows that of the regular school, adapted to the needs of the student. Good study habits are encouraged. The goal is to prepare the student for re-entry into the regular or special program when his physical, mental or emotional condition permits. Instruction is for the most part academically oriented. The individualized program requires a variety of equipment, materials, and curriculum such as:

- a. Audio-visual supplies - Language masters, cassette tape recorders, record players, portable filmstrip projectors, V-8 film loop machines, portable overhead projectors, Honor teaching machines, prism glasses, etc. A wide selection of elementary and secondary subject material in the areas of language arts, mathematics, science and social studies is available to accompany this audio-visual equipment.
- b. Manipulative materials and games - Individual academic games, puzzles, phonic games, word building games, books on learning, language and listening games are used. Clay and other arts and crafts materials are also used when the teaching situation permits.
- c. Reading materials - Textbooks as are used in the regular classes, workbooks, current event newspapers at all grade levels, educational magazines, kits, encyclopedias, dictionaries and a limited library of "reading for pleasure" books are also available.
- d. Mathematics - Games, manipulative devices, abacus-type learning devices, etc., are available for the use of teachers and students.
- e. Individual worksheets - A wide variety at different levels of difficulty in all subject areas is provided. Spirit masters and copying machines are used by teachers to provide learning materials for specific learning assignments.
- f. Writing paper and art materials are also provided for the students.

8. Personnel Development Activities

Teachers of the Homebound/Hospitalized students are not required by State regulation to have special certification over and above the regular elementary and secondary certification. It is desirable, however, to have certification in the area of physically handicapped. It is recommended that a teacher of the Homebound/Hospitalized have a successful teaching experience in the regular classroom at as many different grade levels as possible. The teacher must be knowledgeable in curriculum requirements at all levels and be able to develop appropriate individualized programs and to understand basic motivational procedures.

Teachers are encouraged to participate in readings in current literature, to enroll in university courses and to add to their skills by attending inservice in areas of the physically handicapped, mentally retarded, emotionally disturbed and socially maladjusted as well as total curriculum development.



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY

VARYING EXCEPTIONALITIES

A. Procedures for Provision of Programs Available Within the District for Varying Exceptionalities Classes

1. Definition

The varying exceptionalities classes in Dade County evolved from the need to provide varied special classes and services within the student's neighborhood school rather than reassignment to other educational facilities for handicapped students. This is usually appropriate if the student has a mild disability and can function satisfactorily in the regular school program, with support from this Special Class Resource Teacher.

The varying exceptionalities program provides the appropriate educational support for mildly handicapped students in the area of learning disabilities, educable mentally retarded, and emotionally disturbed. There are 169 classes serving these students during the 1975-76 school year. These students are included in the F.T.E. survey under their identified area of exceptionality and are placed according to the State regulations for the appropriate area of disability. This organization pattern is also used at the secondary level to provide multi-handicapped students with an individualized program. The placement, withdrawal, and transfer of these students should follow the criteria as outlined in the appropriate disability section of the Dade County Procedures for Providing Special Education for Exceptional Students, 1976-77.

2. Community Resources

Students receiving services in a varying exceptionality class may be referred to the community agency providing the appropriate services. See disability area sections in the Dade County Procedures for Providing Special Education for Exceptional Students.

3. Range of Services

- a. Resource Class - This program is appropriate for students who can function for a part of the school day in a regular class, but who need the support of a special class for a portion of the day. The resource teacher may recommend special aids and methods to the regular class teacher. Students are scheduled into the varying exceptionalities class with other students having the same disability. Insofar as is possible, the regular school curricula with support from the varying exceptionalities program is followed.
- b. Classes for Multi-handicapped - Classes may be offered for those students with two or more disabilities. These students require the services of a Special Education teacher, usually full time.
- c. Counseling Services within the regular elementary or secondary program - This should consist of regularly scheduled individual or group counseling sessions and is appropriate for students having secondary emotional problems caused by failure, rejection and frustration resulting in poor self egos. Every elementary and secondary

school should have this service available to its students.

4. Supportive Services

- a. School Services - These students are provided with all of the facilities and services which are available to other students in the school.
- b. Specialist in School Psychology - The Specialist in School Psychology works cooperatively with the varying exceptionalities teacher and students. A complete psychological assessment and evaluation is recommended on each student placed in the varying exceptionalities class.
- c. Visiting Teacher - These personnel maintain contact between home and school. In addition to other services, they may assist in securing dental or other medical attention needed by the student.

5. Inservice for Varying Exceptionalities Program

Area directors and county level exceptional child coordinators, teachers on special assignment, the Florida Learning Resources System-South (FLRS-SOUTH), a Title VI funded project, in conjunction with the director for Exceptional Child Education, have the responsibility of organizing and implementing all inservice for exceptional child teachers county-wide. Arrangements would be made for P.I.P. and Master Plan Points through Staff Development.

Inservice offered will include workshops in psychoeducational assessment, (ITPA, Detroit, I.R.I.), behavior modification techniques, methods and materials in curriculum, and classroom design and organization.

Inservice is available upon request to the area office for principals of schools housing classes for the varying exceptionalities, and for psychological and other support personnel.

6. Individualized Educational Plan for Varying Exceptionalities Classes

The varying exceptionality class is the organizational structure as it applies to the program rather than the students placed within. A single curriculum for students with varying disabilities is not offered. Therefore, the students diagnosed as learning disabled, educable mentally retarded or emotionally disturbed will be provided the appropriate educational plan as recommended in their placement assessment. This educational plan for the specific disability area would be adhered to according to pages 20 to 32 of the Dade County Procedures for Providing Special Education for Exceptional Students.



PROCEDURES FOR PROVISION
OF PROGRAMS AVAILABLE WITHIN THE COUNTY
VOCATIONAL EDUCATION FOR THE HANDICAPPED

A. Procedures for Provision of Programs Available Within the District for Vocational Education for the Handicapped

1. Philosophy and Direction of the Program for Vocational Education for the Handicapped

Handicapped students are those students classified by the federal and state guidelines for Vocational Education of the Handicapped and accepted by the local council, as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or who have health impairments that by reason thereof require exceptional child education and related services.

Section 122 (a) (4) (B) of P.L. 90-576, the Vocational Education Amendments of 1968, provides specifically for vocational education programs and services for those appropriately identified handicapped students, who because of their handicapping condition, cannot succeed in the regular vocational education classes without special assistance or a modified program.

a. Program Guidelines and Criteria:

Special vocational education programs or classes are developed for students who have attained their 14th birthday, or older, who, because of their physical or mental condition, require modified vocational education, special educational assistance and/or other related services such as specialized counseling, physical restoration, evaluation and work adjustment services.

Vocational classes in which half or more of the enrollees are handicapped may qualify as special classes for the handicapped.

Handicapped persons should be enrolled in regular vocational education programs or classes when such regular classes can, with certain limited adaptations of curriculum, meet their occupational training needs.

Existing facilities should be used to meet the special instructional and personal requirements of the handicapped if the facilities are adaptable for this purpose.

Courses for handicapped students should provide credit toward graduation or a certificate showing successful course completion.

All vocational education course offerings should provide reasonable opportunities for the student to qualify for gainful employment. All vocational instruction for the handicapped, supported by Federal vocation education funds must be provided by teachers holding a valid Florida Vocational Education teaching certificate covering the occupational field or subject area being taught.

Providing Vocational Education for the handicapped may be obtained through the cooperative efforts of the Division of Vocational-

Adult Education, the Department of Exceptional Child Education and the Division of Vocational Rehabilitation. Those individuals receiving Vocational Education for the Handicapped should be at least on referral status as verified by the Division of Vocational Rehabilitation.

In order to maintain a viable Vocational Education Program for the handicapped, the Division of Vocational-Adult Education has established the following general and specific goals:

b. Goals

General:

- 1) To identify those handicapped students enrolled or who should be enrolled in school and who have attained their 14th birthday.
- 2) To identify those on-going pre-vocational and vocational programs which may meet the needs of handicapped students.
- 3) To modify pre-vocational and vocational program course content, so the needs of the handicapped student may be met.
- 4) To identify employers and members of the business community who will work in a cooperative effort to provide employment opportunities for the handicapped student.

Specific:

- 1) In cooperation with the division of Vocational Education, provide means of selecting and developing pre-vocational and vocational programs for handicapped students in Dade County. Disseminate this information through appropriate area administrative channels and encourage implementation.
- 2) Provide the necessary leadership to focus the efforts and competencies of the three disciplines involved (Vocational Education, Exceptional Child Education and Division of Vocational Rehabilitation) toward rendering services to handicapped students leading to their employability.
- 3) Review existing client records for the purpose of identifying vocational areas of instruction that may be made available to place students in training areas where there is reasonable expectation of success for the student.
- 4) Promote and establish cooperation between personnel of Vocational Education, Exceptional Child Education and Vocational Rehabilitation.
- 5) Develop work experience opportunities for those handicapped students that may profit from this type of activity. The work experience job assignment must be approved by the vocational teacher-coordinator as well as the parent or guardian of the student.

- 6) In order to adequately serve the handicapped student, every student should be placed into a pre-vocational or vocational program; the final decision will be based upon the recommendation of the vocational teacher and/or upon the recommendation of the staff of the Division of Vocational Rehabilitation, and special education teacher.
- 7) Recommend and assist in promoting programs designed to develop special staff training, vocational curriculum modification and development.
- 8) Provide transportation to assure that no student will be deprived of vocational training.
- 9) Insure the fact that certified vocational-teacher coordinators shall supervise on-the-job work experiences of handicapped students.

c. Long Term Objectives

- 1) Establish pre-vocational cluster(s) with availability extended to all junior high school students who meet the criteria for vocational training of the handicapped.
- 2) Promote and assist in a survey of all handicapped people in Dade County and up-date this survey yearly.
- 3) Cooperate with community agencies and areas in developing and maintaining work evaluation centers conveniently located for handicapped students and adults.
- 4) Provide an opportunity for vocational instructors to up-grade their teaching skills in working with handicapped students by providing in-service training through the division of staff development.

2. Implementation of the Program for Vocational Education for the Handicapped

a. Criteria for Program Eligibility

The handicapped student must be fourteen years of age and appropriately diagnosed as:

- 1) Blind or visually impaired
- 2) Deaf or hard-of-hearing
- 3) Mentally retarded
- 4) Having any physical impairment
- 5) Emotionally Disturbed
- 6) Having a speech impairment

The above handicapping conditions must be confirmed by records compiled by appropriate professional assessment. To enhance the handicapped student in realizing his vocational potential and compete more favorably with the non-handicapped; frequently special classes, rooms, equipment, curriculum, methods of instruction and specially trained teachers are required.

b. Screening, Referrals, Placement, Follow-Up and Reasons for Dismissal

1) Screening

- a) School records, including medical and psychological
- b) Medical exceptions from physical education
- c) Observation in social, academic and physical performance activities
- d) Conference with:
 - (1) Student
 - (2) Exceptional Child Program teachers
 - (3) School counselors
 - (4) Other school personnel
 - (5) Parents
 - (6) Community agency personnel who may be providing a service to the student
 - (7) School social worker
 - (8) Medical personnel
- e) Testing by use of:
 - (1) Bennett Hand Tool Dexterity Test
 - (2) Minnesota Rate of Manipulation
 - (3) O'Connor Tweezer Dexterity
 - (4) Pennsylvania BiManual
 - (5) Purdue Pegboard
 - (6) Other tests which are simple to administer may be considered such as:
 - (a) Vineland Social Maturity
 - (b) Wide Range Achievement
 - (c) Kuder Preference
 - (d) California Mental Maturity
 - (e) General Aptitude Test Battery

2) Placement

Those handicapped students who have been identified as ready to participate in a work experience activity may be placed in a work experience activity approved and supervised by a certified work experience or Diversified Cooperative Training teacher-coordinator.

At the senior high school level, the Diversified Cooperative Training teacher-coordinator (DCT) is responsible for placement and supervision of handicapped students in jobs. The

job placement should be relevant to or correlated with the training that the student receives at school.

3) Dismissal Reasons

- a) moves out of area
- b) Refusal on the part of the parent and student after vocational counseling to cooperate with the program
- c) Sickness
- d) Parental request
- e) School expulsion
- f) Graduation

Follow-up

Handicapped students enrolled in a vocational program will profit from the same follow-up procedures as utilized for all vocational students completing a vocational education program.

3. Growth and Trends in the Program for Vocational Education for the Handicapped

a. Growth

The vocational program for the handicapped in Dade County Public Schools was started in 1970 with nine teachers forming teams of three and assigned to three school areas to develop a program in which handicapped students were identified and screened for vocational interest potential.

In the school year, 1975-76, all salaries, with the exception of one secretary and the program supervisor, were derived from state and local funding efforts. The Vocational Education Program for the Handicapped now has programs and personnel in each of the six geographical areas:

	<u>Units</u>	<u>Total</u>
1) Junior High Schools		
a) Employability Skills	13	
b) Consumer and Homemaking, special needs	6	
c) American Industries	7	
d) Metal Cluster	0	
e) Business Education, Office Careers	2	
f) Basic Principles of Agriculture	<u>1</u>	29
2) Senior High Schools		
a) Diversified Mechanics (Mechanics Clusters)	0	
b) Mechanical Trade	1	
c) Vocational Home Economics for Wage Earners, Special Needs	1	

d)	Service Station Attendant	1	
e)	Custodial/Building Maintenance	1	
f)	Diversified Cooperative Training	5	
g)	Basic Principles of Vocational Agriculture	3	
h)	Cooperative Diversified Home Economics	1	
i)	Building/Construction (Technical Advisor for Work Evaluation Unit)	1	
j)	Work Evaluator	<u>1</u>	<u>15</u>
TOTALS			44

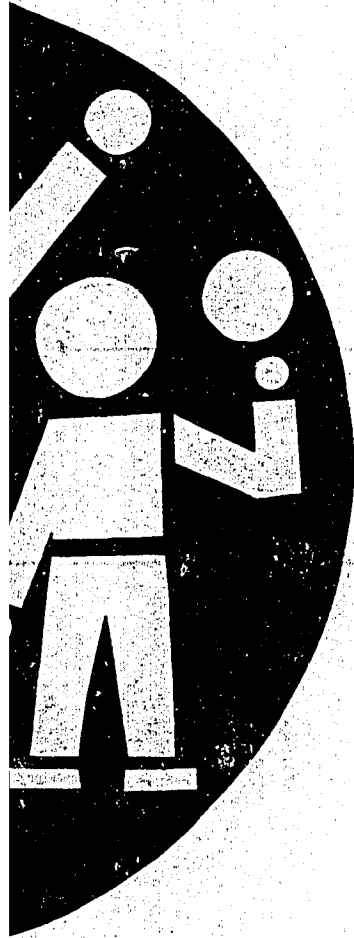
Trends in Providing Career and Vocational Education Programs for the Handicapped

It is the trend throughout the United States to provide career education for all exceptional children at the elementary level so they may assess their vocational interests before entering secondary schools. In addition, handicapped students exposed to career awareness experiences at the elementary level can more successfully participate in a vocational education program at the secondary level. It is the ultimate goal of a career and vocational education program to provide skill training to an individual so that he may enter into gainful employment after his training has been completed.

During the 1975-76 school year, handicapped students have been identified to participate in training programs offered under the Comprehensive Education Training Act (CETA). Handicapped students are now receiving training through the cooperative efforts of Metropolitan Dade County Government, as well as other city Municipalities and State Governmental Agencies. Through the cooperative effort of local businesses and industries, our handicapped students are now receiving occupational training commensurate with their abilities. All vocational program offerings are operated in accordance with the Department of Education Course Standards; modifications in curriculum are made in areas that meet the specific needs of the individual client. Business and government have provided an opportunity for handicapped students to receive on-the-job work experiences which are supervised by a certified Work Experience or Diversified Cooperative Training teacher-coordinator.



OBSERVATION A



ION FORM

TEACHER OBSERVATION OF STUDENT BEHAVIORS

(To be filled in by teacher)

It is the responsibility of all school personnel to bring to the principal's attention any child who appears to have a learning problem associated with a mental, physical, visual, auditory, behavioral, or neurological handicap, or any combination thereof, which prohibits functioning under normal classroom conditions.

STUDENT'S NAME _____ BIRTHDATE _____

REFERRING TEACHER _____ SCHOOL _____

DIRECTIONS: Identify any characteristic which you feel is indicative of a given student's behavior and is interfering with his/her functioning in your classroom. Estimate the severity of the behavior by placing an X in the appropriate column according to the number code.

- NUMBER CODE: 1. Sometimes
 2. Frequently
 3. Excessively

IMMATURITY, DISTRACTIBILITY	1	2	3
1. Acts impulsively			
2. Talks out inappropriately			
3. Cannot sit still			
4. Cannot focus attention within reasonable time limit			
5. Lacks concentration			
6. Lacks persistence			
7. Perseverates			
8. Lacks bladder control			
9. Sucks fingers			
10. Cries			
ANXIETIES, PHOBIAS, PHYSICAL COMPLAINTS	1	2	3
11. Exhibits tics			
12. Stutters			
13. Exhibits unintentional tremors			
14. Cannot speak in front of others			

- NUMBER CODE: 1. Sometimes
 2. Frequently
 3. Excessively

ANXIETIES, PHOBIAS, PHYSICAL COMPLAINTS (continued)	1	2	3
15. Turns pale			
16. Faints			
17. Manifests fear of school			
18. Has fear of leaving home			
19. Claims illness to avoid tasks			
20. Becomes ill when upset or frustrated			
<hr/>			
POOR OR UNREALISTIC SELF CONCEPT	1	2	3
21. Belittles himself or his abilities			
22. Demonstrates pervasive expectation of failure			
23. Avoids competitive activities			
24. Prefers tasks considerably below his instructional level			
25. Selects overly difficult classroom tasks			
26. Cannot evaluate his work realistically			
27. Boasts or tells "stories" about his wealth and possessions			
<hr/>			
WITHDRAWAL, DEPENDENCY	1	2	3
28. Daydreams			
29. Stares into space			
30. Prefers fantasy to reality			
31. Avoids verbal communication			
32. Has no opinions of his own			
33. Does not participate in class activities			
34. Requires excessive teacher attention			
35. Requires excessive praise and encouragement			
36. Requires assistance on tasks			

- NUMBER CODE: 1. Sometimes
 2. Frequently
 3. Excessively

POOR PEER RELATIONSHIPS, INAPPROPRIATE SOCIAL BEHAVIORS	1	2	3
37. Avoids other children			
38. Appears to be disliked			
39. Is ridiculed			
40. Is ignored			
41. Takes things belonging to others			
42. Makes untrue statements			
43. Uses profanity			
44. Is sexually aggressive toward other students			
45. Identifies with the opposite sex in dress			
46. Identifies with the opposite sex in mannerisms			
<hr/>			
AGGRESSIVENESS, DESTRUCTIVENESS	1	2	3
47. Initiates fights			
48. Bullies			
49. Hits			
50. Kicks			
51. Throws things			
52. Threatens teachers or students with bodily harm			
53. Destroys classroom materials			
54. Destroys school property			
55. Starts fires			
<hr/>			
BIZARRE BELIEFS OR HABITS	1	2	3
56. Rocks in his seat			
57. Exhibits other unusual perseverating behaviors			
58. Believes others are against him			

- NUMBER CODE: 1. Sometimes
 2. Frequently
 3. Excessively

BIZARRE BELIEFS OR HABITS (continued)	1	2	3
59. Believes he is strange or unusual			
60. Hears and sees things which do not exist			
61. Does classroom work in a bizarre fashion			
62. Says things that have no meaning			
<hr/>			
PERCEPTUAL DISORDERS	1	2	3
63. Has difficulty in accurately reproducing drawings, letters or written words			
64. Has difficulty in imitating speech sounds			
65. Has difficulty in duplicating body movements			
<hr/>			
CONCEPTUAL DISORDERS	1	2	3
66. Has difficulty in remembering ideas and concepts			
67. Has difficulty in remembering written words			
68. Has difficulty in remembering arithmetic processes			
69. Has difficulty in remembering school rules			
70. Has difficulty in generalizing, abstracting and reasoning			
<hr/>			
MISCELLANEOUS BEHAVIORS	1	2	3
71. Rubs eyes			
72. Holds face close to materials			
73. Bumps into objects			
74. Eyes do not track together			
75. Eyes/eyelids are inflamed			
76. Turns head to one side while listening or working			
77. School attendance is erratic			
78. Absences are excessive			

WHAT STEPS HAVE YOU TAKEN TO HELP THE STUDENT IMPROVE THE ABOVE BEHAVIORS?
(Refer to behavior categories indicated.)

Lined area for writing steps taken to help the student improve behaviors.

ACADEMIC PERFORMANCE

ESTIMATED READING GRADE PLACEMENT _____

ESTIMATED ARITHMETIC GRADE PLACEMENT _____

DESCRIBE WRITING ABILITY _____

DESCRIBE LANGUAGE ABILITY _____

DO YOU BELIEVE A SIGNIFICANT DISCREPANCY EXISTS BETWEEN THIS PUPIL'S ABILITY
AND HIS ACHIEVEMENT? _____ WHY? _____

TEACHER'S SIGNATURE: _____

DATE: _____

PRINCIPAL'S COMMENTS: _____

Lined area for principal's comments.

PRINCIPAL'S SIGNATURE: _____

DATE: _____

EXCEPTIONAL CHILD PROGRAM
Evaluation Form

School: _____ Program _____

Teacher: _____ Date: _____

I. Screening, Referral, Placement and Follow-Up	Yes	Needs Improvement*	No
A. Does an established committee exist within the school for the purpose of screening and referring of students for possible evaluations and re-evaluations?			
B. Are procedures developed and implemented to guarantee that all regular and exceptional child teachers have a thorough knowledge of the students' strengths and weaknesses at the time of placement?			
C. Are educational objectives prepared jointly by regular and special students at or near the time of placement?			
D. Are there systematic procedures for reviewing special education students' progress in regular and special classes?			
E. Are provisions made for all staff members to become actively involved in screening, referral and placement?			
F. Does the committee often provide educational alternatives for students prior to referral for special placement?			
G. Does the total school staff understand and promote the purposes of the committee?			
H. Are parents involved throughout the screening, referral, placement and follow-up processes?			
I. Are cases for evaluation and re-evaluation handled promptly and efficiently by the committee?			
J. Are appropriate placement papers on file in each student's cumulative record?			

*Comments: _____

II. <u>Diagnosis and Prescription</u>	Yes	Needs Improvement*	No
A. Are exceptional child teachers thoroughly familiar with techniques in evaluating children's academic, social and emotional strengths and weaknesses?			
B. Are teachers utilizing information gained in assessment to provide a comprehensive curriculum for all special students?			
C. Is pre and post testing by teachers on-going?			
D. Are individual profiles, diagnostic folders and class profiles in evidence?			
E. Is there a written educational plan with identified strengths and weaknesses, long and short term instructional objectives in evidence?			
F. Is there written evidence that individual and/or small group educational prescriptions are modified every six-nine weeks?			
G. Does the psychological test data appear to be current, helpful and in use by exceptional child teachers?			
H. Do the individual and group activities reflect the written educational plan and daily prescription?			
I. Is occupational evaluation data in evidence and in use in program planning?			

*Comments: _____

III. Classroom Organization and Management	Yes	Needs Improvement*	No
A. Is the location and size of the classroom appropriate? _____			
B. Are the classrooms clean, attractive and well organized to meet multiple needs of students? _____			
C. Have the teachers organized learning centers or labs within the classroom in creative and meaningful ways? _____			
D. Are materials and equipment appropriate for implementation of an individual student's educational plan? _____			
E. Does the general classroom atmosphere provide for academic, social and emotional growth? _____			
F. If a teacher aide or assistant is present, is she supervising small group or individual activities? _____			
G. Is there evidence of small group, whole group and individual instruction within a given class period? _____			
H. Do students appear to enjoy activities in the exceptional child classes? _____			
I. Is the teacher actively involved in the teaching - learning process throughout the class period? _____			
J. Is there a plan for behavior modification when needed? _____			
K. Do students exhibit a high rate of appropriate academic and social behaviors in exceptional child classes and regular classes? _____			
L. Does the school guidance department work with teachers and students on a regular basis to facilitate the development of appropriate social behaviors? _____			

*

IV. <u>Scheduling</u>	Yes	Needs Improvement*	No
A. Has the school developed and implemented specific procedures to effectuate appropriate scheduling of students?			
B. Is scheduling completed for all exceptional child students prior to the opening of school?			
C. Are administrators, counselors, regular and special teachers actively involved in scheduling of students?			
D. Is there evidence that students' schedules are periodically reviewed in order to determine appropriateness of placement?			
E. Is there evidence that the staff has planned a core of courses at each grade level?			
F. Is there evidence that proper scheduling is insuring that students are exposed to a sequenced program in appropriate curriculum areas at each grade level?			
G. Does the school assign staff personnel to guide students in program selection?			
H. Is fusion of students into appropriate regular classes considered an important part of the program?			

*Comments: _____

V.	Curriculum Content	Yes	Needs Improvement*	No
A.	Do objectives, daily plan and classroom atmosphere reflect a curriculum which stresses the development of appropriate social and emotional skills?			
B.	Is there evidence in long and short range objectives and daily plans that academic skills are sequenced according to individual needs?			
C.	Is there a definite scope and sequence of skills in each curriculum area?			
D.	Are basic academic achievement levels commensurate with measured intellectual ability on the psychological evaluation?			
E.	Is a sequential vocational preparation program based on individual student's needs in evidence?			
F.	Is vocational counseling for the student and his parents an integral part of the curriculum?			
G.	Does the school have a systematic way to determine what specific vocations a student should be prepared for?			
H.	Are all eleventh and twelfth grade students involved in a work study program?			
I.	Do regular vocational teachers understand the vocational needs and present appropriate instruction to exceptional students?			
J.	Are students exposed to enrichments on a regular basis?			
K.	Are psychological re-evaluations utilized in the adjustment of the curriculum?			
L.	Is there evidence of the identification of a student's skills as they relate to job placements?			
M.	Is there evidence that assigned jobs relate to the student's needs and educational plan?			

*Comments: _____

VI. <u>Articulation</u>	Yes	Needs Improvement*	No
A. Are provisions made for regular and special teachers to plan collectively for individual needs of exceptional students?			
B. Do exceptional child teachers provide guidance to regular teachers who lack expertise in understanding and educating exceptional students?			
C. Are the student's particular learning deficits and strengths considered and provided for in the regular program placements?			
D. Does the administrative staff visit exceptional student programs on a regular basis and make suggestions for improvement?			
E. Do exceptional student teachers communicate with teachers from feeder schools regarding student needs?			
F. Are parents periodically contacted regarding student progress?			
G. Is the advice of the Teacher on Special Assignment sought as problems arise?			
H. Are teachers and administrators periodically planning together to improve exceptional child programs?			

*Comments: _____
