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THE DESIGN AND DEVELOPMENT OF AN EVALUATION SYSTEM
FOR LOCAL DISTRICT ASSESSMENT OF COMPLIANCE WITH
THE MICHIGAN MANDATORY SPECIAL EDUCATION ACT

By

Velma Ruth Perkins Allen

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ABSTRACT

THE DESIGN AND DEVELOPMENT OF AN EVALUATION SYSTEM FOR LOCAL DISTRICT ASSESSMENT OF COMPLIANCE WITH MICHIGAN MANDATORY SPECIAL EDUCATION ACT

By

Velma Ruth Perkins Allen

Almost one year after the implementation of Public Act 198, instruments for assessment of local special education program compliance with the mandatory special education law are still not generally available. State Department of Education personnel and organizations of administrators have attested to the fact that an evaluation system is needed. In an attempt to meet that need, this study was designed to accomplish the following objectives:

1. To develop a list of practices specified in Public Act 198, the State Code, The State Plan for the Delivery of Special Education Programs and Services, and the Guidelines and to classify them as "in compliance," "highly recommended," "not recommended," or "illegal," based on an interpretation of those documents, and using Goals I and II of the State Plan as a framework for the list of practices.

2. To validate the interpretations of the requirements under the mandatory law by a panel of experts from the Michigan Department of Education.

3. To develop a series of questionnaires to be used in surveying five different categories of persons who are associated with the program regarding their perceptions of program practices.

4. To pilot the questionnaires utilizing local and intermediate special education administrators, special education teachers, general educators, and parents.

5. To develop a system for generating a profile of a local district's activities which will provide a model for a concise, viable means of looking at all different areas of the total program and how they compare in terms of compliance with the letter and the intent of the law.

6. To submit the system for field testing in a Michigan local district which has a comprehensive special education program and to validate the adequacy of the product.

7. To revise the evaluation system, based on feedback from the field test.

Procedures Used in the Study

Five essential steps were involved in the design and development of the evaluation system. These steps characterize the methods and procedures for this research effort, and are outlined below:

1. Preliminary Planning: Discussing with special educators their concerns regarding the need for assessment techniques; conducting a preliminary investigation to determine the availability of such an instrument; and writing all universities and all middle cities special education directors in order to determine current practices in special education evaluation.

2. Review of Related Research: Reviewing literature related to the nature of evaluation, current evaluation practices in general and special education, evaluation models, Legislative precedents to Public Act 198.

3. Developing the evaluation system: Designing the questionnaire, validating the interpretations of the legal requirements for program operation, preparing instructions, developing item analysis feedback charts and program profile charts.

4. Piloting the instrument: Asking individuals and small groups of special educators, general educators, parents and agency representatives to respond to the questionnaire and to complete a two-page feedback sheet on its usability.

5. Field testing the evaluation system: Presenting the system to a local district for field testing.

6. Revising the system incorporating the recommendations and suggestions obtained during the field test.

Conclusions

This study has shown that the evaluation system presented herein can be used to assess compliance with the mandatory special education law and to identify areas of weakness or strength in a special education program through surveying persons closely associated with the program: administrators, staff, general educators, parents and agencies. The system also provides those persons an opportunity to express their concerns about any aspects of program operation. This feature of the system is useful in planning for in-service.

Further attention to the problem of evaluation is warranted. This study may be seen as a first step in the development of a comprehensive evaluation system which looks at student performance, the administrative process, and the information system as its components. Any one of the subsections used in this study could be expanded into a separate area of evaluation for a more specific approach to the evaluation process.

TO MAMA, who taught me the meaning of love
and the importance of "mother-wit"--
she had an abundance of both and
shared them unselfishly

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- My family.

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CHAPTER I

INTRODUCTION

Special education is well on the way toward becoming recognized by all as a respected, necessary phenomenon in American education which makes possible the realization of the premise upon which our educational system is established--that of helping every child "develop to his fullest potential." New programs in career education and individually guided education for all children are based upon instructional concepts of meeting individual needs which have been inherent for many years in the special education curriculum.

More and more educators are accepting the idea that before meaningful programs for regular and special education students can be established, it is necessary to realize that every child is an individual, complete with his own set of "intraindividual" and "interindividual" characteristics, to borrow Kirk's terms (Kirk, 1972). In order to plan the education of any child, these characteristics must be taken into account.

Though the special education field is described by some as a "teapot in a tempest" (Lilly, 1970, p. 45), and harshly criticized by those within and without its ranks (Dunn, 1968), the future still looks promising. Even though many children remain unserved, thousands more each year are receiving needed services, and the general concern for

comprehensiveness and quality of programming is ever increasing. John Cook discusses the effect of accountability on the special education profession:

Parents and legislators are no longer accepting the special educators' reassurance that the child has been "diagnosed," that he is in a "program," that his teacher is "fully certified." They are in effect saying that some (usually considerable) number of dollars has been poured into the special child's education and training and that certain tangible results should be happening which bear some relation (the more the better) to the amount of money and resources invested. (Cook, 1972, p. 5.)

Evidence of this growing concern lies in the fact that some states have enacted legislation which mandates that appropriate educational services be provided all children. No longer is it being left to the discretion of local districts in these states to provide educational services for some and to exclude others who are handicapped.

According to the April, 1974, Phi Delta Kappan, special education gained so much attention in the United States in 1973 that it was included in Ben Brodinsky's annual list of "ten major educational events." As stated in the article, "Special Education--A Major Event in 1973," seven states passed comprehensive laws in 1973 on behalf of children who deviate from average children physically, mentally, or emotionally and require special schooling and care. Those states are Arkansas, Arizona, Colorado, Maine, Maryland, Mississippi, and Missouri.

As reported in the Kappan article, nearly all states in the Union require that school districts offer special education programs for most handicapped children. The 1973 judicial rulings came after the 1971 U.S. District Court required Pennsylvania to educate all

children 4 to 21, regardless of cost. Within two years, the "right to education" concept has been extended to include physically, mentally and emotionally handicapped." (Phi Delta Kappan, April, 1974, p. 513.)

At the same time, however, special educators are being pressured to show evidence of their achievement of the goals which they have adopted. In other words, accountability has, out of necessity, become important because some means of determining whether a district complies with the law must be available. Evaluation, in some form or another, must exist if local school districts are to be monitored and if the responsible agency, be it the State Department of Education, the Intermediate District Office, or the local district itself, is to know what practices are being followed in a given district. Local districts must have some means of determining what practices and attitudes are prevalent within the district and must have some type of information system or evaluation procedure to help them to make this determination.

In 1971, Michigan Public Act 198 stipulated that by July, 1973, mandatory special education would become effective in Michigan, thereby giving districts two years to prepare for the implementation of the law. Accountability for this implementation was to rest with the Intermediate District, although responsibility for provision of services was given primarily to the local district.

During the two years prior to the actual effectuation of Public Act 198 in October, 1974, no written procedure or evaluation system based on the new State Code was available for general use to provide a means by which a local program could be evaluated either by the State Department, Intermediate District, or local district personnel.

Preliminary guidelines for the interpretation of the rules and regulations only became available in December, 1973. There is, then, little or no tangible evidence at this time to indicate that practices in local districts have changed significantly since the rules went into effect.

What does appear to be the case, from very limited observations (i.e., discussions with participants in Michigan State University's Extern Program for Directors of Special Education and with the Middle Cities Education Association Special Task Force on Special Education) is that now, some months after the implementation of Public Act 198, many local administrators are not altogether sure that they are in compliance, but are interpreting the law as best they can and operating their programs in good faith. Some administrators are not sure that their staff members are following the mandates of the State Code, even though they have made some effort to acquaint them with the legal requirements for program operation. Others are not worrying too much about the implementation of the new law, declaring that by the time the "dust settles," they will have had plenty of time to comply.

The inevitable result of a lack of a specific evaluation procedure from an authoritative source is that interpretations of the law differ and confusion prevails.

Need For The Study

A search for prevalent evaluation procedures and instruments currently in use in Michigan and other states yielded such meager results, that one might conclude that there is a genuine lack of systematic

evaluation of special education programs. Much of the evaluation at the present time appears to be informal and highly subjective.

The need for an evaluation instrument is unquestionable. One indication of this need is that the Special Education Task Force of the Middle Cities Education Association designated the project involving the development of an evaluation model for special education as a top priority project for 1973-74. Discussions with the group revealed that they would welcome any efforts along these lines to develop models or procedures for evaluation.

Another factor indicative of the need for an evaluation instrument is that the State Department of Education has shown an active interest in design and development of an instrument of this type. One instrument was developed by State Department personnel in their evaluation of the Kalamazoo Special Education Program in 1972, but is not in general use. This instrument will be discussed more thoroughly in Chapter II.

Letters to all Middle Cities Education Association Special Education Directors and all Michigan Universities requesting information about available instruments or procedures yielded minimal results. Many directors responded, however, that although they had no instruments themselves, they would appreciate very much receiving copies of the instrument that would be developed as a result of this research.

Ben Herbert, Michigan State University doctoral candidate and Dr. Harrold Spicknall of the Michigan Department of Education conducted a similar survey of all State Departments of Education. The results of this survey were somewhat more positive than the one conducted in Michigan, but the need for more emphasis on evaluation is prevalent.

Also supportive of the need for this study is the fact that the implementation of Public Act 198 will be facilitated by having a simplified instrument which districts can use to determine whether they are operating their special education programs in compliance with the law, and whether the practices currently in use in their districts are considered acceptable and in accord with the intent and the letter of the law.

Beneficiaries of this research will most definitely be Michigan Special Education Departments at the local, intermediate and state level, and most importantly, handicapped students in Michigan.

Statement of Purpose

The purpose of this research is to develop an evaluation system to assess compliance with Public Act 198 in eleven specific areas of a local district special education program. Basic to the system is an instrument based on the State Code promulgated to implement Public Act 198 and the accompanying guidelines. The eleven areas to be evaluated are specified under Goals I and II of the State Plan for The Delivery of Special Education Programs and Services (1973).

Statement of Objectives

The specific objectives of the study are the following:

1. To develop a list of practices specified in Public Act 198, the Michigan State Plan for the Delivery of Special Education Programs and Services, the State Code, and Guidelines, and to classify them as "in compliance with the law," "highly recommended," "not

recommended," and "clearly illegal," based on an interpretation of those documents, using Goals I and II of the State Plan as a framework for the list of practices.

2. To validate an interpretation of the requirements under the mandatory law utilizing a panel of experts from the Michigan State Department of Education, Special Education Services.

3. To develop a series of questionnaires to be used in surveying persons in five different categories who are associated with the Special Education Program.

4. To pilot the questionnaires utilizing local and intermediate special education administrators, general educators, parents, agency representatives, and special education teachers.

5. To develop a means of generating a profile of a local district's activities as a concise, viable means of looking at different areas of the total program in terms of compliance with the letter and intent of the law.

6. To submit the system for field testing in a Michigan local district which has a fairly comprehensive program and the means for complete compliance with the law to validate the adequacy of the product.

7. To revise the evaluation system incorporating suggestions based on feedback from the field test.

Delimitation of the Study

This study addresses itself to those general areas of concern to all disability groups in special education, and not to any specific

disability area. The study is not intended to provide a means of evaluating those practices which are specific to any particular disability area, but instead, to evaluate the administrative process concerning those practices which are described on a general basis in the State Plan.

Though a Michigan local district will be used as a field test site, this study is not primarily concerned with an evaluation of that district's special education program. The major purpose of the evaluation effort will be to yield data regarding the accuracy, ambiguity, or comprehensiveness of the instrument. Consequently, data regarding the district's special education program will not necessarily be reported unless the data illustrates some important feature of the instrument.

The evaluation system developed as a result of this study will be limited to Michigan since it is based on the Michigan State Plan and Michigan Public Act 198.

Design of the Study

The State Plan for the Delivery of Special Education Services lists two major goals governing the delivery of special education services in Michigan. These goals cover eleven subsections common to all special education programs serving any disability area: Goal I refers to comprehensiveness of programming and includes referral system, diagnostic service, placement procedure, continuum of services, and follow-up system; Goal II refers to quality of programming and includes personnel, facilities, curriculum, leadership, integration and evaluation. These eleven subsections will provide the framework for the instrument.

Under each of the eleven subsections, questionnaires were derived in this manner:

1. Assumptions for each area are the same as the assumptions underlying comparable goals in the State Plan.
2. Each area has an objective as specified in the State Plan.
3. Statements reflecting recommendations and requirements of the State Code, Act 198, Guidelines and State Plan were developed for each objective.
4. Questions, correct responses and suggested response rates were written for each statement.
5. When all questions were compiled, they along with suggested responses were submitted to a panel of experts for validation of the following:
 - a. validity of interpretations of the State Code.
 - b. validity of interpretations of the Guidelines.
 - c. accuracy of suggested responses.
 - d. clarity of questions.
6. Questions were designated and written for each of the following groups, as deemed appropriate:
 - a. special education administrators (category 1)
 - b. special education staff, including itinerant and diagnostic personnel, special education teachers, and instructional aides (category 2)
 - c. general education teachers and administrators, and itinerants (category 3)

- d. parents (category 4)
 - e. agencies (category 5)
6. All possible responses to each set of closed response questions were charted on a profile sheet.
 7. The questions were placed on appropriate questionnaires for the target populations to be surveyed.
 8. The instrument was submitted to the local special education director for field testing and revised incorporating the recommendations and suggestions obtained from the field test, if necessary.
 9. The revised evaluation system is presented as the final outcome of this study.

Overview of the Study

Chapter II of this study reviews literature which is related to this study. Attention is given to current practices on a national and state level, different views on the nature of evaluation, models for special education program evaluation, and the results of a preliminary inquiry into state department practices in the nation.

Chapter III describes the design and development of the evaluation system. Part I describes the development of the questionnaires, and Part II describes the development of the complete evaluation system.

Chapter IV describes the field test procedures and gives a brief summary of the entire study including problems encountered and recommendations for further study. The revised system is presented in Chapter IV as the Allen Survey System for Evaluating Special Services (ASSESS).

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature encompasses these areas: current general evaluative practices, nature of evaluation, evaluation in special education on the national level, models for special education evaluation, evaluation efforts in Michigan, and legislative precedents to Public Act 198 in Michigan.

Current Practices In Evaluation

The current trend toward accountability has wielded its influence upon all areas of education. Having possibly originated as a means of assuring that businesses function at a maximum level of efficiency and proficiency the entire approach has definitely forced educators to critically examine their policies and practices in the light of cost and effectiveness.

John Cook points to Leon Lessinger, Deputy Commissioner in the office of Education as the possible initiator of the accountability concept by pushing it into the awareness of both educators and the general public. He felt the frustration experienced by congress as they sought to ascertain the impact of large sums of federal money being spent on education. With respect to Title I, ESEA, for example, it was difficult, if not impossible, to justify with any confidence the

expenditures on the many projects that had been funded. Justifying these expenditures was seen as necessary in order to determine a policy for future expenditures. According to Cook (1972, p. 2):

The cost-effectiveness approach of the Department of Defense was in vogue at the time, and questions raised within the context of this approach were found difficult to answer by the Office of Education and school people. Concomitant with this trend was a rising concern on the part of local school boards across the country about the ever mounting requests for additional funds for education. About the same time, data was also becoming available to the public about the end product of the educational system, i.e., the students' actual academic achievements on a nationwide basis.

In sum, Congress and the public were asking educators to be accountable, to show the public that they (the Congress and the public) were getting a "bang for their buck," and that learning was occurring commensurate with the fiscal resources being committed to the effort."

M. Schriener (1967) voices the concerns of many who assert that if business firms can't keep people on the job or continue to occupy buildings that are not productive, then society should not have to keep school personnel or programs that are not functioning efficiently.

The method of evaluation which has found its way out of the business world into the world of education is a method known generally as the "systems approach." Frank Banghart is one of the many writers who has attempted to apply the principles of the systems approach to education. He noted that since World War II, a new technology, which he terms "systems analysis" has profoundly influenced most decision making in business and government. He insists that the "systems" technique can work as an evaluative technique for educators also (1969, p. V).

Common terms which identify approaches falling under the general heading of systems analysis are Program Evaluation Review Techniques (PERT), Program Planning and Budgeting Systems (PPBS), etc.

D. K. Tanner (1971) states:

Taxpayers are demanding to know precisely what returns they are getting for money spent in our public elementary and secondary schools; moreover, campus disorders, among other things, have motivated the public to question seriously the increased expenditures in all areas of education.

Many state governmental agencies mandated the implementation of program budgeting in education. Top officials in governmental affairs have insisted on the need for educational evaluation.

Although program budgeting is not the same as PPBS, the Michigan Department of Education has adopted PPBS as its accountability model, in all probability, in response to the public's change of attitude, as expressed in the preceding paragraph by Tanner.

Nature of Evaluation

As to the exact nature of evaluation, opinions are diverse. Cook feels that accountability as a concept has struck a responsive chord in both the public and the professional educator and that it also means many things to many people (1972, p. 2).

Though Cook differentiates between accountability and evaluation, he says that the notion of evaluation must be considered to be implicit and intertwined in the whole concept of accountability. He feels that the following are the essential elements of accountability as a general concept (1972, pp. 2-3):

1. The educator must decide what he is after in terms of student performance and be responsible for getting these results.

2. The concept also implies streamlined management such as a concise analysis of needs and arrangement of priorities, a precise definition and description of the inputs, the processes, and the output-related goals of the educational endeavor.
3. Not least in importance is that the accountability process should be communicable to the consumers (i.e., the public) in an easily understood language of the particular public.
4. Finally, the whole process of governance in education must be tied to a fiscal and/or time base so that the undertaking can be demonstrated to be thrifty, sensible and, in general, presenting evidence of good stewardship.

S. B. Anderson offers this distinction between accountability and evaluation: (Cook, 1972, p. 3)

1. Evaluation is concerned primarily with effectiveness (the degree to which the institution or system succeeds in doing whatever it is trying to do); accountability is concerned with effectiveness and efficiency (the capacity to achieve results with a given expenditure of resources). Thus the latter is even more complex than the former, since it must encompass not only attempts to determine success but also how much it costs to obtain it and the relationship between cost and benefit.
2. Educational evaluation--though sometimes mandated in general terms by a funding agency--is largely the business and province of the education institution or system itself; and it stands to succeed to the extent that it is viewed by administrators and staff as a vehicle for program improvement. Accountability, on the other hand, carried with it the notion of external judgment and control. The advocates of accountability view this as a positive feature--the taxpayers have a right to know.

Evaluation in regular education has taken the form of performance contracting, turn-keying, the voucher system, and incentive rewards in some systems (Cook, 1972, pp. 3-4). These approaches have had varying degrees of success, and practical methods and models are still being sought.

Richard Dershimer sees evaluation as an activity or set of activities initiated or utilized to provide data for major operational

decisions in the schools. Three other purposes it serves are: (1) providing more systematic ways of gathering data for many other purposes; (2) sharpening the objectives of any organization; and (3) identifying and clarifying aspects of the situation where revision or improvement is most needed and/or desired. (Cited by Cook, 1972, p. 8.)

He proposes a three-part scheme with these major components: (1) antecedent conditions or input variables; (2) intervening events or treatments; and (3) outcomes or objectives.

R. M. Gagne, asserts, "For the person who wishes to study the process of education, to analyze it, to perform research upon it for the purpose of understanding and improving it, statements of educational objectives as human performance are an absolutely essential starting point." (Gagne, 1965).

Others hold that evaluation is the "collection and use of information for decision making purposes." (Swisher, et al., 1968, p. 8.)

Stake (1965) insists that both description and judgment are essential to any evaluation.

L. C. Silvern (1965) and Andrew and Moir (1970) have also made suggestions for developing evaluation systems in education. In addition, a wealth information is available in standard sources on gathering and refining data.

With all the information available on procedure and technique, the real problem is summarized best by Dershimer who states:

The solution far too often is to 'go through the motions,' that is, gather some test score data, tabulate questionnaire results, obtain some testimonies, and write a flashy report; the data are not respected and only slightly used--if at all. (Dershimer, 1968, p. 7.)

Evaluation in Special Education

In special education, the accountability crisis is making itself felt, especially in those states where special education services are mandated. But even in states where mandatory laws do not exist, there is a growing consciousness among special educators of the importance of being able to show the public that they are indeed seeing results. The requirement under mandatory that educational plans with specific objectives for each child must be developed has provided some means of determining the degree to which a teacher has helped a given child.

Cook notes a slower response to the accountability thrust on the part of special educators (1972, p. 5).

The response of the special educator to the accountability concern has been neither as vocal nor as varied as his regular education counterpart . . .

Also, it has been only within the last few years that many special education programs literally have moved out of the boiler room in the school basement and have become the recipients of sufficient resources to even attempt anything approaching exemplary programs for the handicapped. An additional contributing factor to the slower response to accountability of the special educators could well have been that at the beginning of the 70s he was already off balance having been inundated by children with assorted learning, emotional and behavioral problems for whom regular education could or would not attempt to provide learning experiences. In any event, it would seem that the regular educators' concern with accountability at this time is very much a problem for the special educators as well.

Cook offers the following statements in support of his mild rebuke: (Cook, 1972, p. 6.)

The statements which follow are representative of the feelings of a large body of professionals and have yet to be seriously heeded by the majority of special education policy makers and practitioners (Lilly, 1970):

. . . Notwithstanding the many obvious and valid criticisms of studies comparing special versus regular class membership, it has yet to be demonstrated that the special class offers a better school experience for retarded children than does regular class placement (Blatt, 1960, pp. 53-54).

. . . While the special classes may be administratively convenient, there is no doubt that the procedure has made special education special, isolated it, and in so doing perpetuated the isolation and attending mysticism which has stood in the way of special education development (Fisher, 1967, p. 29).

. . . Let us stop being pressured into continuing and expanding a special education program that we know to be undesirable for many of the children we are dedicated to serve (Dunn, 1968, p. 5).

. . . Special education is helping the regular school maintain its spoiled identity when it creates special programs . . . for the "disruptive child" and the "slow learner" many of whom, for some strange reason, happen to be black and poor and live in the inner city (Johnson, 1969, p. 245).

. . . There has been no reliable evidence produced to indicate that differential benefits, either social or academic, accrue to regular students as a result of either the exclusion or inclusion of exceptional students in regular classes (Christoples and Renz, 1969, p. 373).

Evaluation of special education programs, though much needed and sanctioned, is still done on a highly informal basis in many local districts. Some state departments of education have developed or are in the process of developing specific procedures or instruments to be used in their constituent districts in order to determine whether state guidelines are being followed, or in some instances, to provide local districts with a means for setting down in some order, valuable information about the district so that they can make an assessment of their own practices.

Dr. Harrold Spicknall of the Michigan Department of Education, Special Education Division, conducted a survey in the Summer of 1972 of all 50 State Department of Education asking for copies of instruments

or descriptions of procedures which are currently in use in their states. The results indicated that few actual instruments are available.

The instruments which were available contained no measure of quality against a prescribed standard, with the exception of Pennsylvania's instrument which included the program standards. Some instruments contained a Likert-type or some other rating scale or checklist, but after the items were checked or rated, no system for determining what the rating meant or for making a qualitative comparison with another district's standards was in evidence.

Texas did not furnish an instrument, but instead sent an overview of a special project called PRIME (Programmed Re-entry into Mainstream Education) which is being used as one of its evaluative techniques. Project PRIME was initiated to investigate the effectiveness of alternative special education instructional programs. The principal question which the study addresses is for whom and under what conditions is integration of mildly handicapped children into mainstream education a viable educational alternative. (Kaufman, et al., 1973, p. 1.)

The study is described as unique by the authors because of wide-scale employment of direct observation of classroom interactions. (Kaufman, et al., 1973, p. 9.)

Clearly, Project PRIME addresses an important need in special education evaluation, but its purpose is somewhat removed from the purpose of the study proposed herein.

Other studies have focused on the problem of evaluation of special education programs in other states.

Marilyn Jo Parsley of the University of Denver, developed an instrument based on outcomes, instructional process and product. Part I contains a "real and ideal" questionnaire form using a Likert-type scale. Part II deals with process and product; Part III with leadership behavior based on the LBDQ and Part IV contains recommendations. (Parsley, 1971.)

Parsley's instrument was piloted in a school system and involved special education teachers, special education administrators, ancillary staff, school administrators, regular teachers, principals, and parents.

John T. Cassell of the University of Connecticut developed a guide for use in establishing or evaluating special programs for the mentally handicapped. (Cassell, 1968.)

Edwin Ray Edmunds conducted a normative study comparing services for exceptional children in Missouri with services which a panel of experts described as being necessary for the education of exceptional children. Two hundred and seventeen Missouri Public Schools were involved in the study. (Edmunds, 1960.)

Anna Barbara Crumpler Smart developed in 1970, a proposed special education program for the State of Alaska with emphasis on rural schools. (Smart, 1970.)

Models for Special Education Evaluation

Edward Ahr and Howard Sims proposed an evaluation model for special education which represents, in the authors' words, "A system analysis of the components and activities in a district or joint

agreement special education program." Their model is structured around three evaluation dimensions: the administrative process, the curriculum process, and the information requirements. Based on a three-year implementation plan, the model is constructed on sound principles. However, insufficient practical instructions are provided and many local administrators will find the model difficult to use. The authors state:

Evaluation is based on the process of: (1) first agreeing upon program standards; (2) then determining whether a discrepancy exists between aspects of the actual program and the governing standards; and (3) using the discrepancy information to identify the weakness of the program. Utilizing performance standards for students, the evaluation can be accomplished through the employment of appropriate levels of standards. Through the use of comprehensive evaluation practices, improved education can accrue to youngsters, teachers, and parents." (Ahr and Sims, 1971, p. 1.)

A second model, produced by the Organization for Special and Technical Innovation, Inc. (OSTI), was designed for state departments of education to plan and evaluate educational services to the handicapped. As used in the manual, planning and evaluation means: (1) gathering information on the system of educational services to the handicapped; (2) using that information to set objectives for the system; (3) determining which department strategies will contribute to the system objectives, taking into account the influence of a Department of Special Education in the context of the total environment that affects educational services to handicapped children; and (4) comparing actual to described impact of the strategies employed. (OSTI, 1970.)

Even though the model is designed for Special Education Departments at the state level, the section on "Implementation of Evaluation" contains specific steps which helped to provide a basis for the

construction of the instrument developed in this study. The specific steps involve specifying performance objective indicators, monitoring performance indicators, and setting up specific evaluative criteria to determine whether the initial objective has been realized.

An evaluation model was developed in response to needs which became apparent after ESEA - VI - A began in 1967. The needs which dictated the form of the model were needs for simplicity and inexpensiveness of project write-up and evaluation, coherence and simplicity in data collection, as well as meaningful feedback to the administrative personnel at various levels. (Cook, 1972, pp. 8-9.)

Cook explains the model:

The basic evaluation model is two-dimensional with data and information source and receiver on the vertical axis and the phases of project operation on the horizontal axis Since feedback loops, communication channels, etc. are an intrinsic part of the accountability-evaluation model as conceptualized, more dimensions, lines, circles, arrows, and so forth could be added to the model. Such an approach tends to be confusing for the reader so an attempt will be made to let the written word carry the brunt of the communication thereby keeping additions to the scheme at a minimum. (Cook, 1972, pp. 10-11.)

Cook states that these expressed needs have not all been met in an optimal fashion and that more work needs to be done in conceptualization and in the how of implementation (1972, p. 10).

Proger criticizes the proliferation of evaluation models, and gives his definition of the Proger Principle. (Cook, 1972, p. 9.)

In a conceptual hierarchy every concept (i.e., evaluation models) eventually rises from a specific level of applicability to a general level of functional incompetence through "logical analysis."

He pleads further that educators should do something with the existing models.

Evaluation Efforts in Michigan

Available literature shows that at least three systematic attempts to evaluate special education programs in Michigan have been initiated during the past years.

One such study was conducted by Kenneth W. Brown of Wayne State University in 1961. His study, "An Administrative Survey of The Special Education Program in Oakland County, Michigan," describes a procedure of developing an instrument acceptable to an expert panel, arranging for the panel to visit a selected cross section of existing programs in Oakland County, analyzing the results of the study and reporting recommendations based on the panel's findings.

Possibly the most comprehensive study conducted in Michigan was a study conducted by a Special Study Team of the Michigan Department of Education at the request of the Superintendent of Kalamazoo Public Schools. The study was to have begun in January of 1971, and was conducted by July 1, 1971.

The eleven (11) areas which are subtitled under Goals I and II of the State Plan for The Delivery of Programs and Services form the framework for the questions, and general assumptions regarding sound practices in each area helped to generate the questions.

When taken out of the context of the total study, the instrument itself is not accompanied by specific explanations and instructions which would permit its use in a self-evaluation by a local district. This fact is understandable since the study was conducted by a team and was not designed to be a self-administering instrument, and it has not been distributed by the State Department of Education as such an instrument.

The Kalamazoo Study and the instrument designed as a part of it, have been extremely valuable in the development of the instrument herein, since both are based on the State Plan for the Delivery of Services and contain the same basic objectives.

The third study involving the development of an evaluation model was done by Gordon Bergman in 1972. Bergman saw a need to apply a systems approach to program planning in special education and bears some resemblance to the plan developed by Ahr and Sims. His approach included these distinct stages:

1. Delineation of existing programs and services.
2. Gross determination of needs.
3. Real needs assessment.
4. Estimation of priorities for implementation of programs and services; immediate and long range.
5. Allocation of resources.
6. Implementation of plan.
7. Evaluation of plan and pupil product (Bergman, 1972, pp. 33-35).

Bergman's plan allows for collection of information needed for making important decisions. Its purpose, however, is somewhat removed from the purposes of this study.

The model developed by Bergman provides an information system, but does not provide for evaluation in the sense that standards are presented, current practices are compared with standards, and discrepancies noted.

Michigan special educators have recognized the need for evaluation. Many studies have been conducted in Michigan to determine whether graduates of special education programs were making successful adjustments in the community and on their jobs. Ultimate realization of the goal of successful community adjustment and job placement is viewed by many as the only way to determine the success of a special education program which has as its inherent goal, personal, social, and vocational adjustment of the individual.

Documented studies concerning Lansing Public Schools--Special Education Department (Beekman, 1959), Kent Occupational High School in Wyoming, Michigan (Warren, 1965), and the Berrien County Follow-Up Study (Henderson, 1973) have all shown some measure of success in the achievement of the personal, social, and vocational goals set forth by the program by students who completed prescribed special education programs.

No one can dispute the value of such studies, but there is growing concern that what happens along the way toward program completion also deserves some attention--certainly more than it has received in the past.

One person who has expressed such a concern is Marvin E. Beekman, former State Director of Special Education in Michigan, who has been a staunch supporter of quality programs for exceptional children and a leader in the field for many years, and has brought his tremendous influence to bear in demanding the rights of exceptional children. He observed:

As we look over this vast country, we see the gaps in services, the disinterest of educators, problems of money, lack of teachers, and research stacked to the ceiling but never applied to the problem . . . one cannot help but wonder. ("Indications," p. 18.)

Beekman, probably more than any other single individual in the State of Michigan, bears responsibility for the passage of Public Act 198 of 1971, Michigan's mandatory special education act. The final passage of the law was the culmination of a lengthy, complex process in which Marvin Beekman played a leading role.

Legislative Precedents to Public Act of 198

In 1969, a group of Michigan leaders in the field of special education met and decided that there was a definite need to change Michigan's special education legislation from permissive to mandatory and decided that the way to do this would be to circulate a petition to show the legislature that many in the State shared their opinion.

This effort was joined by various state organizations interested in the education of exceptional children making it apparent to the Legislature that this was one problem which would have to be dealt with this time, even though efforts in the past to persuade them to enact this kind of legislation had met with no success.

At a public hearing, the Chamber was packed with people favoring passage of the bill, even though there was at least one voice which openly resisted the idea that mandatory legislation was the right answer. Proponents including Lucille McCullough, Peter Coke, and others, greatly outnumbered opponents, most of whom were silent and as a result, the Bill was on its way toward passage.

The Michigan Legislature had by no means been remiss in attending to problems of the handicapped. Many studies and reports had been completed and presented in the preceding years which no doubt provided the background information and support which the Bill needed for passage.

In 1965, Sander Levin, Michigan Senator, was appointed chairman of a Senate subcommittee on Special Education in Michigan. The committee's recommendations helped bring about the following changes:

1. Reimbursement for remedial reading
2. Summer school programs
3. Administrative and supervisory personnel were included in state reimbursement
4. Defining the school social workers role
5. State scholarships were granted to recruit and train personnel for special education
6. Authorization for five (5) additional people at the state level.
7. A nine (9)- man advisory committee for Special Education was created.

An indirect result of the report was that a State Director of Special Education, Marvin E. Beekman, was appointed.

The Willenburg Report followed in 1967. This report was a study of special education programs in the State Department of Education and called for the following changes or modifications in the State Department:

1. More personnel
2. Emphasis on leadership at the state level
3. No mandatory legislation
4. Overhauling the reimbursement system
5. Assigning of State staff members to instruction

6. Enlarging the Intermediate District
7. Revising the Teacher Preparation Program
8. Expanding the Teacher Counselor Program
9. Expanding Pre-School Programs

As a result of the Willenburg Report, task forces on certification, finance, and the rules and regulations were appointed. These three committees issued reports in 1968 and 1969 which resulted in an improved reimbursement formula for special education for the State, and a move toward a competency based curriculum for special education training programs and the establishment of specialty area competencies.

In August, 1969, the Michigan Legislature enacted Public Act 220 which required local school districts along with intermediate districts to conduct a survey of handicapped children and youth in their communities and to develop a comprehensive plan to meet the educational needs of these handicapped persons. The purpose of the Act, as explained by Dr. John Porter, State Superintendent of Instruction, was two-fold. First of all, Act 220 was designed to provide the Michigan Legislature with accurate information concerning the number and type of handicapped youth in Michigan and services currently being provided them. These data were necessary so that the Legislature would have sufficient information on which to base proposed statutory changes which were being contemplated at the time to meet the needs of handicapped children in Michigan.

The second purpose of Act 220 was to require local districts to assess the educational needs of their handicapped children and to develop educational plans to meet the needs of these children in their own communities.

The survey revealed that incidence rates in educable mentally impaired, crippled and otherwise health impaired disability areas are reasonably close to the national estimates of incidence, though some confusion of terminology, (i.e., learning disabilities), and other problems led to worse discrepancies in other areas: speech impaired, visually impaired, hearing impaired, and multiple handicapped. These results certainly attest to a need for regular surveys since the national incidence rates may not always apply in a particular school district. (A Study of Handicapped Children and Youth, under Public Act 220 of 1969, Report Number 1, pp. 3-10.)

Significantly, however, figures obtained from the study indicated that over 100,000 children were in need of special education services. Other conclusions drawn from the study are these three (p. 7):

1. A statewide survey such as the one conducted under Public Act 220 should be conducted every three years.
2. The legal provisions should be modified to assure the delivery of appropriate educational programs and services to every child in Michigan. In other words, permissive legislation did not appear to work; also, coordination of aspects of the School Code which affected the educational programs and services for handicapped children seemed necessary.
3. Regional planning, coordination and evaluation of special education programs and services should be required.

This study contributed significantly to the eventual development of a Preliminary State Plan for the Delivery of Special Education

Programs and Services which would serve, when finalized, as the vehicle by which Public Act 198, passed in December, 1971, would be implemented.

Under the Preliminary State Plan, the responsibility of providing services to all exceptional children was assigned to the local education agency. The Plan clearly delineated four basic assumptions which were used as a basis for the development of the State Plan. These assumptions were as follows:

1. Every handicapped child has a right to comprehensive special education services and programs appropriate for his needs.
2. These programs must contain certain components in order to be considered comprehensive.
3. The organizational structure must enhance the delivery of special education programs and services to handicapped children.
4. The understanding and acceptance of the handicapped and special education programs and services is a direct function of communications within a school system.

The revised State Plan was approved in March, 1973, and follows much the same format as the Preliminary Plan. The final State Plan contains the two goals and eleven program areas which suggested the framework for the questionnaires developed in this study.

Public Act 198 of Michigan

The Michigan Mandatory Special Education legislation, Public Act 198, was passed in 1971. Section 252b.(1) states:

For the 1973-74 school year and thereafter, the state board of education shall:

- a. Develop, establish and continually evaluate and modify in cooperation with intermediate school districts, a state plan for special education which shall provide for the delivery of special education programs and services designed to develop the maximum potential of every handicapped person. The plan shall coordinate all special education programs and services;
- b. Require each intermediate school district to submit a plan pursuant to subdivision (a) of section 298c, in accordance with the state plan and approve the same.

The State Code and accompanying "Guidelines" were promulgated to help effectuate the Mandatory Special Education Law.

The problem does not end with the passage of Public Act 198, however. As Romaine Mackie expressed it so well, "Legislation can only go so far in special education as in integration--in the final analysis, it is the professionals and other specialists who make legislation a realization. (Mackie, p. 606.)

CHAPTER III

DESIGN AND DEVELOPMENT OF THE EVALUATION SYSTEM

Six essential steps were involved in the design and development of the evaluation system. These steps characterize the methods and procedures for this research effort, and are outlined below:

1. Preliminary Planning: Discussing with special educators their concerns regarding the need for assessment techniques; conducting a preliminary investigation to determine the availability of such instrument, and writing all universities and all middle cities Special Education Directors in order to determine what appears to be current practices in special education evaluation.

2. Review of Related Research: The nature of evaluation, current evaluation practices in general and special education evaluation models in special education, Legislative Precedents to Public Act 198.

3. Developing the Instrument: Designing the questionnaire, validating the interpretations of the legal requirements for program operation, preparing instructions, developing scoring procedures, developing item analysis feedback charts, developing program profile charts.

4. Piloting the Instrument: Individuals and small groups of special educators, general educators, parents and agency

representatives were asked to respond to the questionnaire and to complete a two-page feedback sheet on its usability..

5. Developing and field testing the evaluation system: Developing the complete system, presenting the system to a local district for field testing.

6. Revising the instrument, incorporating the recommendations obtained during the field test and presentation of the final evaluation system.

This chapter is divided into two parts: Part I is devoted to the development of the master questionnaire and Part II is concerned with the development and description of the complete system.

Part I: Developing the Questionnaire

Upon consideration of expressed needs in the area of evaluation of special education programs, the overriding concerns appeared to be the following:

1. Evaluation based on objectives
2. Evaluation based on Public Act 198
3. Evaluation based on student gain
4. Evaluation which could be self-administered
5. Evaluation at the local district level
6. Evaluation which would be practical and inexpensive
7. Evaluation which would involve staff
8. Evaluation of delivery system and the administrative process.

A design for the study was then sought which would meet all of the criteria listed above, or as many of them as possible. Using The State Plan for the Delivery of Special Education Programs and Services provided a useful organizational framework for the development of the instrument. The Plan is built around two major goals for Michigan Special Education Programs: Goal I is to provide every handicapped child in Michigan with comprehensive educational programs and services appropriate to his needs," and Goal II is "to insure quality educational programs and services for all handicapped children in Michigan."

Within these goals, eleven program areas are discussed and objectives and strategies are set forth as guides to their realization. It was decided, therefore, to utilize the comprehensive document as a model and basis for the evaluation instruments, thus organizing the mandates and recommendations of the law, rules and guidelines around the objectives which are common to all Michigan Special Education Programs.

The various sections of the evaluation instrument, therefore, were designed to correspond to the various subsections of the State Plan as follows:

Goal I includes the following components which are necessary for "comprehensive" programming:

- a. referral system
- b. diagnostic services
- c. placement procedures
- d. continuum of educational services
- e. follow-up system

Goal II includes the following components as being necessary for "quality programming."

- f. professional and para-professional personnel
- g. appropriate facilities
- h. instructional content
 - 1. appropriate materials
 - 2. adequate supplies
- i. leadership
- j. opportunities for integration of handicapped persons with their "normal" peers
- k. systematic program and service evaluation

Michigan districts have already been required to give attention to the aforementioned goals and objectives since each intermediate district was required by Public Act 198 to develop a plan for the delivery of special education programs and services either separately or in cooperation with other intermediate districts and/or local districts. Accordingly, each local district is required to cooperate with the intermediate district in the development of the intermediate district plan.

Deriving the Questions

The subsections of the questionnaire are designed to correspond to the eleven subsections of Goals I and II of the State Plan, and the letters "A" through "K" are assigned to them to identify the program areas. In other words, each question listed under "Referral System" would have the letter "A" as part of its number.

In order to derive the master list of questions under each subsection, the Guidelines, the State Code, Public Act 198 and the State Plan were carefully screened for statements of required or recommended practices. These statements were incorporated into a list of mandates and recommendations under each subsection of the two goals.

Validation of the Questionnaire Items

Validating the writer's interpretations of the State Code, the Guidelines and the State Plan was the next step in the development of the questionnaire. It was determined that an authoritative source should be asked to validate statements and their sources and point out discrepancies in the interpretations.

It was decided that the Michigan Department of Education, Special Education Staff would be the most feasible source of a panel of experts to perform the required task. Three staff members of the Department were contacted and asked to read through the list of items and indicate their agreement or disagreement with the information contained on the list.

Each statement reflecting mandated or suggested practices was re-written as a question. For each question, the following information was determined:

1. the source of the question
2. the appropriate response
3. classification of the practice as mandated or recommended

No plans were made to re-submit the items to the experts to obtain a consensus due to the amount of time required to complete the

task. It was decided that every effort would be made to incorporate all suggestions from the experts and to revise all problem items.

The experts were encouraged to indicate agreement or disagreement with any of the items listed and to comment freely on any item. Their comments were used to correct any errors in the list of questions, responses and sources. For illustrative purposes, the subsection on the referral system is shown in Table 1 on the following page as it was submitted to the panel of experts. As may be seen in Table 1, two items were judged faulty: A-3 and A-4. These items were revised before they were placed on the final questionnaire.

Item A-3 was eliminated because it was derived through inference and was not specifically recommended. In addition, other questions in the section could be used to obtain the information from the persons involved in the survey, without asking that question specifically.

Item A-4 was confusing; it was re-worded using the names of all programs and services requiring the convening of an educational planning and placement committee instead of the term "special education referral."

The complete set of questions submitted to the experts contained nearly 200 items based on mandated and suggested practices in the State Code, Guidelines and the State Plan. As shown in the illustration, spaces were provided for the comments of the experts and for writing in "Yes" or "No" to indicate concurrence or disagreement with an item.

Table 1. Sample page from set of items used in validation.

SECTION: REFERRAL SYSTEM - CODE: I-A						
Questions - Master List	Source	Correct Response	Mandated or Recommended	Do you Agree?		Comments
				Yes	No	
I-A-1 Is there a formalized procedure for receiving and processing referrals?	Act 198 Sec. 298c (j)	Yes	Mandated	Yes		
I-A-2 Is the referral procedure written?	Guidelines	Yes	Recommended	Yes		
I-A-3 Is the referral procedure distributed widely?	Guidelines	Yes	Recommended		No	should be eliminated
I-A-4 Does every special education referral result in an EPPC meeting? (Note: a special education referral is a legal notice that a change of placement is being requested.)	R340.1721	Yes	Mandated		No	confusing

Table 1. Continued.

<u>SECTION: REFERRAL SYSTEM - CODE: I-A</u>						
Questions - Master List	Source	Correct Response	Mandated or Recommended	Do you Agree?		Comments
				Yes	No	
I-A-5 Do supportive, diagnostic and itinerant special education personnel refer students being seen by them for appropriate special education services, if warranted?	Guidelines, p. 2	Yes	Recommended	Yes		
I-A-6 Do you accept referrals from parents and members of the professional community?	Sec. 298c (j)	Yes	Mandated	Yes		
I-A-7 Do you accept verbal referrals?	Guidelines, p. 3	Yes	Recommended	Yes		
I-A-8 Do you accept written referrals?	Guidelines, p. 3	Yes	Recommended	Yes		

When the three sets were returned, the comments were compiled onto one set of questions so that all contrasting opinions could be noted. The compiled data were then studied and items were revised, if necessary, to reflect the experts' comments. In some instances, one expert checked "No" for an item while the others checked "Yes," or vice versa. When this happened, there was usually a specific reason given for the disagreement, in which case the item was changed. If no reason was given, the erroneous item was revised by checking the source or seeking further clarification from other sources. If the item was considered irrelevant or useless, it was completely eliminated.

Some items which were based on earlier guidelines were found to be inaccurate, due to changes in the guidelines which had not yet been publicly disseminated. Since the experts were involved in the revision of the guidelines, they pointed out these discrepancies between the old and new guidelines, and the item was changed accordingly.

In some cases, the language was not specific enough for one or more of the experts. When this was pointed out, the items were revised to adhere more closely to the actual wording of the sources.

Specific points which were not covered in the questionnaire, but which should have been included were pointed out. These items were added, if they were related to either of the eleven areas covered in this study.

In summary, the validation was very carefully completed by the panel of experts. Though the task was quite long and tedious, they completed it very promptly after they received their copies of the document. All comments by the panel of experts were used to revise the

items to eliminate the problem identified. Further validation was accomplished through the pilot study and the field test.

The Master Questionnaire

Following the validations of the questions, a master questionnaire containing all questions was developed, coded and numbered.

The code for each item consists of the assigned letter for the subsection and the number of the item. The first item under the referral system, then, would be coded A-1: "A" representing the letter assigned to the subsection--"Referral System"--and the "1" representing the order of that item within the subsection.

Determining Respondents and Designing the Questionnaires

If one accepts the premise that persons associated with the special education program should be most knowledgeable about prevalent practices, then it stands to reason that asking those persons about these practices would be a valid means of obtaining information.

Since the school community consists of several distinct groups who are closely associated with the special education program, a decision was made to tap each of these distinct groups for information regarding their perceptions of special education department operation. Different questionnaires would also have to be designed for each of the different groups, since it would not be appropriate to ask all questions of all respondents, and the wording would not be as technical on some of the questionnaires as on others.

The groups which were selected to be surveyed are the following:

- Group 1 - Special Education administrators: directors, supervisors, assistant directors, etc.
- Group 2 - Special Education supportive, diagnostic and itinerant personnel; Special Education teachers, staff
- Group 3 - General educators: teachers, administrators, others
- Group 4 - Parents: general and special education
- Group 5 - Agencies: community organizations outside the system who have a cooperative arrangement of a formal or informal nature with the Special Education Department.

The assumption was made that these groups would probably be most familiar with the various aspects of program operation, or should be, and would provide valuable data about their perception of the program.

Each item's code number as found on the master questionnaire is retained no matter which questionnaire the item appeared on, or how the wording differed. This arrangement permits a comparative analysis of data by providing a means for looking at different group responses to the same item.

This feature of the system is considered to be one of the most significant aspects of the system, since polling several groups on the same item and keeping the responses separate could yield valuable information for the local district if comparisons between groups should be desired. A brief explanation of each questionnaire follows.

The Administrator questionnaire (1) contains all items in all eleven areas of program operation.

The Special education staff questionnaire (2) was originally designed to contain all items, but the pilot study and the field test revealed that staff members were unfamiliar with many areas of program operation, and that they felt frustrated when asked about practices in these areas. Consequently, many of the more technical items regarding personnel, specific program requirements, etc. were eliminated.

The General educator questionnaire (3) contains many items concerning general program operation, and was limited to those items which it was felt the general educator should have had some opportunity to become familiar with.

The Parent questionnaire (4) contains items related to parent and student rights, and general program operation which parents should have been acquainted with. The language was changed somewhat to avoid technicalities.

The Agency questionnaire (5) contains the smallest number of items since agencies would be least involved of the five groups. It contains items relating to general program operation and items especially related to cooperation with agencies and other professionals in the community.

Shown in Figures 1, 2, 3, 4, and 5 are the first pages of the five questionnaires. These pages are shown so that the difference in the wording of certain items and in the selection of items for each questionnaire may be noted. As shown, the parent and agency questionnaires do not contain all of the items which are shown on the first page of the master questionnaire for special education administrators. The

ASSESS QUESTIONNAIRE

(1) Special Education Administrators

INSTRUCTIONS:

Please answer each question according to what is actually practiced in your school district at the local level. If an item indicates a certain practice in your district, circle the "Yes" response. If the action alluded to in the item is not the practice in your district, circle the "No" response. If you really do not feel that you have sufficient information to make a determination, circle the "?" response.

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question			
<u>A. Referral System</u>				
A-1	Is there a formalized procedure for receiving and processing referrals for special education programs and services in your district?	1.	Yes	No ?
A-2	Is a formal procedure followed which culminates in the convening of an educational planning and placement committee (EPPC) meeting for all persons referred for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled?	2.	Yes	No ?
A-3	If a student has a permanent disability or a long-term illness or injury, is he referred to an EPPC?	3.	Yes	No ?
A-4	Is it the responsibility of supportive, diagnostic, and itinerant personnel (special education) to refer students to an EPPC when their evaluation indicates that the student may be mentally, physically or emotionally impaired or learning disabled?	4.	Yes	No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent?	5.	Yes	No ?

Figure 1. Administrator questionnaire.

ASSESS QUESTIONNAIRE

(2) Special Education Staff

INSTRUCTIONS:

Please answer each question according to what is actually practiced in your school district at the local level. If an item indicates a certain practice in your district, circle the "Yes" response. If the action alluded to in the item is not the practice in your district, circle the "No" response. If you really do not feel that you have sufficient information to make a determination, check the "?" response.

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question			
<u>A. Referral System</u>				
A-1	Is there a formalized procedure for receiving and processing referrals for special education programs and services in your district?	1.	Yes	No ?
A-2	Is a formal procedure followed which culminates in the convening of an educational planning and placement committee (EPPC) meeting for all persons referred for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled?	2.	Yes	No ?
A-3	If a student has a permanent disability or a long-term illness or injury, is he referred to an EPPC?	3.	Yes	No ?
A-4	Is it the responsibility of supportive, diagnostic, and itinerant personnel (special education) to refer students to an EPPC when their evaluation indicates that the student may be mentally, physically or emotionally impaired or learning disabled?	4.	Yes	No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent?	5.	Yes	No ?

Figure 2. Staff questionnaire.

ASSESS QUESTIONNAIRE

(3) General Educators

INSTRUCTIONS:

Please answer each question according to your perception of what is actually practiced in your local special education program. Circle "Yes", "No" or "?" for each item.

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question
A. Referral System	
A-1	Is there a formalized procedure for receiving and processing referrals for special education programs and services in your district? 1. Yes No ?
A-2	Is a formal procedure followed which culminates in the convening of an educational planning and placement committee (EPPC) meeting for all persons referred for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled? 2. Yes No ?
A-3	If a student has a permanent disability or a long-term illness or injury, is he referred to an EPPC? 3. Yes No ?
A-4	Is it the responsibility of supportive diagnostic, and itinerant personnel (special education) to refer students to an EPPC when their evaluation indicates that the student may be mentally, physically or emotionally impaired or learning disabled? 4. Yes No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent? 5. Yes No ?

Figure 3. General educator questionnaire.

ASSESS QUESTIONNAIRE

(4) Parents

Dear Parent:

Please share with your local special education office your perception of how the program operates in this district. The questions below should be answered according to what you feel is being practiced in this district.

Please indicate by circling "Yes" or "No" whether a certain practice is taking place in this district. If you have had no opportunity to find out about any item on the questionnaire, please circle "?".

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question
<u>A. Referral System</u>	
A-5	If your child needed special education services, would the special education office accept a referral from you? 1. Yes No ?
A-8	Will the special education office obtain the parent's permission before processing a referral? 2. Yes No ?
A-2	When a child is referred for a program for the mentally impaired, the emotionally impaired, the speech and language impaired, the hearing impaired, the visually impaired, the physically and otherwise health impaired, the severely multiply impaired, or the learning disabled, does the special education office arrange a meeting of the educational planning and placement committee to determine eligibility and recommend appropriate programs and services? 3. Yes No ?
A-3	If a child has a permanent disability or a long-term illness or injury, does the special education office arrange an EPPC meeting for him to determine appropriate programming? 4. Yes No ?

Figure 4. Parent questionnaire.

ASSESS QUESTIONNAIRE

(5) Agencies
Respondent Category

INSTRUCTIONS:

As an agency representative, your perception of the practices of the special education department are extremely important. Please use this questionnaire to indicate your perceptions to the local special education administration.

For each item, circle "Yes", "No", or "?". "Yes" means that the practice is prevalent in this district; "No" means that the practice is not prevalent in this district; "?" means that you do not feel that you have sufficient information to make a determination.

PLEASE CHECK ONLY ONE RESPONSE FOR EACH ITEM.

Item Code	Question
<u>A. Referral System</u>	
A-1	Does the local special education department have a formal procedure for receiving and processing all referrals? 1. Yes No ?
A-2	Is an Educational planning and placement committee meeting (EPPC) held whenever a person is referred for programs for the mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, learning disabled, and/or severely multiply impaired? 2. Yes No ?
A-3	When a child has a permanent disability or a long-term illness or injury, is an EPPC meeting held for him to determine his educational program? 3. Yes No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent? 4. Yes No ?
A-6	Will the special education office accept a verbal referral? 5. Yes No ?

Figure 5. Agency questionnaire.

first pages of the general educator and the special education staff questionnaires contain the same items as the administrator questionnaire, but they are not completely identical. As one may note by looking at the complete, revised questionnaires which appear in Appendix B, there are significant differences between all five of the questionnaires; no one questionnaire is identical to another.

The Master List of Mandates and Recommendations

Once decisions were made regarding respondent groups, a master list of mandates and recommendations was prepared to facilitate the construction of the questionnaires. This master list contains the source of data and designated respondent groups for each item. A space is also provided for indicating how all groups or a particular group responded to each item in the column headed "Yes," "No," or "?" - Responses. Then each item was placed on an appropriate questionnaire as indicated by the master list which appears as Table 2 in this study.

Table 2. Master list of mandates and recommendations. (Contains all items, A-K.)

SECTION: REFERRAL SYSTEM (A)		Respondent Categories*					Majority Response		
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No	?
A-1 There must be a formalized procedure for receiving and processing referrals.	Act 198 Section 298c (j) R340.1722, 1723, 1832 (1.1)	X	X	X		X			
A-2 Every referral for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled requires the convening of an educational planning and placement committee.	R340.1722	X	X	X	X	X			
A-3 If a child has a permanent disability or a long-term illness or injury, he must be referred to an educational planning and placement committee (EPPC)	Guidelines R340.1709	X	X	X	X	X			
A-10 All referrals must be recorded according to the intermediate district plan's specified procedure for recording and processing referrals.	R340.1731	X	X	X					

*Code: 1. Special Ed. Administration 3. General Education 5. Agencies
 2. Special Ed. Staff 4. Parents

Table 2. Continued.

<u>SECTION: REFERRAL SYSTEM (A)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Recommended Practices</u>	Source	1	2	3	4	5	Yes	No ?
A-4 Supportive, diagnostic and itinerant special education personnel should refer students being seen by them for appropriate special education services, if necessary	Guidelines, p. 2	X	X	X				
A-5 Referrals from parents and from members of the professional community with parental consent must be accepted.	Mandatory for ISD Rec. for local. Sec. 298c (j)	X	X	X	X	X		
A-6 Verbal referrals should be accepted.	Guidelines p. 3	X	X	X		X		
A-7 If the referral does not contain indications of the parent's consent, parents should be contacted to assure their awareness and their consent.	Guidelines, p. 3	X	X	X				
A-8 Parental approval should be obtained before a referral is processed.	Guidelines, p. 3	X	X	X	X			

Table 2. Continued.

<u>SECTION: REFERRAL SYSTEM (A)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Recommended</u> Practices	Source	1	2	3	4	5	Yes	No ?
A-9 If the referral does not contain adequate information, the school should request additional information from the referral source verifying the existence of a handicap or containing information which led the referral source to suspect the existence of a handicap.	Guidelines, p. 3	X	X	X				
A-11 Records should be maintained for each student which provide the following information: name, date of birth, sex, racial or ethnic group, type of handicap(s), date of referral, services being rendered, date special education programs or services were initiated and terminated, name address and phone numbers of parents and district of residence.	Mandated for ISD implicit in the rules (340.1731) for local district	X						
A-12 Records must be maintained until the student is no longer eligible, has completed a course of study and graduated or until he reaches the age where he is no longer eligible for special education.	Mandated for ISD R340.1731 (2)							

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>							<u>Majority Response</u>		
<u>Statements of Required Practices</u>	<u>Source</u>	<u>Respondent Categories</u>							
		1	2	3	4	5	Yes	No	?
B-1 An Educational Planning and Placement meeting is required for certifying the educable mentally impaired for special education programs and services in your district.	R340.1705	X	X						
B-2 For the educable mentally impaired a comprehensive evaluation by certified psychologist, school psychologist, or consulting psychologist is required.	R340.1705	X	X						
B-3 To be eligible for programs and services for the educable mentally impaired, a person must meet all of the following requirements:									
1. Must score approximately 2-3 standard deviations below the mean on an intellectual assessment - a standardized test.	R340.1705	X	X						
2. Must score within lowest 6% on a Standardized test in Reading and Arithmetic.									
3. Must show unsatisfactory school performance which must not be based on his social, economic, or cultural background.									
4. Must show lack of development primarily in the cognitive domain.									

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>								
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>	
		1	2	3	4	5	Yes	No ?
B-4 An EPPC meeting is required for determining eligibility of trainable mentally impaired.	R340.1704	X	X					
B-5 A comprehensive evaluation by certified psychologist, school psychologist, or consulting psychologist is required for placement in a program for the trainable mentally impaired.	R340.1704	X	X					
B-6 To be eligible for programs and services for the trainable mentally impaired, the student must meet the following requirements:								
1. Must score at approximately 3-4 1/2 standard deviations below the mean as determined by intellectual assessment.	R340.1704	X	X					
2. Lack of development primarily in the cognitive domain.								
3. Unsatisfactory performance not found to be based on his social or cultural background.								
B-7 An EPPC is required for determining eligibility for programs for the severely mentally impaired in special programs.	R340.1703	X	X					

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>							<u>Majority Response</u>		
Statements of <u>Required Practices</u>	Source	<u>Respondent Categories</u>					Yes	No	?
		1	2	3	4	5			
B-8 A comprehensive evaluation by a certified psychologist, school psychologist, or consulting psychologist is required for placement in a program for the severely mentally impaired.	R340.1703	X	X						
B-9 The following diagnostic criteria are required for determining eligibility of the severely mentally impaired for special education programs and services:	R340.1703	X	X						
1. Must score 4 1/2 or more standard deviations below the mean as determined by intellectual assessment.									
2. Lack of development primarily in the cognitive domain.									
B-10 An EPPC meeting is required for placement in a program for the hearing impaired.	R340.1707	X	X						
B-11 The following diagnostic personnel are required for determining eligibility of the hearing impaired:	R340.1707	X	X						
Audiologist and Otolaryngologist									

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>							<u>Majority Response</u>		
<u>Statements of Required Practices</u>	<u>Source</u>	<u>Respondent Categories</u>					<u>Yes</u>	<u>No</u>	<u>?</u>
		1	2	3	4	5			
B-12 To be eligible for programs and services for the hearing impaired, a person must be certified as having a hearing impairment which interferes with learning.	R340.1707	X	X						
B-13 An EPPC is required for determining placement in a program for the visually impaired.	R340.1708	X	X						
B-14 The following diagnostic personnel are required for visually impaired program placement: Ophthalmologist or equivalent.	R340.1708	X	X						
B-15 To be eligible for services for the visually impaired, a person must have a visual impairment and one or more of the following: 1. A central visual acuity of 20/70 or less in the better eye after correction. 2. A peripheral field of vision reduced to no greater than 20 degrees.	R340.1708	X	X						
B-16 An EPPC must identify person as having a physical or other health impairment which interferes with learning or requires physical adaptability of the school environment.	R340.1709	X	X						

Table 2. Continued.

		<u>SECTION: DIAGNOSTIC SERVICES (B)</u>							
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>		
		1	2	3	4	5	Yes	No	?
B-17 For services to the physically and otherwise health impaired a student must be certified by an inter- nist, orthopedic surgeon, neurologist, pediatrician or equivalent.	R340.1709	X	X						
B-18 An approved speech and language teacher with at least 5 years experience and a Master's Degree must determine eligibility for speech and language ser- vices.	R340.1710	X	X						
B-19 The following criteria must be used to determine eligibility for speech and language services. One or more of the following disorders:									
1. Articulation - Ominous, substitutions, distor- tions.									
2. Voice with inappropriate voice pitch, rate of speaking, evenness or quality of speech.									
3. Fluency of speech distinguished by special interrogations (blocks) repetition of sounds, words, phrases or sentences which interfere with effective communication.	R340.1710	X	X						
4. Inability to comprehend formulate and use functional language.									

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>								
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>	
		1	2	3	4	5	Yes	No ?
B-20 To be eligible for homebound services, a person must be certified at least annually by a licensed physician as having a severe physical or other health impairment preventing school attendance.	R340.1711	X	X					
B-21 A person is eligible for services to the hospital if he cannot attend school because of hospitalization.	R340.1712	X	X					
B-22 An EPPC meeting is required to determine eligibility for programs and services for the learning disabled.	R340.1713	X	X					
B-23 The following diagnostic personnel are used to determine eligibility for programs and services for the learning disabled: School Psychologist Certified Psychologist Certified Consulting Psychologist or Neurologist or medical examiner qualified to evaluate neurological dysfunctions.	R340.1713	X	X					
B-24 To be eligible for placement in a learning disabilities program, the student must have an impairment								

Table 2. Continued.

SECTION: DIAGNOSTIC SERVICES (B)								
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>	
		1	2	3	4	5	Yes	No ?
B-24 Continued								
of one or more of basic psychological processes involved in understanding or is using spoken or written language--which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculation. He must meet requirements in each of the following categories:								
1. Symptoms of perceptual handicap, brain impairment, minimal brain damage, dyslexia or aphasia.	R340.1713	X	X					
2. Development at less than the expected rate of age group in the cognitive, affective or psychomotor domain.								
3. Inability to function in regular education without supportive special education services.								
4. Unsatisfactory performance not found to be based on social, economic or cultural background.								
B-25								
An EPPC meeting is required for placement into a program for the severely multiply impaired.	R340.1714	X	X					
B-26								
The diagnostic personnel and information listed below are required for certification of eligibility for a program for the severely multiply impaired.								

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>									
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>		
		1	2	3	4	5	Yes	No	?
B-26 Continued									
Medical records, educational history, and evaluation by a neurologist, orthopedic surgeon, ophthalmologist, or audiologist.	R340.1714	X	X						
B-27									
The criteria listed below must be used to determine eligibility for placement into a program for the severely multiply impaired:									
1. Severe multiplicity of handicap in the physical and cognitive domain.									
2. Inability or expected inability to function without other special education programs which deal with a single handicap.	R340.1714	X							
3. Development at less than the expected rate of the age group in the approximate 2-3 standard deviation below the mean on an intellectual assessment standardized test.									
B-29									
Data of a clinical nature must be collected for each disability group by specified professionals.	R340.1702 through R340.1714	X	X	X		X			

Table 2. Continued.

SECTION: DIAGNOSTIC SERVICES (B)							Majority Response	
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Response</u>	
		1	2	3	4	5	Yes	No ?
B-30 The Educational planning and Placement Committee must see that sufficient clinical and educational data are available to make a verification of referred student's eligibility or ineligibility for placement.	R340.1702 through R340.1714 R340.1722	X	X	X		X		
B-32 The special education department must refrain from placing persons suspected of being handicapped in special education programs prior to determination of eligibility by an EPPC.	R340.1702	X	X	X	X	X		
B-33 The language of the evaluation must be the primary language of the student.	R340.1735	X	X	X				

Table 2. Continued.

<u>SECTION: DIAGNOSTIC SERVICES (B)</u>								
Statements of <u>Recommended</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>	
		1	2	3	4	5	Yes	No ?
<p>B-28 After the referral is received, one staff person should be assigned the responsibility of collecting diagnostic data.</p>	<p>Guidelines, p. 4</p>	X	X	X		X		
<p>B-31 Teacher consultants may be assigned to work with a regular student for up to 10 days to obtain diagnostic information to be used in determining eligibility for special education programs and services.</p>	<p>Guidelines, R340.1749 e</p>	X	X	X				

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>						<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
C-1 All special education placements except speech and language, social worker, and homebound and hospitalized and psychological services must be recommended by an EPPC.	R340.1722	X	X	X				
C-2 Before a change in educational status is made, an EPPC must have made the recommendation. (Same exceptions as noted in C-1 above.)	R340.1722	X	X	X		X		
C-3 Changes from one type program to another, one level to another and additions or termination of services are considered changes in education status.	R340.1701 (2)	X	X	X				
C-4 The responsibility for making changes in the educational status of the handicapped person rests with the Superintendent or his designee.	R340.1722	X	X	X	X	X		
C-6 The EPPC must consist of one representative from each of the following categories, as a minimum: 1. Administration 2. Diagnostic personnel 3. Instructional and Supportive Staff 4. Parents, if they choose to participate	R340.1701 (4)	X	X	X	X	X		

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>							<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>							
		1	2	3	4	5	Yes	No	?
C-7 If the student is under 18, the student's mother, father or guardian is considered the parent.	R340.1701	X	X	X					
C-8 If the student is over 18, and has not had a legal guardian appointed by the court, he is invited to participate on his own EPPC.	R340.1701	X	X	X	X				
C-9 The special education office must request in writing parent participation on the EPPC on a case by case basis.	R340.1722	X	X	X	X				
C-10 If the parent has not been notified of the EPPC meeting, the student's educational status is left unchanged.	R340.1723	X	X	X	X				
C-13 The recommendations of the EPPC are implemented when, as a minimum, the Superintendent or his designee and the parents agree.	R340.1723	X	X	X	X	X			
C-15 The EPPC must determine that the need for intervention must exist and that the student have one or									

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>							<u>Majority Response</u>		
Statements of <u>Required Practices</u>	Source	<u>Respondent Categories</u>							
		1	2	3	4	5	Yes	No	?
C-15 Continued									
more impairments as defined by law before that student can be deemed eligible for special education services or programs, except for programs and services in A-4.	R340.1721	X	X	X					
C-16									
If the EPPC decides that a handicapped student may best be served by non-special education services, that student must not be placed in special education programs and services.	R340.1723	X	X	X					
C-17									
If parents choose not to participate on the EPPC, they are given prior notification of the Committee's recommendation and allowed at least 7 days to agree or disagree before placement is made.	R340.1723	X	X	X	X				
C-19									
The special education office must assume the responsibility for making parents aware of the provisions of Rule 24.	R340.1723	X	X	X	X				
C-20									
Parents must be informed by the Superintendent or his designee that they may appeal to the State									

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>							<u>Majority Response</u>	
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
C-20 Continued Superintendent of Instruction if a decision is not reached in the hearing with the local Superintendent.	R340.1723	X	X	X	X			
C-21 Parents must be informed of the availability of organizations, their addresses and telephone numbers, to assist them at the hearing.	R340.1723	X	X	X	X			
C-22 The EPPC must recommend regular and special education programs and services according to the educational, social and physical needs of the handicapped person based on diagnostic and other evaluative information.	R340.1722	X	X	X				
C-23 Prior to signing, parents must be given the opportunity to receive and review the written recommendations of the EPPC.	R340.1723	X	X	X	X			
C-25 Parents must be given the opportunity at anytime to request an EPPC to make a change in educational status.	R340.1723	X	X	X	X			

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No ?
C-26 Parents must always be notified before placement is effectuated, denied or changed.	R340.1723	X	X	X	X			
C-27 Placement notification must always include the following:								
1. Description of proposed action								
2. Specification of statute or rule under which action is proposed.	R340.1723	X	X	X	X			
3. Statement of reasons for action.								
4. Specification of any tests or reports upon which the action is based.								
5. Notice of right to a hearing and procedures for such.								
6. Availability of organizations to assist at hearings.								
7. Options of educational opportunities available.								
C-28 If parents request specific persons from the school staff whose testimony is vital to attend the hearing, they must attend.	R340.1724	X	X	X	X			
C-29 Parents may bring outside professionals or non-professionals to the meeting if they notify the hearing officer prior to the meetings.	R340.1724	X	X	X	X	X		

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No ?
C-30 Parents may provide testimony or evidence in support of their position on the child's placement at the hearing.	R340.1724	X	X	X	X	X		
C-33 Parents of handicapped persons may be represented at the hearing by any person of their choosing.	R340.1724	X	X	X	X	X		

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>							Majority Response	
Statements of <u>Recommended</u> Practices	Source	<u>Respondent Categories</u>						
		1	2	3	4	5	Yes	No ?
C-5								
The duties of an EPPC are the following:								
1. Determining eligibility	Guidelines, p. 6	X	X	X				
2. Recommending programs and services								
3. Establishing instructional goals								
4. Identifying outcomes expected as a result of educational placement								
C-11								
The EPPC Chairperson, if appointed by the Superintendent, may arrange the time and place of the meeting and invite other participants.	Guidelines, p. 7	X	X	X				
C-12								
A certified letter or a signed receipt of a hand delivered letter should be used to provide documentation of the letter having been sent to the parents.	Guidelines, p. 7	X	X	X				
C-14								
One staff member may be appointed to arrange for the implementation and follow-up of the EPPC's plan and coordinate and record the committee's actions.	Guidelines, p. 4	X	X	X				
C-18								
Parents should be given a copy of Rule 24.	Guidelines, p. 11	X	X	X	X			

Table 2. Continued.

<u>SECTION: PLACEMENT PROCEDURES (C)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Recommended Practices</u>	Source	1	2	3	4	5	Yes	No ?
C-24 The parent's signature of consent should be a part of or attached to the committee recommendation.	Guidelines, ("must be") p. 12	X	X	X				
C-31 The Superintendent or his designee should act in the following manner after the recommendation of the EPPC is made: 1. Place the student in an appropriate program, and 2. Assign special education staff	Guidelines, p. 6	X	X	X				
C-32 The Administration should consider the following when implementing the EPPC's recommendations: 1. The skills of the teachers or teachers consultant that can best provide for the student's needs. 2. The age range, number, and disability make-up the students assigned to the program. 3. The balance of boys and girls and compatibility of types of learning difficulties. 4. The relationship of the child's educational and emotional needs to those of other children in the classroom or group to which the child is being assigned.	Guidelines, p. 10	X	X	X				
C-34 If the EPPC cannot verify the impairment of a student, they should develop recommendations for regular education placement or request further diagnostic study.	Guidelines, p. 8							

Table 2. Continued.

<u>SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)</u>						<u>Majority Response</u>			
<u>Statements of Required Practices</u>	<u>Source</u>	<u>Respondent Categories</u>					<u>Yes</u>	<u>No</u>	<u>?</u>
		1	2	3	4	5			
D-1 The special education program content must include the following components for all handicapped students who can benefit: Personal adjustment training Pre-vocational training Vocational training Skills training Work-study	R340.1701	X	X	X	X	X			
D-6 An instructional unit for the severely multiply impaired consists of at least one instructor and two aides for a maximum of nine pupils.	R340.1748	X							
D-7 At least one full-time instructor and one full-time aide must be employed in every severely multiply impaired program.	R340.1748	X							
D-8 Supportive services of a physical therapist, an occupational therapist, a speech therapist, and a nurse must be reasonably available. (severely multiply impaired)	R340.1748	X							
D-9 The school year must include a minimum of 230 days and 1,150 clock hours of instructional activities. (severely multiply impaired)	R340.1748	X							

Table 2. Continued.

<u>SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)</u>								
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Majority Response</u>	
		1	2	3	4	5	Yes	No ?
D-10 The program for the severely multiply impaired must emphasize the treatment of the total child rather than service to any single handicap in isolation.	R340.1748	X						
D-11 Instructors are responsible for the instructional program for the severely multiply impaired.	R340.1748	X						
D-12 Instructors must coordinate the activities of instructional aides and other supportive personnel in programs for the severely multiply impaired.	R340.1748	X						
D-13 Instructional aides work under the supervision of the instructor and assist in the daily program for not more than three pupils in programs for the severely multiply impaired.	R340.1748	X						
D-14 Program assistants are used where necessary in programs for the severely multiply impaired.	R340.1748	X						
D-15 Program assistants have the responsibility for assisting the instructor and the instructional aides, helping with toileting, feeding, lifting and individualized care and clean-up activities for the student in programs for the severely multiply impaired.	R340.1748	X						

Table 2. Continued.

<u>SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)</u>						<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
D-16 If there are no program assistants, the duties mentioned in D-15 are performed by the instructional aides in programs for the severely multiply impaired.	R340.1748	X						
D-17 Your district should provide at least one instructor and four instructional aides for a maximum of 24 pupils with an average ratio of one aide per six pupils in programs for the severely mentally impaired.	R340.1738	X						
D-18 At least one full-time instructor and one full-time aide must be employed in programs for the severely mentally impaired.	R340.1738	X						
D-19 The school year for the severely mentally impaired must include at least 230 days and 1,150 clock hours of instructional activity	R340.1738	X						
D-20 The severely mentally impaired program instructor is responsible for coordinating the activities of aides and other staff and maintaining a systematic method of home-school liaison.	R340.1738	X						
D-21 Instructional aides work under the supervision of instructors and assist in the daily training program for not more than six pupils in programs for the severely mentally impaired.	R340.1738	X						

Table 2. Continued.

SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)							Majority Response		
Statements of <u>Required</u> Practices	Source	Respondent Categories					Response		
		1	2	3	4	5	Yes	No	?
D-22 Your program assistants may assist the instructors and instructional aides perform the following functions: toileting, feeding, lifting, and individualized care and clean-up activities for the student in programs for the severely mentally impaired.	R340.1738	X							
D-23 The teacher-pupil ratio must be one to fifteen or less with one aide or up to one to thirty with a maximum of three instructional aides with not more than ten pupils per aide in programs for the trainable mentally impaired.	R340.1739	X							
D-24 Visually impaired class sizes must be determined primarily by the severity and multiplicity of the impairments of the visually impaired.	R340.1743	X	X						
D-25 A class for the visually impaired with one teacher must meet the following requirements: 1. Not more than seven full-time pupils who are blind. 2. Ten or fewer full-time partially seeing pupils. 3. Eight or fewer full-time pupils when blind and partially seeing pupils are grouped, with not more than four being blind or visually impaired and also otherwise handicapped.	R340.1743	X							

Table 2. Continued.

<u>SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)</u>						<u>Majority Response</u>		
<u>Statements of Required Practices</u>	<u>Source</u>	<u>Respondent Categories</u>					<u>Yes No ?</u>	
		1	2	3	4	5		
D-26 The curriculum for the visually impaired must include instruction in orientation and mobility, assistance in early development of comprehensive communication skills and pre-vocational and vocational experience.	R340.1743	X						
D-27 The Michigan School for the Blind must be considered a part of the total continuum of services for the visually impaired.	R340.1743	X						
D-28 Applications for placement at Michigan School for the Blind must be submitted by the Intermediate School District Superintendent or his designee to the Superintendent of Michigan School for the Blind.	R340.1743	X						
D-29 Persons are identified by the referring school district as visually impaired in accordance with procedures specified in Part I by the referring school district.	R340.1743	X						
D-30 The responsibility for establishing an EPPC rests with the agency initiating a change of placement into or out of Michigan School for the Blind.	R340.1743	X						
D-31 The ratio in the program for the emotionally impaired must consist of one teacher for not more than the equivalent of ten full-time pupils.	R340.1741	X	X					

Table 2. Continued.

<u>SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)</u>						<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
D-32 The ratio in educable mentally impaired programs consist of one teacher for not more than the equivalent of full-time students.	R340.1740	X	X					
D-33 The teacher of the learning disabled must have the equivalent of ten or fewer full-time pupils assigned per teacher in a special class.	R340.1749	X	X					
D-34 In the speech and language program, size and composition of groups are determined by the teacher of the speech and language impaired.	R340.1745	X	X					
D-35 The delivery of services is determined by the teacher of the speech and language impaired in cooperation with the district director of special education or his designee, and the building principal of the school in which the pupils are enrolled.	R340.1745	X						
D-36 The case load of the teacher of the speech and language impaired must be no more than 75 pupils at any one time.	R340.1745	X						
D-37 Homebound services for physically or otherwise health impaired must be provided no later than 15 school days after certification of a medical handicap which required the person to be confined to his home.	R340.1742	X						

Table 2. Continued.

SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)						Majority Response		
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
D-38 The teacher of the homebound or hospitalized must have twelve pupils or fewer assigned to him at any one time.	R340.1742	X						
D-39 In homebound programs, progress reports for each person are recorded in accordance with the intermediate school district plan.	R340.1742	X						
D-40 The teacher of the homebound or hospitalized must instruct persons a minimum of two non-consecutive hours per week.	R340.1742	X						
D-41 In the homebound and hospitalized programs, therapists may supplement, but not substitute for a teacher's instructional time.	R340.1742	X						
D-42 The programs for the hearing impaired must meet the following requirements for one teacher's special class:								
1. Seven full-time pupils or less with a severe hearing loss.	R340.1742	X						
2. Ten full-time pupils or less if severely and moderately impaired students are grouped together.								
3. Three full-time pupils or less when they are hearing impaired, and otherwise handicapped.								
4. Twelve full-time pupils or less in a supervised class at the secondary level.								

Table 2. Continued.

SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)							Majority Response	
Statements of <u>Required Practices</u>	Source	<u>Respondent Categories</u>					<u>Response</u>	
		1	2	3	4	5	Yes	No ?
D-43 Group hearing aides are provided when deemed necessary by the EPPC.	R340.1742	X						
D-44 Communication skills and language are emphasized as an integral part of the curriculum for the hearing impaired.	R340.1742	X						
D-45 The Michigan School for the Deaf must be considered a part of the total continuum of services for the hearing impaired.	R340.1746	X						
D-46 All applications for placement at Michigan School for the Deaf must be submitted by the Intermediate School District Superintendent or his designee to the Superintendent of Michigan School for the Deaf.	R340.1746	X						
D-47 The person must always be identified as hearing impaired as specified in Part I of the rules and regulations prior to application to Michigan School for the Deaf.	R340.1746	X						
D-48 The responsibility for establishing the EPPC rests with the agency initiating a change of placement into or out of the Michigan School for the Deaf.	R340.1746	X						

Table 2. Continued.

<u>SECTION: CONTINUUM OR PROGRAMS AND SERVICES (D)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No ?
D-49 The EPPC must include representatives of the Intermediate School District of residence and Michigan School for the Deaf when placement at Michigan School for the Deaf is being considered.	R340.1746	X						
D-50 The class size for the physically or otherwise health impaired must be no more than 15 pupils per teacher.	R340.1744	X		X				
D-51 The special classroom unit serving physically or otherwise health impaired must provide at least 60 feet (sq. ft.) of floor space per person.	R340.1744	X		X				
D-53 Special education programs leading to a high school diploma must be approved in the Intermediate District Plan and as a minimum, include personal adjustment, prevocational and vocational training.	R340.1701 R340.1733	X	X	X		X		

Table 2. Continued.

SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)						Majority Response		
Statements of <u>Recommended</u> Practices	Source	Respondent Categories					Yes	No ?
		1	2	3	4	5		
D-2 There should be continuum of special education services in your district for all handicapped students including these levels insofar as they can benefit: Pre-Primary Elementary Junior High Secondary	Guidelines, p. 18	X	X	X	X	X		
D-3 There should be hierarchical arrangement of special education placements available in your district including the following based on the severity of the handicap: Full-time regular class placement with supportive services Part-time special class; part-time regular class Full-time special education class Homebound or hospitalized services Special day school Residential placement	State Plan, p. 9	X	X	X		X		
	Guidelines, pp. 19-20							
D-4 The following special education supportive services should be available in your district for all students: Social Worker Services Psychological Consultation Services Teacher Consultant Services Speech and Language Services	Guidelines, p. 21	X	X			X		

Table 2. Continued.

SECTION: CONTINUUM OF PROGRAMS AND SERVICES (D)							Majority Response	
Statements of <u>Recommended</u> Practices	Source	<u>Respondent Categories</u>					<u>Response</u>	
		1	2	3	4	5	Yes	No ?
D-5								
The following instructional services should be <u>available</u> in your district for all students:								
1. Teacher consultant for evaluation of regular students during a 10-day diagnostic teaching period.	Guidelines, p. 20							
2. Teacher consultant services for small groups of special education students and general education teachers who are servicing impaired students.		X	X	X				
3. Special education teacher serving more than one disability group. (Resource Teacher)								
4. Special education classroom teacher for a basic classroom program.								
D-52								
Health care aides may be employed to serve in a supportive capacity to the nurse, physical therapist, occupational therapist in programs for the physically or otherwise health impaired.	R340.1744	X						

Table 2. Continued.

		<u>SECTION: FOLLOW-UP (E)</u>					<u>Majority Response</u>		
Statements of <u>Required Practices</u>	Source	<u>Respondent Categories</u>					Yes	No	?
		1	2	3	4	5			
E-1 A review of programs and services provided each handicapped person must be held at least annually.	R340.1722 (d)	X	X	X	X	X			
E-2 Parents must be provided a copy of the recommendations the annual review indicates.	R340.1722 (d)	X	X	X	X				
E-4 The Superintendent of the district of residence must receive a copy of the review report.	R340.1722	X	X	X					
E-5 If a change of placement seems warranted, an EPPC meeting must be held.	R340.1722	X	X	X					
E-8 The review must be conducted by one or more approved special education staff persons as assigned by the Superintendent or his designee.	R340.1722	X	X	X					
E-9 The review must occur at least once every 12 calendar months since the date of placement or last review.	R340.1722	X	X	X					
E-10 A review must be held whenever it appears necessary, even if less than a year has transpired.	R340.1722	X	X	X					

Table 2. Continued.

<u>SECTION: FOLLOW-UP (E)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No	?
E-11 The review report should contain an analysis of the student's progress toward meeting his objectives.	R340.1722	X	X	X					
E-12 Each student must be followed for at least one year following termination of special education programs and services.	State Code R340.1832 (1.5)	X	X	X					

Table 2. Continued.

<u>SECTION: FOLLOW-UP (E)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Recommended</u> Practices	Source	1	2	3	4	5	Yes	No ?
E-3 The review report should include the names of persons who conducted the review; the information that was reviewed, and a recommendation for either continuation, additional services, or referral to an EPPC for possible change of educational status.	Guidelines, p. 27	X	X	X	X			
E-6 The review should involve an analysis of the appropriateness of the present program including performance objectives.	Guidelines, p. 27	X	X	X				
E-7 The review should involve an analysis of educational, physical and psychological data.	Guidelines, p. 27	X	X	X				

Table 2. Continued.

<u>SECTION: PERSONNEL (F)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No	?
F-3 All special education employees for whom salaries are reimbursable must meet qualifications required by State law or State program regulations.	Guidelines, State Code R340.1781, Act 198	X	X						
F-9 Teacher consultants must provide services to handicapped students in the classroom; or provide consultation to regular classroom teachers who have handicapped pupils integrated into their classroom; or provide itinerant services in one or more school buildings.	R340.1749	X	X	X					
F-10 Teacher consultants may carry no more than 25 students on an active caseload.	R340.1749	X	X						
F-11 Teacher consultants may work with a regular student for up to, but not more than 10 consecutive school days.	R340.1749	X	X						
F-12 The director or coordinator has responsibility for the following duties as specified in Rule 50 i. 1. Developing and organizing and administering special education programs. 2. Planning and conducting in-service programs.									

Table 2. Continued.

Statements of <u>Required</u> Practices	SECTION: PERSONNEL (F)					Majority Response		
	Source	Respondent Categories					Yes	No ?
		1	2	3	4	5		
F-12 Continued								
3. Conducting program evaluation.								
4. Providing liaison with school staff and community.	R340.1750	X	X					
5. Preparing special education reports.								
6. Supervising special education staff.								
F-13								
If the salary is reimbursed, the director must meet state requirements for approval.	R340.1771	X						
F-14								
If the salary is reimbursed, the assistant director must meet state requirements for approval.	R340.1771	X						
F-15								
If the salary is reimbursed, supervisors must meet state requirements for approval.	R340.1772	X						
F-16								
If their salaries are reimbursed, all teachers of the handicapped must meet state requirements for approval.	R340.1781	X						
F-17								
If their salaries are reimbursed, all special education interns must meet state department approval requirements.	R340.1784	X						

Table 2. Continued.

<u>SECTION: PERSONNEL (F)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>		
Statements of <u>Required Practices</u>	Source	1	2	3	4	5	Yes	No	?
F-18 If their salaries are reimbursed, all supportive personnel such as social workers, medical specialists, psychologists, licensed, certified, or registered by a governmental agency, certified by a legally recognized board, or association, or recommended by a college or university offering an appropriate training program as approved by the State Board of Education.	R340.1792	X							

Table 2. Continued.

<u>SECTION: PERSONNEL (F)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Recommended Practices</u>	Source	1	2	3	4	5	Yes	No ?
F-1 Roles of special education personnel should be made clear.	State Plan, p. 14	X	X	X	X	X		
F-2 Inservice programs should be conducted to upgrade the training of special education personnel.	State Plan, p. 14	X	X	X				
F-4 All special education employees should meet qualifications for approval by the State Department of Education.	State Plan, pp. 13, 14 Guidelines-Code	X	X	X				
F-5 Annual reports on the status of all special education personnel should be channeled through the intermediate special education office for monitoring.	Guidelines, p. 8	X	X	X				
F-7 Inservice programs should be provided for regular education personnel who work with special education students.	State Plan, p. 14	X	X	X		X		
F-8 Personnel associated with programs for handicapped youth should be encouraged and given an opportunity to visit other classrooms, communities, institutions and agencies, and to attend professional meetings.	State Plan, p. 14	X	X	X				

Table 2. Continued.

<u>SECTION: FACILITIES (G)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>		
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No	?
G-1 New schools in the district are to be barrier free.	Public Act 1, 1966	X	X	X	X	X			
G-2 Regular and specialized equipment must be provided for each special education program.	R340.1733	X	X	X	X				
G-3 Special education facilities must be equal to facilities for regular education programs.	R340.1733	X	X	X		X			
G-6 All special education classrooms must have at least the average number of square feet per student as the regular classrooms in the district.	R340.1733	X	X	X					
G-7 Teacher consultants and special education personnel must have space designated on a scheduled basis in each building to afford individual and small group work.	R340.1733a	X	X	X					
G-8 Handicapped students must be assigned to educational programs and services which are housed in buildings which allow for integration to take place.	R340.1733a	X	X	X		X			

Table 2. Continued.

<u>SECTION: FACILITIES (G)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>		
Statements of <u>Recommended Practices</u>	Source	1	2	3	4	5	Yes	No	?
G-4 Materials workshops should be conducted in order to acquaint special education personnel with the latest instructional materials.	State Plan, pp. 15, 16	X	X						
G-5 Teachers should be encouraged to use specialized supplemental educational materials from other educational agencies.	State Plan, p. 15	X	X						

Table 2. Continued.

<u>SECTION: INSTRUCTIONAL CONTENT (H)</u>							Majority Response	
Statements of <u>Required</u> Practices	Source	<u>Respondent Categories</u>					<u>Yes No ?</u>	
		1	2	3	4	5		
H-4 EARLY SECONDARY All handicapped secondary youngsters who are eligible for special education, can benefit from and who are interested in vocational education <u>must</u> have access to such programs.	R340.1733	X	X					
H-9 Students who have terminated their education before completing a normal course of study and graduating. Special education students who have not completed a normal course of study and are between the ages of 16 and 25 must be served by special education in your district.	R340.1701 State Code	X	X					
H-11 INDIVIDUAL INSTRUCTIONAL OBJECTIVES A curriculum plan (with individual performance objectives) should be developed for each student in accordance with his needs in the cognitive, affective and psychomotor domains with special attention to needs for personal adjustment training, prevocational training and vocational training.	R340.1733	X	X					
H-12 The performance objectives must be available to the parent.	R340.1733	X	X		X	X		

Table 2. Continued.

<u>SECTION: INSTRUCTIONAL CONTENT (H)</u>							<u>Majority Response</u>		
Statements of <u>Required Practices</u>	Source	<u>Respondent Categories</u>					Yes	No	?
		1	2	3	4	5			
H-13 The performance objectives written for each handicapped person (R340.1733 c) may be reviewed by the Superintendent of Instruction or his designee.	R340.1733	X	X						
H-14 The methods of instruction must be consistent with the performance objectives written for each handicapped person.	R340.1733	X	X						
H-15 The instructional program for a school day focus on the individual needs of the handicapped person, as determined through the educational plan for each student.	R340.1733	X	X						

Table 2. Continued.

<u>SECTION: INSTRUCTIONAL CONTENT (H)</u>							<u>Majority Response</u>	
Statements of <u>Recommended</u> Practices	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
H-1 PRE-PRIMARY								
An instructional program must be provided for handi- capped students in the 0-6 category.	R340.1701	X	X					
H-2 ELEMENTARY								
The regular educational sequences should be followed whenever possible.	Guidelines, p. 22	X	X					
H-3								
The <u>Handbook of Suggestions for Development Learning</u> published by the Michigan Department of Education should be used as a general guide in developing cur- riculum to meet the unique needs of the handicapped.	Guidelines, p. 23	X	X					
H-5								
The secondary curriculum should include the following aspects as a minimum:								
1. Continuation of academic skills training								
2. Physical education								
3. History, designed to meet legal requirements of a normal course of study as prescribed in the Michigan School Code.	(History) School Code 340.361							
4. Economics designed to help the student under- stand the role of worker, supervisor and manage- ment in a free enterprise system.								
5. Home Economics designed to provide personal skills needed to maintain an adequate life en- vironment.	Guidelines, p. 23	X	X					
6. Business Skills								
7. Industrial Arts								
8. Health Science								

Table 2. Continued.

SECTION: INSTRUCTIONAL CONTENT (H)		Respondent Categories					Majority Response	
Statements of Recommended Practices	Source	1	2	3	4	5	Yes	No ?
H-6								
In providing the prevocational experiences each teacher should be accountable for each of the following:								
1. Teaching the skill	Guidelines, p. 24							
2. Providing related occupational information		X	X					
3. Assessing interests, aptitudes and abilities for the purpose of recommending appropriate vocational alternatives when the student completes the earlier secondary sequence.								
H-7								
Handicapped students should receive driver education in your district, unless deemed inappropriate by the EPPC.								
	Guidelines, p. 24		X	X				
H-8								
Handicapped students should be placed in regular vocational education programs where possible.								
	Guidelines, p. 24		X	X				
H-10								
Referrals for students 16 - 25 who have terminated their programs should be made to the following agencies which are available to serve special education youngsters:								
1. Vocational Rehabilitation Services	Guidelines, p. 24		X	X				
2. Michigan Department of Education								
3. Bureau of Blind Services								
4. Michigan Department of Social Services						X		

Table 2. Continued.

SECTION: INSTRUCTIONAL CONTENT (H)								
Statements of <u>Recommended Practices</u>	Source	<u>Respondent Categories</u>					<u>Majority Response</u>	
		1	2	3	4	5	Yes	No ?
H-16 The use of all sensory modalities should be incorporated into the instructional content for handicapped students.	State Plan, p. 17	X	X					
H-17 Special education programs should be designed to promote the development of social skills in handicapped persons.	State Plan, p. 16	X	X		X			

Table 2. Continued.

<u>SECTION: LEADERSHIP (I)</u>							<u>Majority Response</u>	
Statements of <u>Recommended Practices</u>	Source	<u>Respondent Categories</u>					Yes	No ?
		1	2	3	4	5		
<p>I-1 Members of the special education staff (administrative & other) are encouraged to attend professional workshops, institutes, and conventions in order to remain abreast of the latest development in the field of special education.</p>	<p>Stated for State Dept.; presumed desirable for local district State Plan, p. 18</p>	X	X	X				
<p>I-2 The special education program plan should include philosophy, goals, objectives and strategies designed to obtain meaningful and sequential educational programming for handicapped children.</p>	<p>State Plan, p. 18</p>	X	X	X	X	X		
<p>I-3 Whenever the total number of professional personnel in a specific program or service exceeds ten, a supervisor should be hired for that program.</p>	<p>State Plan, p. 18</p>	X	X	X				
<p>I-4 Districts should cooperate with Michigan Universities by allowing their interns to work with special education services staff.</p>	<p>State Plan, p. 18</p>	X	X	X		X		

Table 2. Continued.

<u>SECTION: INTEGRATION (J)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
Statements of <u>Required</u> Practices	Source	1	2	3	4	5	Yes	No ?
J-4 The Educational Planning and Placement Committee must recommend regular and/or special education programs and services for each student in accordance with his needs and abilities.	R340.1733	X	X	X	X	X		

Table 2. Continued.

<u>SECTION: INTEGRATION (J)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
<u>Statements of Recommended Practices</u>	<u>Source</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Yes</u>	<u>No ?</u>
J-1 Handicapped children should be integrated into regular classroom programs whenever appropriate.	State Plan, p. 19	X	X	X	X	X		
J-2 Assistance may be sought from the State Department in developing a cooperative vocational education in the special education program.	State Plan, p. 19	X	X	X				
J-3 Coordination of job placement and skills training between teacher consultants for the mentally handicapped and the physically handicapped should be done in close cooperation with vocational education and vocational rehabilitation agencies.	State Plan, p. 19	X	X	X				
J-5 Are inservice training programs provided for regular teachers to acquaint them with the needs of the handicapped?	State Plan, p. 19	X	X	X				

Table 2. Continued.

<u>SECTION: EVALUATION (K)</u>		<u>Respondent Categories</u>					<u>Majority Response</u>	
<u>Statements of Recommended Practices</u>	<u>Source</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Yes</u>	<u>No ?</u>
K-1 Program evaluation should be undertaken to reveal strengths and deficiencies of the program or service and to suggest changes in the delivery system.	State Plan, p. 20	X	X	X				
K-2 An evaluation system should be available to measure the degree of progress which students make toward expressed objectives.	State Plan, p. 20	X	X	X	X			
K-3 Effort should be made to facilitate the exchange of information concerning techniques of program evaluation, staff appraisal, etc. with other local districts.	State Plan, p. 20	X	X	X				
K-4 Measurable objectives should be set for the special education programs and services so that they may be objectively evaluated.	State Plan, p. 20	X	X	X				
K-5 An effort should be made to set measurable objectives for special education programs and services in accordance with the state department's accountability model.	State Plan, p. 20	X						

The Pilot Study

When the first drafts of questionnaires were completed, persons were selected in each of the five categories of respondents and asked to complete the questionnaire designed for their group and a two-page form on which specific criticism was requested. The two-page feedback form appears as Figure 6 of this study.

Among the persons in the pilot study who were asked to give feedback on the questionnaires were the following:

- Special Education Administrators
- Special Education Teachers
- School Psychologist
- Teacher Consultant
- General Education Principals
- General Education Teachers
- Administrative Assistant to the Superintendent
- Vocational Rehabilitation Representative
- Parents

Both verbal and written feedback was sought. After the feedback forms were returned, respondents were thanked for their criticisms and were given the opportunity to ask further questions or offer additional criticism.

The most common criticism of the instruments was as follows:

1. Parents complained that they did not understand the wording in many cases. The language, they felt, was too stiff and technical.

RESPONDENT: _____

POSITION: _____

1. Did the closed response nature of the questions prevent you from including valuable information?

YES___ NO___ UNCERTAIN___

2. Are the instructions clear and easy to understand?

YES___ NO___ UNCERTAIN___

3. Do the statements agree with your interpretation of the law, guidelines, or State Plan?

YES___ NO___ UNCERTAIN___

If no, indicate specific items and state briefly how you interpret them below:

4. Do you feel that any of the items are unnecessary?

YES___ NO___ UNCERTAIN___

5. Do you feel that you are asked to provide more information than you should be expected to know?

YES___ NO___ UNCERTAIN___

6. Where is the questionnaire not sufficiently clear or not sufficiently precise?

7. What important aspects of the special education program do you feel were not touched by the instrument?

Are these aspects covered by the State Plan, State Code, or Guidelines?

Figure 6. Feedback form for questionnaire.

8. What parts would you delete for reasons of irrelevancy, redundancy, uselessness or other reasons?

9. What general revisions should be made in the instrument?

10. What specific changes or revisions should be made in the instrument?

11. What errors did you notice in the questionnaire?

Figure 6. Continued.

2. Special education administrators pointed out omissions of specifics contained in the law; they cited ambiguities in the questions which led to confusion on some items.

3. General educators--principals and teachers--pointed out that they felt inadequate to handle some of the questions due to a lack of familiarity with what the special education department was doing and with specific program components in the district. They also complained of the excessive length of the questionnaire.

4. The agency representatives complained that they were unfamiliar with the program and in many respects, they did not feel competent to make judgments about the program.

5. Many respondents suggested the following general changes:

- a. An improved format so that the lines to be checked would be more easily associated with the correct item.
- b. Shortening of the questions

As a result of the pilot, the questionnaires were revised to reflect the excellent feedback given by the respondents. Questionnaires for groups other than special educators were shortened; technical questions were re-worded where possible. The language was simplified for parents, and abbreviations were avoided unless they had been explained when first presented. Minor errors were corrected, and the instruments were submitted for re-printing.

Part II: Developing the Evaluation System

Although the questionnaires are vital to the evaluation system, the complete system contains, in addition, detailed instructions and a set of forms to facilitate the compilation and interpretation of the data collected through using the questionnaires.

The evaluation system is termed the "Allen Survey System for the Evaluation of Special Services" and will be referred to as "ASSESS."

Overview of the Evaluation System

The local administrator of the special education program or his designee is in complete control of the evaluation process. The evaluation will be conducted by an evaluation team composed of local district personnel; the administrator will serve as the "chairman" of the evaluation team and will be referred to in that manner in this and remaining sections of the study.

The questionnaires have been discussed extensively in Part I of this Chapter, and will not be discussed again in this section. All of the other components of the system will be presented and explained in this section.

Although Part II of this Chapter contains a complete set of suggested procedures for using ASSESS, the local administrator of the special education program is encouraged to explore with members of his staff, or evaluation team, unique approaches to using the system. It should be noted, however, that the recommended procedures for using the system are the ones which have been field tested.

Basically, the evaluation procedure involves surveying five different categories of respondents regarding practices in eleven aspects of program operation, compiling the responses, determining the majority response, and charting the information to identify areas of non-compliance with mandates or recommendations appearing in the mandatory special education law, the State Plan or the Guidelines. Once this determination is made, a plan for bringing the district into compliance is to be developed by the team. Finally, the chairman or his designee prepares a final report of the evaluation effort including findings and recommendations.

Outline of the Evaluation Process

The evaluation process has the following distinct phases:

1. Preliminary Planning
 - a. Selecting the team members
 - b. Sampling respondent groups
 - c. Determining required percentage of total responses.
2. Conducting the initial meeting of the Evaluation Team from the district.
3. Procedures for compiling data
4. Procedures for analyzing data
5. Reconvening of the Evaluation Team
6. Preparing final reports

- a. Evaluation summary sheet
- b. Suggested format for final report

Preliminary Planning

Prior to actually calling together a group of people for the purpose of evaluating the special education program, the Chairman of the Evaluation Team should take certain preliminary steps. First of all, he should become familiar with the complete set of materials, including forms, charts, and instructions.

As the Chairman becomes familiar with the materials in the system, he should make certain procedural decisions including selecting team members, selecting the evaluation plan, etc., and list the information on a form provided for that purpose called "Preliminary decisions for the Chairman." (Figure 7, Form I)

It is not necessary to complete the form all at once, but as certain decisions are made following each section of the instructions, the information is to be noted on the form. For example, the first item on the form involves the selection of the Evaluation Team members. When this section of the instructions is read and the team members are selected, the chairman should write in their names on the form. The same procedure applies to the dates, team assignments, sampling plan, etc. Upon completion of this form, the chairman will have a useful compilation of information that he will need for the first team meeting.

Specific Actions to be Taken by the chairman prior to the first team meeting.

1. Decide who the members of your Evaluation Team will be. You may choose the members of your supervisory staff, consultants, or you may use a person representing each of several areas of the program.

WRITE THE NAMES OF THE TEAM MEMBERS BELOW:

2. Decide on date for the initial team meeting, and while you're at it, decide on dates for the other important phases of the evaluation:
 - a. Initial meeting will be held _____
 - b. Data will be collected between _____ and _____
 - c. Completed questionnaires should be returned to _____
_____ on or before _____.
3. Decide how you will assign team members.

Group 1 _____
Number of Respondents _____
Selected by _____

Group 2 _____
Number of Respondents _____
Selected by _____

Group 3 _____
Number of Respondents _____
Selected by _____

Figure 7. Form I: Preliminary decisions for the chairman.

-
- Group 4 _____
Number of Respondents _____
Selected by _____
Group 5 _____
Number of Respondents _____
Selected by _____
4. Decide on procedures for data compilation.
- a. Data will be compiled between _____
and _____.
- b. Data will be compiled by _____
Team member of data processing center
- c. If you will use data center, call them now and make an appointment for _____.
(date) (time)
- d. Team will be reconvened to consider data _____.
(date)
5. Decide on procedures for analyzing the data.
- a. In order for the combined responses to be considered "Yes" or "No," decide on a percentage of the total responses which must have been earned by that response. If less than that percentage is earned, the majority response for that item should be marked "?" to indicate a lack of information by the respondents.
- b. The required response which you will use is _____%
- c. If the data center will analyze the data, plan cooperatively with them.

Figure 3. Continued.

-
- d. If team members are to tally the responses, give them the tally and summary forms on which the data are to be compiled.
 - e. Designate team members to put data in dissemination form using the summary forms and graphs provided.

These members are _____
_____.

6. Make sure you have enough questionnaires for all persons in the categories you will survey.
7. Make sure you have packets for each team member who will be assigned a particular group. Packets contain the following:
 - a. Enough questionnaires for the population assigned.
 - b. A summary sheet on which data for a particular group can be compiled.
 - c. A profile sheet on which the most frequently occurring response can be charted for each of the 11 areas.
 - d. A memorandum from you giving specific times and dates for completing the survey.
 - e. A list of instructions for the team member.
8. Reconvening of team will be on _____

Agenda:

Discuss data

Make recommendations

Appoint persons to carry out specific recommendations

Write the evaluation report for your records using the format suggested at the end of this Chapter.

Procedures for Selecting Team Members

The Chairman may use one of the two suggested approaches, or he may devise his own plan.

1. The Team Chairman - The Director of Special Education is the Chairman of the Special Education Evaluation Team. He makes all major decisions including the composition of the teams since it is he who is ultimately responsible for the special education programs.
2. Team Members - To achieve a comprehensive and objective evaluation, it is important that each team member be carefully selected. The number of team members and different abilities enlisted will depend upon the size of the school system and the types of services it provides to handicapped children. It is recommended that the team include some supervisory and administrative personnel practicing in special education.

Several team arrangements are possible. Two suggested arrangements follow:

Plan A: Persons who work with more than one exceptionality group.

- a. Practicing special education administrators including supervisors and others in an administrative capacity.
- b. A teacher consultant. Special education teacher consultants are all persons who serve handicapped students

in the regular program and consult with other teachers, regular or special education, regarding the education of handicapped students. Since their work provides an opportunity for involvement in many aspects of the program, they should be able to offer valuable information to the team. One or more consultants may be included.

- c. Psychodiagnostic personnel. This person may be a practicing school psychologist and/or a diagnostic prescriptive teacher, a social worker, speech and language diagnostician or a supervisor of either or both groups. Here again, involvement in many aspects of the program makes this person an asset to the team.
- d. A parent. This team member may be the parent of a handicapped child or non-handicapped child in the public schools. The parent must reside in the community in which the evaluation is taking place.
- e. A general education administrator or teacher. One person who represents general administration or general education should be included. This person may be a principal, a director of instruction, an assistant director of instruction, a consultant to the regular program, a subject area coordinator, or a classroom teacher.

Plan B: Persons who work primarily with one exceptionality group.

An alternate plan for the team members would require using representatives from the supervisory staff, representing different special education program categories as team members, and assigning them the responsibility of surveying a certain number of persons in each of the five categories who are associated with their assigned programs. For example, the supervisor of programs for the mentally impaired could be assigned the responsibility for collecting data from the administration, staff, general educators, agencies and parents associated with the mentally impaired program. It may be necessary to include more than five persons, or each person may be assigned more than one program to survey.

Procedures for Sampling
the Respondent Groups

The procedure for selecting the persons to be surveyed is determined by the team chairman. If the evaluation is to be statistically representative of the entire community, then a random sample of persons from each category may be surveyed. Any standard reference on sampling procedures will provide instructions for drawing the sample.

For the sake of practicality and simplicity, however, team members may simply be instructed to solicit responses from a variety of persons in each category who are representative of the community at large. This decision must be made early in the evaluation process to allow time for the sample to be drawn.

The chairman must decide how the sample is to be drawn, and instruct team members accordingly.

It is recommended that at least 20 people be selected from each respondent category to receive a questionnaire. In the event a particular respondent group is small (20 or less), then all the persons in that particular category should be questioned. This may be true of the special education administrator category since there would probably not be 20 administrators of special education. In the event also that the Evaluation Team Chairman saw fit to include more than 20 people in a particular category, this could be done. Considering the time involved in tallying the results of the questionnaires, however, the Evaluation Team Chairman might choose to limit the number to 20 or even fewer.

If computer analysis or some other system of tabulating data is available in the district, more persons could be surveyed. It would also be highly desirable to include the entire special education staff in this evaluation. There are many benefits to the staff and to the evaluation process in having all persons associated with the special education program involved and made more aware of specific requirements of the law.

A recommended sampling procedure for a team is one in which each team member is required to randomly select five persons from each of the 5 respondent categories to survey. The chairman may wish to develop a similar plan using this format as a means of organizing the plan.

Determining the Required Percentage of Responses

A decision must be made prior to the team meeting regarding a required percentage of responses which will be necessary before the item earning a reasonable majority of responses can be determined. That information is necessary in order to compile and chart responses.

For example, if 20 people are questioned in a particular group, 5 of the people respond "yes" to an item and 5 respond "no" to that same item, then how is the response to be charted? Is it a "yes" response as the most frequently occurring, or is it a "no" response? In that instance, the question mark category, which means "insufficient information to determine" or "questionable," will be the category which should be checked as most frequently occurring. In order for a response to be a "yes" response, it is suggested that at least 75% of the respondents respond "yes" to that item. Whenever fewer than 75% of the respondents answer a certain way, the "?" response must be checked. Again, the percentage is a suggested one. The chairman might choose to say that 95% of the respondents should respond a certain way, or 100% of the respondents should agree to an item before a definite "yes" or "no" can be checked.

This decision must be made by the Evaluation Team Chairman. It is essential that the decision be made prior to the time the team members or others are given the responsibility of collecting data inasmuch as the data must be tabulated and charted on a summary sheet.

Form I (Figure 7) should be completed prior to the calling of the first team meeting. This form is designed as a convenience for the chairman. Its purpose is simply to encourage the compilation of necessary information prior to the team meeting in order to avoid unnecessary time delays.

Conducting the Initial Meeting of the Evaluation Team

Once the instructions have been thoroughly read by the chairman and the preliminary decisions have been made, the next step is to call together the selected members of the Evaluation Team.

Form I may be used as a guide for the first team meeting, inasmuch as it contains all of the chairman's major decisions and provides him with an orderly plan to follow in the meeting. Team members should be asked to make a note of significant dates, times and places.

Persons are selected, notified and called together at a specified time and place by the chairman. When they are convened, a brief introductory statement by the director is made explaining why the special education department has decided to engage in an evaluation of special education practices and procedures and giving a brief rationale for including selected persons as members of the Evaluation Team.

Evaluation Team members are assigned specific groups to survey and are given a specific date by which all questionnaires are to be returned. The suggested amount of time to be allowed for the distribution and collection of the questionnaire should be no more than ten days.

An additional amount of time must be given for the team members to complete the tally and summary forms.

Team members are given copies of "Instructions for Team Members," (Figure 8) and other necessary forms. The instructions and forms are to be explained by the chairman, and an opportunity for members to ask questions is provided.

A detailed explanation of how to compile the data and use the forms provided in ASSESS is necessary. The process follows below.

Procedures for Compiling Data

When the questionnaires have been completed by the respondents, the next step is to compile the data for the subsequent analysis. If the compilation is to be done by a computer, the initial counting step is eliminated, but the remainder of the process is much the same, no matter whether the computer center or team members prepare the compilation, if ASSESS forms are to be used.

The instructions which follow are based on the assumption that the responses will be tallied by team members. The chairman may appoint specific persons to compile all questionnaire data, or each team member may be asked to compile the responses for the questionnaire for which he was responsible and submit, instead of the questionnaires, completed tally sheets and summary forms for his particular respondent group, or, if he has more than one, across all groups from whom he has obtained data.

For the simple tally, Form III is used. A mark is simply made in the appropriate column to indicate total "Yes," "No," and "?"

-
1. Distribute questionnaires to persons in the respondent group which you were assigned by the Team Chairman.
 2. Explain to persons that the special education department is concerned about improving its delivery of programs and services and is asking selected persons to answer questions about what procedures are actually being followed in implementing the Mandatory Special Education Law.
 3. Ask them to complete the questionnaire based on what is actually happening--not on what should be happening. Stress this fact.
 4. Tell the respondents that you would like to have the questionnaires returned within ten (10) days; they may ask you to explain items they do not understand, or failing this, they may write "I do not understand" beside the item.
 5. If they finish the questionnaires before you call for them, they may return them to you in person.
 6. If the data are not to be tabulated by you, return all questionnaires to the Chairman after you have checked them for double answers, etc., that you may be able to clarify by asking the respondent.
 7. Wait for further instructions from the chairman.
 8. You will reconvene as a Team to consider data on_____.
 9. Will you be involved in the analysis of the data prior to the next meeting? Find out._____
 10. Make a note of all problems respondents reported to you in completing the questionnaire. This feedback can become part of the evaluation results and findings.
-

Figure 8. Form II: Instructions for team members.

responses to each question. This form can only be used with one group at a time.

In the illustration of Form III (Figure 9) the item in question is A-2. (Either the questionnaire or the master list of questions is consulted for the actual wording of A-2.) As shown, there were 5 "yes" responses, 35 "no" responses, and 2 "?" responses. Although "no" is the most frequently occurring response, it must be determined whether "no" received 75% or more of the total responses, since the 75% appears at the top of the column and represents the required percentage already determined by the chairman.

Since $\frac{35}{42} = .83 = 83\%$; "no" is entered into the column as the majority response since it more than meets the required percentage.

As shown at the top of the form, the subsection Code "A" indicates the referral system subsection of the questionnaire; the respondent category being used is the Parent Category (4). Total items on the questionnaire in this section are four.

The Summary sheet (see Form IV, Figure 10) may then be used to list the information obtained from the tally form. The following information is entered in the appropriate spaces or columns:

Subsection Code (A, B, C, D, etc.)

Total Items in that Subsection

Respondent Category (Number, i.e., 1, 2, 3, 4 or 5)

Specific Group (Name, i.e., parents, agencies, etc.)

Item Code Numbers (A-1, A-2, etc.)

Tally Sheet for _____

Subsection Code A

Respondent Category PARENTS #4

Total Items 4

TALLY RESPONSES IN EACH CATEGORY;
WRITE TOTAL NUMBER IN BOX AFTER TALLYING

75%
Majority
Response

ITEM	"YES" RESPONSES	T	"NO" RESPONSES	T	"?" RESPONSES	T	Majority Response
1. A-2		5	 	35		2	NO
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Figure 9. Form III: Tally form - one category.

Form IV-A is used to compile data across all groups. An illustration of its use is provided in Figure 11.

Referring to A-1 in the Master list of mandates and recommendations which appeared as Table 2 in Chapter III, the item states that "Every district must have a formalized procedure for receiving and processing referrals." In response to a question to that effect, the figures indicate that:

Agencies responded this way:

(Yes - 10); (No - 20); (? - 5)

Parents responded this way:

(Yes - 10); (No - 20); (? - 5)

General Educators responded this way:

(Yes - 10); (No - 20); (? - 5)

Special Education Staff responded this way:

(Yes - 10); (No - 20); (? - 5)

Special Education Administrators responded this way:

(Yes - 10); (No - 20); (? - 5)

Total Yes: 50 Total No: 100 Total ?: 25

Obviously, "No" earned most responses--100. However, there were 175 responses in all ($100/175 = 57\%$). Since 75% has been determined as the percentage to be required for "Yes" or "No," the 57% is too low; consequently, the data is regarded as inconclusive and "?" is entered in the column entitled, "Response Earning 75% or more of responses."

A second example is given in the same illustration. Briefly, for A-5 "Yes" earned 450 responses, "No" earned 80 responses, and "?"

Subsection Code A
 Total Items 12

Item Code	Response Earning 75% or more or - "?"	Total			Special Education Administration			Special Education Staff			General Educators			Parents			Agencies		
		Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?
A-1	?	50	100	25	10	20	5	10	20	5	10	20	5	10	20	5	10	20	5
A-2																			
A-3																			
A-4																			
A-5	Yes	450	80	45	75	20	5	75	15	10	75	15	10	75	15	18	75	15	10
A-6																			
A-7																			
A-8																			
A-9																			
A-10																			
A-11																			
A-12																			

Figure 11. Form IV-A: Summary sheet - all respondent categories.

earned 45 responses. Of a total of 575, 450 does represent 75%. Therefore, "Yes" becomes the prevalent response for item A-5.

Procedures for Analyzing Data

When totals across groups are obtained and the majority response is determined, the Master Response Feedback Chart is consulted to find the significance of a particular response. (See Appendix A for a copy of the Chart).

The Master Response Feedback Chart

To use the Chart, the column at the far left is consulted to find the item in question. The majority response for that item is located in the column to the right; it must be either "Yes," "No," or "?". At the top of that column appears the feedback regarding the item. The feedback will be one of the following:

1. In compliance
2. Recommended
3. Inconclusive data
4. Not recommended
5. Illegal

The Line Graph Profile

An additional step involves representing all items on a line graph along with ratings from -2 to +2 corresponding to designations of clearly illegal (-2); not recommended (-1); data is inconclusive, or insufficient opportunity to determine (0); recommended (+1); and in

compliance with the stated rule or regulation. An example of data which is plotted on a graph is shown in Figure 12. The graph reveals at a glance which items fall below the 0 or middle line into the minus category. If too many items fall on the middle line, the administrator interpreted this to mean one of two things: (1) the respondent group(s) surveyed have not been adequately informed about the program, or (2) questions were selected for the group which one should not necessarily expect them to know.

Reconvening of the Evaluation Team

When the Evaluation Team is reconvened, they may perform any of several functions, depending on the amount of preparation which has already been done, and whether or not data has been summarized and placed on forms. If it has not been done, the meeting must be a working session in which this is done.

If the summarizations have already been done, the task then becomes one of interpreting the results and making recommendations.

The team may perform any of the following functions:

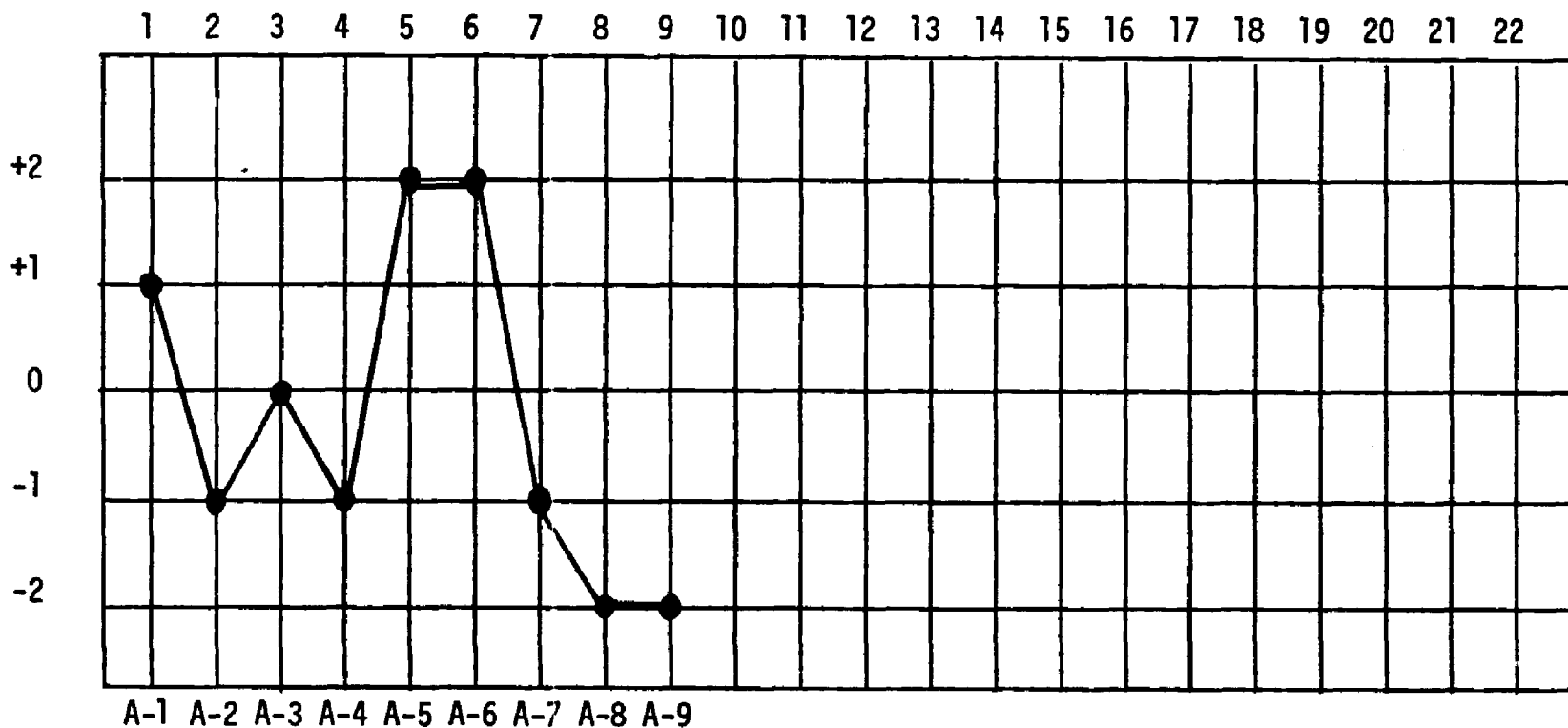
1. Tally questionnaire responses
2. Summarize data by respondent group
3. Summarize data across all groups
4. Consult Master Feedback Chart and plot data on a line graph profile sheet
5. Prepare Evaluation Summary Form
6. Recommend strategies for program improvement

SECTION _____

Subsection _____

Code _____

Instructions: Place a dot on line at point corresponding to item number and rating. Connect the dots to show line profile.



Rating Key: +2 - Action is in compliance

+1 - Action is recommended

0 - Data is inconclusive

-1 - Action is not recommended

-2 - Action is clearly illegal

Figure 12. Form V: Line graph profile.

Preparing Final Reports

Finally, the Evaluation report is to be written so that information may be disseminated and the report may become a part of the department files. Two forms are presented herein to facilitate the writing of that report.

Evaluation Summary Sheet

The Evaluation summary sheet shown in Figure 13 provides a space for summarizing the already compiled data. Any part or all of this form may be used depending on the wishes of the evaluation team chairman.

Suggested Format for the Final Report

Figure 14 shows a format which may be used for the final narrative report. This format is suggested so that an organized report can be developed which would be useful to present to the staff, administration, or others.

If these forms are used, they require the team to reflect on the results of the evaluation and to plan for the resolution of the problems which were realized.

Their use is entirely optional, however, as other procedures for summarizing data may better serve the purposes of the evaluation.

I. TOTALS

- A. TOTAL ITEMS "IN COMPLIANCE" _____
- B. TOTAL ITEMS "RECOMMENDED" _____
- C. TOTAL ITEMS "QUESTIONABLE" (?) _____
 (Data are Inconclusive)
- D. TOTAL ITEMS "NOT RECOMMENDED" _____
- E. TOTAL ITEMS "ILLEGAL" _____

II. IDENTIFYING PROBLEM AREAS

List Each Item Which is Considered Questionable, Not Recommended or Illegal, below:

(A) QUESTIONABLE	(B) NOT RECOMMENDED	(C) ILLEGAL

III. PLAN OF ACTION RECOMMENDED

For each item falling in the categories (A), (B), and (C) above, identify a plan of action which the Team recommends to eliminate the problem; or write a justification of the present practice if the Team believes the present policy to be sound.

All (C) items must be approved by the State Department if left unchanged.

IV. PREPARATION OF REPORT ACCORDING TO SUGGESTED FORMAT.

Figure 13. Form VI: Evaluation summary sheet.

A. Page 1 of the report will include the following items:

- Title of district
- The administration
- Date of evaluation
- Makeup of Evaluation Team
- A table of contents (brief)

B. The Body of the report will include the following:

1. Objectives of Evaluation

2. Evaluation Procedures

- Population surveyed
- Method of sample selection
- Persons involved
- Procedures followed

3. Evaluation Results

Summarize the data for each of the respondent groups in each area of program evaluation.

C. Appendix

1. Include in this section a copy of each data-gathering instrument used in the evaluation, as well as any reports or documentary evidence of compliance with the law, especially relating to those items for which the instrument yielded negative or inconclusive results.
2. Include a copy of proposed plan of action to eliminate problems found.

Figure 14. Preparing the evaluation report: A suggested format.

CHAPTER IV

FIELD TEST, SUMMARY, AND RECOMMENDATIONS

The Field Test

Following the pilot study, revision and development of the evaluation system, it was field tested in a large urban district in Michigan which provides special education services for over 3,000 students in all exceptionality areas. The school district was selected as the field test site for two major reasons: (1) the comprehensiveness of the program and (2) the administrator's desire to evaluate the special education program to assess compliance with the mandatory law.

To implement the system, the local director of special education was given a copy of the ASSESS materials along with enough instruments for 25 persons in each of the five respondent categories since the suggested procedure involved using 20 persons in each category. The administrator was informed that additional instruments were available if he chose a sampling system which required additional questionnaires.

The director was advised that as the local administrator, he was to be chairman of the evaluation team and was in complete control of the evaluation procedures. It was explained to him that the recommended procedures given in ASSESS were to be followed, but that some

variation was allowable in order to make the system more workable in his school district since the evaluation procedure was very general in nature. He was advised to read over the ASSESS material prior to the time for the first evaluation committee meeting so that any questions could be answered prior to the actual trial run.

When the instructions were read, the administrator indicated that he had sufficiently clear instructions and that he was ready to begin the evaluation. As chairman of the Evaluation Team, he took the following preliminary steps:

1. Team members were selected using a variation of Plan B which was discussed in the preceding Chapter. Supervisors of the following programs were selected to serve as team members:

- Trainable mentally impaired
- Physically and otherwise health impaired
- Hearing impaired
- Severely mentally impaired
- Elementary programs for the mentally, visually, and emotionally impaired, and the learning disabled

2. An evaluation plan was developed requiring each of the supervisors to survey specific respondent groups. In most cases, the respondent groups were associated with a particular supervisor's program. An exception was the supervisor of elementary programs who was asked to survey all special education administrators and to randomly select 25 general education administrators to survey. Table 3 shows the evaluation plan.

3. A specific date was set aside, and the secretary was instructed to arrange the first team meeting for that date.

Table 3. Sample school district evaluation plan.

	Respondent Group I	Respondent Group II	Respondent Group III	Respondent Group IV	Respondent Group V
	Administrator (Special Ed.)	Staff - Special Education	General Education	Parents	Agencies
Supervisor #1	None	Randomly select 5 staff members and survey	None	Randomly select 5 parents and survey	Select 5 agencies with whom you work
Supervisor #2	None	"	None	"	"
Supervisor #3	None	"	None	"	"
Supervisor #5	None	"	None	"	"
Administrator #5	Survey all Special Ed. Administrators	None	Randomly select 25 General Ed. Administrators and survey	None	None

4. A date was determined for the return of the questionnaires to the team chairman.

5. It was determined that the data center would be used to process the data and the appointment was made. Copies of the questionnaires were also submitted to the center to allow them time to plan for processing the data.

6. Packets were prepared for each team member containing questionnaires, instructions, and other materials in sufficient quantities.

Since this information was to be shared with the team members at the time of the first meeting, it was necessary to record the decisions so that they could readily be shared. Form I, Figure 3 was used by the chairman to record the information.

No date was set for reconvening the team since the year was approaching an end and the administrator planned to use the results of the evaluation to provide inservice for the staff in the fall of the year. At that time, the results of the survey would be shared with the entire staff.

The Team Meeting

On the scheduled date, the team was called together to implement the evaluation plan. Evaluation packets were handed out, and assignments were given as shown in Table 4.

Instructions were explained briefly, and the following points were emphasized:

Table 4. Field test response totals.

	Respondent Group I	Respondent Group II	Respondent Group III	Respondent Group IV	Respondent Group V
Supervisor #1 POHI	—	$\frac{4}{5}$	—	$\frac{4}{5}$	$\frac{5}{5}$
Supervisor #2 TMI	—	$\frac{3}{5}$	—	$\frac{2}{5}$	$\frac{0}{5}$
Supervisor #3 HI	—	$\frac{2}{5}$	—	$\frac{4}{5}$	$\frac{5}{5}$
Supervisor #4 SMI	—	$\frac{5}{5}$	—	$\frac{5}{5}$	$\frac{3}{5}$
Supervisor #5	$\frac{9}{9}$	$\frac{22}{28}$	$\frac{14}{25}$	—	—
Percentages of Responses by Respon- dent Group	$\frac{9}{9} = 100\%$	$\frac{22}{28} = 75\%$	$\frac{14}{25} = 56\%$	$\frac{15}{20} = 75\%$	$\frac{13}{20} = 65\%$

Total sent out: 102 Total Returned: 73 Total percent returned: 71%

Notes:

1. In each block, the top number denotes questionnaires returned; the bottom number denotes number distributed by team members.

2. Extras shown for Supervisor in Group II were sent out by the central office person to obtain additional input from staff associated with elementary program.

1. Respondents were encouraged to answer according to district practices, and not according to what the law requires.
2. Team members were asked to personally deliver each questionnaire and pick them up in order to have them back to the chairman within the allotted time.
3. Team members were to instruct respondents to check only one response for each item, and to feel free to indicate "I don't know" when necessary.

Team members were informed that they would not have to tally the responses for their groups, so they did not need the compilation forms. All questionnaires were to be returned to the chairman within a week. They were given instruction sheets containing all pertinent information.

Data Compilation

Of a total of 102 questionnaires which were sent out, only 71% were returned. Part of the non-response problem was due to the fact that many respondents felt too inadequately informed about the special education program to complete them. Some were returned with an explanation to that effect. (See Table 4 for response totals.)

Upon submission of the questionnaires to the data center, it was discovered that the coding system on the questionnaires other than the master was not complete, due to the elimination of certain items for certain groups. As a result, the responses were difficult to keypunch. Consequently, it was the decision of the data center staff to tally the responses by hand. Their explanation was that unless all items were

numbered consecutively under each section, keypunching would be difficult and would be subject to error because of a large amount of skipping. This problem occurred because the only questionnaires containing all items was the administrator and staff questionnaire; all others contained only selected items from the master questionnaire. Consequently, in order to compare the responses between groups, it was necessary to keep the coding system intact, but the consecutive ordering was no longer possible. In the revised questionnaire, an alternate numbering system will be used which will include the master code along with a numbering system of letters and consecutive numbers for each item. Then, the master code can be used for data analysis while the alternate numbers can be used for keypunch purposes.

The data center staff was able to tally the responses, however, keeping all groups separate so that the same kind of data analysis was possible without the benefit of having the data run through the computer. ASSESS is designed to be used either way, although the task requires more time when done by hand.

When the data were returned from the center, the ASSESS forms were used to show total responses to each item for each group separately, and for all groups combined. As an example of how the responses were compiled for one group and across groups, partially completed forms were shown in Figures 7, 8, and 9.

To use the ASSESS forms, it was necessary to determine what percentage of concurring responses was necessary before the most frequently occurring response to an item could be determined. The chairman used the percentage of 75%, since it is considered a clear majority.

As indicated previously, data analysis is done at the discretion of the chairman. In the field test, the chairman decided to study the compiled data, graphs, and charts across the summer, and to use them to plan inservice in the fall.

Since the school year was almost over, the administrator decided to withhold the formal report until the fall when he would share the results of the evaluation with the staff.

Problems Encountered During the Field Test

1. The amount of time for the questionnaires to be completed was probably insufficient. Most of the questionnaires were late. Ten days instead of five would be a more appropriate length of time. The instructions were revised to allow ten days for completion of the questionnaires.

2. The coding on the questionnaires was not suitable for data processing since the code required a large amount of "skipping" of items by the keypuncher. The new coding system involves numbering all items consecutively under each subsection as an alternate coding system.

3. Respondents answered the questions as though they were being evaluated on their knowledge of Act 198 instead of being asked to tell what practices were prevalent. More care should have been taken to give explicit instructions.

4. Questions were too lengthy; many respondents complained of the length of the items. The long questions were shortened, where possible.

5. Some items were left unanswered by many of the respondents in certain categories, suggesting that the items, in some cases, were inappropriate for that category of respondents. Many of the items were omitted in the final revision.

6. Parent items were considered too technical. The Evaluation Team Chairman recommended that some of the items be eliminated and that the language and terminology be simplified even further. These recommendations were followed.

7. Some of the terminology was confusing; it was either eliminated or clarified.

Tallying the items by hand proved to be a tedious task, even for the small number of persons surveyed in this field test. If each team member had totaled his own set of questionnaires as recommended in the manual, the compilation of data would have been simplified.

In spite of the problems, the Evaluation Team Chairman felt that valuable data were obtained as a result of the evaluation. Certain general information which he obtained from the survey follows:

1. General educators pointed out that there was a need for inservice to acquaint them with the special education program and the needs of the students.

2. Parents requested information booklets or workshops to acquaint them with the special education program.

3. Special education staff members requested inservice to help familiarize them with the program requirements.

4. Agencies expressed unfamiliarity with the program's operation and a need for more information.

5. Special education administrators were aware of program shortcomings in some areas, but felt that they were proceeding as rapidly as possible toward the goal of complete compliance.

Incorporating the suggestions and criticisms of all persons insofar as possible, the instruments were revised and appear in Appendix B.

Summary

In summary, ASSESS has been shown to be a self-monitoring instrument which can be of value to a local district in eliciting information from persons associated with the special education program regarding program operation, and in showing where program strengths and weaknesses are, and where the district may be falling short in complying with Public Act 198, the State Code and the Guidelines.

Further, the system has proved to be of value in yielding other information simply because it is a means by which feedback can be given to the special education department by individuals who may not think they have that opportunity ordinarily. Respondents commented freely on the questionnaires, since it was not necessary for them to be identified and their comments were invariably enlightening. If any person in the district perceives a district as failing to provide services to handicapped students in accordance with the law, that is cause for concern.

Two areas in which ASSESS may become more prevalent are the areas of staff inservice and information dissemination for parents, agencies, and others. The pilot study and the field test substantiated

this observation because many of the respondents requested that they be inserviced on the questionnaire items since they did not have access to the master list or feedback charts and were concerned about their unfamiliarity with many of the items. Some of the unfamiliarity with the program is undoubtedly a result of the recent implementation of Public Act 198, but some of it must also be attributed to a lack of dissemination of information about the special education program.

It is entirely possible that uses exist for the system which have not yet been ascertained. Only additional tryouts will determine what these uses are.

ASSESS was designed and developed in response to a need expressed by many of Michigan's special education administrators who are concerned about operating their program in compliance with Mandatory. Questions were derived from a master list of statements and mandated practices regarding eleven areas of program operation. These questions became a master questionnaire for special education administrators. This master questionnaire was used to generate four additional questionnaires for parents, agencies, general educators and special education staff.

Following the development of the questionnaires, the instruments were piloted with persons from each respondent group. Comments from persons participating in the pilot study led to a revision of the original set of instruments to eliminate serious problems.

Some items were not changed to allow other respondents an opportunity to comment on them when it was determined that additional input was necessary.

After the pilot study was conducted, the system was expanded to include forms and instructions for their use so that the complete package could be field tested.

The field test was conducted by a local district special education program where the special education administrator assumed the responsibility for appointing an Evaluation Team, choosing an evaluation plan, and briefing the team members on the evaluation procedures to be used.

The system was implemented, data collected, charted and placed on a graph to be used as part of an evaluation report, disseminated to staff members in the fall, and used as a basis for staff inservice.

Further revision was done since the data revealed several weaknesses in the system. The final, revised instruments are presented in Appendix B of this study, and complete instructions appear in Chapter III, Part II.

Recommendations

Realizing that evaluation takes many forms and that this study represents a very small effort to resolve a very complex problem, the following recommendations are made for further study:

1. Since ASSESS looks only at process evaluation, some means of evaluating pupil performance should be developed.

2. ASSESS should become the first phase of programmatic research effort so that another person could look into the problem of developing performance standards or documentary evidence of performance for those items where this is possible. If this were done,

ASSESS could become an evaluation approach which could be used by outside evaluators rather than the district's own staff, i.e., the intermediate district or State Department Evaluation Team.

3. Variations in the procedures for using ASSESS should be experimented with in order to ascertain the most practical and useful procedure.

Evaluation is a real factor to be reckoned with by all special educators; it is time to begin to develop systems to accomplish the task. ASSESS is one small step in that direction; its use is encouraged and constructive amendments or adaptations are welcomed.

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REFERENCES

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APPENDIX A

MASTER FEEDBACK CHART

MASTER FEEDBACK CHART

Referral System

Subsection Code A

Total Items 12

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
A-1	R340.1722-23-1832(1.1) Act 198, Sec. 298(c), (j)	NO	NO	?	?	YES
A-2	R340.1722	NO	NO	?	?	YES
A-3	R340.1709	NO	NO	?	?	YES
A-4	Guidelines, p. 2	NO	NO	?	?	YES
A-5	Sec. 298(c), (j)	NO	NO	?	?	YES
A-6	Guidelines, p. 3	NO	NO	?	?	YES
A-7	Guidelines, p. 3	NO	NO	?	?	YES
A-8	Guidelines, p. 3	NO	NO	?	?	YES
A-9	Guidelines, p. 3	NO	NO	?	?	YES
A-10	R340.1731	NO	NO	?	?	YES
A-11	R340.1731	NO	NO	?	?	YES
A-12	R340.1731	NO	NO	?	?	YES

Diagnostic ServicesSubsection Code BTotal Items 33

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
B-1	R340.1705	NO	?	?	?	YES
B-2	R340.1705	NO	?	?	?	YES
B-3	R340.1705	NO	?	?	?	YES
B-4	R340.1704	NO	?	?	?	YES
B-5	R340.1704	NO	?	?	?	YES
B-6	R340.1704	NO	?	?	?	YES
B-7	R340.1703	NO	?	?	?	YES
B-8	R340.1703	NO	?	?	?	YES
B-9	R340.1703	NO	?	?	?	YES
B-10	R340.1707	NO	?	?	?	YES
B-11	R340.1707	NO	?	?	?	YES
B-12	R340.1707	NO	?	?	?	YES
B-13	R340.1708	NO	?	?	?	YES
B-14	R340.1708	NO	?	?	?	YES
B-15	R340.1708	NO	?	?	?	YES
B-16	R340.1709	NO	?	?	?	YES
B-17	R340.1709	NO	?	?	?	YES
B-18	R340.1710	NO	?	?	?	YES
B-19	R340.1710	NO	?	?	?	YES
B-20	R340.1711	NO	?	?	?	YES
B-21	R340.1712	NO	?	?	?	YES
B-22	R340.1713	NO	?	?	?	YES

Diagnostic Services Continued

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
B-23	R340.1713	NO		?		YES
B-24	R340.1713	NO		?		YES
B-25	R340.1714	NO		?		YES
B-26	R340.1714	NO		?		YES
B-27	R340.1714	NO		?		YES
B-28	Guidelines, p. 4		NO	?	YES	
B-29	R340.1702 - 1714	NO		?		YES
B-30	R340.1722c - 1702 - 1714	NO		?		YES
*B-31	R340.1748e		NO	?	YES	
B-32	R340.1702	NO		?		YES
B-33	R340.1735	NO		?		YES

Placement ProceduresSubsection Code CTotal Items 34

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
C-1	R340.1722	NO		?		YES
C-2	R340.1722	NO		?		YES
C-3	R340.1701 (2)	NO		?		YES
C-4	R340.1722	NO		?		YES
C-5	Guidelines, p. 6		NO	?	YES	
C-6	R340.1701 (4)	NO		?		YES
C-7	R340.1701	NO		?		YES
C-8	R340.1701	NO		?		YES
C-9	R340.1722	NO		?		YES
C-10	R340.1723	NO		?		YES
C-11	Guidelines, p. 7		NO	?	YES	
C-12	R340.1722, Guidelines p.7		NO	?	YES	
C-13	R340.1723	NO		?		YES
C-14	Guidelines, p. 4		NO	?	YES	
C-15	R340.1721	NO		?		YES
C-16	R340.1723	NO		?		YES
C-17	R340.1723	NO		?		YES
C-18	Guidelines, p. 11		NO	?		
C-19	R340.1723	NO		?		YES
C-20	R340.1723	NO		?		YES
C-21	R340.1723	NO		?		
C-22	R340.1722	NO		?		YES

Placement Procedures Continued

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
C-23	R340.1723	NO		?		YES
C-24	Guidelines, p. 12		NO	?	YES	
C-25	R340.1723	NO		?		YES
C-26	R340.1723	NO		?		YES
C-27	R340.1723	NO		?		YES
C-28	R340.1724	NO		?		YES
C-29	R340.1724	NO		?		YES
C-30	R340.1724	NO		?		YES
C-31	Guidelines, p. 6		NO	?	YES	
C-32	Guidelines		NO	?	YES	
C-33	R340.1724	NO		?		YES
C-34	Guidelines, p. 8					

Continuum of Programs and Services
Specific Requirements by Program Category

Subsection Code D

Total Items 52

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
D-1	R340.1701	NO				YES
D-2	Guidelines, p. 18		NO		YES	
D-3	State Plan, p. 9		NO		YES	
D-4	Guidelines, p. 21		NO		YES	
D-5	Guidelines		NO		YES	
D-6	R340.1748	NO				YES
D-7	R340.1748	NO				YES
D-8	R340.1748	NO				YES
D-9	R340.1748	NO				YES
D-10	R340.1748	NO				YES
D-11	R340.1748	NO				YES
D-12	R340.1748	NO				YES
D-13	R340.1748	NO				YES
D-14	R340.1748	NO				YES
D-15	R340.1748	NO				YES
D-16	R340.1748	NO				YES
D-17	R340.1738	NO				YES
D-18	R340.1738	NO				YES
D-19	R340.1738	NO				YES
D-20	R340.1738	NO				YES
D-21	R340.1738	NO				YES

Continuum of Programs and Services Continued
Specific Requirements by Program Category

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
D-22	R340.1738	NO				YES
D-23	R340.1739	NO				YES
D-24	R340.1743	NO				YES
D-25	R340.1743	NO		?		YES
D-26	R340.1743	NO		?		YES
D-27	R340.1743	NO		?		YES
D-28	R340.1743	NO		?		YES
D-29	R340.1743	NO		?		YES
D-30	R340.1743	NO		?		YES
D-31	R340.1741	NO		?		YES
D-32	R340.1740	NO		?		YES
D-33	R340.1749	NO		?		YES
D-34	R340.1745	NO		?		YES
D-35	R340.1745	NO		?		YES
D-36	R340.1745	NO		?		YES
D-37	R340.1742	NO		?		YES
D-38	R340.1742	NO		?		YES
D-39	R340.1742	NO		?		YES
D-40	R340.1742	NO		?		YES
D-41	R340.1742	NO		?		YES
D-42	R340.1742	NO		?		YES
D-43	R340.1742	NO		?		YES
D-44	R340.1742	NO		?		YES

Continuum of Programs and Services Continued
Specific Requirements by Program Category

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
D-45	R340.1746	NO		?		YES
D-46	R340.1746	NO		?		YES
D-47	R340.1746	NO		?		YES
D-48	R340.1746	NO		?		YES
D-49	R340.1746	NO		?		YES
D-50	R340.1744	NO		?		YES
D-51	R340.1744	NO		?		YES
D-52	R340.1744	NO		?		YES

Fo11ow-UpSubsection Code ETotal Items 12

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
E-1	R340.1722 d	NO		?		YES
E-2	R340.1722 d	NO		?		YES
E-3	Guidelines, p. 27		NO	?	YES	
E-4	R340.1722	NO		?		YES
E-5	R340.1722	NO		?		YES
E-6	Guidelines, p. 27		NO	?	YES	
E-7	Guidelines, p. 27		NO	?	YES	
E-8	R340.1722	NO		?		YES
E-9	R340.1722	NO		?		YES
E-10	R340.1722	NO		?		YES
E-11	R340.1722	NO		?		YES
E-12	R340.1832	NO		?		YES

PersonnelSubsection Code FTotal Items 18

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
F-1	State Plan, p. 14		NO	?	YES	
F-2	State Plan, p. 14		NO	?	YES	
F-3	R340.1781		NO	?		YES
F-4	State Plan, pp. 13-14		NO	?	YES	
F-5	Guidelines, p. 8		NO	?	YES	
F-6	State Plan, p. 14		NO	?	YES	
F-7	State Plan, p. 14		NO	?	YES	
F-8	R340.1749		NO	?		YES
F-9	R340.1749		NO	?		YES
F-10	R340.1749		NO	?		YES
F-11	R340.1750		NO	?		YES
F-12	R340.1771		NO	?		YES
F-13	R340.1771		NO	?		YES
F-14	R340.1772		NO	?		YES
F-15	R340.1781		NO	?		YES
F-16	R340.1784		NO	?		YES
F-17	R340.1791		NO	?		YES
F-18	R340.1792		NO	?		YES

FacilitiesSubsection Code GTotal Items 8

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
G-1	Public Act 1, 1966	NO		?		YES
G-2	State Code	NO		?		YES
G-3	R340.1733	NO		?		YES
G-4	State Plan, pp. 15-16		NO	?	NO	
G-5	State Plan, p. 15		NO	?	NO	
G-6	R340.1733	NO		?		YES
G-7	R340.1733 a	NO		?		YES
G-8	R340.1733 a	NO		?		YES

Instructional ContentSubsection Code HTotal Items 17

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
H-1	R340.1701	NO		?		YES
H-2	Guidelines, p. 22		NO	?	YES	
H-3	Guidelines, p. 23		NO	?	YES	
H-4	R340.1733	NO		?		YES
H-5	Guidelines, p. 23 340.361 History Mandated		NO	?	YES	
H-6	Guidelines, p. 27		NO	?	YES	
H-7	Guidelines, p. 24		NO	?	YES	
H-8	Guidelines, p. 24		NO	?	YES	
H-9	R340.1701	NO		?		YES
H-10	Guidelines, p. 24		NO	?	YES	
H-11	R340.1733	NO		?		YES
H-12	R340.1733	NO		?		YES
H-13	R340.1733	NO		?		YES
H-14	R340.1733	NO		?		YES
H-15	R340.1733	NO		?		YES
H-16	State Plan, p. 17					
H-17	State Plan, p. 16					

LeadershipSubsection Code ITotal Items 4

Item Number	Specific Source				
I-1	State Plan, p. 18				
I-2	State Plan, p. 18				
I-3	State Plan, p. 20				
I-4	State Plan, p. 20				
		Illegal according to stated rule or regulation			
		Not recommended by specified source			
		Not applicable, or insufficient information to determine, or Inconclusive			
		Recommended by specified source			
		In compliance with stated rule or regulation			

IntegrationSubsection Code JTotal Items 6

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
J-1	State Plan, p. 19		NO	?	YES	
J-2	State Plan, p. 19		NO	?	YES	
J-3	State Plan, p. 19		NO	?	YES	
J-4	State Plan, p. 19		NO	?	YES	
J-5	State Plan, p. 19		NO	?	YES	
J-6	R340.1733	NO				YES

EvaluationSubsection Code K Total Items 5

Item Number	Specific Source	Illegal according to stated rule or regulation	Not recommended by specified source	Not applicable, or insufficient information to determine, or Inconclusive	Recommended by specified source	In compliance with stated rule or regulation
K-1	State Plan, p. 20		NO	?	YES	
K-2	State Plan		NO	?	YES	
K-3	State Plan		NO	?	YES	
K-4	State Plan		NO	?	YES	
K-5	State Plan		NO	?	YES	

APPENDIX B

REVISED QUESTIONNAIRE

- (1) Special Education Administrators**
- (2) Special Education Staff**
- (3) General Educators**
- (4) Parents**
- (5) Agencies**

ASSESS QUESTIONNAIRE

(1) Special Education Administrators

INSTRUCTIONS:

Please answer each question according to what is actually practiced in your school district at the local level. If an item indicates a certain practice in your district, circle the "Yes" response. If the action alluded to in the item is not the practice in your district, circle the "No" response. If you really do not feel that you have sufficient information to make a determination, circle the "?" response.

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question
<u>A. Referral System</u>	
A-1	Is there a formalized procedure for receiving and processing referrals for special education programs and services in your district? 1. Yes No ?
A-2	Is a formal procedure followed which culminates in the convening of an educational planning and placement committee (EPPC) meeting for all persons referred for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled? 2. Yes No ?
A-3	If a student has a permanent disability or a long-term illness or injury, is he referred to an EPPC? 3. Yes No ?
A-4	Is it the responsibility of supportive, diagnostic, and itinerant personnel (special education) to refer students to an EPPC when their evaluation indicates that the student may be mentally, physically or emotionally impaired or learning disabled? 4. Yes No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent? 5. Yes No ?

- A-6 May the above-mentioned referrals be verbal?
6. Yes No ?
- A-7 If the referral does not specifically indicate the parents, are parents contacted to assure their awareness and consent?
7. Yes No ?
- A-8 Is parental approval obtained before a referral is processed?
8. Yes No ?
- A-9 If the referral does not contain adequate information, does the special education office request additional information from the referral source verifying the existence of a handicap or containing information which led the referral source verifying the existence of a handicap or containing information which led the referral source to suspect the existence of a handicap?
9. Yes No ?
- A-10 Are all referrals recorded according to the intermediate district plan's specified procedure for recording the processing referrals?
10. Yes No ?
- A-11 Are records maintained for each student including name, date of birth, sex, racial or ethnic group, type of handicaps, date of referral, services being rendered, date of termination or initiation of special services, name, address and phone number of parents and district of residence?
11. Yes No ?
- A-12 Are records maintained until the student is no longer eligible, has completed a course of study and graduated or until he reaches the age where he is no longer eligible for special education?
12. Yes No ?

B. Diagnostic Services

Educable Mentally Impaired

- B-1 Is an Educational Planning and Placement meeting required for certifying the educable mentally impaired for special education programs and services in your district?
(R 340.1705)
1. Yes No ?
- B-2 Is comprehensive evaluation by certified psychologist, school psychologist, or consulting psychologist required?
(R 340.1705)
2. Yes No ?
- B-3 To be eligible for special education programs and service for the educable mentally impaired, must a person meet all of the following requirements?

1. Must score approximately 2-3 standard deviations below the mean as determined by intellectual assessment. (R 340.1705a)
2. Must score within lowest 6% on a standardized test in reading and arithmetic. (R 340.1705b)
3. Unsatisfactory school performance must not be based on his social, economic, or cultural background. (R 340.1705b)
4. Lack of development primarily in the cognitive domain. (R 340.1705e)

3. Yes No ?

Trainable Mentally Impaired

B-4 Is an EPPC meeting required for determining eligibility of trainable mentally impaired in your district? (R 340.1704)

4. Yes No ?

B-5 Is a comprehensive evaluation by certified psychologist, school psychologist, or consulting psychologist required for placement in a program for the trainable mentally impaired in your district? (R 340.1704)

5. Yes No ?

B-6 To be eligible for programs and services for the trainable mentally impaired, must the student meet the following requirements? (R 340.1704)

1. Must score at approximately 3-4½ standard deviations below the mean as determined by intellectual assessment.
2. Lack of development primarily in the cognitive domain.
3. Unsatisfactory performance not found to be based on his social, cultural, or economic background.

6. Yes No ?

Severely Mentally Impaired

B-7 Is an EPPC required for determining eligibility for programs for the severely mentally impaired in special programs in your district? (R 340.1714)

7. Yes No ?

B-8 Is a comprehensive evaluation by a certified psychologist, school psychologist, or consulting psychologist required for placement in a program for the severely mentally impaired? (R 340.1714)

8. Yes No ?

B-9 Are the following diagnostic criteria required for determining eligibility of the severely mentally impaired for special education programs and services in your district?

1. Must score $4\frac{1}{2}$ or more standard deviations below the mean as determined by intellectual assessment.
2. Lack of development primarily in the cognitive domain.

9. Yes No ?

Hearing Impaired

B-10 Is an EPPC meeting required for placement in a program for the hearing impaired? (R 340.1707)

10. Yes No ?

B-11 Are the following diagnostic personnel required for determining eligibility for the hearing impaired? (R 340.1707)

Audiologist and Otolaryngologist

11. Yes No ?

B-12 To be eligible for programs and services for the hearing impaired, must a person be certified as having a hearing impairment which interferes with learning. (R 340.1707)

12. Yes No ?

Visually Impaired

B-13 Is an EPPC required for determining placement in a program for the visually impaired in your district? (R 340.1708)

13. Yes No ?

B-14 Are the following diagnostic personnel required for visually impaired program placements?

14. Yes No ?

B-15 To be eligible for services for the visually impaired, must a person have a visual impairment and one or more of the following? (R 340.1708)

1. A central visual acuity of 20/70 or less in the better eye after correction.
2. A peripheral field of vision reduced to no greater than 20 degrees.

15. Yes No ?

Physically and Otherwise Health Impaired

B-16 Is an EPPC necessary to determine placement in programs for the physically and otherwise health impaired in your district?
(R 340.1709)

16. Yes No ?

B-17 Must person be certified by an internist, orthopedic surgeon, neurologist, pediatrician or equivalent as having a physical or other health impairment which interferes with learning or requires physical adaptation of the school environment?

17. Yes No ?

Speech and Language Impaired

B-18 Must an approved speech and language teacher with at least 5 years experience and a Master's Degree determine eligibility for speech and language services? (R 340.1710)

18. Yes No ?

B-19 Is the following criteria used to determine eligibility for speech and language services? (R 340.1710)

One or more of the following disorders:

1. Articulation--omissions, substitutions, distortions.
2. Voice with inappropriate voice pitch, rate of speaking, evenness or quality of speech.
3. Fluency of speech distinguished by special interrogations (blocks) repetition of sounds, words, phrases or sentences which interfere with effective communication.
4. Inability to comprehend, formulate and use functional language.

19. Yes No ?

Homebound

B-20 Must a person be certified at least annually by a doctor as having a severe physical or other health impairment preventing school attendance in order to be eligible for homebound services? (R 340.1711)

20. Yes No ?

Hospitalized

B-21 Is a person eligible for services to the hospitalized if he cannot attend school because of hospitalization?
(R 340.1712)

21. Yes No ?

Learning Disabled

B-22 Is an EPPC meeting required to determine eligibility for programs and services for the learning disabled? (R 340.1713)

22. Yes No ?

B-23 Are the following diagnostic personnel used to determine eligibility for programs and services for the learning disabled?

School Psychologist
 Certified Psychologist
 Certified Consulting Psychologist
 Neurologist or medical examiner qualified to evaluate neurological dysfunctions.

23. Yes No ?

B-24 Are the following criteria used for placement in a learning disabilities program? (R 340.1713)

The student must have an impairment of one or more of basic psychological processes involved in understanding or in using spoken or written language--which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. He must meet requirements in each of the following categories:

1. Symptoms of perceptual handicap, brain impairment, minimal brain damage, dyslexia or aphasia.
2. Development at less than the expected rate of age group in the cognitive, affective or psychomotor domain.
3. Inability to function in regular education without supportive special education services.
4. Unsatisfactory performance not found to be based on social, economic or cultural background.

24. Yes No ?

Severely Multiply Impaired

B-25 Is an EPPC meeting required for placement into a program for the severely multiply impaired? (R 340.1714)

25. Yes No ?

- B-26 Are the diagnostic personnel and information listed below required for certification of eligibility for a program for the severely multiply impaired? (R 340.1714)
- Medical records, educational history and evaluation by a Neurologist, Orthopedic Surgeon, Optholmologist, or Audiologist.
26. Yes No ?
- B-27 Are the criteria listed below used to determine eligibility for placement into a program for the severely multiply impaired? (R 340.1714)
1. Severe multiplicity of handicap in the physical and cognitive domain.
 2. Inability or expected inability to function without other special education programs which deal with a single handicap.
 3. Development at less than the expected rate of the age group in the psychomotor, cognitive, and affective domains.
27. Yes No ?
- B-28 After the referral is recieved, is one staff person assigned responsibility of collecting diagnostic data?
28. Yes No ?
- B-29 Are data of a clinical nature collected for each disability group by professionals specified in the State Code?
29. Yes No ?
- B-30 Does the Educational Planning and Placement Committee see that sufficient clinical and educational data are available to make a verification of referred students' eligibility or ineligibility for placement? (R 340.1714)
30. Yes No ?
- B-31 Do teacher consultants work with regular students to obtain diagnostic information to be used in determining eligibility for special education programs and services? (R 340.1749e)
31. Yes No ?
- B-32 Does the special education department refrain from placing persons suspected of being handicapped in special education programs prior to determination of eligibility by an EPPC? (R 340.1702)
32. Yes No ?

B-33 Is the language of the evaluation the primary language of the student? (R 340.1735)

33. Yes No ?

C. Placement Procedures

C-1 Are all special education placements recommended by an EPPC except for Speech and Language, Social Worker, and Homebound and Hospitalized services?

1. Yes No ?

C-2 Before a change in status is made, must an EPPC have made the recommendation?

2. Yes No ?

C-3 Are changes from one type of program to another, one level to another and additions or deletions of services considered changes in educational status?

3. Yes No ?

C-4 Does the responsibility for making changes in the educational status of the handicapped person rest with the Superintendent or his designee?

4. Yes No ?

C-5 Are the duties of the EPPC in your district defined as follows:

1. Determining eligibility
2. Recommending programs and services
3. Establishing instructional goals
4. Identifying outcomes expected as a result of special education placement.

5. Yes No ?

C-6 Does the EPPC in your district consist of one representative from each of the following categories, as a minimum?

1. Administration
2. Diagnostic personnel
3. Supportive or instructional staff
4. Parents, if they choose to participate

6. Yes No ?

C-7 If the student is under 18, is the student's mother, father or guardian considered the "parent," and invited to participate on his own EPPC?

7. Yes No ?

C-8 If the student is 18 or over and has not had a legal guardian appointed by the court, is he invited to participate on his own EPPC?

8. Yes No ?

C-9 Does the Special Education Office request in writing parent participation on the EPPC on a case by case basis?

9. Yes No ?

- C-10 If the parent has not been notified of the EPPC meeting, is the student's status left unchanged until parent involvement is sought and permission is obtained?
10. Yes No ?
- C-11 Does the EPPC chairperson (if appointed by the Superintendent) arrange time and place of the meeting(s) and invite other participants?
11. Yes No ?
- C-12 Is a certified letter or a signed receipt of a hand-delivered letter used to provide documentation of the letter having been sent to the parents?
12. Yes No ?
- C-13 Does the decision of the EPPC become official when, as a minimum, the superintendent or his designee and the parents agree?
13. Yes No ?
- C-14 Is one EPPC member appointed to arrange for the implementation and follow-up of the recommended plan and to record and coordinate the committee's actions?
14. Yes No ?
- C-15 Does the EPPC require that the need for intervention must exist and that the student have one or more impairments as defined by law before that student can be deemed eligible for special education services or programs? (Same exceptions as in A-4 apply.)
15. Yes No ?
- C-16 If the EPPC decides that a handicapped student may best be served by non-special education services, is that student denied special education programs or services at that time?
16. Yes No ?
- C-17 If parents choose not to participate on the EPPC, are they given prior notification of the Committee's recommendation and allowed at least seven (7) days to agree or disagree before placement is made?
17. Yes No ?
- C-18 Are parents given a copy of Rule 24 which concerns the Hearing Process?
18. Yes No ?
- C-19 Does the special education office assume the responsibility for making parents aware of the provisions of Rule 24?
19. Yes No ?
- C-20 Are the parents informed by the Superintendent or his designee that they may appeal to the Superintendent of Instruction if a decision is not reached with the local Superintendent?
20. Yes No ?

- C-21 Are parents informed of the availability of organizations, their addresses and telephone numbers, to assist them at the hearing?
21. Yes No ?
- C-22 Does the EPPC report include regular education and special education programs and services as deemed appropriate?
22. Yes No ?
- C-23 Prior to signing, are parents given the opportunity to receive and review the written recommendations of the EPPC?
23. Yes No ?
- C-24 Is the signature of consent by the "parent" a part of or attached to the committee recommendation?
24. Yes No ?
- C-25 Are parents given the opportunity to request an EPPC meeting anytime they feel that a change in their child's educational status is needed?
25. Yes No ?
- C-26 Are parents always notified before placement is effectuated, denied or changed?
26. Yes No ?
- C-27 Does the placement notification always include the following?
A. Description of proposed action
B. Specification of statute or rule under which action is proposed
C. Statements of reasons for action
D. Specification of any tests or reports upon which the action is based
E. Notice of right to hearing and procedure for requesting same
F. Names and addresses of organizations available to assist at hearing
G. All options of educational opportunities available
27. Yes No ?
- C-28 If parents request specific persons from the school staff whose testimony is vital to attend the hearing, are they available to attend?
28. Yes No ?
- C-29 May parents bring outside professionals or non-professionals to the meeting if they notify the hearing officer prior to the meeting?
29. Yes No ?
- C-30 May parents provide written reports for the EPPC in support of their position on the child's placement?
30. Yes No ?

- C-31 Does the Superintendent or his designee act in the following manner on the recommendation of the EPPC?
1. Place the student in an appropriate program, and
 2. Assign Special Education Staff
31. Yes No ?
- C-32 Does the administration consider the following when implementing the EPPC's recommendations?
1. The skills of the teachers or teacher consultants
 2. The age range, number, and disability make-up of the students assigned to the program
 3. The balance of boys and girls and compatibility of types of learning difficulties of enrollees
 4. The relationship of the child's educational needs to those of others in the group to which he is being assigned.
32. Yes No ?
- C-33 May parent be represented at the hearing by any person of his choosing?
33. Yes No ?
- C-34 If the EPPC cannot agree on a placement, do they either recommend regular programs and services or request further diagnostic study?
34. Yes No ?

D. Continuum of Programs and Services

- D-1 Does the Special Education Program content include the following components for all impairment groups?
- Personal adjustment Training
Pre-vocational Training
Vocational Training
Skills Training
Work-Study
1. Yes No ?
- D-2 Is there a continuum of special education services in your district for all impairment groups including
- Pre-Primary
Elementary
Junior High
Secondary
2. Yes No ?
- D-3 Is there a hierarchical arrangement of special education services available in your district including the following:
- Full-time regular class placement with supportive help
Part-time special class; part-time regular class
Full-time special education class
Homebound or Hospitalized Services
Residential placement
3. Yes No ?

D-4 Are the following supportive services available in your district for all impairment groups?

Social Worker Services

Psychological Consultation or services

Teacher Consultant Services

Speech and Language Services

4. Yes No ?

D-5 Are the following instructional services available in your district for all impairment groups:

Teacher consultant for evaluation of regular students during a 10 day diagnostic teaching period

Teacher consultant services for small groups of special education students and general education teachers who are servicing impaired students

Special Education teacher serving more than one disability group

Special Education classroom teacher for a basic classroom program.

5. Yes No ?

Severely Multiply Impaired

D-6 Does an instructional unit for the severely multiply impaired consist of at least 1 instructor and 2 aides for a maximum of 9 pupils?

1. Yes No ?

D-7 Are at least 1 full-time instructor and 1 full-time aide employed in every severely multiply impaired program?

2. Yes No ?

D-8 Are supportive services of a physical therapist, an occupational therapist, a speech therapist, and a nurse reasonably available?

3. Yes No ?

D-9 Does the school year include a minimum of 230 days and 1,150 clock hours of instructional activities?

4. Yes No ?

D-10 Does the program emphasize the treatment of the total child rather than service to any single handicap in isolation?

5. Yes No ?

D-11 Are instructors responsible for the instructional program?

6. Yes No ?

D-12 Do instructors coordinate the activities of instructional aides and other supportive personnel?

7. Yes No ?

D-13 Do instructional aides work under the supervision of the instructor and assist in the daily program for not more than 3 pupils?

8. Yes No ?

D-14 Are program assistants used where necessary?

9. Yes No ?

D-15 Do program assistants have the responsibility for assisting the instructor and the instructional aides, helping with toileting, feeding, lifting and individualized care and clean-up activities for the students?

10. Yes No ?

D-16 If there are no program assistants, are the duties mentioned above performed by the instructional aides?

11. Yes No ?

Severely Mentally Impaired

D-17 Does your district provide at least 1 instructor and 4 instructional aides for a maximum of 24 pupils with an average ratio of 1 aide per 6 pupils?

12. Yes No ?

D-18 Is at least 1 full-time instructor and 1 full-time aide employed in each day training program?

13. Yes No ?

D-19 Does the school year for the severely mentally impaired include at least 230 days and 1,150 clock hours of instructional activity?

14. Yes No ?

D-20 Is the day training instructor responsible for coordinating the activities of aides and other staff and maintaining a systematic method of home-school liaison?

15. Yes No ?

D-21 Do instructional aides work under the supervision of instructors and assist in the daily training program for not more than 6 pupils?

16. Yes No ?

D-22 May your program assistants assist the instructors and instructional aides perform the following functions: toileting, feeding, lifting, and individualized care and clean-up activities for the students?

17. Yes No ?

Trainable Mentally Impaired

D-23 Is the teacher-pupil ratio 1-15 or less with 1 aide or up to 1-30 with a maximum of 3 instructional aides with not more than 10 pupils per aide?

18. Yes No ?

Visually Impaired

D-24 Are visually impaired class sizes determined primarily by the severity and multiplicity of the impairments of the visually impaired?

19. Yes No ?

D-25 Does a class with 1 teacher meet the following requirements?
Not more than 7 full-time pupils who are blind?
10 or fewer full-time partially-seeing pupils?

8 or fewer full-time pupils when blind and partially seeing pupils are grouped, with not more than 4 being blind or visually impaired and also otherwise handicapped?

20. Yes No ?

D-26 Does the curriculum for the visually impaired include instruction in orientation and mobility, assistance in early development of comprehensive communication skills and pre-vocational and vocational experience?

21. Yes No ?

D-27 Is the Michigan School for the Blind considered a part of the total continuum of services for the visually impaired?

22. Yes No ?

D-28 Are applications for placement at MSB submitted by the ISD Supt. or his designee to the Supt. of the MSB?

23. Yes No ?

D-29 Are persons identified by the referring school district as visually impaired in accordance with procedures specified in Part I by the referring school district?

24. Yes No ?

D-30 Does the responsibility for establishing an EPPC rest with the agency initiating a change of placement into or out of MSB?

25. Yes No ?

Emotionally Impaired

D-31 Does the ratio in the program for the emotionally impaired consist of 1 teacher for not more than the equivalent of 10 full-time pupils?

26. Yes No ?

Educable Mentally Impaired

D-32 Does the ratio of EMI programs consist of 1 teacher for not more than 15 full-time students?

27. Yes No ?

Learning Disability

D-33 Does the teacher of the learning disabled have the equivalent of 10 or fewer full-time pupils assigned per teacher in a special class?

28. Yes No ?

Speech and Language

D-34 Are size and composition of groups determined by the teacher of the speech and language impaired?

29. Yes No ?

D-35 Is the delivery of services determined by the teacher of the speech and language impaired in cooperation with the district director of special education or his designee, and the building principal of the school in which the pupils are enrolled?

30. Yes No ?

D-36 Is the case load of the teacher of the speech and language impaired no more than 75 pupils at any one time?

31. Yes No ?

Homebound

D-37 Are homebound services for physically or otherwise health impaired no later than 15 school days after certification of a medical handicap which requires the person to be confined to his home?

32. Yes No ?

D-38 Does the teacher of the homebound or hospitalized have twelve pupils or less assigned to him at any one time?

33. Yes No ?

- D-39 Are progress reports for each person recorded in accordance with the intermediate school district plan?
34. Yes No ?
- D-40 Does the teacher of the homebound or hospitalized instruct persons a minimum of 2 non-consecutive hours per week?
35. Yes No ?
- D-41 Is it a practice in your district that therapists may supplement, but not substitute for a teacher's instructional time?
36. Yes No ?

Hearing Impaired

- D-42 Does the hearing impaired program meet the following requirements for one teacher's special class:
7 full-time pupils or less with a severe hearing loss?
10 full-time pupils or less if severely and moderately impaired students are grouped together?
3 full-time pupils or less when they are hearing impaired and otherwise handicapped?
12 full-time pupils or less in a supervised class at the secondary level?
37. Yes No ?
- D-43 Are group hearing aids provided when deemed necessary by the EPPC?
38. Yes No ?
- D-44 Are communication skills and language emphasized as an integral part of the curriculum?
39. Yes No ?
- D-45 Is the Michigan School for the Deaf considered a part of the total continuum of services for the hearing impaired?
40. Yes No ?
- D-46 Are all applications for placement at Michigan School for the Deaf submitted by the ISD Superintendent or designee to the Superintendent of Michigan School for the Deaf?
41. Yes No ?
- D-47 Is the person always identified as hearing impaired as specified in Part 1 of the rules and regulations prior to application to MSD?
42. Yes No ?

- D-48 Does the responsibility for establishing the EPPC rest with the agency initiating a change of placement into or out of the MSD?
43. Yes No ?
- D-49 Does the above-mentioned EPPC include representatives of the ISD or residence and the MSD?
44. Yes No ?
- D-50 Is the class size in programs for the physically or otherwise health impaired no more than 15 pupils per teacher?
45. Yes No ?
- D-51 Does the special classroom unit serving physically or otherwise health impaired provide at least 60 feet (sq. ft.) of floor space per person?
46. Yes No ?
- D-52 Are health care aides employed to serve in a supportive capacity in programs for the physically or otherwise health impaired?
47. Yes No ?
- D-53 Is your high school program approved in the intermediate district plan?
48. Yes No ?

E. Follow-up

- E-1 Does the special education department in your district provide a review of programs and services provided each handicapped person at least annually?
1. Yes No ?
- E-2 If so, are parents provided a copy of the recommendations of such a review?
2. Yes No ?
- E-3 Does the review report provided by the special education department include the names of persons who conducted the review; the information that was reviewed, and a recommendation for either continuation, additional services, or referral to an Educational Planning and Placement Committee for possible change of educational status?
3. Yes No ?
- E-4 Does the Superintendent of the district or residence receive a copy of the review report?
4. Yes No ?

- E-5 If a change of placement seems warranted after the review, does the special education department see that the EPPC is held?
5. Yes No ?
- E-6 Does the review include an analysis of the appropriateness of the present program including the individual performance objectives?
6. Yes No ?
- E-7 Does the review include an analysis of educational, physical and psychological data?
7. Yes No ?
- E-8 Is the review conducted by one or more approved special education staff persons as assigned by the superintendent or his designee?
8. Yes No ?
- E-9 Does the review occur at least once every 12 calendar months since the date of placement or last review?
9. Yes No ?
- E-10 Is a review held whenever it appears necessary, even if less than a year has transpired?
10. Yes No ?
- E-11 Does the review report contain an analysis of the student's progress toward meeting his objectives?
11. Yes No ?
- E-12 Is each student followed for at least one year following termination of special education programs and services?
12. Yes No ?

F. Personnel

- F-1 Are the various roles of special education personnel made clear by the administration in your district?
1. Yes No ?
- F-2 Are in-service programs conducted to up-grade the training of special education personnel?
2. Yes No ?
- F-3 Do all special education employees for whom salaries are reimbursed meet the qualifications required by State Law?
3. Yes No ?
- F-4 Do all special education employees whose salaries are not reimbursable meet specified state qualifications?
4. Yes No ?

- F-5 Are annual reports on the status of all special education personnel channeled through the intermediate special education office for monitoring?
5. Yes No ?
- F-6 Do special education teachers, supervisors, consultants and directors hold credentials which conform to the Department of Education guidelines for special education personnel?
6. Yes No ?
- F-7 Are in-service training and other methods used to up-grade personnel training for special education staff?
7. Yes No ?
- F-8 Are personnel associated with programs for handicapped youth encouraged and given an opportunity to visit other classrooms, communities, institutions, and agencies, and to attend professional meetings?
8. Yes No ?
- F-9 Do teacher consultants provide services to handicapped students in the classroom, or provide consultation to regular classroom teachers who have handicapped students integrated into their classrooms; or provide itinerant services in one or more school buildings?
9. Yes No ?
- F-10 Do teacher consultants carry up to 25 students on an active caseload, but no more than 25?
10. Yes No ?
- F-11 May teacher consultants work with regular students for up to, but no more than 10 consecutive school days?
11. Yes No ?
- F-12 Does the director or coordinator have responsibility for the following duties as specified in Rule 50(i)?
Developing and organizing and administering special education programs?
Planning and conducting in-service programs
Conducting program evaluation
Providing liaison with school staff and community
Preparing special education reports
Supervising special education staff
12. Yes No ?

F-13 If your district receives reimbursement for the salary, does the director of special education meet state requirements for approval?

13. Yes No ?

F-14 If your district receives reimbursement for the salary, does the assistant director meet state requirements for approval?

14. Yes No ?

F-15 If your district receives reimbursement for the salary(s), does the supervisor(s) meet state requirements for approval?

15. Yes No ?

F-16 If your district receives reimbursement for their salaries, do all teachers of the handicapped meet state requirements for approval?

16. Yes No ?

F-17 If your district receives reimbursement for their salaries, do all special education interns meet state department approval requirements?

17. Yes No ?

F-18 If your district receives reimbursement for their salaries, do all curriculum resource consultants meet state department approval requirements?

18. Yes No ?

F-19 If your district receives reimbursement for their salaries, are all supportive personnel such as social workers, medical specialists, psychologists; licensed, certified, or registered by a governmental agency, certified by a legally recognized board, or association, or recommended by a college or university offering an appropriate training program as approved by the State Board of Education?

19. Yes No ?

G. Facilities

G-1 Are all new schools in your district barrier free?

1. Yes No ?

G-2 Is adequate equipment provided for each special education program?

2. Yes No ?

- G-3 Are special education facilities equal to facilities for regular education?
3. Yes No ?
- G-4 Are materials workshops conducted in order to acquaint special education personnel with the latest instructional materials?
4. Yes No ?
- G-5 Are teachers helped and encouraged to develop new instructional materials designed to meet the specific needs of handicapped children?
5. Yes No ?
- G-6 Do all special education classrooms have at least the average number of square feet per student as the regular classrooms in the district?
6. Yes No ?
- G-7 Do teacher consultants and special education personnel have space designated on a scheduled basis in each building to afford individual and small group work?
7. Yes No ?
- G-8 Are handicapped students assigned to educational programs and services which are housed in buildings which allow for integration to take place?
8. Yes No ?

H. Instructional Content

- H-1 Is an instructional program provided for handicapped students in the 0-6 category?
1. Yes No ?

Elementary Guidelines

- H-2 Is the regular educational sequence followed wherever possible?
2. Yes No ?
- H-3 Is the Handbook of Suggestions for Developmental Learning published by the Michigan Department of Education used as a general guide in developing curriculum to meet the unique needs of the handicapped?
3. Yes No ?

Early Secondary

H-4 Do all handicapped secondary youngsters who are eligible for special education, can benefit from and who are interested in vocational education have access to such programs in your district?

4. Yes No ?

H-5 Does the secondary curriculum include the following aspects as a minimum:

- A. Continuation of academic skills training
- B. Physical education
- C. History, designed to meet legal requirements of a normal course of study as prescribed in the Michigan School Code (Sec. 340.361).
- D. Economics designed to help the student understand the role of worker, supervisor and management in a free enterprise system.
- E. Home Economics designed to provide personal skills needed to maintain an adequate life environment.
- F. Business Skills
- G. Industrial Arts
- H. Health Science

5. Yes No ?

Pre-Vocational Evaluation

H-6 In your district, is each teacher accountable for each of the following:

- A. Teaching the skill?
- B. Providing related occupational information, and
- C. Assessing interest, aptitudes and abilities for the purpose of recommending appropriate vocational alternatives when the student completes the earlier secondary sequence.

6. Yes No ?

Later Secondary Programs Guidelines

H-7 Do handicapped students receive drivers education in your district, unless deemed inappropriate by the EPPC?

7. Yes No ?

H-8 Are handicapped students placed in regular vocational education programs where possible?

8. Yes No ?

H-9 Are special education students who have not completed a normal course of study and are between the ages of 16 and 25 served by special education in your district?

9. Yes No ?

H-10 Are referrals made by the Special Education Department to the following agencies which are available to serve special education youngsters?

- A. Vocational Rehabilitation Services
- B. Michigan Department of Education
- C. Bureau of Blind Services
- D. Michigan Department of Social Services

10. Yes No ?

Individual Instructional Objectives

H-11 Is a curriculum plan (with individual performance objectives) for each student developed in accordance with his needs in the cognitive, affective and psychomotor domains with special attention to needs for personal adjustment training, pre-vocational training and vocational training? (R 340.1733(b))

11. Yes No ?

H-12 Are the performance objectives available to the parent? (R 340.1733(b))

12. Yes No ?

H-13 May the performance objectives written for each handicapped person (R 340.1733(c)) be reviewed by the Superintendent of Public Instruction or his designee?

13. Yes No ?

H-14 Are the methods of instruction consistent with the performance objectives written for each handicapped person? (R 340.1733(c))

14. Yes No ?

H-15 Does the instructional program for a school day focus on the individual needs of the handicapped person, as determined through the educational plan for each student? (R 340.1733(g))

15. Yes No ?

H-16 Is the use of all sensory modalities incorporated into the instructional content for handicapped students?

16. Yes No ?

H-17 Is the special education program designed to promote the development of social skills in handicapped persons?

17. Yes No ?

I. Leadership

I-1 Are members of the special education staff encouraged to attend professional workshops, institutes, and conventions in order to remain abreast of the latest developments in the field of special education?

1. Yes No ?

I-2 Does your program plan include philosophy, goals, objectives and strategies designed to obtain meaningful and sequential educational programming for handicapped children?

2. Yes No ?

I-3 Whenever the total program of professional personnel in a specific program or service exceeds ten, is a supervisor hired for that program?

3. Yes No ?

I-4 Does your district cooperate with Michigan Universities by allowing their interns to work with Special Education Services staff?

4. Yes No ?

J. Integration

J-1 Are the handicapped children in your district integrated into regular classroom programs whenever appropriate?

1. Yes No ?

J-2 Are efforts underway to develop a cooperative vocational education/special education program?

2. Yes No ?

J-3 Is coordination of job placement and skills training between teacher consultants for the mentally handicapped and the physically handicapped in close cooperations with vocational rehabilitation agencies?

3. Yes No ?

J-4 Does the EPPC recommend regular and special education programs and services for each student?

4. Yes No ?

J-5 Are in-service training programs designed to acquaint regular teachers with the needs of handicapped students?

5. Yes No ?

K. Evaluation

K-1 Is program evaluation undertaken in your district to reveal strengths and deficiencies of the program or service and to suggest changes in the delivery system?

1. Yes No ?

K-2 Is there an evaluation system available for assessing the amount of pupil progress toward accomplishing individualized performance objectives?

2. Yes No ?

K-3 Is any effort made to facilitate the exchange of information concerning techniques of program evaluation, staff appraisal, etc. with other local districts?

3. Yes No ?

K-4 Are measurable objectives set for your programs and services so that they may be objectively evaluated?

4. Yes No ?

K-5 Is an effort made to set measurable objectives for special education programs and services in accordance with the state department of accountability model?

5. Yes No ?

ASSESS QUESTIONNAIRE

(2) Special Education Staff

INSTRUCTIONS:

Please answer each question according to what is actually practiced in your school district at the local level. If an item indicates a certain practice in your district, circle the "Yes" response. If the action alluded to in the item is not the practice in your district, circle the "No" response. If you really do not feel that you have sufficient information to make a determination, check the "?" response.

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question				
<u>A. Referral System</u>					
A-1	Is there a formalized procedure for receiving and processing referrals for special education programs and services in your district?	1.	Yes	No	?
A-2	Is a formal procedure followed which culminates in the convening of an educational planning and placement committee (EPPC) meeting for all persons referred for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled?	2.	Yes	No	?
A-3	If a student has a permanent disability or a long-term illness or injury, is he referred to an EPPC?	3.	Yes	No	?
A-4	Is it the responsibility of supportive, diagnostic, and itinerant personnel (special education) to refer students to an EPPC when their evaluation indicates that the student may be mentally, physically or emotionally impaired or learning disabled?	4.	Yes	No	?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent?	5.	Yes	No	?

- A-6 May the above-mentioned referrals be verbal?
6. Yes No ?
- A-7 If the referral does not specifically indicate the parents, are parents contacted to assure their awareness and consent?
7. Yes No ?
- A-8 Is parental approval obtained before a referral is processed?
8. Yes No ?
- A-9 If the referral does not contain adequate information, does the special education office request additional information from the referral source verifying the existence of a handicap or containing information which led the referral source to suspect the existence of a handicap?
9. Yes No ?
- A-10 Are all referrals recorded according to the intermediate district plan's specified procedure for recording and processing referrals?
10. Yes No ?

B. Diagnostic Services

- B-28 After the referral is received, is one staff person assigned responsibility of collecting diagnostic data?
1. Yes No ?
- B-29 Are data of a clinical nature collected for each disability group by professionals specified in the State Code?
2. Yes No ?
- B-30 Does the Educational Planning and Placement Committee see that sufficient clinical and educational data are available to make a verification of referred students' eligibility or ineligibility for placement?
3. Yes No ?
- B-31 Do teacher consultants work with regular students to obtain diagnostic information to be used in determining eligibility for special education programs and services?
4. Yes No ?
- B-32 Does the special education department refrain from placing persons suspected of being handicapped in special education programs prior to determination of eligibility by an EPPC?
5. Yes No ?

B-33 Is the language of the evaluation the primary language of the student?

6. Yes No ?

C. Placement Procedures

C-1 Are all special education placements recommended by an EPPC except for Speech and Language, Social Worker, and Home-bound and Hospitalized services?

1. Yes No ?

C-2 Before a change in status is made, must an EPPC have made the recommendation?

2. Yes No ?

C-3 Are changes from one type of program to another, one level to another and additions or deletions of services considered changes in educational status?

3. Yes No ?

C-4 Does the responsibility for making changes in the educational status of the handicapped person rest with the Superintendent or his designee?

4. Yes No ?

C-5 Are the duties of the EPPC in your district defined as follows:

1. Determining eligibility
2. Recommending programs and services
3. Establishing instructional goals
4. Identifying outcomes expected as a result of special education placement.

5. Yes No ?

C-6 Does the EPPC in your district consist of one representative from each of the following categories, as a minimum?

1. Administration
2. Diagnostic personnel
3. Supportive or instructional staff
4. Parents, if they choose to participate

6. Yes No ?

C-7 If the student is under 18, is the student's mother, father or guardian considered the "parent," and invited to participate on his own EPPC.

7. Yes No ?

C-8 If the student is 18 or over and has not had a legal guardian appointed by the court, is he invited to participate on his own EPPC?

8. Yes No ?

C-9 Does the Special Education Office request in writing parent participation on the EPPC on a case by case basis?

9. Yes No ?

C-10 If the parent has not been notified of the EPPC meeting, is the student's status left unchanged until parent involvement is sought and permission is obtained?

10. Yes No ?

C-11 Does the EPPC chairperson (if appointed by the Superintendent) arrange time and place of the meeting(s) and invite other participants?

11. Yes No ?

C-12 Is a certified letter or a signed receipt of a hand-delivered letter used to provide documentation of the letter having been sent to the parents?

12. Yes No ?

C-13 Does the decision of the EPPC become official when, as a minimum, the superintendent or his designee and the parents agree?

13. Yes No ?

C-14 Is one EPPC member appointed to arrange for the implementation and follow-up of the recommended plan and to record and coordinate the committee's actions?

14. Yes No ?

C-15 Does the EPPC require that the need for intervention must exist and that the student have one or more impairments as defined by law before that student can be deemed eligible for special education services or programs? (Same exceptions as in A-4 apply.)

15. Yes No ?

C-16 If the EPPC decides that a handicapped student may best be served by non-special education services, is that student denied special education programs or services at that time?

16. Yes No ?

C-17 If parents choose not to participate on the EPPC, are they given prior notification of the Committee's recommendation and allowed at least seven (7) days to agree or disagree before placement is made?

17. Yes No ?

- C-18 Are parents given a copy of Rule 24 which concerns the Hearing Process.
18. Yes No ?
- C-19 Does the special education office assume the responsibility for making parents aware of the provisions of Rule 24?
19. Yes No ?
- C-20 Are the parents informed by the Superintendent or his designee that they may appeal to the Superintendent of Instruction if a decision is not reached with the local Superintendent?
20. Yes No ?
- C-21 Are parents informed of the availability of organizations, their addresses and telephone numbers, to assist them at the hearing?
21. Yes No ?
- C-22 Does the EPPC report include regular education and special education programs and services as deemed appropriate?
22. Yes No ?
- C-23 Prior to signing, are parents given the opportunity to receive and review the written recommendations of the EPPC?
23. Yes No ?
- C-24 Is the signature of consent by the "parent" a part of or attached to the committee recommendation?
24. Yes No ?
- C-25 Are parents given the opportunity to request an EPPC meeting anytime they feel that a change in their child's educational status is needed?
25. Yes No ?
- C-26 Are parents always notified before placement is effectuated, denied or changed?
26. Yes No ?
- C-27 Does the placement notification always include the following:?
A. Description of proposed action
B. Specification of statute or rule under which action is proposed
C. Statement of reasons for action
D. Specification of any tests or reports upon which the action is based
E. Notice of right to hearing and procedure for requesting same

F. Names and addresses of organisations available to assist at hearing

G. All options of educational opportunities available

- | | | | | | |
|------|---|-----|-----|----|---|
| | | 27. | Yes | No | ? |
| C-28 | If parents request specific persons from the school staff whose testimony is vital to attend the hearing, are they available to attend? | | | | |
| | | 28. | Yes | No | ? |
| C-29 | May parents bring outside professionals or non-professionals to the meeting if they notify the hearing officer prior to the meeting? | | | | |
| | | 29. | Yes | No | ? |
| C-30 | May parents provide written reports for the EPPC in support of their position on the child's placement? | | | | |
| | | 30. | Yes | No | ? |
| C-31 | Does the Superintendent or his designee act in the following manner on the recommendation of the EPPC? | | | | |
| | 1. Place the student in an appropriate program, and | | | | |
| | 2. Assign Special Education Staff | | | | |
| | | 31. | Yes | No | ? |
| C-32 | Does the administration consider the following when implementing the EPPC's recommendations? | | | | |
| | 1. The skills of the teachers or teacher consultants | | | | |
| | 2. The age range, number, and disability make-up of the students assigned to the program. | | | | |
| | 3. The balance of boys and girls and compatibility of types of learning difficulties of enrollees | | | | |
| | 4. The relationship of the child's educational needs to those of others in the group to which he is being assigned. | | | | |
| | | 32. | Yes | No | ? |
| C-33 | May parent be represented at the hearing by any person of his choosing? | | | | |
| | | 33. | Yes | No | ? |
| C-34 | If the EPPC cannot agree on a placement, do they either recommend regular programs and services or request further diagnostic study? | | | | |
| | | 34. | Yes | No | ? |

D. Continuum of Programs and Services

D-1 Does the Special Education Program content include the following components for all impairment groups:

Personal adjustment Training
 Pre-vocational Training
 Vocational Training
 Skills Training
 Work-Study

1. Yes No ?

D-2 Is there a continuum of special education services in your district for all impairment groups including:

Pre-Primary
 Elementary
 Junior High
 Secondary

2. Yes No ?

D-3 Is there a hierarchical arrangement of special education services available in your district including the following:

Full-time regular class placement with supportive help
 Part-time special class; part-time regular class
 Full-time special education class
 Homebound or Hospitalized Services
 Residential placement

3. Yes No ?

D-4 Are the following supportive services available in your district for all impairment groups?

Social Worker Services
 Psychological Consultation or services
 Teacher Consultant Services
 Speech and Language Services

4. Yes No ?

D-5 Are the following instructional services available in your district for all impairment groups:

Teacher consultant for evaluation of regular students during a 10 day diagnostic teaching period

Teacher consultant services for small groups of special education students and general education teachers who are servicing impaired students

Special Education teacher serving more than one disability group

Special Education classroom teacher for a basic classroom program.

5. Yes No ?

Emotionally Impaired

- D-31 Does the ratio in the program for the emotionally impaired consist of 1 teacher for not more than the equivalent of 10 full-time pupils?
6. Yes No ?

Educable Mentally Impaired

- D-32 Does the ratio in EMI programs consist of 1 teacher for not more than 15 full-time students?
7. Yes No ?

Learning Disability

- D-33 Does the teacher of the learning disabled have the equivalent of 10 or fewer full-time pupils assigned per teacher in a special class?
8. Yes No ?

Speech and Language

- D-34 Are size and composition of groups determined by the teacher of the speech and language impaired?
9. Yes No ?

E. Follow-up

- E-1 Does the special education department in your district provide a review of programs and services provided each handicapped person at least annually?
1. Yes No ?
- E-2 If so, are parents provided a copy of the recommendations of such a review?
2. Yes No ?
- E-3 Does the review report provided by the special education department include the names of persons who conducted the review; the information that was reviewed, and a recommendation for either continuation, additional services, or referral to an Educational Planning and Placement Committee for possible change of educational status?
3. Yes No ?
- E-4 Does the Superintendent of the district of residence receive a copy of the review report?
4. Yes No ?

- E-5 If a change of placement seems warranted after the review, does the special education department see that the EPPC is held?
5. Yes No ?
- E-6 Does the review include an analysis of the appropriateness of the present program including the individual performance objectives?
6. Yes No ?
- E-7 Does the review include an analysis of educational, physical and psychological data?
7. Yes No ?
- E-8 Is the review conducted by one or more approved special education staff persons as assigned by the superintendent or his designee?
8. Yes No ?
- E-9 Does the review occur at least once every 12 calendar months since the date of placement or last review?
9. Yes No ?
- E-10 Is a review held whenever it appears necessary, even if less than a year has transpired?
10. Yes No ?
- E-11 Does the review report contain an analysis of the student's progress toward meeting his objectives?
11. Yes No ?
- E-12 Is each student followed for at least one year following termination of special education programs and services?
12. Yes No ?

F. Personnel

- F-1 Are the various roles of special education personnel made clear by the administration in your district?
1. Yes No ?
- F-2 Are in-service programs conducted to up-grade the training of special education personnel?
2. Yes No ?
- F-3 Do all special education employees for whom salaries are reimbursed meet the qualifications required by State law?
3. Yes No ?

- F-4 Do all special education employees whose salaries are not reimbursable meet specified state qualifications?
4. Yes No ?
- F-5 Are annual reports on the status of all special education personnel channeled through the intermediate special education office for monitoring?
5. Yes No ?
- F-6 Do special education teachers, supervisors, consultants and directors hold credentials which conform to the Department of Education guidelines for special education personnel?
6. Yes No ?
- F-7 Are in-service training and other methods used to up-grade personnel training for special education staff?
7. Yes No ?
- F-8 Are personnel associated with programs for handicapped youth encouraged and given an opportunity to visit other classrooms, communities, institutions, and agencies, and to attend professional meetings?
8. Yes No ?
- F-9 Do teacher consultants provide services to handicapped students in the classroom, or provide consultation to regular classroom teachers who have handicapped students integrated into their classrooms; or provide itinerant services in one or more school buildings?
9. Yes No ?
- F-10 Do teacher consultants carry up to 25 students on an active caseload, but no more than 25?
10. Yes No ?
- F-11 May teacher consultants work with regular students for up to, but no more than 10 consecutive school days?
11. Yes No ?
- F-12 Does the director or coordinator have responsibility for the following duties as specified in Rule 50(i)?
Developing and organizing and administering special education programs?
Planning and conducting in-service programs
Conducting program evaluation
Providing liaison with school staff and community
Preparing special education reports
Supervising special education staff
12. Yes No ?

G. Facilities

- G-1 Are all new schools in your district barrier free?
1. Yes No ?
- G-2 Is adequate equipment provided for each special education program?
2. Yes No ?
- G-3 Are special education facilities equal to facilities for regular education?
3. Yes No ?
- G-4 Are materials workshops conducted in order to acquaint special education personnel with the latest instructional materials?
4. Yes No ?
- G-5 Are teachers helped and encouraged to develop new instructional materials designed to meet the specific needs of handicapped children?
5. Yes No ?
- G-6 Do all special education classrooms have at least the average number of square feet per student as the regular classrooms in the district?
6. Yes No ?
- G-7 Do teacher consultants and special education personnel have space designated on a scheduled basis in each building to afford individual and small group work?
7. Yes No ?
- G-8 Are handicapped students assigned to educational programs and services which are housed in buildings which allow for integration to take place?
8. Yes No ?

H. Instructional Content

- H-1 Is an instructional program provided for handicapped students in the 0-6 category?
1. Yes No ?

Elementary Guidelines

- H-2 Is the regular educational sequence followed wherever possible?
2. Yes No ?

H-3 Is the Handbook of Suggestions for Developmental Learning published by the Michigan Department of Education used as a general guide in developing curriculum to meet the unique needs of the handicapped?

3. Yes No ?

Early Secondary

H-4 Do all handicapped secondary youngsters who are eligible for special education, can benefit from and who are interested in vocational education have access to such programs in your district?

4. Yes No ?

H-5 Does the secondary curriculum include the following aspects as a minimum:

- A. Continuation of academic skills training,
- B. Physical education,
- C. History, designed to meet legal requirements of a normal course of study as prescribed in the Michigan School Code (Sec. 340.361).
- D. Economics designed to help the student understand the role of worker, supervisor and management in a free enterprise system.
- E. Home Economics designed to provide personal skills needed to maintain an adequate life environment.
- F. Business Skills
- G. Industrial Arts
- H. Health Science

5. Yes No ?

Pre-Vocational Evaluation

H-6 In your district, is each teacher accountable for each of the following:

- A. Teaching the skill?
- B. Providing related occupational information, and
- C. Assessing interest, aptitudes and abilities for the purpose of recommending appropriate vocational alternatives when the student completes the earlier secondary sequence.

6. Yes No ?

Later Secondary Programs Guidelines

H-7 Do handicapped students receive drivers education in your district, unless deemed inappropriate by the EPPC?

7. Yes No ?

- H-8 Are handicapped students placed in regular vocational education programs where possible?
8. Yes No ?
- H-9 Are special education students who have not completed a normal course of study and are between the ages of 16 and 25 served by special education in your district?
9. Yes No ?
- H-10 Are referrals made by the Special Education Department to the following agencies which are available to serve special education youngsters?
A. Vocational Rehabilitation Services
B. Michigan Department of Education
C. Bureau of Blind Services
D. Michigan Department of Social Services
10. Yes No ?

Individual Instructional Objectives

- H-11 Is a curriculum plan (with individual performance objectives) for each student developed in accordance with his needs in the cognitive, affective and psychomotor domains with special attention to needs for personal adjustment training, pre-vocational training and vocational training? (R 340.1733(b))
11. Yes No ?
- H-12 Are the performance objectives available to the parent? (R 340.1733(b))
12. Yes No ?
- H-13 May the performance objectives written for each handicapped person (R 340.1733(c)) be reviewed by the Superintendent of Public Instruction or his designee?
13. Yes No ?
- H-14 Are the methods of instruction consistent with the performance objectives written for each handicapped person? (R 340.1733(c))
14. Yes No ?
- H-15 Does the instructional program for a school day focus on the individual needs of the handicapped person, as determined through the educational plan for each student? (R 340.1733(g))
15. Yes No ?
- H-16 Is the use of all sensory modalities incorporated into the instructional content for handicapped students?
16. Yes No ?

H-17 Is the special education program designed to promote the development of social skills in handicapped persons?

17. Yes No ?

I. Leadership

I-1 Are members of the special education staff encouraged to attend professional workshops, institutes, and conventions in order to remain abreast of the latest developments in the field of special education?

1. Yes No ?

I-2 Does your program plan include philosophy, goals, objectives and strategies designed to obtain meaningful and sequential educational programming for handicapped children?

2. Yes No ?

I-3 Whenever the total number of professional personnel in a specific program or service exceeds ten, is a supervisor hired for that program?

3. Yes No ?

I-4 Does your district cooperate with Michigan Universities by allowing their interns to work with Special Education Services staff?

4. Yes No ?

J. Integration

J-1 Are the handicapped children in your district integrated into regular classroom programs whenever appropriate?

1. Yes No ?

J-2 Are efforts underway to develop a cooperative vocational education/special education program?

2. Yes No ?

J-3 Is coordination of job placement and skills training between teacher consultants for the mentally handicapped and the physically handicapped in close cooperations with vocational rehabilitation agencies?

3. Yes No ?

J-4 Does the EPPC recommend regular and special education programs and services for each student?

4. Yes No ?

J-5 Are in-service training programs designed to acquaint regular teachers with the needs of handicapped students?

5. Yes No ?

K. Evaluation

K-1 Is the special education program evaluated to determine strengths and weaknesses?

1. Yes No ?

K-2 Is there an evaluation system available for assessing the amount of pupil progress toward accomplishing individualized performance objectives?

2. Yes No ?

K-3 Is any effort made to facilitate the exchange of information concerning techniques of program evaluation, staff appraisal, etc., with other local districts?

3. Yes No ?

K-4 Are measurable objectives set for your programs and services so that they may be objectively evaluated?

4. Yes No ?

ASSESS QUESTIONNAIRE

(3) General Educators

INSTRUCTIONS:

Please answer each question according to your perception of what is actually practiced in your local special education program. Circle "Yes," "No," or "?" for each item.

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question
A. Referral System	
A-1	Is there a formalized procedure for receiving and processing referrals for special education programs and services in your district? 1. Yes No ?
A-2	Is a formal procedure followed which culminates in the convening of an educational planning and placement committee (EPPC) meeting for all persons referred for programs for the severely mentally impaired, trainable mentally impaired, educable mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, severely multiply impaired and/or learning disabled? 2. Yes No ?
A-3	If a student has a permanent disability or a long-term illness or injury, is he referred to an EPPC? 3. Yes No ?
A-4	Is it the responsibility of supportive diagnostic, and itinerant personnel (special education) to refer students to an EPPC when their evaluation indicates that the student may be mentally, physically or emotionally impaired or learning disabled? 4. Yes No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent? 5. Yes No ?

- A-6 May the above-mentioned referrals be verbal?
6. Yes No ?
- A-7 If the referral does not specifically indicate the parents, are parents contacted to assure their awareness and consent?
7. Yes No ?
- A-8 Is parental approval obtained before a referral is processed?
8. Yes No ?
- A-9 If the referral does not contain adequate information, does the special education office request additional information from the referral source verifying the existence of a handicap or containing information which led the referral source to suspect the existence of a handicap?
9. Yes No ?
- A-10 Are all referrals recorded according to the intermediate district plan's specified procedure for recording and processing referrals?
10. Yes No ?

B. Diagnostic Services

Educable Mentally Impaired

- B-28 After the referral is received, is one staff person assigned responsibility of collecting diagnostic data?
1. Yes No ?
- B-29 Are data of a clinical nature collected for each disability group by professionals specified in the State Code?
2. Yes No ?
- B-30 Does the Educational Planning and Placement Committee see that sufficient clinical and educational data are available to make a verification of referred students' eligibility or ineligibility for placement?
3. Yes No ?
- B-31 Do teacher consultants work with regular students to obtain diagnostic information to be used in determining eligibility for special education programs and services?
4. Yes No ?

B-32 Does the special education department refrain from placing persons suspected of being handicapped in special education programs prior to determination of eligibility by an EPPC?

5. Yes No ?

B-33 Is the language of the evaluation the primary language of the student?

6. Yes No ?

C. Placement Procedures

C-1 Are all special education placements recommended by an EPPC except for Speech and Language, Social Worker, and Home-bound and Hospitalized services?

1. Yes No ?

C-2 Before a change in status is made, must an EPPC have made the recommendation?

2. Yes No ?

C-3 Are changes from one type of program to another, one level to another and additions or deletions of services considered changes in educational status?

3. Yes No ?

C-4 Does the responsibility for making changes in the educational status of the handicapped person rest with the Superintendent or his designee?

4. Yes No ?

C-5 Are the duties of the EPPC in your district defined as follows:

1. Determining eligibility
2. Recommending programs and services
3. Establishing instructional goals
4. Identifying outcomes expected as a result of special education placement.

5. Yes No ?

C-6 Does the EPPC in your district consist of one representative from each of the following categories, as a minimum?

1. Administration
2. Diagnostic personnel
3. Supportive or instructional staff
4. Parents, if they choose to participate

6. Yes No ?

C-7 If the student is under 18, is the student's mother, father or guardian considered the "parent," and invited to participate on his own EPPC?

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- C-8 If the student is 18 or over and has not had a legal guardian appointed by the court, is he invited to participate on his own EPPC?
8. Yes No ?
- C-9 Does the Special Education Office request in writing parent participation on the EPPC on a case by case basis?
9. Yes No ?
- C-10 If the parent has not been notified of the EPPC meeting, is the student's status left unchanged until parent involvement is sought and permission is obtained?
10. Yes No ?
- C-11 Does the EPPC chairperson (if appointed by the Superintendent) arrange time and place of the meeting(s) and invite other participants?
11. Yes No ?
- C-12 Is a certified letter or a signed receipt of a hand-delivered letter used to provide documentation of the letter having been sent to the parents?
12. Yes No ?
- C-13 Does the decision of the EPPC become official when, as a minimum, the superintendent or his designee and the parents agree?
13. Yes No ?
- C-14 Is one EPPC member appointed to arrange for the implementation and follow-up of the recommended plan and to record and coordinate the committee's actions?
14. Yes No ?
- C-15 Does the EPPC require that the need for intervention must exist and that the student have one or more impairments as defined by law before that student can be deemed eligible for special education services or programs? (Same exceptions as in A-4 apply.)
15. Yes No ?
- C-16 If the EPPC decides that a handicapped student may best be served by non-special education services, is that student denied special education programs or services at that time?
16. Yes No ?

- C-17 If parents choose not to participate on the EPPC, are they given prior notification of the Committee's recommendation and allowed at least seven (7) days to agree or disagree before placement is made?
17. Yes No ?
- C-18 Are parents given a copy of Rule 24 which concerns the Hearing Process?
18. Yes No ?
- C-19 Does the special education office assume the responsibility for making parents aware of the provisions of Rule 24?
19. Yes No ?
- C-20 Are the parents informed by the Superintendent or his designee that they may appeal to the Superintendent of Instruction if a decision is not reached with the local Superintendent?
20. Yes No ?
- C-21 Are parents informed of the availability of organizations, their addresses and telephone numbers, to assist them at the hearing?
21. Yes No ?
- C-22 Does the EPPC report include regular education and special education programs and services as deemed appropriate?
22. Yes No ?
- C-23 Prior to signing, are parents given the opportunity to receive and review the written recommendations of the EPPC?
23. Yes No ?
- C-24 Is the signature of consent by the "parent" a part of or attached to the committee recommendation?
24. Yes No ?
- C-25 Are parents given the opportunity to request an EPPC meeting anytime they feel that a change in their child's educational status is needed?
25. Yes No ?
- C-26 Are parents always notified before placement is effectuated, denied or changed?
26. Yes No ?

- C-27 Does the placement notification always include the following:?
- A. Description of proposed action
 - B. Specification of statute or rule under which action is proposed
 - C. Statement of reasons for action
 - D. Specification of any tests or reports upon which the action is based
 - E. Notice of right to hearing and procedure for requesting same
 - F. Names and addresses of organizations available to assist at hearing
 - G. All options of educational opportunities available
27. Yes No ?
- C-28 If parents request specific persons from the school staff whose testimony is vital to attend the hearing, are they available to attend?
28. Yes No ?
- C-29 May parents bring outside professionals or non-professionals to the meeting if they notify the hearing officer prior to the meeting?
29. Yes No ?
- C-30 May parents provide written reports for the EPPC in support of their position on the child's placement?
30. Yes No ?
- C-31 Does the Superintendent or his designee act in the following manner on the recommendation of the EPPC?
1. Place the student in an appropriate program, and
 2. Assign Special Education Staff
31. Yes No ?
- C-32 Does the administration consider the following when implementing the EPPC's recommendations?
1. The skills of the teachers or teacher consultants
 2. The age range, number, and disability make-up of the students assigned to the program.
 3. The balance of boys and girls and compatibility of types of learning difficulties of enrollees
 4. The relationship of the child's educational needs to those of others in the group to which he is being assigned.
32. Yes No ?

C-33 May parents be represented at the hearing by any person of his choosing?

33. Yes No ?

D. Continuum of Programs and Services

D-1 Does the Special Education Program content include the following components for all impairment groups:

Personal Adjustment Training
Pre-vocational Training
Vocational Training
Skills Training
Work-Study

1. Yes No ?

D-2 Is there a continuum of special education services in your district for all impairment groups including:

Pre-Primary
Elementary
Junior High
Secondary

2. Yes No ?

D-3 Is there a hierarchical arrangement of special education services available in your district including the following:

Full-time regular class placement with supportive help
Part-time special class; part-time regular class
Full-time special education class
Homebound or Hospitalized Services
Residential placement

3. Yes No ?

D-4 Are the following supportive services available in your district for all impairment groups?

Social Worker Services
Psychological Consultation or services
Teacher Consultant Services
Speech and Language Services

4. Yes No ?

D-5 Are the following instructional services available in your district for all impairment groups:

Teacher consultant for evaluation of regular students during a 10 day diagnostic teaching period

Teacher consultant services for small groups of special education students and general education teachers who are servicing impaired students

Special Education teacher serving more than one disability group

Special Education classroom teacher for a basic classroom program.

5. Yes No ?

E. Follow-up

E-1 Does the special education department in your district provide a review of programs and services provided each handicapped person at least annually?

1. Yes No ?

E-2 If so, are parents provided a copy of the recommendations of such a review?

2. Yes No ?

E-3 Does the review report provided by the special education department include the names of persons who conducted the review; the information that was reviewed, and a recommendation for either continuation, additional services, or referral to an Educational Planning and Placement Committee for possible change of educational status?

3. Yes No ?

E-4 Does the Superintendent of the district of residence receive a copy of the review report?

4. Yes No ?

E-5 If a change of placement seems warranted after the review, does the special education department see that the EPPC is held?

5. Yes No ?

E-6 Does the review include an analysis of the appropriateness of the present program including the individual performance objectives?

6. Yes No ?

E-7 Does the review include an analysis of educational, physical and psychological data?

7. Yes No ?

E-8 Is the review conducted by one or more approved special education staff persons as assigned by the superintendent or his designee?

8. Yes No ?

E-9 Does the review occur at least once every 12 calendar months since the date of placement or last review?

9. Yes No ?

- E-10 Is a review held whenever it appears necessary, even if less than a year has transpired?
10. Yes No ?
- E-11 Does the review report contain an analysis of the student's progress toward meeting his objectives?
11. Yes No ?
- E-12 Is each student followed for at least one year following termination of special education programs and services?
12. Yes No ?

F. Personnel

- F-1 Are the various roles of special education personnel made clear by the administration in your district?
1. Yes No ?
- F-2 Are in-service programs conducted to up-grade the training of special education personnel?
2. Yes No ?
- F-4 Do all special education employees whose salaries are not reimbursable meet specified state qualifications?
3. Yes No ?
- F-5 Are annual reports on the status of all special education personnel channeled through the intermediate special education office for monitoring?
4. Yes No ?
- F-6 Do special education teachers, supervisors, consultants and directors hold credentials which conform to the Department of Education guidelines for special education personnel?
5. Yes No ?
- F-7 Are in-service training and other methods used to up-grade personnel training for special education staff?
6. Yes No ?
- F-8 Are personnel associated with programs for handicapped youth encouraged and given an opportunity to visit other classrooms, communities, institutions, and agencies, and to attend professional meetings?
7. Yes No ?

- F-9 Do teacher consultants provide services to handicapped students in the classroom, or provide consultation to regular classroom teachers who have handicapped students integrated into their classrooms; or provide itinerant services in one or more school buildings?
8. Yes No ?
- F-13 If your district receives reimbursement for the salary, does the director of special education meet state requirements for approval?
9. Yes No ?
- F-14 If your district receives reimbursement for the salary, does the assistant director meet state requirements for approval?
10. Yes No ?
- F-15 If your district receives reimbursement for the salary(s), does the supervisor(s) meet state requirements for approval?
11. Yes No ?
- F-16 If your district receives reimbursement for their salaries, do all teachers of the handicapped meet state requirements for approval?
12. Yes No ?
- F-17 If your district receives reimbursement for their salaries, do all special education interns meet state department approval requirements?
13. Yes No ?
- F-18 If your district receives reimbursement for their salaries, do all curriculum resource consultants meet state department approval requirements?
14. Yes No ?
- F-19 If your district receives reimbursement for their salaries, are all supportive personnel such as social workers, medical specialists, psychologists; licensed, certified, or registered by a governmental agency, certified by a legally recognized board, or association, or recommended by a college or university offering an appropriate training program as approved by the State Board of Education?
15. Yes No ?

G. Facilities

- G-1 Are all new schools in your district barrier free?
1. Yes No ?
- G-2 Is adequate equipment provided for each special education program?
2. Yes No ?
- G-3 Are special education facilities equal to facilities for regular education?
3. Yes No ?
- G-6 Do all special education classrooms have at least the average number of square feet per student as the regular classrooms in the district?
4. Yes No ?
- G-7 Do teacher consultants and special education personnel have space designated on a scheduled basis in each building to afford individual and small group work?
5. Yes No ?
- G-8 Are handicapped students assigned to educational programs and services which are housed in buildings which allow for integration to take place?
6. Yes No ?

I. Leadership

- I-1 Are members of the special education staff encouraged to attend professional workshops, institutes, and conventions in order to remain abreast of the latest developments in the field of special education?
1. Yes No ?
- I-2 Does your program plan include philosophy, goals, objectives and strategies designed to obtain meaningful and sequential educational programming for handicapped children?
2. Yes No ?
- I-3 Whenever the total number of professional personnel in a specific program or service exceeds ten, is a supervisor hired for that program?
3. Yes No ?
- I-4 Does your district cooperate with Michigan Universities by allowing their interns to work with Special Education Services staff?
4. Yes No ?

J. Integration

- J-1 Are the handicapped children in your district integrated into regular classroom programs whenever appropriate?
1. Yes No ?
- J-2 Are efforts underway to develop a cooperative vocational education/special education program?
2. Yes No ?
- J-3 Is coordination of job placement and skills training between teacher consultants for the mentally handicapped and the physically handicapped in close cooperation with vocational rehabilitation agencies?
3. Yes No ?
- J-4 Does the EPPC recommend regular and special education programs and services for each student?
4. Yes No ?
- J-5 Are in-service training programs designed to acquaint regular teachers with the needs of handicapped students?
5. Yes No ?

K. Evaluation

- K-1 Is the special education program evaluated to determine strengths and deficiencies?
1. Yes No ?
- K-2 Is there an evaluation system available for assessing the amount of pupil progress toward accomplishing individualized performance objectives?
2. Yes No ?
- K-3 Is any effort made to facilitate the exchange of information concerning techniques of program evaluation, staff appraisal, etc., with other local districts?
3. Yes No ?
- K-4 Are measurable objectives set for your programs and services so that they may be objectively evaluated?
4. Yes No ?

ASSESS QUESTIONNAIRE

(4) Parents

Dear Parent:

Please share with your local special education office your perception of how the program operates in this district. The questions below should be answered according to what you feel is being practiced in this district.

Please indicate by circling "Yes" or "No" whether a certain practice is taking place in this district. If you have had no opportunity to find out about any item on the questionnaire, please circle "?".

PLEASE CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION.

Item Code	Question
<u>A. Referral System</u>	
A-5	If your child needed special education services, would the special education office accept a referral from you? 1. Yes No ?
A-8	Will the special education office obtain the parent's permission before processing a referral? 2. Yes No ?
A-2	When a child is referred for a program for the mentally impaired, the emotionally impaired, the speech and language impaired, the hearing impaired, the visually impaired, the physically and otherwise health impaired, the severely multiply impaired, or the learning disabled, does the special education office arrange a meeting of the educational planning and placement committee to determine eligibility and recommend appropriate programs and services? 3. Yes No ?
A-3	If a child has a permanent disability or a long-term illness or injury, does the special education office arrange an EPPC meeting for him to determine appropriate programming? 4. Yes No ?

B. Diagnostic Services

B-32 Does the special education office always hold an EPPC meeting before placing a student in special education programs other than homebound, social worker, psychological, or speech and language services?

1. Yes No ?

C. Placement Procedures

C-4 Does the responsibility for making changes in the educational status of the handicapped person rest with the Superintendent or his designee in your district?

1. Yes No ?

C-6 Does the Educational Planning and Placement Committee (EPPC) always consist of one representative from each of the following categories, as a minimum:

1. Administration
2. Diagnostic personnel
3. Instructional and supportive staff
4. Parents, if they choose to participate?

2. Yes No ?

C-8 If the special education student is over 18 and has not had a legal guardian appointed by the court, is the student himself invited to participate on his own educational planning and placement committee?

3. Yes No ?

C-9 Does the special education office request the parents to participate on each educational planning and placement committee on a case by case basis?

4. Yes No ?

C-10 If the EPPC meeting is held and the parents have not been notified, is the student's educational status left unchanged?

5. Yes No ?

C-13 Are the recommendations of the EPPC implemented when as a minimum, the superintendent (or his designee) and the parents agree?

6. Yes No ?

C-17 If a parent chooses not to participate on the EPPC, is he given prior notification of the committee's recommendation and allowed at least 7 days to agree or disagree before placement is made?

7. Yes No ?

C-18 Are parents given a copy of Rule 24 if they disagree with the recommendations of the EPPC?

8. Yes No ?

C-19 Does the special education office assume the responsibility for making parents aware of what Rule 24 says about parents' rights to a hearing?

9. Yes No ?

C-20 Does your local special education office inform parents of their right to appeal to the State Superintendent of Instruction if a decision is not reached in the hearing with the local superintendent?

10. Yes No ?

C-21 Does the special education office inform parents of the availability of organizations, their addresses and phone numbers, to assist them at the hearing?

11. Yes No ?

C-23 Before signing, are parents given the opportunity to receive and review the written recommendations of the EPPC?

12. Yes No ?

C-25 May you, at any time, request the convening of an educational planning and placement committee (EPPC) to make a change in your child's educational status?

13. Yes No ?

C-26 Are parents always notified before placement is effectuated, denied or changed?

14. Yes No ?

C-27 If you have received a placement notification from the special education office, did it include the following:

1. Description of proposed action.
2. Specification of statute or rule under which action is proposed.
3. Statement of reasons for action.
4. Specification of any tests or reports upon which the proposed action is based.
5. Notice of right to a hearing and procedures for such.
6. Availability of organizations to assist at the hearing.
7. Options of educational opportunities available.

15. Yes No ?

- C-28 If parents request specific persons from the school staff whose testimony is vital to attend the hearing, does the school district require that they attend?
16. Yes No ?
- C-29 May parents bring outside professionals or non-professionals to the EPPC meeting if the hearing officer is notified prior to the meeting?
17. Yes No ?
- C-30 May parents provide testimony or evidence in support of their position on the child's placement at the hearing?
18. Yes No ?
- C-33 May parents of the handicapped person be represented at the hearing by any person of their choosing?
19. Yes No ?

D. Continuum of Programs and Services

- D-1 Does the special education program content in your district include personal adjustment training, pre-vocational training, vocational training, skills training, work-study training for all handicapped students who can benefit?
1. Yes No ?
- D-2 Does the local special education program include a continuum of services for all handicapped students insofar as they can benefit, including these levels: pre-primary, elementary, junior high, and secondary?
2. Yes No ?

E. Follow-Up

- E-1 Does the special education department review all programs and services provided each handicapped person at least annually?
1. Yes No ?
- E-2 Are parents provided a copy of the recommendations of the annual review committee?
2. Yes No ?
- E-3 Does the review report contain the names of persons who conducted the review, the information that was reviewed, and a recommendation for either continuation, additional services, or referral to an EPPC for possible change of educational status?
3. Yes No ?

E-12 Does the special education office follow each student for at least one year following termination of special education programs and services?

4. Yes No ?

F. Personnel

F-1 Do you understand the roles of various special education personnel in the district?

1. Yes No ?

G. Facilities

G-1 Are all new buildings in your district designed so that handicapped persons (blind, those in wheelchairs, etc.) can have easy access to them?

1. Yes No ?

G-2 Are special education facilities in your district equal to facilities for regular education?

2. Yes No ?

H. Instructional Content

H-11 Does each special education student have a curriculum plan which contains individual performance objectives?

1. Yes No ?

H-12 Are the performance objectives for each child available for the parent in your district?

2. Yes No ?

H-17 Are special education programs designed to promote social skill development in handicapped persons in your district?

3. Yes No ?

I. Leadership

I-2 Does the special education program plan in your district contain philosophy, goals, objectives and strategies designed to obtain meaningful and sequential educational programming for handicapped children?

1. Yes No ?

J. Integration

J-1 Are the handicapped children in your district integrated into regular classroom programs whenever appropriate?

1. Yes No ?

K. Evaluation

K-2 Does the special education office have some means of determining how well a child in a special education program is progressing toward the individualized goals and objectives that have been set for him?

1. Yes No ?

ASSESS QUESTIONNAIRE

(5) Agencies Respondent Category

INSTRUCTIONS:

As an agency representative, your perception of the practices of the special education department are extremely important. Please use this questionnaire to indicate your perceptions to the local special education administration.

For each item, circle "Yes," "No," or "?". "Yes" means that the practice is prevalent in this district; "No" means that the practice is not prevalent in this district; "?" means that you do not feel that you have sufficient information to make a determination.

PLEASE CHECK ONLY ONE RESPONSE FOR EACH ITEM.

Item Code	Question
<u>A. Referral System</u>	
A-1	Does the local special education department have a formal procedure for receiving and processing all referrals? 1. Yes No ?
A-2	Is an Educational planning and placement committee meeting (EPPC) held whenever a person is referred for programs for the mentally impaired, emotionally impaired, hearing impaired, visually impaired, physically and otherwise health impaired, learning disabled, and/or severely multiply impaired? 2. Yes No ?
A-3	When a child has a permanent disability or a long-term illness or injury, is an EPPC meeting held for him to determine his educational program? 3. Yes No ?
A-5	Does the special education office accept referrals from parents and members of the professional community with parental consent? 4. Yes No ?
A-6	Will the special education office accept a verbal referral? 5. Yes No ?

B. Diagnostic Services

- B-27 Does the special education office require that data of a clinical nature be collected for each disability group by specified professionals?
1. Yes No ?
- B-28 After the referral is received by the Special Education Office is one staff person assigned the responsibility of collecting diagnostic data, or seeing that adequate diagnostic data is collected prior to the EPPC meeting?
2. Yes No ?
- B-30 Does the EPPC see that sufficient clinical and educational data are available to make a verification of the referred student's eligibility or ineligibility for placement?
3. Yes No ?
- B-32 Does the special education department refrain from placing persons suspected of being handicapped in special education programs prior to determination of eligibility by an EPPC?
4. Yes No ?

C. Placement Procedures

- C-2 Before any change in a handicapped students status is made, must an EPPC have made the recommendation?
1. Yes No ?
- C-4 Does the responsibility for making changes in the educational status of the handicapped person rest with the Superintendent or his designee?
2. Yes No ?
- C-6 Does the EPPC consist of the following members, as a minimum?
1. Administration
2. Diagnostic personnel
3. Instructional and supportive staff
4. Parents, if they choose to participate
3. Yes No ?
- C-13 Are the recommendations of the EPPC implemented when, as a minimum, the Superintendent or his designee and the parents agree.
4. Yes No ?

- C-29 May parents bring outside professionals or non-professionals to the EPPC meeting with them?
5. Yes No ?
- C-30 May parents provide testimony or evidence in support of their position on the child's placement at the hearing?
6. Yes No ?
- C-33 May parents of handicapped persons be represented at the hearing by any person of their choosing?
7. Yes No ?

D. Continuum of Programs and Services

- D-1 Does the local special education program include personal adjustment training, pre-vocational training, vocational training, skills training and work-study training for all handicapped students who can benefit?
1. Yes No ?
- D-2 Does the Special education program include services on the pre-primary, elementary, junior high, and secondary levels for all handicapped students?
2. Yes No ?
- D-3 Is there a hierarchical arrangement of special education services available in your district including full-time regular class placement with supportive help; part-time special classes and part-time regular classes; full-time special class placement, homebound and hospitalized services; and residential placement?
3. Yes No ?
- D-4 Are social worker services, psychological consultation, teacher consultant services and speech and language services available in your district for all handicapped students?
4. Yes No ?

E. Follow-up

- E-1 Does the special education department review all services and programs provided each student at least annually?
1. Yes No ?
- E-2 Is each student followed for at least one year following termination of special education programs and services by the special education department?
2. Yes No ?

F. Personnel

F-1 Are the roles of various special education personnel clearly defined by the special education office in your district?

1. Yes No ?

F-7 Are in-service training and other methods used to up-grade personnel training for special education staff?

2. Yes No ?

G. Facilities

G-1 Are all new schools in your district designed so that persons who are in wheelchairs or who are blind can still find them accessible?

1. Yes No ?

G-2 Are special education facilities in your district equal to facilities for regular education?

2. Yes No ?

G-9 Are handicapped students assigned to educational programs and services which are housed in buildings which allow for integration to take place?

3. Yes No ?

H. Instructional Content

H-10 Does the district refer students 16-25 who have terminated their programs to the following agencies: Vocational rehabilitation, Department of Education, Bureau of Blind Services, Michigan Department of Social Services, etc?

1. Yes No ?

H-11 Is a curriculum plan with individual performance objectives developed for each student in accordance with his needs in the cognitive, affective and psychomotor domains with special attention to needs for personal adjustment training, pre-vocational training and vocational training in your district?

2. Yes No ?

H-12 Are these performance objectives available to parents?

3. Yes No ?

I. Leadership

- I-2 Does the local special education program plan include philosophy, goals, objectives and strategies designed to obtain meaningful and sequential educational programming for handicapped children?
1. Yes No ?
- I-4 Does the local dis-riect cooperate with Michigan Universities by allowing their interns to work with special education services staff?
2. Yes No ?

J. Integration

- J-1 Are handicapped children in your district integrated into regular classroom programs whenever appropriate?
1. Yes No ?
- J-5 Are in-service training programs designed to acquaint regular teachers with the needs of handicapped students?
2. Yes No ?
- J-6 Does the EPPC recommend regular and special education programs and services for each student in accordance with his needs and abilities?
3. Yes No ?