

**REPORT OF THE  
BOARD OF EDUCATION ON**

**A Study Of The  
Preparation of Special  
Education Instructional And  
Administrative Personnel,  
Class Size Requirements  
And The Funding Of  
Special Education Programs**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



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## Table of Contents

Executive Summary	1
Introduction	3
Preparation of Special Education Instructional and Administrative Personnel	4
Study of Virginia's Special Education Class Sizes in Comparison with Other States	14
Study of the Method of Funding Special Education	19
A Plan for Action	32
Appendix A     SJR 200	34
Appendix B     List of Professional and Advocacy Groups Invited to Comment on the Issues Involved in SJR 200	36
Appendix C     Memorandum Requesting Comment on Certain Aspects of Special Education	46
Appendix D     Preparation of Special Education Personnel: Matrices	49
Appendix E     "Revision of Certification Regulations: Proposal for Special Education." (December, 1989 Draft)	72
Appendix F     A Comparison of Special Education Class Size Requirements Across the United States	131
Appendix G     Special Education Financial Information	154
Table 1 - Change in State SPED Funds - FY88 to FY89	
Table 2 - State Special Education SOQ Payments - FY88 to FY89	
Table 3 - State Special Education SOQ and Categorical Combined Payments - FY88 & FY89	

## Executive Summary

This report is made pursuant to Senate Joint Resolution 200 of the 1989 Session of the General Assembly, requesting a study on the preparation of special education instructional and administrative personnel and the funding of special education programs in response to Senate Joint Resolution 200. The Board of Education conducted a study of three prominent issues regarding the education of handicapped children and youth. The issues addressed in the study focused on (1) preparation of special instructional and administrative personnel; (2) class size requirements; and (3) the impact of the Joint Legislative Audit and Review Commission's funding methodology on special education program quality.

In order to ensure that the findings of the study reflected the interest of Virginia's special education constituency, comments regarding the issues addressed in the Resolution were solicited from 71 advocacy organizations, 38 professional and parent organizations including the 12 participating state agencies in the Plan of Cooperation, the 128 professionals, and educators serving on the Division of Special Education's nine program task forces, the Council of Special Education Directors representing the 139 school divisions, the Virginia Council of Administrators of Special Education and the 38 institutions of higher education with teacher training programs. In addition, data was collected from a national survey conducted by the National Association of State Directors of Special Education, a random sampling of school divisions representing a cross section of the state, a review of the approved restructured teacher education programs, a review of research literature and from the Budget Office of the Department of Education.

An analysis of the data revealed significant findings. Among the most significant findings were the following:

1. There is evidence to suggest that a significant number of instructional and administrative personnel are currently providing services to students with handicaps in mainstream environments who do not have the benefit of any training in special education, because only half of the approved teacher education programs in Virginia offer instruction in the area of special education to regular and vocational education teachers.
2. There is an inconsistent pattern of class sizes/caseloads throughout the United States, many of which have no basis in research.
3. The JLARC method has had the desired effect of a more equitable distribution of state funds to localities to support the cost of providing special education and related services to handicapped children.
4. The method of funding the state's share of the cost of operating special education programs in local school divisions is not well understood by LEA special education administrators and consumers.

5. The JIARC method causes financial difficulty for LEAs in some instances where new personnel must be employed during the school year, and also because of the fact that preschool handicapped students cannot be counted in average daily membership.
6. There is no requirement that localities spend a minimum amount for special education in order to receive state funds. Consumers and some LEA special education administrators believe that such a requirement should be mandated by the state.
7. Consumers are seeking mandatory line item accounting for special education revenues and expenditures in local school division budgets so that they might know how much money goes into local programs.

From these findings recommendations were developed and a plan of action outlined. The implementation of the plan in conjunction with the ongoing initiatives should result in elevating Virginia to the "cutting edge" of emerging issues in special education and ensure its position of leadership among the best special education programs in the nation.



## Introduction

During the regular session of the 1989 Virginia General Assembly the legislature reaffirmed its commitment to excellence in public education, including a free, appropriate education for all handicapped students. Such excellence depends, in part, on the quality of teacher preparation programs, manageable class size and the state's share in the responsibility for funding special education programs. Thus the legislature agree to the passage of Senate Joint Resolution (SJR) 200 which requested the Board of Education to conduct a study of certain aspects of special education and to develop a plan to provide state-of-the-art programs and services to establish Virginia as a national leader in education.

In response to the resolution the Board of Education conducted a study of the following:

- (a) the preparation of special education instructional and administrative personnel;
- (b) special education class sizes in relation to class size requirement of special education programs in other states; and
- (c) the special education funding methodology and its impact on program quality and availability.

Based on findings and recommendations derived from the study, the Board developed a plan focused on the attainment of state-of-the-art programs and services in the areas of personnel, class size and funding.

As required by the resolution, an opportunity was provided for public comment. Comments were invited from professional organizations and advocacy groups concerned with the education of handicapped children and you (Appendix B - List of Professional and Advocacy Groups Invited to Comment on the Issues Involved in SJR 200). The Division of Special Education Programs and Management also shared information and invited comment from the members of the State Council of Special Education Directors (representing the officers of the Virginia Council of Administrators of Special Education, a Special Education Director from each of the Superintendent's Regional Study Groups and the State Special Education Advisory Committee). In addition, members of Special Education Program Advisory Committees were invited to comment. Nine committees, involving 145 individuals, provide advice and input to the Division of Special Education Programs in the areas of: Special Education Personnel Development, Programs for Speech-Language Impairment, Hearing Impairment, Visual Impairment, Emotional Disturbance, Specific Learning Disabilities, Mental Retardation, Severely Handicapping Conditions, and Early Childhood Special Education. Committees are composed of numbers of associations, related state agencies, private facilities, institutions of higher education and other persons. As a result of this effort, comments were requested from 252 individuals and organizations. A number of persons also requested their colleagues to provide input. Appendix C includes a copy of the memorandum requesting comments on special education.

## Preparation of Special Education Instructional and Administrative Personnel

The the provision of SJR 200, the Board of Education was requested to "determine how teacher preparation programs may be improved to ensure that all teachers and administrators are trained to meet the needs of students, including handicapped students ... and develop a plan to provide state-of-the-art programs and services to establish Virginia as a national leader in education." All approved programs in Virginia were reviewed to determine the nature of the preparation of personnel teaching students with handicaps.

During 1986, the Ad Hoc Committee on Teacher Education directed the Virginia Institutions of Higher Education to restructure their teacher preparation programs. All institutions were instructed to limit the number of professional education courses to 18 semester hours. (Dyke, J., "Guidelines for Restructuring Teacher Education") During June of 1989 the restructured teacher education programs of the 37 institutions of higher education in Virginia were approved.

All restructured teacher education programs become effective July 1, 1990. The following institutions' programs were approved:

Averett College, Bluefield College, Bridgewater College, CBN University, Christopher Newport College, Clinch Valley College, College of William and Mary, Eastern Mennonite College, Emory and Henry College, Ferrum College, George Mason University, Hampton University, Hollins College, James Madison University, Liberty University, Longwood College, Lynchburg College, Mary Baldwin College, Mary Washington College, Marymount University, Norfolk State University, Old Dominion University, Radford University, Randolph-Macon College, Randolph-Macon Women's College, Roanoke College, Saint Paul's College, Shenandoah College and Conservatory of Music, Sweet Briar College, University of Richmond, University of Virginia, Virginia Commonwealth University, Virginia Intermont College, Virginia Polytechnic Institute and State University, Virginia State University, Virginia Union University, Virginia Wesleyan College.

### Approved Programs Analysis Process

The approved restructured teacher education programs of the 37 Virginia Institutions of Higher Education (IHE) were reviewed to determine practices related to preparing teachers to work with students with disabilities. In some cases, these proposals did not reflect the entire teacher training program of each IHE (e.g., graduate programs requiring endorsement and teaching experience as entry prerequisite were not present in several proposals). Therefore, the information gathered regarding each institution was returned (in the form of the matrices found in Appendix D) to the education contact at each institution of higher education to be verified and/or corrected.

Special education training programs were examined to determine the number of programs offered at the undergraduate level, the 18-hour limit on professional studies and those exceeding the 18 hour. Within these programs, requirements for coursework and fieldwork were reviewed to determine whether the requirements of each IHE are consistent.

The majority of students identified as eligible for special education receive most of their instruction in regular education classes. State and federal special education regulations require that students with handicaps be educated in the least restrictive environment. The IHE teacher education programs were reviewed to determine the training requirements in which mainstreaming is most likely to occur. These programs included elementary, middle and secondary teacher preparation, physical education teacher training, art, music, and vocational education teacher training.

#### Patterns in Teacher Preparation Programs

A review of the matrices revealed certain patterns in teacher preparation programs in Virginia.

- Of the 17 IHE's providing special education teacher training, eight (47%) do so at the undergraduate level. Of these, only two do so within the 18-hour limit on professional studies. The remaining six received a waiver of the 18-hour limit requirement.
- Three courses or content areas appeared to be required for teacher trainees in special education at all IHE's providing such training. These courses included Characteristics of Special Populations, Methods for Instruction of Special Populations, and Assessment. Other courses that appeared frequently were: Teaching of Reading (70%); Foundations of Education (72%); Behavior Management (72%); and Survey of Special Education (72%).
- Fieldwork requirements for special education teachers in training took many forms and varied widely across all 17 approved special education teacher training programs. Generally, three types of field work were identified:
  - 1) fieldwork that was required as part of coursework;
  - 2) practicum experience prior to student teaching;
  - 3) student teaching or an equivalent field experience.
- Physical Education teacher training programs (23) required training in exceptionalities.
- Twenty-two of the 37 (59%) IHEs reviewed required their undergraduate and graduate elementary, secondary, and middle teacher trainees to receive training in education of exceptional students.
- Approximately one half of the art and music training programs required exceptional educational training.

- o In vocational education, approximately half of all programs required training in exceptionalities.

### Information Described in Matrices

Data were collected directly from review of the IHE program proposals and appear in the form of matrices in the appendices. These data are in the process of being verified for accuracy. The matrix numbers (Roman numerals) are provided as a quick reference in Appendix D.

### **Special Education Programs**

Matrix I. Teacher training programs in special education at the baccalaureate level: Number of hours in the professional studies component.

Of the 17 special education teacher training programs in Virginia, nine IHEs with special education personnel preparation programs provide training within baccalaureate degree programs. Of those eight, four do so within the 18-hour limit on professional studies. The proposals from the remaining five IHEs indicated that between 20 and 24 hours in the professional studies component would be required to adequately prepare students planning to be special education teachers. Endorsement areas available at the baccalaureate level include mental retardation, specific learning disabilities, in emotional disturbance and cross-categorical programs.

Matrix II. Special education teacher training at the graduate level: Four and one-half year programs, five-year programs, and traditional post-baccalaureate programs.

Thirteen (76%) IHEs proposed special education teacher training programs required four and one-half or five years to complete, or were traditional master's degree (M.Ed.) programs, some of which require prior teaching experience as an entry prerequisite. Three IHEs provide this training in addition to a program at the baccalaureate level. Students seeking endorsement in one or more areas of exceptionality could do so by completing one semester of coursework beyond their bachelor's degree at two IHEs, with the option of going on to complete the M.Ed. with one additional semester. Eight IHEs conduct traditional post-baccalaureate master's degree programs.

Matrix III. Field experience requirements within special education personnel preparation programs at the baccalaureate level.

Three types of field experiences were identified in the ten proposals addressing the baccalaureate level: a) field experiences associated with coursework (sometimes offered as a laboratory

experience); b) practica experiences required prior to student teaching; and, c) student teaching, or a similar field experience. Coursework-related field experiences were found in seven of the undergraduate level programs. Required pre-student teaching practicum were present in nine of the proposals. All proposals included full-time student teaching or other experience of the same intensity.

Matrix IV. Field experiences required within special education teacher training programs at the graduate level: Four and one-half and five-year programs.

Three types of field experiences were identified in the eight programs at the graduate level: a) field experiences associated with coursework requirements, sometimes offered as a laboratory experience; b) practice experiences required before student teaching; and c) student teaching, or an internship or externship. Four IHE's specified that coursework would include fieldwork requirements. Nine IHE's indicated that a practicum was required of students prior to student teaching, and all eight programs proposed a full-time student teaching requirement, or experience of similar intensity.

Matrix V. Field experiences required within post-baccalaureate programs in special education teacher training programs.

Three types of field experiences were identified within the six post-baccalaureate programs: a) field experiences required through coursework; b) practice required prior to externship; and c) externship or a similar experience, referred to by some IHE's as internship or student teaching. Proposals from five IHE's reflected field experiences as course requirements. Six programs required practice before externships and all seven required full-time externships or other sustained field experiences.

Matrix VI. Courses required for students enrolled in special education teacher training programs.

Seventeen (94%) of the 18 proposals at the undergraduate and graduate levels which included special education teacher training contained data which could be analyzed for inclusion in this table. Three courses or content areas appeared as requirements in all 16 proposals across all endorsement areas: a) Characteristics of Special Populations; b) Teaching Methods for Special Populations; and, c) Assessment.

## Regular Education Programs

Matrix VII. IHE's with teacher training programs in special education: Requirements for training of elementary, middle, and secondary teachers in education of students in special education.

Seventeen IHE's have special education teacher training programs. Of these, twelve (71%) indicated in their proposed restructured teacher training program that their non special education teachers in training receive mandatory training in meeting the needs of special education students. Ten of the programs indicated that non special education teacher training curricula will include a course devoted to exceptionalities for at least one group of trainees. These programs are predominately in elementary training (7), but are also present in middle (4) and secondary (4) training. All but two of the IHE's offer this instruction in a specified course.

Matrix VIII. Nine (47%) of the 19 teacher training programs without special education programs indicated that teachers in elementary, middle or secondary instruction would be trained in education of students with handicaps.

Nineteen IHEs without teacher preparation programs in special education were identified. Nine of the proposals indicated that their elementary, middle, and secondary teacher education programs included mandatory training in education of exceptional students. Seven IHEs provide mandatory training through a course specifically geared to the topic, usually survey of special education. Two proposals included instruction of exceptional students as a major topic in a more general course. The presence of required training in exceptionalities for teachers was undetermined in proposals for 10 IHE's.

Matrices IX. & X. IHE's with teacher training programs in special education: Requirements for training physical education teachers in education of students in special education.

Every training program for teacher preparation in physical education (N=23) had a required course addressing special needs children, either as the sole course content or as a major topic within a general course. The course title that appeared most frequently in the proposals was "adapted" or "adaptive" physical education.

Matrices XI. & XII. Requirements for training art teachers in instruction of exceptional children.

Ten (52%) of the 19 art teacher training programs in IHEs with and without special education teacher training in instruction of special education programs included required training in instruction of

special education students. Eight of these programs required that future art teachers complete one course devoted to exceptionalities, usually survey of or introduction to special education. One IHE proposal indicated an intent to provide this training as a major topic of a more general course.

Matrices XIII. & XIV. Requirements for training music teachers in instruction of students in special education.

Twenty proposals for music education programs were identified across IHEs with and without special education teacher training. Of these, eleven (55%) proposals indicated that training in education of exceptional students was included in their professional studies sequences. Nine programs require students to complete a course similar to survey of special education; two programs did not clearly indicate how such instruction would be delivered to their students. Two IHE's intend to provide this training as a major topic of a more general course.

Industrial Cooperative Teaching (ICT)

Matrix XV-XIX. Requirements for training vocational education teachers in instruction of students in special education.

Industrial Cooperative Teaching (ICT):

The proposals from five IHE's included programs for credentialing ICT teachers. Two proposed programs stipulated that students would complete training in one specific course which addressed exceptional learners. Three proposals did not specifically address training of ICT teachers in this area.

Technical Education:

Of the five proposed programs for teacher training in this area, two required students to complete a course in instruction of exceptional students. The existence of such requirements at the remaining three IHE's are undetermined.

Home Economics:

One-half (3) of the IHEs that proposed teacher training programs in Home Economics specifically addressed education of exceptional students by requiring students to complete a course such as survey of special education.

Agricultural Education:

Of the three proposals for training Agricultural Education teachers, two required training in exceptionalities and one proposed this training as a major component of a more general course.

#### Business Education:

Seven of the 12 proposed programs in business education stated that students were required to undertake training education of exceptional students. Six IHEs required completion of a course such as survey of special education. No specific course was articulated in one proposal, although the existence of such a requirement was clearly stated in the proposal.

#### Health Occupations:

Neither of the two programs in this area specifically addressed exceptional students in their proposal.

#### Marketing Education:

Two of the three proposed Marketing Education teacher training programs did not address exceptional students. One program required a course which addressed this area.

#### Public Comment Regarding Teacher Preparation

The majority of the 28 comments received in response to the request for comments, addressed the question:

Are changes in teacher education programs necessary to ensure that all teachers and administrators are trained to meet the needs of students with handicapping conditions? If so, what changes are needed?

By far, the topic receiving the most attention was that of formal training for non special education teachers and administrative personnel working with students who have handicaps. Responses included recommendations for required coursework in this area for regular and vocational instructors and administrators. Some responses recommended requiring a three-hour course, a survey of special education; requiring a course in mainstreaming; and requiring some type of field experience with special education students. The following topics were identified as necessary: curriculum adaptations for special populations; behavior or classroom management; characteristics of special populations; legal aspects of the special education process; rights of persons with disabilities; and state guidelines/regulations for special education. Three respondents suggested that this training could be tied to recertification requirements.

There has been considerable sentiment regarding such training for regular and vocational education teachers in recent years. The State Special Education Advisory Committee, representing 27 different professional and advocacy organizations, in its 1988 Report to the Board of Education, indicated:

"The need for a concerted preservice (undergraduate) program or course in special education continues to be an extremely important need in teacher education. More so than even before, it is because of the



restructuring effort that such preservice work in special education is needed by students in regular teacher education training programs.

Once regular education teachers (e.g., elementary, early childhood, secondary subjects, physical education, etc.) become experienced teachers, the desire to partake of cooperative efforts with special education teachers on behalf of handicapped children appears to diminish and inservice attempts lose their impact. Indeed, unless experienced teachers are required to take a bona fide course or program in special education, it becomes increasingly more difficult for special education teachers to meet federal and state mandates (e.g., IEP's) alone and to have minimal cooperation from other teachers who impact on children's lives so critically. Attitudes and motivations toward handicapped children and toward special education are more fervently and positively shaped when knowledge about the handicapped is taught while college students are still in their formative years learning about teaching. In the long run, preservice college special education work for students in regular education teacher training programs will be a great deal more economical in terms of reducing the need for providing inservice training to teachers in an attempt to enlist their cooperation, as well as provide them with skills to understand and work with the handicapped. In these times of the national thrust known as the 'regular education initiative' as well as welcome handicapped students into their mainstreamed classrooms, the Commonwealth of Virginia needs to meet this thrust proactively prior to a teacher's entering the profession. The requirement of such a college course should be a critical part of the so-called 'restructuring of teacher education.' In addition, all program advisory committees, and many informal conversations with teachers, administrators and parents have stressed the need for adequate training of personnel receiving students eligible for special education in the mainstream environment."

Many of the participants in the Disability Advocates Forum, organized by the Department for the Rights of the Disabled on September 8, 1988, cited the training of regular education teachers and administrators as an area of concern. Disability groups uniformly recommended a ~~three-semester~~ hour course of mandated instruction in special education. This theme is echoed in the "Platform for Candidates in the 1989 Gubernatorial Election" developed by the Empowerment of People with Disabilities. A number of responses from the Disability Advocacy Forum included comments related to training of special education teachers. Fieldwork was addressed as a critical component to preservice training for special education teachers, with recommendations that the duration of required field experiences be increased and experiences be required early in their programs of study to include those who have severe disabilities and/or behavioral disorders.

The training of prospective special educators was also addressed. Eight responses included comments or recommendations regarding the content and or level of training for special education teachers. Specific content areas recommended for inclusion in all preservice programs of study included: consultation skills, the law, behavior, counseling, working with parents, and black history. One respondent felt that, especially for teachers

planning to teach children with severe emotional disturbance, instruction just be provided in developing interagency service delivery plans and for developing and delivering model interagency services which fit into a continuum of community services. Four responses indicated that special education teachers should be better prepared to serve a wider variety of students within their fields of endorsement. Multi-categorical training was specifically recommended. One respondent indicated that the 18 hour limit on professional studies was inappropriate for pre-service teacher training for special educators.

Two respondents specified that speech language pathologists must be trained at the master's degree level. (N.B. This is now the case. On September 27, 1989, the Board of Education approved new Certification Regulations for Teachers in the area of speech-language pathology, requiring the Master's Degree for new personnel after July 1, 1992.) One response identified a need for paraprofessionals who work in special education classrooms to receive training in order to increase their effectiveness.

A study completed by Billingsley and Cross (1989) regarding movement of endorsed special education teachers to regular education provides valuable information regarding training of special education teachers prior to the restructuring of teacher education programs. "Inadequate training to teach special education" was the least frequently cited (1%) of 28 reasons for leaving special education teaching by 286 Virginia teachers. The data infers that special education teachers had adequate educational training to teach in their field.

### Conclusions

There is evidence that a large number of instructional and administrative personnel are currently providing service to students with handicaps in the mainstream environment who do not have the benefit of any training in special education.

- a) Approximately half of the training programs in Virginia offer training in special education, regular or vocational education to teachers. As a result, a high number of teachers will be receiving students eligible for special education mainstreamed into their classes, yet will be unprepared to serve these students.
- b) A review of the teacher education programs in special education reveals that training in special education is becoming an area graduate training. The majority of educational programs are now offered at either the graduate level, or the 4 1/2 or 5 year undergraduate level. This would indicate that completion of this educational course in the area of special education has been almost universally perceived as inadequate in the preparation of teachers to meet the needs of students with handicapping conditions.

## Recommendations

Based on the analysis of current teacher preparation programs, integrated with the study of teachers exiting special education, the following recommendations are made:

- 1) It is recommended that all regular and vocational education teachers receive at a minimum, training in working with students who are handicapped.
  - (a) All teacher education programs in Virginia should include a requirement regarding instruction of students with handicaps in the mainstream environment. Such instruction should include the nature of each handicapping condition, the instructional modifications required to effectively teach students with all varieties of handicapping condition, classroom management techniques, the legal requirements of special education, the rights of persons with handicaps, the role and responsibilities of the special, regular and vocational education teacher and the parent. The preparation should include field experience and should be taught by university personnel with training and experience in special education.
  - (b) In addition, it is recommended that the Certification Regulations for Teachers be amended to require such preparation in special education for all instructional and administrative personnel. The proposed revisions to the Professional Studies component of the Certification Regulations for Teachers, in the Revision of Certification Regulations Proposals for Special Education (Appendix E), provides the essential parameters of such a course requirement.
- 2) The comments received regarding preparation of teachers in special education disciplines have been incorporated into the "Revision of Certification Regulations Proposal for Special Education." It is recommended that these proposed revisions to the certification regulations in the area of special education be adopted.
- 3) It is recommended that all teachers seeking to renew their certificates under the new point system have special education included in their points, if they have not previously completed training in this area.
- 4) It is recommended that the Department of Education study the necessity and feasibility of a Master's Degree for teachers in special education.

## A Study of Virginia's Special Education Class Sizes in Comparison with Those in Other States

A second component of SJR 200 was the review of special education class sizes. The resolution indicated that "The Board of Education shall... determine whether Virginia's class size requirements are comparable to those of other states and shall develop a plan to provide state-of-the-art programs and services to establish Virginia as a national leader in education."

To accomplish this task, the Department of Education contracted with the National Association of State Directors of Special Education (NASDSE) to complete a survey of the 50 states and the District of Columbia.

### National Class Size/Caseload Standards

In investigating current class size/caseload standards across the country, NASDSE relied on a document prepared by the Great Lakes Area Regional Resource Center in 1986, Staff-to-Student Ratios - Class Size/Caseload. This information, based upon each state's 1986 regulations, was updated in 1989 to ensure that all states had been included. The information provided has been converted to chart form, and is found in Appendix F. Varying state definitions for special education eligible handicapping conditions make comparisons difficult, especially in the area of mental retardation.

A review of the data indicates that 19 of 51 states (including the District of Columbia) do not have specific staff-to-student ratios for class size/caseload. In those states, class size is based on instructional needs as specified in the individualized education plan rather than by handicapping condition.

Five states developed all class sizes/caseloads based upon the severity of the handicapping condition and/or the students age. Some states mandated a range of classes for certain handicapping conditions based on severity (8 states) or grade (11 states). The use of paraprofessionals with increased class/caseload size has been addressed in eight states. This appears to be an emerging trend. Virginia has studied caseload size for speech-language pathologists based upon severity ("Speech-Language Severity Rating Scale," September, 1989.) This study indicated that the most appropriate service delivery for students with speech-language impairments is based upon the severity of each student's handicapping condition, rather than a head count of students. In June 1989 the department recommended reducing speech-language caseloads to a maximum of 55, from the current 75, so that the optimum caseload size (45) found through use of the severity rating scale could be accomplished. Funds for the 1990-92 biennium were not requested by the Board of Education from the General Assembly.

An additional area investigated by NASDSE was the use of policies reducing the size of regular/vocational education classes when students in special education are mainstreamed. NASDSE surveyed 57 state directors of

special education (including American Samoa, Puerto Rico, Virgin Islands, the Mariana Islands, Guam, and the Bureau of Indian Affairs to determine if "the state had guidelines/regulations/standards which permit or require local school districts to reduce class size in regular education classes (including vocational education classes) when students with handicaps are assigned to those regular education classes." Thirty-six (63%) responses were obtained. Thirty-four states do not have guidelines/regulations/standards that permit or require reductions in class size in regular education or vocational educational classrooms when students in special education are mainstreamed. Two states, Massachusetts and Hawaii have minimal program guidelines for placing special education students in regular education classes. Hawaii's program is based on the severity of the students' needs (as are all class size/caseload standards). Massachusetts' class reduction policies are based upon the percentage of time the student with handicaps is removed from a regular education class.

### Literature Review

A current review of literature was conducted to determine if there was a research base for the reduction of class sizes in special education or in regular/vocational education when students in special education are mainstreamed. There is a strong base of knowledge indicating that extremely small student-teacher ratios (1:1 through 3:1) allow for more active academic responses and engaged time (Thurlow, M., Ysseldyke, J. and Wotruba, J. 1988). No research was found to indicate that if lower student-teacher class size ratios have an impact on either academic success or attainment of I.E.P. goals and objectives for students in special education.

Despite this dearth of information regarding the effects of decreased class sizes, the literature review revealed that student-teacher ratios are frequently reduced to improve student performance. Therefore, it remains a common perception among teachers, parents, and administrators that reduced class sizes will increase student performance. This perception is supported by a study recently completed (Billingsley and Cross, 1989) surveying teachers in Virginia who have exited special education to enter general education. The presence of "too many students on caseload" was cited by 23% of 286 respondents. In addition, this factor was cited the most frequently as the deterrent to returning to special education, and the converse, "student enrollment has a fixed cap," was the most frequently cited as an incentive for returning to special education.

### Public Comment Regarding Class Size

The majority of the public comments (63%) addressed the question:

Are Virginia's class size requirements for students in special education appropriate to meet the educational needs of students with handicaps? If they are not, what changes should be made?

Six of the responses reflected approval of the existing guidelines on class size and three indicated that the respondents did not feel that the guidelines are being enforced sufficiently. The majority (64%) of

respondents felt that some, or all, of Virginia's class sizes are too large and should be reduced:

- three responses recommended that the caseload for speech/language pathologists be required;
- one response recommended that the class size for elementary school students with educable mental retardation should be reduced from 13 to 10 students;
- one response recommended reducing the maximum number of students in classes for the seriously emotionally disturbed to eight;
- one response recommended reducing the maximum number of students with severe-profound handicapping conditions in one class to six;
- one response recommended decreasing the maximum caseload of 24 students for resource teachers to allow them to provide increased support for mainstreaming activities;
- one response recommended lowered class sizes/caseloads for teachers and support staff covering more than one school; and
- one response recommended decreasing the class sizes for students with hearing impairment.

There was an identified need to establish caseloads for educational interpreters and audiologists. A few respondents recommended increasing the numbers of paraprofessionals (aides) in special education classrooms, suggesting one for all self-contained classes or providing a paraprofessional at the request of the teacher.

Three recommendations were made to facilitate flexibility in class sizes. Two responses suggested investigating an "average class size" model; one suggested that the span of ages and ability groups within self-contained classes be considered when deciding on class size; and one individual suggested that class sizes should be decreased in accordance with the severity of students' handicaps.

The issue of reducing the size of regular and vocational education classes when students in special education are placed in those environments also was included in the public comments. Respondents suggested that the size of non special education classes should be adjusted downward to accommodate the needs of mainstreamed special education students.

### Conclusion

Based upon the analysis of class sizes/caseloads in other states, the review of literature, and the public comments, it appears that Virginia's class size standards may benefit from some investigation. The Virginia Department of Education historically has chosen not to adopt such a

standard, as it may lead to overcrowded classes, which would be to the detriment of the Commonwealth's mission to provide quality education programs.

Because teachers are apparently leaving the field of special education for factors which include excess class sizes, the quality of special education programs may further suffer from excess class sizes. The severe shortage of teachers in special education results in a high number of special education class taught by teachers without endorsement in their area of teaching assignment. The costs of reducing class sizes should be weighed against the costs associated with having unendorsed personnel serving students in special education. However, there is currently inadequate national or state research data available for recommendations to be made regarding class size reduction, in any area aside from speech-language impairments. Therefore, it is inappropriate for the Commonwealth of Virginia to make any recommendations regarding class size/caseloads, without further information.

#### Recommendations

1. It is recommended that the Virginia Department of Education develop a severity weighting for all areas of handicapping conditions, similar to that recommended for use in the area of speech-language impairments. A weighting system should look at self-contained, resource and itinerant special education class sizes/caseloads. The weighting systems used in Maryland and Hawaii should be studied and the severity rating systems used in New Hampshire, New Mexico and New York should be reviewed. In addition, reduction of regular (including vocational) education class sizes, based upon the severity of the student's handicap should be investigated. The potential use of paraprofessionals to offset class size/caseload maximums in special, regular, and vocational education classrooms should be included in such a study.

Such a severity weighting should be researched based and field reviewed during the 1990-91 school year. Field testing should follow during the 1991-92 school year. The field test should be designed such that the fiscal implications of use of such a severity weighting system can be ascertained. Field testing will occur for all special education caseloads/class sizes concurrently.

The results of the field testing should be shared with the Board of Education in 1992-93. At that time, recommendations for changes to class sizes/caseloads should be reviewed and appropriate modifications to the current system enacted.

## Bibliography

Billingsley, B. and Cross, L., (1989) Why Special Education Teachers Move to General Education Positions. Unpublished manuscript.

Thurlow, M., Ysseldyke, J., Wotruba, J. (1988) Student and Instructional Outcomes Under Varying Student-Teacher Ratios in Special Education, Instructional Alternatives Project, University of Minnesota. U.S. Department of Education Grant No. G008630121.

Thurlow, M., Ysseldyke, J., Wotruba, J. (1988) A Case Study Analysis of Factors Related to Effective Student-Teacher Ratios. Instructional Alternatives Project, University of Minnesota, U.S. Department of Education Grant No. G008630121.



## Study of the Method of Funding Special Education

The purpose of this section is to examine the funding of special education programs and to look at the impact of the Joint Legislative Audit and Review Commission (JLARC) methodology on program quality and availability in the Commonwealth. The JLARC - recommended method of financing has been in effect for one full year (1988-89). It should be recognized that factors other than funding also affect program quality. For example, the preparation and attitudes of teachers and administrators, as well as class size requirements, contribute to program quality. Given these considerations, the measures used in this part of the study were largely intuitive. The observational data used were gathered through a questionnaire sent to private and public agencies interested in the education of handicapped children, as well as to members of the State Special Education Advisory Committee. Also, persons responsible for administering special education programs in 24 local school divisions were surveyed in a study conducted by Virginia Polytechnic Institute and State University. The sample of school divisions was stratified by composite index and size of enrollment.

To understand the effects of the new funding methodology, it may be useful to compare it briefly to the method used prior to 1988-89. Under the old method, state funds for school-aged students served in public day schools were budgeted on the basis of supporting the state share of 3.6 special education teaching positions per 1,000 students enrolled. The number of teachers needed statewide was multiplied by the average teacher salary in the state, and the state share was set at 50% of the resulting theoretical cost. Those funds were then distributed to local school divisions, based upon a per pupil amount which varied according to the type of each student's program. The per pupil amounts were set by the Department of Education according to the total amount budgeted, and differentiated so that for example, a full resource class of 24 students would generate the same amount of funds as a full self-contained class of 8 students.

The JLARC staff had three concerns when it looked at how the state share of school-aged special education programs was funded. First, the 3.6 special education teachers needed per 1,000 students was low as a statewide figure, and did not reflect accurately the true need for teachers on a locality-by-locality basis. Second, the funds were being distributed on a basis entirely unrelated to the way the funds were budgeted. And third, the funds going to localities were not equalized, thereby widening the gap in funding parity across the Commonwealth.

Under the new method, the number of required instructional positions is calculated on the basis of the number and type of handicapped children served at each school. The number of required instructional positions is multiplied by the linear weighted average of teacher salaries across the Commonwealth to determine the cost of employing the teachers. The state's share of the calculated cost is determined for each locality, based upon the composite index of the locality's ability to pay, and is disbursed as a per pupil amount based on the average daily membership of all students in the school division. Support costs for which there are no caseload or class

size requirements are calculated on a per pupil basis (all students in average daily membership) using prevailing per pupil statewide costs. The State's share is determined by the locality's ability to pay and the funds are disbursed on the basis of the average daily membership of all students.

The JIARC staff recognized several advantages to the new method. First, the theoretical cost of implementing special education program standards is based upon the actual number of handicapped students served in each school and the actual staffing requirements for the programs needed for those students; second, the state share of that cost is determined by each locality's composite index; and third, the distribution of the state share of that cost is made on the same basis as the budgeted cost. The complete JIARC study, Funding the Standards of Quality is Senate Document 20, 1986.

In addition to special education programs for school-aged children, the new method was also applied to programs for the preschool handicapped, which removed reimbursement for preschool programs from state categorical funding. Programs remaining in categorical funding include programs in hospitals, clinics, and detention homes (100% reimbursed), homebound instruction (60% of the hourly cost, not to exceed an amount determined annually), private school tuition (60%, not to exceed 60% of the established rate), public regional programs (60%, not to exceed 60% of the established rate), special education inservice grants (100% of approved proposals), special education traineeship loans (100% forgivable), and the educational cost of private placements made by other state agencies for noneducational reasons (100%).

#### Changes in Distribution of State Funds from 1987-88 to 1988-89

Figures 1, 2a, 2b, 3a, and 3b contain special education financial information about state general fund payments made to localities before the JIARC funding changes (1987-88), and payments made after the changes (1988-89). The supporting local school division (LEA) information for each figure can be found in Appendix G.

Figure 1 - Increase in State Funds - FY88 to FY89 demonstrates the relative effect on LEAs of the change in funding methodology for special education programs. Each LEA appears in Figure 1 based upon the percent increase in total state special education funds and the LEA composite index. Figure 1 shows that in general under the new methodology, localities with less ability to pay received larger increases in state special education funds than more affluent localities.

Figure 2a - State Standards of Quality (SOQ) Funds - 1987-88 shows for each LEA the amount of SOQ add-on and preschool categorical funds received on average for each handicapped student served on December 1, 1987. The range among LEAs of average per pupil amounts received was from \$150 to \$600, and was not correlated to the localities' ability to pay. Figure 2b - State SOQ Funds - 1988-89 shows the corresponding SOQ amount for each LEA in 1988-89. The range among LEAs of average per pupil amounts received was

from \$200 to \$2,375 with most LEAs falling between \$300 and \$1,200. A

comparison of Figure 2a and Figure 2b demonstrates that in general, localities with less ability to pay received more state SOQ funds on a per pupil average in 1988-89 than more affluent localities.

Figure 3a - All Special Education (SPED) State Funds - 1987-88 shows for each LEA the total amount of state special education funds received on average for each handicapped student served on December 1, 1987. Figure 3b - All SPED State Funds - 1988-89 shows the corresponding amount for each LEA in 1988-89. A comparison of Figures 3a and 3b reveals a weaker correlation between average per pupil amount and composite index than the comparison of Figures 2a and 2b. The reason for this difference is that the state categorical funds (primarily private and regional placements reimbursed at 60%) included in Figures 3a and 3b were not affected by the change in methodology.

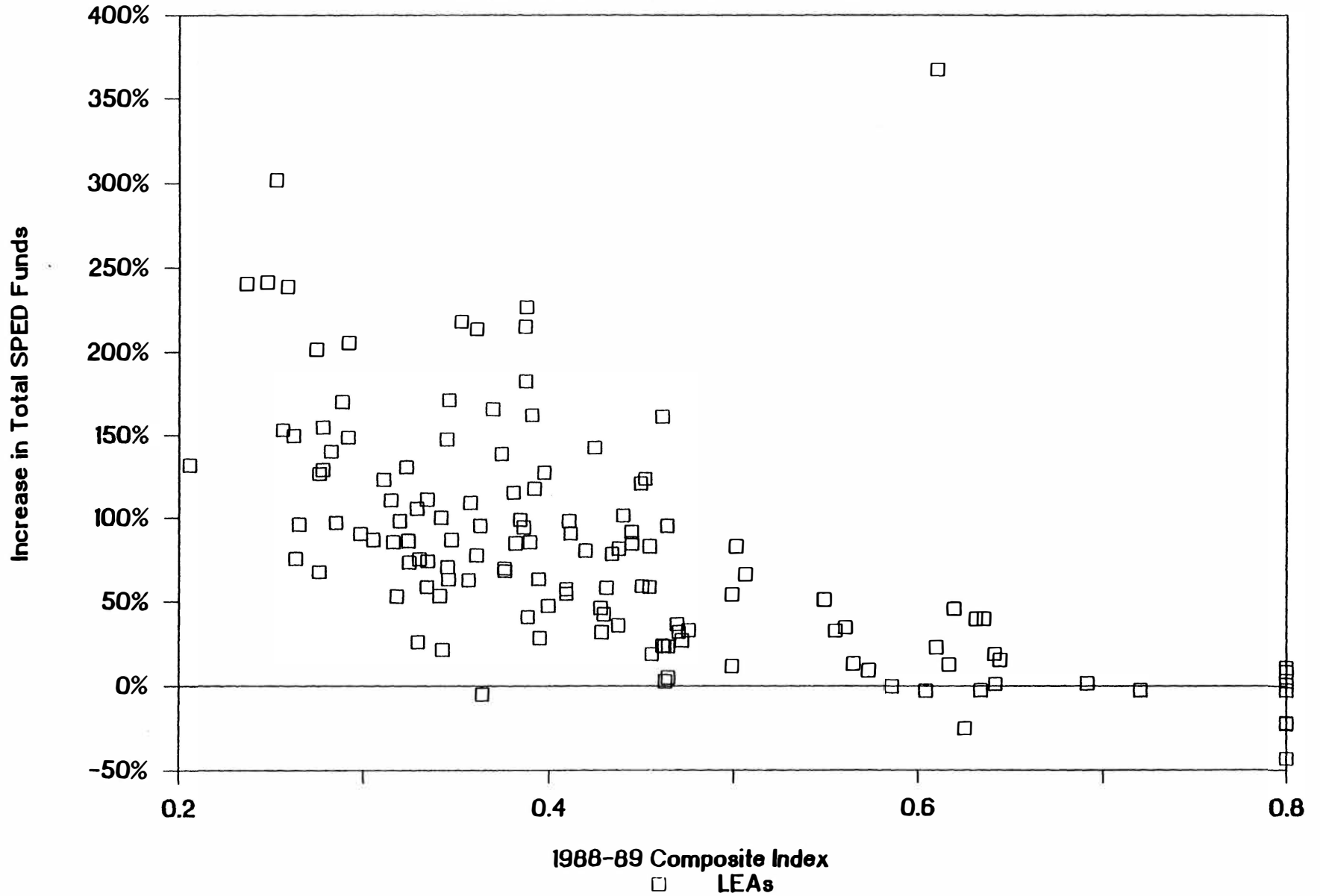
#### Changes in program quality from 1987-88 to 1988-89

The perceptions of changes in program quality varied widely among persons responding to the survey questions. Most of the people who have observed changes believe they are due to modifications (or lack thereof) in the state's standards for maximum class size/caseload and the availability of trained teachers in the classroom. School division personnel and consumers stated that recent reductions in some class size maximums have improved the quality of those programs, and some believe further reductions are necessary, particularly in the area of speech and language. Also there was some support for the assignment of caseloads in speech and language on the basis of severity. School division personnel and consumers disagreed however, on the effect of the state's standard of allowing children in need of resource services to be served in the same classroom (or on the same teacher caseload) with those children in need of services in a self-contained setting. Some consumers view this as a change that allows school divisions to conserve resources because of lack of adequate space or funding to meet the needs of the students. School division personnel, however, said they believe that program quality is improved because this change permits greater local flexibility in arranging programs and placements to meet students' individual needs. Consumers and school division personnel alike warn that the greatest barrier to program quality continues to be the need for qualified teachers of handicapped students.

Over half of the school division respondents indicated that there were no appreciable changes in program quality from 1987-88 to 1988-89 attributable to the JIARC funding methodology. One local director from a school division experiencing a decrease in funds stated that program quality was not diminished because the locality made up the difference with local money. Among some school divisions that received increased funding, several reasons were given for the belief that program quality was unchanged. It was noted that while funding had increased, so had the demand for more specialized and expensive services. Also mentioned was the belief that to really enhance the quality of programs, localities must go beyond the minimum standards required by the state. And since the state is obligated to fund only its share of the minimum standards, the highest quality programs are found in those localities that commit more local funds

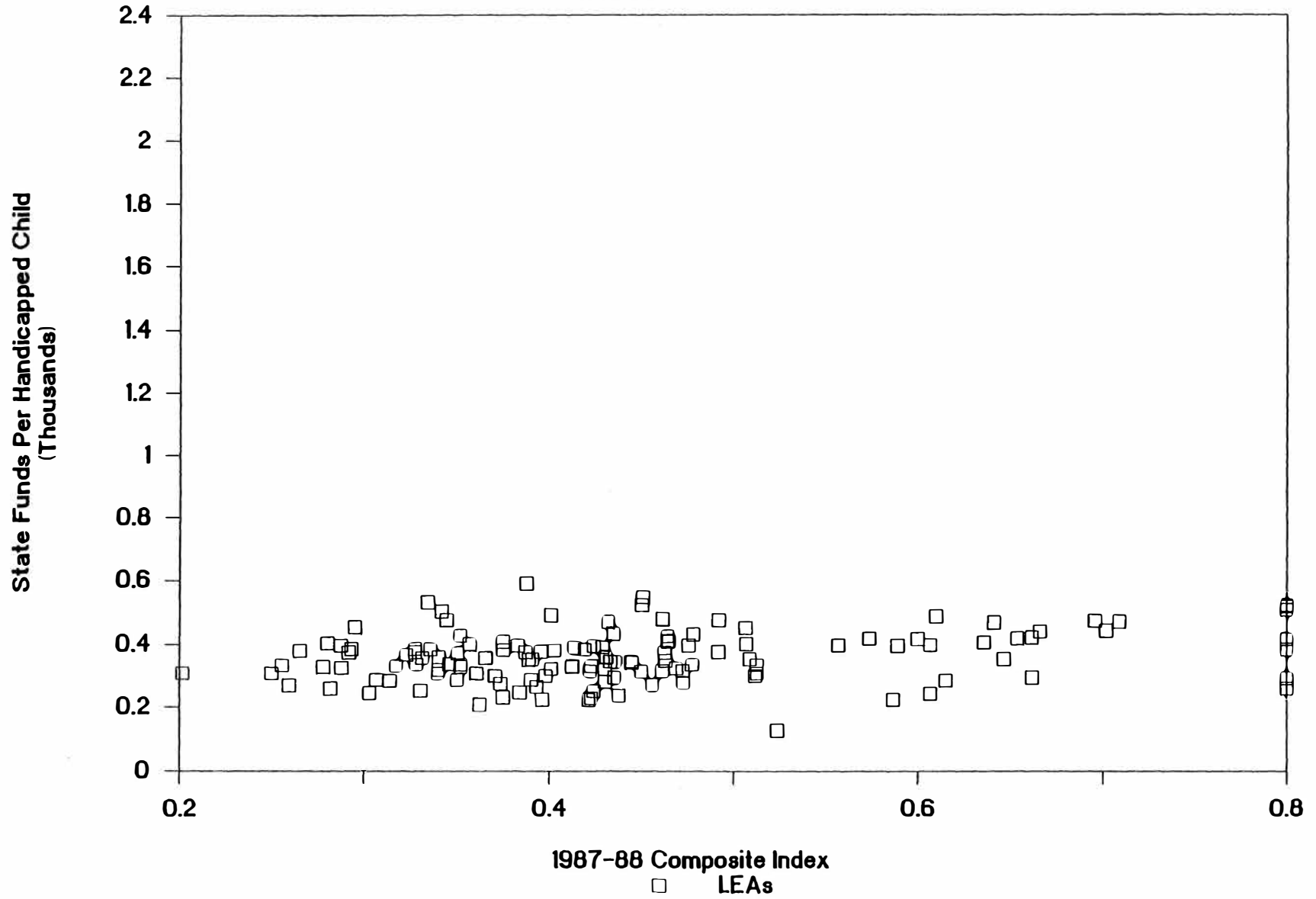
# Figure 1

INCREASE IN STATE FUNDS - FY88 to FY89



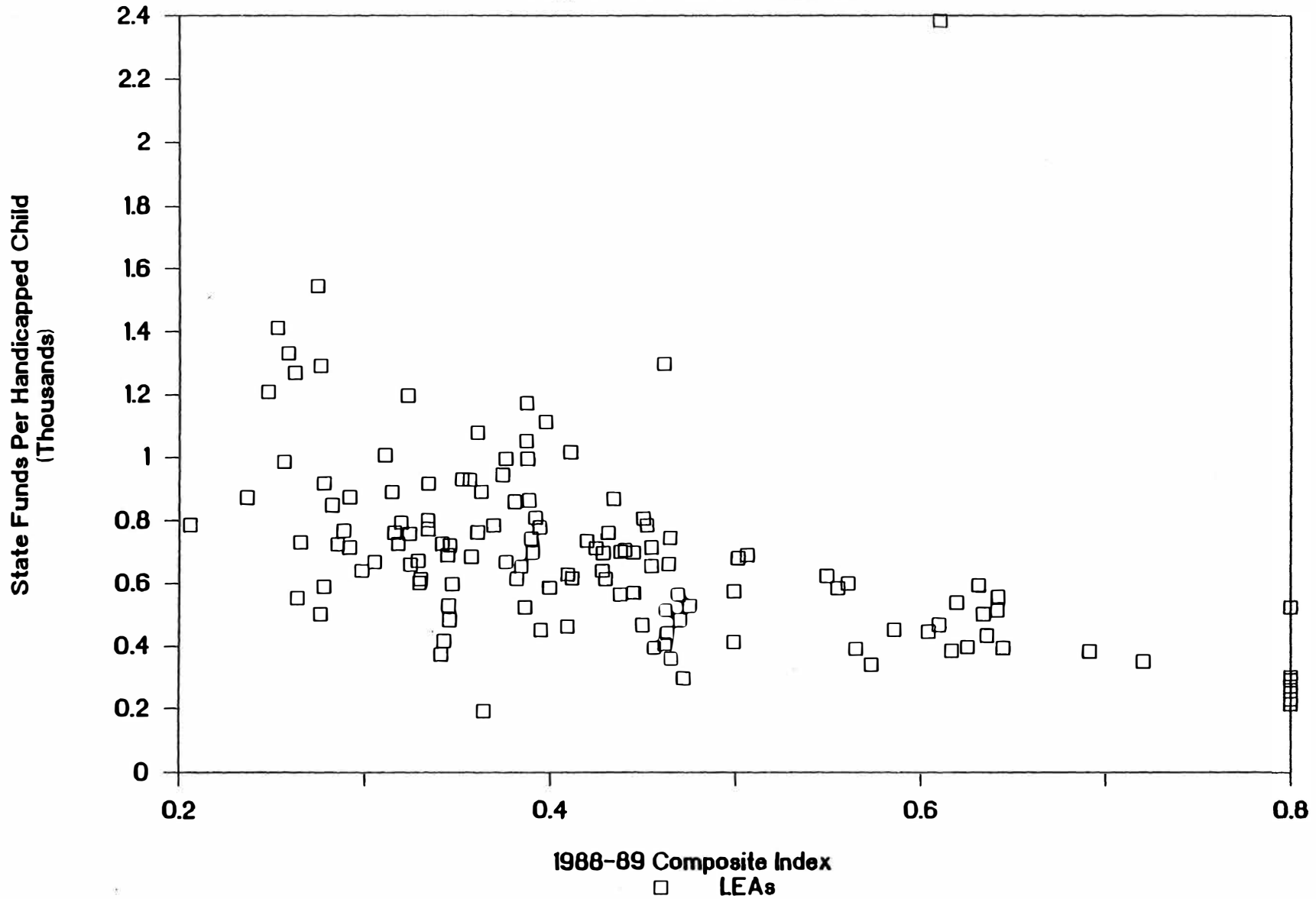
# Figure 2a

STATE SOQ FUNDS - 1987-88



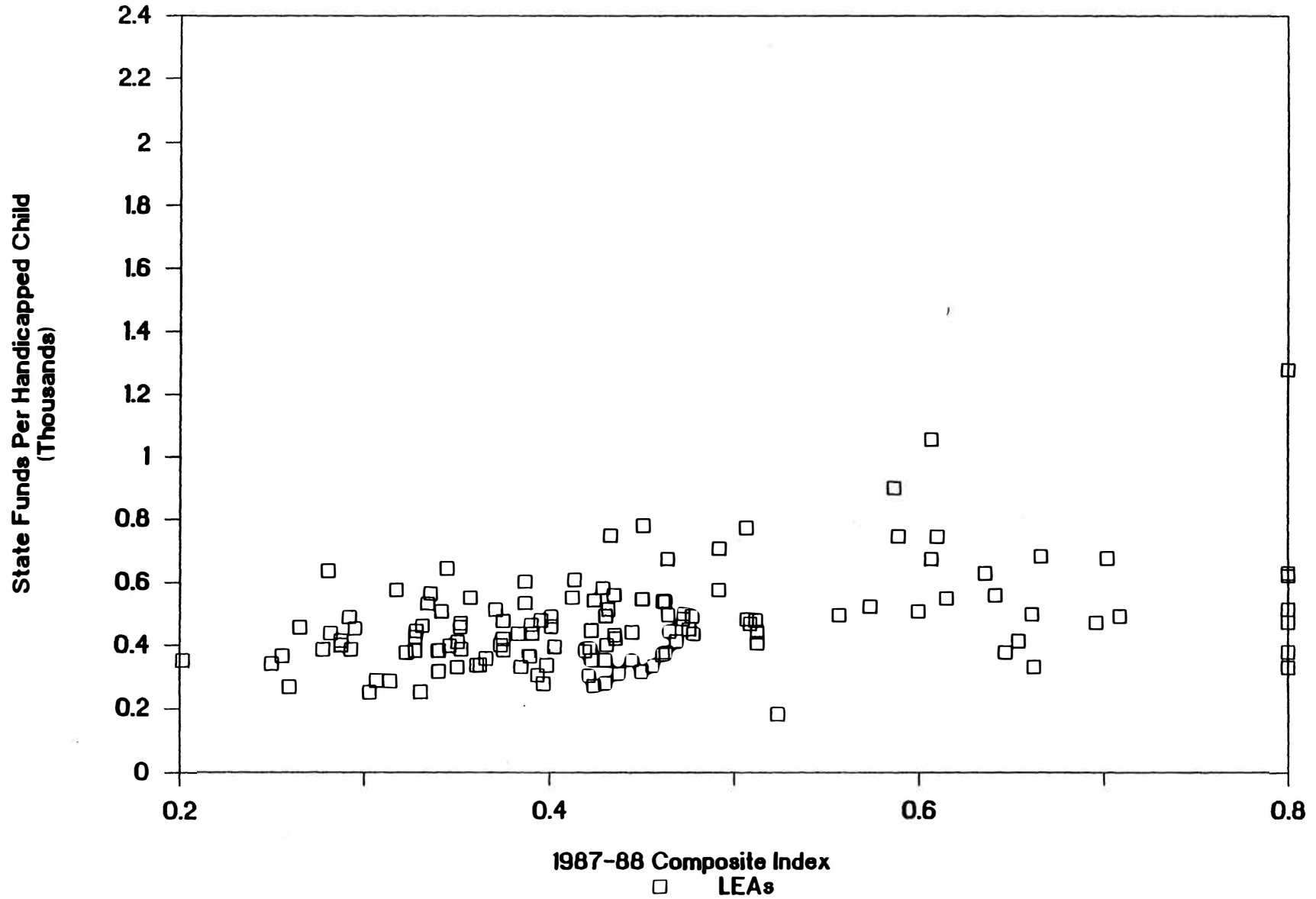
# Figure 2b

STATE SOQ FUNDS - 1988-89



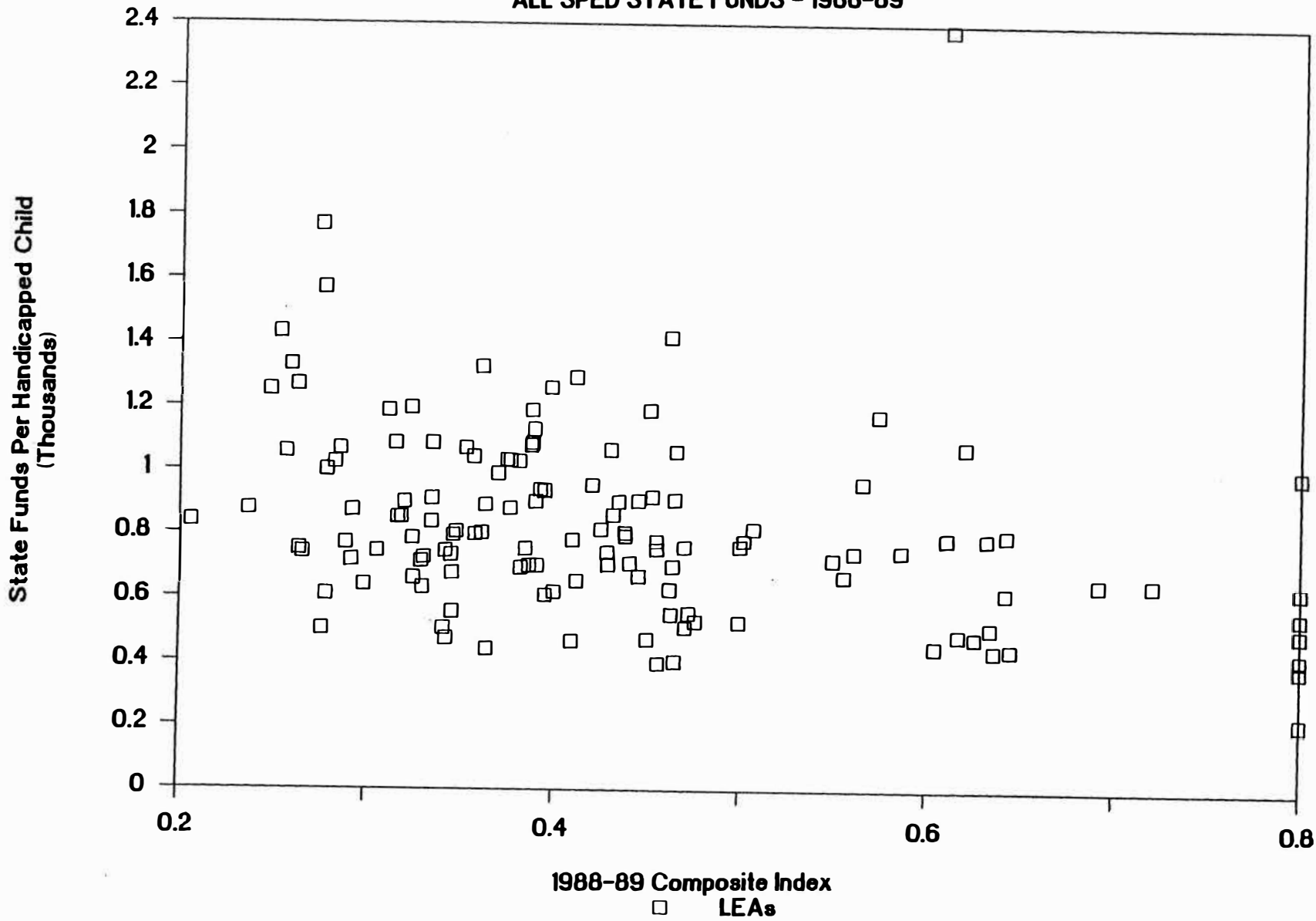
# Figure 3a

ALL SPED STATE FUNDS - 1987-88



**Figure 3b**

**ALL SPED STATE FUNDS - 1988-89**





to special education than the state calculates are needed to meet the standards. Several consumers noticed no change in quality and said they still have the same concerns they have had about local administrative policies and the attitudes of school administrators and regular classroom teachers.

Directly related to the funding methodology were concerns about LEA accountability for spending state special education funds on special education programs. State special education funds - like all state funds - are deposited in the general fund of the local school board and are commingled with local funds. This procedure has always been in effect and was not changed by the JLARC study. The local school board must use general fund money to pay for all of its education programs except those that are federally funded. Special education consumers are concerned that although state funds for special education are easily identifiable as a revenue source in the local school board budget, neither state nor local projected expenditures for special education are always identifiable. And even if they were identifiable in all localities, there is no state requirement that the locality spend a minimum amount of state and local dollars on special education programs. There is a feeling among consumers that state funds to support special education programs are not being spent by localities, as intended. In short, they seek line item accountability at the local level for special education expenditures. School division personnel however, believe that program accountability is assured through state monitoring and the protection afforded handicapped students under state and federal laws.

#### Concerns about the JLARC funding method

A clear finding of this part of the study is that the JLARC method of funding special education programs is not well understood by most consumers and by many school division personnel who administer special education programs. Some consumers expressed frustration at being asked to respond to questions about a methodology of which they had limited knowledge. The fact that twenty percent of the LEA administrators in the survey sample expressed concerns about the funding method, indicated a lack of understanding of how the funding works.

However, one recurring concern in the comments of both groups deserves attention. There are many costs other than teachers' salaries involved in the education of handicapped students. And although the methodology recognizes a measure of prevailing costs for support of all education programs, there is no way under the method to determine which of those support costs are associated with special education. Consequently, LEAs and consumers are unable to identify the state revenues attributable to the support costs of operating special education programs. Further, the use of prevailing cost to determine the state's share does not take into consideration the wide variations in the costs among school divisions. The problem is manifested in localities that are serving an uncommon number of students whose needs require intensive or multiple-related services, or who may need very expensive equipment in order to have access to quality education.

Another concern of LEA administrators has to do with local costs incurred when an LEA must add required teaching positions during the school year. Under the methodology, in the year that the teachers are first employed, additional state funds are available only if there is an increase in the average daily membership (ADM) over the ADM projection used to establish the initial local school division budget. This problem is offset in the case of new preschool programs because it is the department's practice to use federal preschool funds to grant stipends to LEAs for such costs.

Still another concern about the methodology surfaced through a series of telephone calls from local superintendents to department staff. Because preschool handicapped students do not fall under the Code of Virginia definition of school-age children, LEAs are not permitted to report these students in average daily membership which drives the distribution of state funds. Therefore, in situations where one LEA serves a preschool handicapped student from another school division, it is not possible to identify the amount of state funds to be received by the LEA for that student. Without that information, it is difficult for the LEA to negotiate a reasonable tuition amount to charge the school division from which the student comes.

A few consumers and LEA administrators expressed the opinion that all special education costs should be funded categorically and the level of support should be driven by the cost of services actually provided. It should be noted, however, that this approach to funding is counter to the approach adopted by JLARC.

### Gaps in Services

There was general agreement among the respondents that there is a growing number of handicapped students who are more difficult to serve, particularly in the 0 to 2 age group. Children of all ages are being identified who are severely handicapped and therefore require more intensive special education and related services. There is the feeling among many consumers and LEA special education administrators that a number of these students are being placed in separate facilities or in residential settings when local or community-based programs should be developed in the home schools to insure the students' right to an appropriate education in the least restrictive environment. There is concern that the current state practice of funding private [residential] placements categorically at a 60% reimbursement rate may be an incentive for some LEAs to make such placements instead of developing local programs for these students who are more difficult to serve. The Department of Planning and Budget is conducting currently a comprehensive study of children placed by public agencies in residential facilities. This study will be submitted to the Governor and the General Assembly in December 1989 and is expected to address this issue.

Consumers also said they believe that children in some school divisions tend to be offered the services that are available rather than those that evaluations indicate are needed. The comments most often made were in reference to the provision of educational interpreters, occupational therapy, physical therapy, and other related services.

A third gap in services is in the area of programs to assist handicapped students in the transition from the school environment to employment or higher education. The Department of Education is currently involved in a number of interagency efforts to assist localities overcome this problem.

### Conclusions

1. The method of funding the state's share of the cost of operating special education programs in local school divisions is not well understood by IEA special education administrators and consumers.
2. The JLARC method has had the desired effect of a more equitable distribution of state funds to localities to support the cost of providing special education and related services to handicapped children. The General Assembly increased substantially the total state funding for special education.
3. The JLARC method causes financial difficulty for LEAs in some instances where new personnel must be employed during the school year, and also because of the fact that preschool handicapped students cannot be counted in average daily membership.
4. There is no requirement that localities spend a minimum amount for special education in order to receive state funds. Consumers and some IEA special education administrators believe that such a requirement should be mandated by the state. It is the position of the Board of Education that localities should not be required to spend a minimum amount as long as all required programs are being provided.
5. Consumers seek mandatory line item accounting for special education revenues and expenditures in local school division budgets so that they might know how much money goes into local programs. The Board of Education's position is not to require local school boards to budget at the program level. However, beginning with the 1989-90 fiscal year, school divisions must report total expenditures at the program level in the local Superintendent's Annual Report of Expenditures.
6. The quality of special education programs has not been affected in the short term by changes in the method of state funding.
7. Class size/caseload standards and the availability of trained teachers and support personnel were the primary factors affecting changes in program quality from 1987-88 to 1988-89.
8. There is the possibility that some children are being placed in separate facilities or in residential settings when local or community-based programs should be developed in the schools. The Department of Planning and Budget is conducting a comprehensive study of children placed by all public agencies in private residential facilities to determine whether the current method of funding encourages inappropriate placement decisions.

9. Some parents of handicapped students report that it is difficult to obtain from LEAs the related services needed for their children.
10. There has been progress in helping handicapped students in the transition from the school environment into employment or higher education, but many more students need assistance.

#### Recommendations

1. The Department of Education should monitor annually the total expenditures for special education in local school divisions. This information should be made available to the public annually. For each LEA having expenditures below the level anticipated, based on its handicapped population, the Department will make a special determination that all children are being served according to class size/caseload standards, and that all required related services are being provided.
2. A plan should be developed to remove financial incentives for residential placement and increase the financial incentives for the development of community based programming. The plan should reference the study of the placement of children in private residential facilities by public agencies currently being completed by the Department of Planning and Budget.
3. The Board of Education should study the feasibility of providing differential compensation for special education teachers in order to attract and retain qualified personnel in this area of extreme shortage.
4. The Department of Education should make available appropriate staff members for presentations to LEA personnel and consumers to explain how special education programs are funded.
5. In conjunction with the Department of Planning and Budget, the Department of Education should study the feasibility of establishing a funding mechanism for providing relief to LEAs when new teaching positions are established during the school year at a rate that exceeds the increase in ADM.
6. The Board of Education should pursue a change in the Code of Virginia to permit the counting of preschool handicapped children in ADM for the distribution of state funds.
7. The Department of Education should study the feasibility of calculating and distributing the state share of the cost of special education support and related services as a distinct add-on account.
8. The Department of Education should continue efforts through Project CHANGE to assist LEAs in integrating severely handicapped students into regular schools.

9. The Department of Education should intensify the monitoring of special education related services provided by local school divisions.
10. The Board of Education should continue in the 1990-92 biennium the initiative to establish technical assistance centers for transitioning youth into employment or higher education.

## A Plan for Action

	<u>Estimated Completion Date</u>
Develop Severity Weighting Scale (R1, P. 17)	1990-91
Field Test Severity Weighting Scale (R1, P.17)	1991-92
Severity Weighting Scale Review by Board of Education (R1, P. 17)	1992-93
Requirement in Special Education (R1, P. 13) for all Regular for Pre-Service Preparation and Vocational Education Teachers	1990-91
Amend Certification Regulations for Teachers to Require Preparation in Special Education (R1, P. 13)	1990-91
Require Experience in Special Education as part of Recertification for all teachers without such experience (R3. P. 13)	1990-91
Funding Presentations to IEA Personnel and Consumers (R4, P. 29)	Annually or as may be needed
Schedule Initial Meeting with Planning and Budget - Funding Mechanism for New Teaching Positions (R5, P. 29)	April 1990
Review Option for Code Change in Distribution of State Funds (R6, P. 29)	April 1990
Determine Feasibility of Modifying the Current Special Education Add-On Account for the 1992-94 Biennium Budget (R7, P. 30)	January 1991
Develop Schedule for Annual Monitoring of Special Education Expenditures (R1, P. 29)	January 1990
Assist IEA in Integrating Severely Handicapped Students (R8, P. 30)	Ongoing
Develop plan to remove financial incentives for residential placement and increase incentives for community base funding. (R2, P 29)	1990-91

Intensify Special Education Monitoring (R9, P. 30)	Ongoing
Continue Technical Assistance Centers for Transitioning Youth into Employment and Higher Education (R9, P. 30)	Ongoing
Study necessity and feasibility of master's degree for teachers in special education (R4, P. 13)	1990-91
Study feasibility of providing differential compensation for special education teachers (R3, P. 29)	1990-91

**Appendix A**

**SJR 200**



## SENATE JOINT RESOLUTION NO. 200

*Requesting the Board of Education to study the preparation of special education instructional and administrative personnel and the funding of special education programs.*

Agreed to by the Senate, February 6, 1989

Agreed to by the House of Delegates, February 17, 1989

WHEREAS, Virginia is committed to excellence in public education for all students, and excellence in education includes opportunities for learning for all students, including a free and appropriate public education for all handicapped students in the least restrictive environment in accordance with Public Law 94-142; and

WHEREAS, excellence in education depends, in part, upon the quality of teacher preparation programs to enable teachers and administrators to provide enriched learning experiences for all students; and

WHEREAS, manageable class size is necessary to ensure that all students, including handicapped students, receive the benefits of an education consistent with their individual needs; and

WHEREAS, Virginia shares in the responsibility for funding special education programs, and the level of funding is related to the quality of such programs; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Board of Education is requested to study the preparation of special education instructional and administrative personnel and the funding of special education programs.

The Board of Education shall determine how teacher education programs may be improved to ensure that all teachers and administrators are trained to meet the needs of all students, including handicapped students, determine whether Virginia's class size requirements are comparable to those of other states, and develop a plan to provide state-of-the-art programs and services to establish Virginia as a national leader in education.

The Board shall reference and include in its study the Joint Legislative Audit and Review Commission study on the method of funding special education programs, its impact on program quality and availability, and recommendations on ways in which gaps in such services may be met effectively and cost-efficiently. The report is referenced as Funding the Standards of Quality (SD 20, 1986).

The Board of Education shall provide opportunity for public comment on the issues under its respective review.

The Board of Education shall complete its work in time to submit its findings and recommendations to the Governor and the 1990 General Assembly pursuant to the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

**Appendix B**

**List of Professional and Advocacy Groups Invited to Comment  
on the Issues Involved in SJR 200**

Advocacy Organizations  
(List Provided by Department for Rights of the Disabled)

Suzanne Horan  
Tidewater Association of Blind and  
Visually Handicapped Children

Richmond Area Cleft Lip & Palate Association

Sue Goode, President  
Capital Areas Association for the Hearing Impaired

Richmond Area spina Bifida Association

Tidewater Cleft Palate Guild

Mary Cunningham, Coordinator  
Down Syndrome Association of Greater Richmond, Inc.

Sandra Voskeritchian, President  
Spina Bifida Association

Mary Pachulski, Director  
United Cerebral Palsy of Washington, D.C.

Mary Pat Califano, Executive Director  
National Multiple Sclerosis Society

Sharon Grossman, Executive Director  
National Multiple Sclerosis Society-Hampton Roads Chapter

Vaughn Noack, District Director  
Muscular Dystrophy Association of Central Virginia

Jackie Atchinson, District Director  
Muscular Dystrophy Association

Sara Forbes, President  
The Scoliosis Association of Central Virginia

David White, Executive Director  
American Diabetes Association, VA Affiliate

Richard Summers, Executive Director  
American Heart Association, VA Affiliate

Dolores Bartel, President  
Autism Society of America - VA State Chapter

Barbara Whitwell, President  
The VA Branch of the Orton Dyslexia Society

Karen Mallam  
Virginia Alliance for the Mentally Ill

Rachel Bavister, President  
Virginia Association of the Deaf

Joan Kleinrock, Chapter Coordinator  
Self Help for Hard of Hearing People, Inc.

Vince Burgess  
Chesterfield Citizens for the Retarded

Nelson Malbone  
Old Dominion Council for the Blind &  
Visually Impaired

Charles Brown  
National Federation for the Blind of Virginia

Barbara Todd  
Coalition for the Mentally Disabled Citizens  
of Virginia

Phyllis Kay  
Association of Physically Challenged Americans

Jean Beale, President  
PAIR

Betty Aronian  
Doris Redwine  
VA Mental Health Consumers Association  
Elizabeth McManus, Executive Director  
Mental Health Association of Northern VA

Angela McGrath  
Henrico Citizens for the Mentally Handicapped

Michael Shafer  
TASH

SKIP of Virginia

John Baker  
PACCT

Marisa Brown  
Families of Troubled Children

Trudy Phillips  
Families of Children with Special Needs

Sharon Harris  
Families & Children Together

Michele Lowe  
H.O.P.E., Ltd.

Mary Martha Woody  
Martinsville Mental Health Association

Jeptha V. Greer, Exec. Dir.  
Council for Exceptional Children

Delores Richards  
American Cancer Society

Donald Fenell, President  
Handicaps Unlimited of Virginia

Leonard Rubenstein  
Mental Health Law Project

W.B. Scott  
Virginia Chapter of PVA

Alice Moore  
Spina Bifida Association of Tidewater

Maureen Hollowell, President  
Tidewater Association for  
Hearing Impaired Children

Donna Hueneman  
United Cerebral Palsy of Southeast VA  
Robert Gabriele, Executive Director  
Mental Health Association in Virginia

Alex Weir, President  
Association for Retarded Citizens of  
Virginia

Elizabeth Home, Executive Director  
Virginia Head Injury Foundation

Suzanne Kumpf, President  
Learning Disabilities Association  
in Virginia

Kathy Ellis, Executive Director  
Epilepsy Association of Virginia

Debra Maxey  
HAAD  
Betty Schimmel  
Parents for Compliance

Tony Young  
PAST

Bernard Levin  
American Civil Liberties Union

Marshall Dietz, President  
HEAR - No. VA

Judy Anderson  
S.A.S.C.A.

Donna McLaughlin  
NMSS-Blue Ridge Chapter

Carl Boberg  
American Lung Association of Virginia

Steve Patterson  
Arthritis Foundation

Chester Avery  
VMC/C Coalition

Judy M. Braitwaite  
Penninsula Association for Sickle Cell Anemia

Tom Blatnik  
Learning & Employment for Adult Dyslexics

Lori Weigle, President  
Parents of Children with Downs Syndrome

Belinda Pittard, Coordinator  
Parents of Children with Downs Syndrome

Central Virginia Post-Polio Support Group

Bernard Levin  
American Civil Liberties Union

State Special Education Advisory Committee

Mrs. Allyson B. Pate, Chairman

Ms. Charlene B. Straley, Vice Chairman  
Transitioning

Ms. Pat Jones Bishop, Secretary  
Virginia Federation Council for Exceptional Children/CEC

Dr. Stephen M. Baker  
Virginia Association of School Superintendents  
Mrs. Kay Barnes  
Parent Resource Centers/Parent

Mr. William D. Bowling  
Virginia Association of Secondary Principals

Mrs. Margaret A. Bridges  
Virginia Congress of Parents and Teachers/Parent

Dr. Kenneth P. Bunting  
Virginia Academy of School Psychologists

Mrs. Beverly T. Crouse  
Speech and Hearing Association of Virginia

Ms. Sandra Daughtrey  
Parents and Children Coping Together/Parent

Mrs. Barbara B. Davis  
Virginia Association for Supervision and Curriculum Development

Dr. Betty Holland  
Virginia Association of Independent Special Education Facilities

Mrs. Maureen Hollowell  
Hearing Impaired/Parent

Mrs. Judy W. Hudgins  
Past Chairman

Mrs. Gloria Graham Johnson  
Low-Incident Handicapping Conditions/Parent

Mrs. Zipporah Medford  
Handicapped Person(s)

Mrs. Susan Y. Mills  
Virginia Association of Elementary School Principals

Dr. Jerry Minskoff  
Coalition of Special Educators for Personnel Preparation

Mrs. Carolyn B. Pippen  
State Vocational Education Advisory Council

Mrs. Nancy Quinn  
Learning Disabilities Association of Virginia/Parent

Mrs. Deborah Raessler  
Mid-South Regional Resource Center and ARC/Parent

Ms. Laura Ramsay  
Virginia Education Association  
Mrs. Sandra Reen  
Department for the Rights of the Disabled

Ms. Judith S. Seltz  
Virginia School Board Association

Mr. Robert B. Sieff  
Virginia Council of Administrators of Special Education

Mr. Joseph J. Swack  
Virginia Association of Visiting Teachers and  
School Social Workers

Dr. A. Gaynelle Whitlock  
Virginia Counselors Association

Hearing Impaired Advisory Committee

Ann Simpson  
Janis Speck  
Janice Triplett  
Rachel Bavister  
Frank R. Bryan  
Becky Camden  
Maureen Hollowell  
Leslie Hutcheson  
Ron Lanier  
Jim Latt  
Nina Lilly  
Tild J. Pope  
Brenda Seal  
Brenda Sieb  
Tish Turner  
Charlene Valenzuela



Visually Impaired Advisory Committee

Anna Swenson  
Helen Mast  
Susanne Horan  
Daniel Miller  
Susahn Kershman  
Elizabeth Lewis  
Stu Bowden  
Pam Steinkoenig  
Lee Albright  
Nolan Wilson  
Wyllys Vanderwerker  
Kenneth P. Bunting

Early Childhood Advisory Committee

Robert Ayers  
Elaine Barker  
Vincent Groseclose  
Brenda Hope  
Jennifer Kilgo  
Terri Lazarchik  
Dianne Lowman  
Rosemary Burch Martin  
Barbara Mease  
Robins Priddy  
Dorothy Roseboro  
Christie Wallace  
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Gary MacBeth  
Janet Lung  
John F. Mesinger  
Howard E. Ormond  
Shelby Robinson  
Shirley Underwood  
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Appendix C

Memorandum Requesting Comment on Certain Aspects of Special Education

July 31, 1989

TO: Professional, Parent and Advocacy Organizations Interested  
in Special Education

FROM: E. B. Howerton, Jr., Deputy Superintendent  
for Curriculum, Instruction and Personnel Services

SUBJECT: Request for Comment on Certain Aspects of Special Education  
Programs

The 1989 General Assembly passed Senate Joint Resolution 200, directing the Virginia Department of Education to complete a study of certain aspects of special education programs in Virginia. (enclosed)

However, the Division of Special Education Programs is gathering data to address this resolution. All restructured teacher education programs will be reviewed to determine the nature of coursework in special education for teachers in special, regular and vocational education. We will also have information to compare Virginia's class sizes in special education with those throughout the country. This review will additionally identify any class size mandates in regular and vocational education when special education students are mainstreamed.

In order to adequately make recommendations regarding the preparation of teacher and class sizes, the Department requires your input. Please review the resolution and consider the following questions:

- 1) Are changes in teacher education programs necessary to ensure that all teachers and administrators are trained to meet the needs of students with handicapping conditions? If so, what changes are recommended?
- 2) Are Virginia's class size requirements for students in special education appropriate to meet the educational needs of students with handicaps? If they are not, what changes should be made?

Professional, Parent and Advocacy Organizations  
Interested in Special Education

page 2

July 31, 1989

- 3) What changes have there been in the quality and availability of special education programs in Virginia since 1987-88? In what ways has the state method of funding special education programs been responsible for these changes?

In order to include your comments in our report, we will need to hear from you by August 15. Please send your response to Dr. Austin T. Tuning, Director, Division of Special Education Management and Programs.

Thank you.

WLH/psg

Enclosure

cc: Dr. Rondle E. Edwards  
Dr. William L. Helton  
Dr. Austin T. Tuning  
bcc: Dr. Lissa Power Cluver  
Mr. John Mitchell

Appendix D

Preparation of Special Education Personnel: Matrices

- I. Programs approved at the baccalaureate level: status of compliance with 18 hour limit on professional studies.
- II. Approved programs at the graduate level: 5 year programs and post-baccalaureate programs.
- III. Field experiences required: Baccalaureate level programs.
- IV. Field experiences required: 5 year programs.
- V. Post Baccalaureate programs: Field work requirements.
- VI. Courses required for students enrolled in special education teacher training programs.
- VII. Requirements for training elementary, middle, and secondary teachers in instruction of exceptional students. (For IHE's with special education teacher training)
- VIII. Requirements for training elementary, middle, and secondary teachers in secondary teachers in instruction of exceptional students. (For IHE's without special education teacher training)
- IX. Requirements for training of physical education teachers in instruction of exceptional students. (For IHE's with special education teacher training)
- X. Requirements for training of physical education teachers in instruction of exceptional students. (For IHE's without special education teacher training)
- XI. Requirements for training of art teachers in instruction of exceptional students. (For IHE's with special education teacher training)
- XII. Requirements for training of art teachers in instruction of exceptional students. (For IHE's without special education teacher training)
- XIII. Requirements for training of music teachers in instruction of exceptional students. (For IHE's with special education teacher training)
- XIV. Requirements for training of music teachers in instruction of exceptional students. (For IHE's without special education teacher training)
- XV. Requirements for training of ICT teachers in instruction of exceptional students.
- XVI. Requirements for training of technical education teachers in instruction of exceptional students.



- XVII. Requirements for training home economics teachers in instruction of exceptional students.
- XVIII. Requirements for training agricultural education teachers in instruction of exceptional students.
- XIX. Requirements for training business teachers in instruction of exceptional students.
- XX. Requirements for training of health occupations teachers in instruction of exceptional students.
- XXI. Requirements for training of marketing education teachers in instruction of exceptional students.

## List of Abbreviations used in the Following Matrices:

CEN U.	CEN University
CVC	Clinch Valley College
CWM	College of William and Mary
EMC	Eastern Mennonite College
GMU	George Mason University
JMU	James Madison University
ODU	Old Dominion University
U.VA	University of Virginia
VCU	Virginia Commonwealth University
VSU	Virginia State University
VPI&SU	Virginia Polytechnic Institute and State University
VUU	Virginia Union University
ED	Emotional Disturbance
LD	Learning Disability
MR	Mental Retardation
SP/Lang	Speech Language Pathology
SPH	Severe/Profound <u>Handicapped</u>
HI	Hearing Impairment
Cross Cat.	Cross Categorical Training (enabling the teacher to teach ED, LD and MR)
Cons.	Consulting Teacher
5 year	5 year program
Post Bacc.	Post Baccalaureate Program
Cls. Req.	Field Experiences in conjunction with required coursework
Pra.	Field experiences prior to and in addition to student teaching (practicum)
St. Tch.	Student Teaching
Course Req.	Field work in conjunction with required coursework
Ext'shp.	Sustained field placement also called internships, students teaching (externship)
Cons/Res.	Consulting/Resource Teacher
Pra.	Practicum
Sur.Int.	Survey of special education or other introductory course.
Char.	Characteristics of special population (e.g.,
MR, ED, LD...)	
Methods	Instructional methods for special population
Assess.	Course which addresses assessment of special population(s)
Lang.	Course which address language development and intervention strategies
Family	Course which addresses family issues related to child exceptionality
Voc.	Course reflecting future work experiences for special population(s)
Reg. Cur.	Course in instruction on non-disabled students

Found.	Course in educational foundations (e.g., history, philosophy, child growth and development, research)
Legal Trends	Course reflecting influence of state and federal statutes, court decisions, etc.
Read.	Course which addresses teaching reading to a special population(s)
Consult. 1 course across 1 or more courses undetermined	Course addressing consultation skills All students must take 1 specific course. Information blended into content of 1 or more courses. Proposal indicates all students develop competence in exceptionalities, but no vehicle located.

IHE's with Special Education Teacher Training	ED		LD		MR		SP/LANG		SPH		NI		Cross Cat. (ED, LD, MR)	
	18hr. max	18+ exempt	18hr. max	18+ exempt	18hr. max	18+ exempt	18hr. max	18+ exemp	18hr. max	18+ exempt	18hr. max	18+ exemp	18hr. max	18+ exempt
1. CBN U.														
2. CVC		x	x	x		x								x
3. CWM														
4. EMC (a)		x		x		x								
5. GMU	x		x						x				x	
6. Hampton U.														
7. JMU														x
8. Longwood C.														
9. Lynchburg C.						x								
10. Norfolk St.(b)													x	
11. ODU														
12. Radford U.					x									
13. U.VA														
14. VCU														
15. VSU		x		x		x								
16. VPISU														
17. VUU						x								

1. Programs approved at the baccalaureate level: status of compliance with 18 hour limit on professional studies.

(a) Students must meet endorsement requirements in 2 areas (LD, ED/MR).

(b) Students receive a B.S. in special education with endorsement in ED, LD and MR.

18 hr max IHE in compliance      18+ (exemption) = IHE has received an exemption from the 18 hr. cap.

IHE's with Special Education Teacher Training	ED		LD		MR		SP/L		SPH		HI		EC		CROSS CAT ED, LD, MR		Cons.	
	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.	5yr.	Post Bac.
1. CBN U.				x														
2. CVC																		
3. CWM		x		x		x												x
4. EMC																		
5. GMU (a)	x		x						x							x		
6. Hampton U.	x	x	x	x				x										
7. JMU										*					*			
8. Longwood C.																x		
9. Lynchburg C.(a)	x	x	x	x					x	x								
10. Norfolk St.										x								
11. ODU	x		x		x		x		x				x					
12. Radford U.		x		x		x									*			
13. U.VA (b)	x	x	x	x	x	x			x	x					x			
14. VCU (b)	x		x		x													
15. VSU																		
16. VPISU (c)			x	x														
17. VUU																		

11. Approved programs at the graduate level: 5 year programs and post-baccalaureate programs.

\*endorsement sequence only (a) students seeking certification only may choose a 4 1/2 year program.

(b) students must complete requirements for endorsement in 2 areas.

(c) undergraduates may begin coursework in the fall of their senior year, or the program may be undertaken by degree holders in a traditional manner.

HE's with Special Education Teacher Training	ED			LD			MR			Sp/L			HI			Cross Cat. ED, LD, MR			SPH			
	Cls. Req.	Pra.	Ste. Tea.	Cls. Req.	Pra.	Ste. Tea.	Cls. Req.	Pra.	St. Tch.	Cls. Req.	Pra.	St. Tch.	Cls. Req.	Pra.	St. Tch.	Cls. Req.	Pra.	St. Tch.	Cls. Req.	Pra.	St. Tch.	
1. CBN U.																						
2. CVC (a)	x	x	x	x	x	x	x	x	x	x							x	x	x			
3. CWM																						
4. EMC	x	x	x	x	x	x	x	x	x	x												
5. GMU	x	x	x	x	x	x														x	x	x
6. Hampton U.																						
7. JMU																	x		x			
8. Longwood C.																						
9. Lynchburg C.(a)									x	x												
10. Norfolk St.	x	x	x	x	x	x	x	x	x	x							x	x	x	x	x	x
11. ODU	No Baccalaureate Programs																			x	x	x
12. Radford U.		x			x		x	x	x													
13. U. VA																						
14. VCU																						
15. VSU		x	x		x	x		x	x													
16. VPISU																						
17. VUU							x	x	x													

11. Field experiences required: Baccalaureate level programs  
a) 2 teaching internships are required as culminating field experiences.

IHE's with Special Education Teacher Training	ED			LD			MR			Sp/L			HI			Cross Cat. ED, LD, MR			SPH			
	Cls.		St.	Cls.		St.	Cls.		St.	Cls.		St.	Cls.		St.	Cls.		St.	Cls.		St.	
	Req.	Pra.	Tch.	Req.	Pra.	Tch.	Req.	Pra.	Tch.	Req.	Pra.	Tch.	Req.	Pra.	Tch.	Req.	Pra.	Tch.	Req.	Pra.	Tch.	
1. CBN U.																						
2. CVC																						
3. CWM																						
4. EMC																						
5. GMU	x	x	x	x	x	x														x	x	x
6. Hampton U.	x	x	x	x	x	x				x	x	x										
7. JMU																						
8. Longwood C.																	x	x				
9. Lynchburg C.		x	x		x	x															x	x
10. Norfolk St.		x	x		x	x		x	x												x	x
11. ODU	x	x	x	x	x	x	x	x	x											x	x	x
12. Radford U.		x			x		x		x													
13. U.VA	x	x	x	x	x	x	x	x	x													
14. VCU		x	x		x	x		x	x													
15. VSU																						
16. VPISU						x																
17. VUU																						

V. Field experiences required: 5 year programs

Institutions with Special Education Teacher Training	ED			LD			MR			Sp/L			HI			SPH			ECSE			
	Crs. Req.	Pra.	Ext' ship	Crs. Req.	Pra.	Ext' ship	Crs. Req.	Pra.	Ext' ship	Crs. Req.	Pra.	Ext' ship	Crs. Req.	Pra.	Ext' ship	Crs. Req.	Pra.	Ext' ship	Crs. Req.	Pra.	Ext' ship	
1. CBN U.	x	x																				
2. CVC																						
3. CWM	x	x	x	x	x	x	x	x	x													
4. EMC																						
5. GMU	x	x	x	x	x	x																
6. Hampton U.																						
7. JMU																						
8. Longwood C.																						
9. Lynchburg C.			x			x															x	
10. Norfolk St.		x			x				x												x	
11. ODU																						
12. Radford U.		x	x		x	x			x	x												
13. U.VA	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x
14. VCU																						
15. VSU																						
16. VPI SU																						
17. VUU																						

1. Post Baccalaureate programs: Field work requirements

(a) students must have 2 years of teaching experience prior to entering the program.



Special Ed Teacher Training	Sur. Int.	Char.	Methods	Assess.	Lang.	Beh.	F. l. y	Voc.	Reg. Cur.	Found.	Legal Trends	Read.	Consult.
1. CBN U.		x	x	x					x	x		x	
2. CVC	x	x	x	x	x	x		x	x	x	x	x	x
3. CWM	x	x	x	x	x	x		x		x	x	x	2
4. EMC		x	x	x		3		x	x			x	x
5. GMU	x	x	x	x	x	x	12	13	x	x	4	x	11
6. Hampton U.			INSUFFICIENT DESCRIPTIVE MATERIAL										
7. JMU		x	x	x		x					x	5	x
8. Longwood C.	x	x	x	x	x	x	x	x		x	x	5	x
9. Lynchburg C.	x	x	x	x	x	x				4		6	4
10. Norfolk St.	x	x	x	x	x	x	x	x	x	x	x	5	2
11. ODU	x	x	x	x	x	x	8	7		8	x	5	x
12. Radford U.	x	x	x	x	x	x	8	x		x	x	x	x
13. U.VA	x	x	10	10	5	10	5	5	10	x	5	10	5
14. VCU	x	x	x	x	x	x		x			x		
15. VSU	x	x	x	x					x	x			
16. VPISU	x	x	x	x	11			x	x	x		11	
17. VUU	x	x	x	x		x		x	x	x			

VI. Courses required for students enrolled in special education teacher training programs.

x= 1= Students may choose between a language course and an early childhood methods course;

2= For students in consulting resource teacher program; 3= For students seeking endorsement in MR and ED

4= Required for M.Ed., past endorsement; 5= Content of a more general course

6= For students seeking endorsement in LD or ED;

7= Students may choose either sociocultural and vocational aspects or family and the exceptional child; child (ED and MR endorsement tracks) or Neurophysical aspects of LD (LD track);

8= Required for LD, SPH, and ECSE endorsement tracks;

9= Required for ED and ECSE endorsement tracks;

10= Proposal indicates students must complete training in these areas; specific course not indicated; and

SHE'S WITH Special Education Teacher Training	SHE'S WITH				SHE'S WITH				SHE'S WITH			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.
1. CBN U.									y	x		
2. CVC	y	x										
3. CWM	y	x						x	y	x		
4. EMC	u											
5. GMU					y	x						
6. Hampton U.	y	x							*y	x		
7. JMU (a)	y	x										
8. Longwood C.	y	x										
9. Lynchburg C.	u											
10. Norfolk St.	u								u			
11. ODU					y	x						
12. Radford U.	y	x							y	x		
13. U.VA	y		x		y		x		y	x	x	
14. VCU					y			x				
15. VSU	u											
16. VPISU	u											
17. VUU	y	x	x									

VII. Requirements for training elementary, middle, and secondary teachers in instruction of exceptional students.

\*required for elementary education graduate programs; (a) students in the early childhood (k-3) program receive across one or more courses.

IHE's with Special Education Teacher Training	Baccalaureate				Year Program				Post Baccalaureate			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	2 + crse.	Undet.	Req.?	1 crse.	2 + crse.	Undet.
1. Averett	u											
2. Bluefield	y	x										
3. Bridgewater	y	x										
4. Chris. Newport	y	x										
5. Emory & Henry	y	x										
6. Ferrum	y		x									
7. Hollins	u											
8. Liberty	u											
9. Mary Baldwin	y	x										
10. Marymount (a)					y	x						
11. M. Washington	u											
12. Randolph-Macon	u											
13. R.Macon Women's	u											
14. Roanoke	u											
15. St. Paul's	u											
16. Shenandoah	u											
17. Sweet Briar	u											
18. U. of Rich. (a)	y			x								
19. Va. Intermont	y	x										
20. Va. Wesleyan	y		x									

VIII. Requirements for training elementary, middle, and secondary teachers in instruction of exceptional students.  
(a) elementary teacher training only (elem. & math-secondary training offered)

IHE's with Special Education Teacher Training	Baccalaureate				5 Year Program				Post Baccalaureate			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.
1. CBN U.												
2. CVC	y	1										
3. CWM	y	1										
4. EMC	y	1										
5. GMU	y	2										
6. Hampton U.	y	1										
7. JMU	y	1										
8. Longwood C.	y	1										
9. Lynchburg C.	y	3										
10. Norfolk St.	y	1										
11. ODU	y	1										
12. Radford U.	y	4										
13. U.VA	y	1		y	1							
14. VCU	y	1										
15. VSU	y	1		y	1							
16. VPISU	y	1										
17. VUU												

IX. Requirements for training of P.E. teachers in instruction of exceptional students.

- 1 = Adaptive P.E.            3 = Health and movement course for exceptional individuals  
2 = Development P.E.        4 = P.E. for exceptional children

IHE's with Special Education Teacher Training	Undergraduate				Graduate Program				Post graduate			
	Req.?	1 crse.	1 + crse.	Undet.	Req.	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.
1. Averett	y	1										
2. Bluefield	y	1										
3. Bridgewater	y	2										
4. Chris. Newport	y	3										
5. Emory & Henry	y	4										
6. Ferrum												
7. Hollins												
8. Liberty	y	5										
9. Mary Baldwin												
10. Marymount												
11. M. Washington												
12. Randolph Macon												
13. R.Macon Women's												
14. Roanoke	y	1										
15. St. Paul's												
16. Shenandoah												
17. Sweet Briar												
18. U. of Rich.	y		6									
19. Va. Intermont												
20. Va. Wesleyan												

Appendix D

X. Requirements for training of P.E. teachers in instruction of exceptional students.

1. Adapted PE
2. Survey of exceptional children
3. The exceptional learner
4. PE for exceptional children
5. Two field experiences which include working with exceptional students are required.

IHE's with Special Education Teacher Training	Baccalaureate				5 Year Program				Post Baccalaureate			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.
1. CBN U.												
2. CVC												
3. CWM												
4. EMC												
5. GMU												
6. Hampton U.												
7. JMU	u											
8. Longwood C.	y	x										
9. Lynchburg C.	y			x								
10. Norfolk St.	u											
11. ODU	y	x										
12. Radford U.	y	x										
13. U. VA												
14. VCU	y	x										
15. VSU	u											
16. VPISU												
17. VUU												

XI. Requirements for training of art teachers in instruction of exceptional students.

IHE's without Special Education Teacher Training	Baccalaureate				Year Program				Post Baccalaureate			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.
1. Averett	u											
2. Bluefield												
3. Bridgewater												
4. Chris. Newport	y	x										
5. Emory & Henry	y	x										
6. Ferrum												
7. Hollins	u											
8. Liberty												
9. Mary Baldwin	u											
10. Marymount												
11. M. Washington	u											
12. Randolph Macon	y	x										
13. R. Macon Women's	u											
14. Roanoke												
15. St. Paul's												
16. Shenandoah												
17. Sweet Briar												
18. U. of Rich.	u											
19. Va. Intermont	y	x										
20. Va. Wesleyan	y		x									

XII. Requirements for training of art teachers in instruction of exceptional students.

IHE's with Special Education Teacher Training	Baccalaureate				5 Year Program				Post Baccalaureate			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	1 + crse.	Undet.
1. CBN U.												
2. CVC												
3. CWM												
4. EMC	y	x										
5. GMU												
6. Hampton U.												
7. JMU	u											
8. Longwood C.	y	x										
9. Lynchburg C.	u											
10. Norfolk St.	u								u			
11. ODU	y	x										
12. Radford U.	y	x										
13. U. VA												
14. VCU	y			x								
15. VSU												
16. VPISU	u											
17. VUU	y	x	x									

XIII. Requirements for training music teachers in instruction of exceptional students.



IHE's wit, Special Education Teacher Training	Baccalaureate				Year Program				Post Baccalaureat			
	Req.?	1 crse.	1 + crse.	Undet.	Req.?	1 crse.	2 + crse.	Undet.	Req.?	1 crse.	2 + crse.	Undet.
1. Averett												
2. Bluefield	u											
3. Bridgewater	y	x										
4. Chris. Newport	y	x										
5. Emory & Henry	y	x										
6. Ferrum												
7. Hollins												
8. Liberty	u											
9. Mary Baldwin												
10. Marymount												
11. M. Washington	u											
12. Randolph Macon												
13. R.Macon Women's												
14. Roanoke	u											
15. St. Paul's												
16. Shenandoah												
17. Sweet Briar												
18. U. of Rich.	u											
19. Va. Intermont	y	x										
20. Va. Wesleyan	y		x									

XIV. Requirements for training of music teachers in instruction of exceptional students.

**Cooperative Training Teacher Training Programs**

	Req.?	1 Crse.	1+ Crse.	Undet.
GMU	u			
JMU	u			
Norfolk State	u			
VSU	y	x		
VPISU	y	x		

XV. Requirements for training of ICT teachers in instruction of exceptional students.

**IHE's with Technical Education Teacher Training Programs**

	Req.?	1 Crse.	1+ Crse.	Undet.
GMU	u			
Norfolk State	u			
ODU	y	x		
VSU	y	x		
VPISU	u			

XVI. Requirements for training of technical education teachers in instruction of exceptional students.

	Req.?	1 Crse.	1+ Crse.	Undet.
Bridgewater	y	x		
JMU	y	x		
Liberty	u			
Norfolk State	u			
VSU	u			
VPISU	y	x		

XVII. Requirements for training home economics teachers in instruction of exceptional students.

IHEIs with Agricultural Education Teacher Training Programs

	Req.?	1 Crse.	1+ Crse.	Undet.
Ferrum	y		x	
VSU	u			
VPISU	y	x		

XVIII. Requirements for training agricultural education teachers in instruction of exceptional students.

**IHE'S WITH BUSINESS EDUCATION TEACHER TRAINING PROGRAMS**

	Req.?	1 Crse.	1+ Crse.	Undet.
Bluefield	y	x		
CVC	y	x		
GMU	u			
JMU	u			
Norfolk State	u			
Radford U.	y	x		
St. Paul's	u			
VCU	y			x
VA Intermont	y	x		
VSU	u			
VPISU	y	x		
VUU	y	x		

**XIX. Requirements for training business education teachers in instruction of exceptional students.**

**IHE'S WITH HEALTH OCCUPATIONS TEACHER TRAINING PROGRAMS**

	Req.?	1 Crse.	1+ Crse.	Undet.
JMU	u			
VPISU	u			

**XX. Requirements for training of health occupations teacher in instruction of exceptional students.**

	Req.?	1 Crse.	1+ Crse.	Undet.
JMU	u			
ODU	y	x		
VPISU (a)	u			

XXI. Requirements for training of marketing education teachers in instruction of exceptional students.  
(a) graduate level program

Appendix E

"Revision of Certification Regulations: Proposal for Special Education"

D R A F T

**REVISION OF CERTIFICATION REGULATIONS  
PROPOSAL FOR SPECIAL EDUCATION**

**December 1989**

submitted by

**Dr. Lissa Power Cluver, Associate Director  
Special Education Programs**

**Dr. Patricia Abrams, Supervisor  
Special Education Personnel Development**

**DIVISION OF SPECIAL EDUCATION  
VIRGINIA DEPARTMENT OF EDUCATION**

Table of Contents

<u>Section</u>	<u>Page</u>
Introduction .....	1
Organization of the Proposal .....	2
<b>Section I: Teaching Areas .....</b>	<b>3</b>
Professional Studies for Regular Education Teachers .....	4
Special Education Professional Entry Common Knowledge and Skills .....	8
Continuing Endorsement Areas:	
Emotional Disturbance .....	9
Hearing Impairment .....	11
Learning Disability .....	13
Mental Retardation .....	16
Severe/Profound Handicap .....	18
Visual Impairment .....	20
Early Childhood Special Education .....	22
Speech/Language Disorders .....	24
Proposed New Endorsement Areas:	
Multicategorical Mild Handicap Resource .....	27
Vocational Special Needs .....	30
Vocational Evaluation .....	32
Autism .....	34
Other Health Impairment .....	35
Orthopedic Impairment .....	36
Deaf/Blind .....	37
Sign Language Instruction .....	38
<b>Section II:</b>	
<b>Administrative/Supervisory Areas .....</b>	<b>39</b>
<b>Section III: New Certificates .....</b>	<b>45</b>
Paraprofessional .....	46
Orientation & Mobility (O&M) Specialist .....	48
<b>List of Participants .....</b>	<b>49</b>



**REVISION OF CERTIFICATION REGULATIONS  
PROPOSAL FOR SPECIAL EDUCATION**

Introduction

The 1989 General Assembly passed Senate Joint Resolution 200, directing the Virginia Department of Education to complete a study of certain aspects of special education programs in Virginia. One area the Board of Education was requested to address is the preparation of special education instructional and administrative personnel.

The Division of Special Education's proposed revisions of the special education certification requirements parallels national efforts to develop guidelines/standards by the Council for Exceptional Children (CEC). In December 1988, the CEC Professional Standards and Practices Committee released the document Proposed Policies on Standards for Professional Practice in Special Education which led to the development of a Professional Standards Task Force on Teacher Preparation. The CEC Professional Standards Committee has adopted a knowledge and skills based model to address both, generic and specialty areas of emphasis competencies needed by persons entering the special education profession.

With input from all the special education program advisory committees and the State Special Education Advisory Committee (over 150 persons), a knowledge and skills based conceptual framework to identify program components for special education personnel certification and endorsement was used by the Division of Special Education. Input received during the period of public comment associated with SJR 200 were also included.

The Division of Special Education adheres to the philosophy that special education professional development is a continuous process which should be shared among the Virginia Department of Education, the institutions of higher education, and local school divisions. Establishing a comprehensive system of personnel development is crucial to address the rapid changes occurring in education which include:

- o increased use of models which educate students with moderate and severe disabilities in the least restrictive environment;
- o development and availability of advanced technologies to facilitate learning in students with mild, moderate, and severe handicaps;
- o increased need for professionals who have interpersonal skills to facilitate interagency collaboration and consultation to address the changing socio-cultural and familial needs of children and youth with disabilities.

In addition to strengthening the standards for producing qualified special education professionals, flexibility is incorporated to maximize opportunities for second career individuals and other education professionals to enter the special education arena in order to address the shortage of special education personnel in Virginia. Although each specialty area has its' own set of endorsement requirements, there are commonalities across all areas which were referred to as "common core" requirements in the 1986 Regulations. Since there are common knowledge and skills across the specialty areas, the Division of Special Education encourages the practice of adding endorsements without having to duplicate previous educational experiences.

Further, it must not be forgotten that the majority of students with handicaps are integrated with nonhandicapped students for a substantial portion of the school day. Therefore, professional studies requirements need to be in place which specify basic knowledge and skills needed to educate students with handicaps for all regular elementary, middle, and secondary education teachers to become certified and maintain their certification.

#### Organization of the Proposal

The "Special Education Personnel Certification Revisions Proposal" contains three (3) major sections which are: section I - teaching endorsements; section II - administrative/supervisory endorsements; and section III - proposed new certificates. Two separate certification sub-committees in the Division of Teacher Education, Certification and Professional Development will have the responsibility of reviewing the Proposal and making recommendations to the larger Certification Steering Committee. The two sub-committees are: 1) teaching areas sub-committee; and, 2) support personnel sub-committee. The certification sub-committee will be alerted to the proposed new certificates, the paraprofessional, and orientation and mobility (O&M) specialist, being reviewed by the support personnel sub-committee.

Several areas which are not included in this document are Early Childhood Special Education and Speech Language Impaired. Certification revisions for these areas were completed by advisory/task force groups and distributed for public comment during the 1988-89 school year, and were approved by the Virginia Board of Education in September 1989.

Other areas to be included in the final certification revisions proposed are; Autistic, Other Health Impaired, Orthopedically Impaired, and, Deaf/Blind. As a result of several task force meetings and committee discussions, it appears as though these specialty areas will be treated as add-on endorsements to the severe handicap and/or other handicap areas.

The sections which follow are the proposed revisions to the current certification regulations. The underlined portions denote changes in wording from the Certification Regulations for Teachers (1986) currently in place in Virginia. If the section does not contain underlined portions, it should be noted that the entire section has been revised.

**REVISION OF CERTIFICATION REGULATIONS  
PROPOSAL FOR SPECIAL EDUCATION**

**S E C T I O N   I**

**T E A C H I N G   A R E A S**

Professional Studies \*

\* Recommended requirements for all regular and vocational education instructional staff.

A. Purpose and Objectives

The program shall provide for competencies demonstrated through achievement in the following areas:

- a. organization -- competence in preparing and presenting an instructional plan, including accommodating instruction for students with handicaps;
- b. evaluation of student performance -- competence in the selection, development, and utilization of tests and test scores, including modifications in the testing situations for students who are handicapped;
- c. recognition of individual differences -- competence in the recognition of student exceptionalities and diversity of needs;
- d. cultural awareness -- competence in the recognition of cultural influences on the individual students, on the school as a whole, and on school/community relations;
- e. understanding the nature of youth -- competence in understanding the various patterns of human growth and development as they relate to student learning and achievement;
- f. management -- competence in classroom management and discipline;
- g. educational policies and procedures -- competence in understanding and implementing appropriate federal, state, and local policies affecting education, including pre-referral activities and the special education process.

In addition, the program shall provide for pre-student teaching practical experiences and for student teaching:

- a. Pre-Student Teaching and Practical Experiences -  
Applicants shall obtain practical field-based experience working with individuals to become aware of their physical, social, emotional, and cognitive needs. These experiences shall be made available through placements arranged by the institution as early as possible in the student's career, and include exposure to children and youth with a variety of handicapping conditions. The institution shall monitor these placements to assess and document the student's overall potential for teaching and specific teaching strengths and weaknesses. The institution shall outline activities to remedy the observed weaknesses.

b. Student Teaching -

Student teaching shall be a learning experience encompassing all of the roles of the teacher, including experiences with exceptional individuals, including gifted and talented and those with handicapping conditions. In addition, the student's potential for teaching and certification shall be evaluated comprehensively during the student teaching assignment.

The following guidelines shall be used in evaluating student teaching programs:

a. Admission to Student Teaching

The student shall be admitted to student teaching after successfully meeting criteria established by the institution. The criteria shall include scholarship, performance in an area of specialization, competence in professional studies, and desirable personal characteristics.

b. Length of Program

The length of the supervised classroom experience shall include a minimum of 200 clock hours, at least 60 percent of which shall be in direct instruction. A portion of this classroom experience shall be acquired prior to the student's senior year in college. Experience in two or more settings shall be provided. Student teaching shall be done at the grade level or in the specific area in which endorsement is sought.

c. The Cooperating School

The cooperating school shall offer a variety of experiences for student teachers. It shall provide an opportunity to work in various teaching fields, with different groups of children, and in classroom management activities: e.g., counseling, recordkeeping, extracurricular activities, and preparation and selection of teaching materials.

d. The Cooperating Teacher

Cooperating teachers shall be cooperatively selected by school and higher education personnel from among those individuals demonstrating successful performance and holding continuing contracts. The college or university shall conduct training sessions with cooperating teachers for the purpose of familiarizing those involved with responsibilities and assessment criteria.

e. College Responsibility for Supervision

Persons supervising student teachers shall have training and teaching experiences appropriate to the objectives of the program. Moreover, regular and systematic supervision on the part of college personnel shall be provided during the field experience. The load for supervisors of student teachers shall be limited to one student teacher per semester hour of the supervisor's teaching load. Any increase must be justified in terms of extraordinary circumstances.

f. Determination of Performance

The evaluation of student teaching performance shall be cooperatively conducted by a team, including, yet not limited to, the institutional supervisor, the cooperating teacher and an administrator within the school. A copy of the assessment of each evaluator shall be on file with the cooperating college or university and shall be available to prospective employers.

B. Certification Requirements

1. An applicant for certification shall have developed competencies needed for the subject area or grade level and must take a minimum of 15 semester hours, with at least the equivalent of 3 semester hours in each, distributed among the four areas which follow... 15 semester hours.

Area I -- Human Growth and Development

Competencies in this area shall contribute to an understanding of the development of physical traits, learning and intelligence, social and emotional behavior and personality, and group behavior of children. The differences in children and youth, including identification techniques, pre-referral, and referral procedures and the implications which these differences have for guiding learning experiences, shall be emphasized.

Area II -- Curriculum and Instructional Procedures

Competencies in this area shall be designed to develop an understanding of the principles of learning; the application of skills in methodology; classroom management; selection and use of materials, computers, including media and other resources; principles of teaching reading in the content areas; and evaluation of pupil performance appropriate for the grade level and subject area for which certification is sought.

In addition, mainstreaming techniques and an overview of teaching methods appropriate for exceptional students, including gifted and talented and those with handicapping conditions shall be included.

**Area III -- Foundations of Education**

Competencies in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention should be given to the legal status of teachers, including federal and state laws and regulations.

**Area IV -- Special Education**

Competencies in this area shall contribute to understanding and recognizing individual differences and accommodating students with diverse educational needs due to their handicapping conditions to include effective behavior modification techniques. Attention should be given to the federal and state laws and regulations concerning the educational rights of students with handicapping conditions and due process rights afforded their parents.

**2. Supervised Classroom Experience ... 6 semester hours**

A student must take a minimum of 6 semester hours in student teaching. Prospective teachers shall be in classrooms for 200 clock hours, at least 60 percent of which shall be in direct teaching activities (providing direct instruction). A portion of this classroom experience shall be acquired prior to the senior student teaching experience. Experience in two or more settings shall be provided with exposure to students with various handicapping conditions.

**Special Education Professional Entry Common Knowledge and Skills**

A common set of knowledge and skills is needed by all teachers of special education. The following basic knowledge and skills statements are distributed among the specialty areas of emphasis. As a result of deleting the "common core" endorsement requirement of 18 semester hours, the number of semester hours required for the specialty endorsements increased from the 1986 Certification Regulations. The endorsement areas of emphasis contain the following common knowledge and skills as they pertain to each specialty area:

- a. Assessment -- psychoeducational assessment of individuals with handicaps;
- b. Characteristics -- characteristics of individuals with handicaps, including socio-cultural aspects, effects of diverse socio-cultural influences, and health related aspects (to include handicaps related to traumatic head injury);
- c. Instructional Programming for Least Restrictive Environment -  
- instructional programming for students who are handicapped and modifications of curriculum to facilitate integration of students with handicaps into the continuum of programs and services;
- d. Language Development -- language development and the effects of handicapping conditions and cultural diversity on typical language development;
- e. Research and Legal Aspects -- current research and technology trends and legal aspects in special education;
- f. Methods -- teaching methods in remediation of academic subjects for exceptional individuals;
- g. Behavior Management -- individual and group behavior management techniques;
- h. Vocational Aspects -- career and vocational aspects of individuals with handicaps in society;
- i. Consultation -- consultation techniques to work with parents, teachers, paraprofessionals and other professionals.



Serious Emotional Disturbance \*

\* Entire content of program revised from 1986 regulations.

Content -- The program shall:

1. Provide knowledge of the characteristics of individuals with emotional disturbance and the theories relating to the etiology, socio-cultural factors, identification and intervention procedures based on current research.
2. Provide knowledge of individual, group, environmental and behavior management;
3. Provide knowledge of the foundations, organization and implementation of academic readiness, academic content areas, affective education, social skills training, and psychomotor skills.
4. Develop skills to interpret assessment data and integrate resources and related/support services relative to the development, implementation and monitoring of individualized education programs.
5. Provide instruction in the academic and behavior skills needed by the student who is emotionally disturbed for successful integration or transition; and explore the attitudes, techniques and procedures required for the legal and ethical implementation of least restrictive environment (LRE) within the continuum of services.
6. Develop skills in group dynamics and in interviewing and counseling.
7. Develop competencies in verbal, written and non-verbal communication to include the skills needed to initiate and encourage cooperation, maintain rapport, employ the use of tact, diplomacy and appropriate language and demonstrate a confidential and professional manner with children, parents, school personnel and community resources.
8. Provide knowledge of resources to meet students' needs as they make transitions to other settings and in using crisis intervention techniques in the educational environment.
9. Provide fieldwork and student teaching with students in a variety of educational settings within the continuum of services for students with emotional disturbance.
10. Develop skills in using crises intervention techniques.

**Emotional Disturbance Endorsement Requirements**

Applicants seeking endorsement to teach students with emotional disturbance at the elementary level shall complete the equivalent of 30 semester hours distributed among the following areas:

- a. concepts, theories and characteristics of individuals with handicaps and persons with emotional disturbance, including an examination of the impact of the disability on the individual and family, diverse socio-cultural influences, and health aspects;
- b. educational diagnosis and assessment of individuals with emotional disturbance;
- c. instructional programming for students with handicaps and modifications of curriculum to facilitate integration of students with emotional disturbance into the continuum of programs and services;
- d. language development and the effects of handicapping conditions and cultural diversity on typical language development;
- e. current research and technology trends and legal aspects in special education;
- f. methods and materials for teaching the individual with emotional disturbance, including an emphasis on academic methodology specific to the educational, social and vocational needs of emotionally disturbed adolescents;
- g. specific techniques of behavior management; with emphasis on crisis intervention;
- h. career, transitional and vocational aspects of individuals with handicaps in society;
- i. consultation techniques to work with parents, paraprofessionals and other professionals;
- j. fieldwork and student teaching with students who are seriously emotionally disturbed at both the elementary and secondary levels.

To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school, or accredited private facility shall be accepted.

Hearing Impairment \*

\* Entire content of program revised from 1986 regulations.

Content -- The program shall:

1. Provide knowledge and experiences, including diagnosis and evaluation, and the use of therapeutic methods and materials, that lead to competencies needed for the teaching of individuals with varying degrees of hearing impairments and associated speech and language delays.
2. Provide study leading to competencies in audiology and aural (re)habilitation, including amplification systems and auditory training.
3. Provide for observation of and participation in diagnostic procedures and case management under the supervision of qualified professionals.
4. Provide knowledge of normal language and speech development and the competencies to facilitate their development in students who are hearing impaired.
5. Provide for study of socio-cultural aspects of persons who are hearing impaired, including deaf culture.
6. Develop competencies in communication modes (e.g. cued speech, signing, finger spelling, speech and speech reading).
7. Provide knowledge of current instructional methodology and pedagogy for teaching students who are hearing impaired.
8. Provide exposure to and experiences with students who are hearing impaired.

Hearing Impaired Endorsement Requirements

Applicants seeking endorsement to teach persons with hearing impairments shall:

1. Hold a current Council for Education of the Deaf (CED) certificate and meet Virginia's professional education requirements; or,

OR

2. Complete the equivalent of 36 semester hours distributed among the following areas:

- a. characteristics of individuals with handicaps to include persons with hearing impairments, including socio-cultural aspects, effects of diverse socio-cultural influences, and health related aspects, and foundations of education and culture of persons with hearing impairments;
- b. psychoeducational assessment of handicapped persons, including individuals who are hearing impaired;
- c. methods and procedures for teaching persons with hearing impairments, including instructional programming and modifications of curriculum to facilitate integration of students with handicaps into the continuum of programs and services;
- d. speech and language development and the effects of hearing impairments and cultural diversity on typical language development;
- e. current research and technology trends and legal aspects in special education;
- f. individual and group behavior management techniques;
- g. career and vocational aspects of individuals with handicaps, including persons with hearing impairments, in society;
- h. consultation techniques to work with parents, and other professionals.
- i. speech and hearing science;
- j. audiology, to include individual and group amplification systems with emphasis upon classroom utilization;
- k. Sign Language;
- l. field experience and student teaching with students with hearing impairment.

To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school or accredited private facility shall be accepted.

**Specific Learning Disabilities \***

\* Entire content of program revised from 1986 regulations.

Content -- The program shall:

1. Provide knowledge of normal human development and its variations, theories of learning and behavior, including the basis of motor, cognitive and language development.
2. Provide knowledge of concepts, theories, characteristics and etiology, including social and emotional/behavioral concomitants associated with specific learning disabilities across the lifespan.
3. Develop competencies in the collection, synthesis and use of assessment data on the academic, behavioral and social functioning levels of learning disabled individuals. Students should demonstrate competencies in the use of a variety of diagnostic procedures/instruments as collected from multiple points-of-view.
4. Provide knowledge of the instructional methods and strategies specific to the learning disabled in the areas of reading, written expression, listening comprehension, oral language, mathematics, social skills, pragmatic language and independent student behaviors.
5. Develop competencies to design, organize and manage a learning environment that is conducive to the optimal education of learning disabled individuals and evaluate educational programs and instructional materials specific to the educational needs of learning disabled individuals.
6. Develop competencies in the areas of problem solving, critical thinking and decision-making processes as related to the education of individuals with specific learning disabilities.
7. Provide knowledge of techniques for communicating effectively with regular educators, support personnel, school administrators, parents of handicapped children and professionals from other agencies.
8. Provide a continuum of field experiences to enable the student to demonstrate pre-specified competencies in teaching/clinical situations. This continuum should be organized to include varied, graduated student-centered experiences with handicapped and nonhandicapped individuals and culminate in the student teaching experience with learning disabled individuals.

**Elementary Learning Disabilities Endorsement Requirements \*\***

**\*\* Proposed new area of emphasis endorsement. Old endorsement requirement for LD is separated into two (2) proposed endorsements in elementary and secondary.**

Applicants seeking endorsement to teach elementary students with learning disabilities shall complete the equivalent of 30 semester hours distributed among the following areas:

- a. concepts, theories and characteristics of handicapped individuals and persons with specific learning disabilities, including socio-cultural aspects, effects of diverse socio-cultural influences, and health aspects;
- b. educational diagnosis and assessment of individuals with specific learning disabilities;
- c. instructional programming for handicapped students and modifications of curriculum to facilitate integration of learning disabled students into the continuum of programs and services;
- d. language development and the effects of handicapping conditions and cultural diversity on typical language development;
- e. current research and technology trends and legal aspects in special education;
- f. advanced methods of diagnoses and remediation of difficulties learning disabled individuals may exhibit in reading, written expression, listening comprehension, oral language and mathematics;
- g. individual and group behavior management techniques;
- h. career and vocational aspects of handicapped individuals in society;
- i. consultation techniques to work with parents, and other professionals.
- j. field experiences and student teaching with learning disabled students at the elementary level.

**To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school, or accredited private facility shall be accepted.**

**Secondary Learning Disability Endorsement Requirements \*\***

**\*\* Proposed new area of emphasis endorsement. Old endorsement requirement for LD is separated into two (2) proposed endorsements in elementary and secondary.**

Applicants seeking endorsement to teach secondary students with learning disabilities shall complete the equivalent of 30 semester hours distributed among the following areas:

- a. concepts, theories and characteristics of handicapped individuals and persons with specific learning disabilities, including socio-cultural aspects, effects of diverse socio-cultural influences, and health aspects;
- b. educational diagnosis and assessment of individuals with specific learning disabilities;
- c. instructional programming for handicapped students and modifications of curriculum to facilitate integration of learning disabled students into the continuum of programs and services;
- d. language development and the effects of handicapping conditions and cultural diversity on typical language development;
- e. current research and technology trends and legal aspects in special education;
- f. advanced methods of diagnoses and remediation of difficulties learning disabled individuals may exhibit in reading, written expression, listening comprehension, oral language and mathematics, including academic methodology specific to the educational, social and vocational needs of learning disabled adolescents;
- g. individual and group behavior management techniques;
- h. career and vocational aspects of handicapped individuals in society;
- i. consultation techniques to work with parents, and other professionals.
- j. field experiences and student teaching with learning disabled students at the secondary level.

**To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school, or accredited private facility shall be accepted.**

### Mental Retardation

Content -- The program shall:

1. Develop competencies needed for teaching individuals with mental retardation.
2. Provide instruction in educational evaluation and interpretation of standardized, informal, and criterion referenced tests.
3. Provide knowledge of curriculum development, instructional methods, materials, and special teaching techniques for the student who is mildly mentally retarded.
4. Provide knowledge of the resources and techniques needed to integrate the student who is mentally retarded within the continuum of services in the least restrictive environment.
5. Provide knowledge of the needed social and leisure skills, as well as the socio-cultural and vocational factors in the education and training of the student who is mentally retarded;
6. Provide knowledge of medical aspects of the student who is mentally retarded and their implications for instruction;
7. Provide exposure to individuals who are mentally retarded through fieldwork and student teaching experiences.

### Mental Retardation Endorsement Requirements

Applicants seeking endorsement to teach students with mental retardation shall complete 30 semester hours distributed among the following areas:

- a. characteristics of individuals with handicaps, including socio-cultural aspects, effects of diverse socio-cultural influences, health related aspects, and characteristics of individuals who are mentally retarded;
- b. psychoeducational assessment and its interpretation for the student who is mentally retarded;
- c. instructional programming for students with handicaps and modifications of curriculum to facilitate integration of students who are handicapped into the continuum of programs and services;



language development and the effects of handicapping conditions and cultural diversity on typical language development;

- e. current research and technology trends and legal aspects in special education;
- f. teaching methods and materials for students who are mentally retarded;
- g. individual and group behavior management techniques;
- h. career and vocational exploration, as well as leisure and social skills training, for the mentally retarded;
- i. consultation techniques to work with parents, and other professionals;
- j. fieldwork and student teaching with students who are mentally retarded.

To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school or accredited private facility shall be accepted.

**Severe and Profound Handicap**

Content -- The program shall:

1. Provide knowledge of the characteristics and theories of etiology relative to students with severe disabilities;
2. Provide knowledge of medical conditions and aspects concerned with students with severe disabilities;
3. Provide knowledge of occupational and physical therapy techniques for dealing with motor skills, neurodevelopmental functioning, adaptive aids, techniques in positioning and handling, and emergency care;
4. Provide knowledge of language development disorders and methods of intervention with students with severe disabilities;
5. Develop skills in behavioral management techniques to include affective, educational, and self care skills;
6. Develop competencies in selecting appropriate diagnostic procedures and instruments to use with students with severe disabilities for determining the individual's capabilities for achievement and in the utilization of this information in designing an appropriate individualized educational program;
7. Provide knowledge of needed social and leisure skills, socio-cultural and vocational factors, and the functional academics in the education and training of students with severe disabilities;
8. Provide knowledge of the resources and techniques, including residential programs, needed to integrate students with severe disabilities within the continuum of services in the least restrictive environment;
9. Provide student teaching and field experiences with students who are severely handicapped.

Severe and Profound Handicap Endorsement Requirements

Applicants seeking endorsement to teach students with severe disabilities shall complete 30 semester hours distributed among the following areas:

- a. characteristics of individuals with handicaps, including socio-cultural aspects, effects of diverse socio-cultural influences, health related aspects, and characteristics of students with severe disabilities, including medical aspects and their implications for instruction;
- b. appropriate procedures and instruments used to identify students with severe disabilities and evaluate their progress;
- c. philosophy and methods of best practice to educate students with severe disabilities with their non-handicapped, age appropriate peers;
- d. language development and the effects of handicapping conditions and cultural diversity on typical language development, including communication development (e.g. nonverbal systems and electronic communication devices);
- e. current research and technology trends and legal aspects in special education;
- f. methods for teaching individuals with severe handicaps, including self-care, social and leisure skills development, and occupational and physical therapy techniques with application for use with students with severe disabilities;
- g. advanced techniques of behavior management;
- h. vocational factors in the education and training of students with severe disabilities;
- i. consultation techniques to work with parents, and other professionals;
- j. fieldwork and student teaching with students with severe disabilities.

To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school or accredited private facility shall be accepted.

### Visual Impairment

Content -- The program shall:

1. Provide knowledge of the anatomy and physiology of the eye and of the symptoms and diagnosis of visual impairments.
2. Provide knowledge of local, state and national facilities for serving individuals who are visually handicapped and those who are blind.
3. Provide knowledge of common plans of organizations for serving individuals who are blind and individuals who are partially sighted individuals and the principles of preparation, selection and effective use of appropriate instructional materials.
4. Develop basic skills to solve the problems of adaptation of school and home environments to meet the needs of individuals who are visually impaired individuals.
5. Develop basic skills in teaching methods appropriate to the special needs and capabilities of individuals who are partially sighted or who are blind.
6. Develop competency in administering and interpreting tests designed for students with visual impairments.
7. Provide student teaching students who are visually impaired.

### Visual Impairment Endorsement Requirements

Applicants seeking endorsement to teach students who are visually impaired shall complete the equivalent of 36 semester hours in the following areas:

- a. characteristics of individuals with handicaps, and impact of visual impairment on infant and children's growth and development, and on child and adolescent psycho-social development including family interaction patterns;
- b. methods and materials for assessing and teaching pre-academic and academic skills, including modifications in curriculum, to students who are blind or partially sighted (to include use of the abacus), and for assessing and teaching pre-cane orientation and mobility;
- c. low vision practices and procedures, to include assessment and instructional programming for functional vision;

language development and the effects of handicapping conditions and cultural diversity on typical language development;

- e. current research and technology trends and legal aspects in special education, including national, state and community resources for students who are blind and skill in using technological devices and equipment;
- f. social and recreational skills and resources for individuals who are blind to include methods and materials for assessing and teaching activities of daily living;
- g. teaching reading and writing of grade 2 Braille on both a Braille writer and a "slate and stylus", and knowledge of other codes, to include Nemeth, music code, computer Braille;
- h. individual and group behavior management techniques;
- i. career and vocational aspects of individuals who are handicapped in society, including knowledge of careers, vocational opportunities, and transition from school to work;
- j. consultation techniques to work with parents, and other professionals;
- k. anatomy, physiology, and diseases of the eye and the educational implications;
- l. fieldwork and student teaching with individuals who are blind as well as those who are partially sighted.

**To be endorsed in preschool through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school or accredited private facility shall be accepted.**

**Early Childhood Special Education**

In addition to the student teaching experience, on-site experience should be incorporated into course work.

Content -- The program shall:

1. Provide knowledge of the nature and characteristics and degrees of severity of major handicapping conditions and of etiology, diagnosis, and intervention techniques.
2. Provide an understanding of normal growth and development from birth to age five.
3. Develop competencies in communication with parents, referral agencies, and other non-school groups.
4. Develop competence in designing, implementing, and monitoring individual educational programs and individualized family service plans and serving as case managers.
5. Provide knowledge of legal requirements, state and local policies, resources, financing, organization, and evaluation.
6. Develop competence in the identification and diagnosis of young handicapped individuals.
7. Develop competence in designing programs for family involvement.
8. Provide knowledge of language development and disorders and methods of intervention.
9. Develop competence in applying principles of learning and child development to curriculum development and behavior management.
10. Provide knowledge of medical aspects of handicapping conditions and the role of health professionals in the lives of handicapped individuals.
11. Provide student teaching in early childhood special education programs.

**Early Childhood Special Education Endorsement Requirements**

Applicants seeking endorsement to teach the preschool handicapped shall:

- a. possess a Collegiate Professional Certificate;
- b. have two years of experience as an elementary or special education teacher;
- c. complete 30 semester hours or the equivalent at the upper or graduate level;
- d. complete student teaching of at least 6 semester hours which provide experiences in both home-based and center-based programs for young children in early childhood special education programs.

**Speech-Language Disorders**

Content -- The program shall:

1. Provide knowledge of normal language and phonetic and phonemic development and how language and phonetic acquisition are affected by various exceptionalities.
2. Provide an understanding of the anatomical, physiological, neurological psychological, sociological and physical causes.
3. Provide an understanding of psychological and sociological aspects of human development and learning theories.
4. Provide an understanding of the principles, procedures, techniques and instruments used in evaluating, preventing and remediating speech, language, voice and hearing problems; and the competencies necessary to design, implement, and evaluate comprehensive educational programs appropriate to the instructional needs of the speech and language impaired individuals.
5. Provide knowledge of evaluation and treatment of disorders of the oral and pharyngeal mechanism as they relate to communication, including, but not limited to, dysphagia.
6. Provide knowledge of the use of alternative communication devices and appliances facilitating communication.
7. Provide an understanding of the organization and administration of public school programs for speech-language impaired individuals.
8. Provide an understanding of effective inter-disciplinary management of communication impairments; including knowledge of psychoeducational assessment and its interpretation.
9. Provide knowledge of current research, trends and legal issues in the field of special education.
10. Provide for appropriate supervised observation and clinical practicum experience in diagnosis and treatment in a speech-language pathology, including experiences with individual pupils, parents and professional school personnel.



Speech-Language Pathologist Endorsement Requirements

The applicant shall hold the master's degree in speech-language pathology from an accredited institution. A total of 60 semester hours of coursework must be completed. A minimum of 30 semester hours must be in graduate level courses.

The applicant's 60 semester hours of coursework shall include:

- (1) Twelve (12) semester hours of course work providing fundamental knowledge of anatomy and physiology of speech and auditory mechanisms and the normal development and use of speech, voice, hearing and language.
- (2) Twenty-four (24) semester hours providing information regarding:
  - (a) current principles, procedures, techniques, and instruments used in evaluating speech, language, voice, and hearing;
  - (b) various types of disorders of speech, language, voice and hearing classifications, causes and manifestations;
  - (c) principles, remedial procedures and instrumentation used in the habilitation, prevention and rehabilitation of disorders of articulation, language, fluency, voice and resonance;
  - (d) relationships among speech, language, voice and hearing problems, especially multiply handicapping conditions;
  - (e) the evaluation and treatment of disorders of the oral and pharyngeal mechanisms as they relate to communication, including but not limited to dysphagia;
  - (f) the use of alternative communication devices and appliances facilitating communication;
  - (g) organization and administration of public school programs designed to provide direct service for speech-language impaired persons;
  - (h) services available from related fields for those with disorders of communication;
  - (i) effective use of information obtained from related disciplines about the sensory, physical, emotional, social, and/or intellectual status of a child or an adult, including psychoeducational assessment.
  - (j) current research, trends and legal issues in the field of special education;
- (3) Six (6) semester hours in audiology, to include hearing measurement, aural rehabilitation and manual communication.
- (4) A maximum of three (3) semester hours of credit in courses for thesis or dissertation.
- (5) The applicant must complete a minimum of 300 clock hours of

direct client contact, of which 100 shall be in a supervised educational setting. This experience must have been sponsored by the college or university attended and shall include no more than six (6) semester hours. A minimum of 200 must be in speech-language pathology. These 300 clinical clock hours shall be appropriately distributed in each of the following areas:

- (a) diagnosis (evaluation of speech and language);
- (b) management of language disorders;
- (c) management of voice disorders;
- (d) management of articulation disorders;
- (e) management of fluency disorders;
- (f) audiology (measurement of hearing and aural rehabilitation).

OR

The applicant must hold a current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology. In addition, the applicant must have completed coursework which includes the following:

- (1) psychoeducational assessment;
- (2) manual communication;
- (3) current research trends and legal issues in the field of special education.

All speech-language pathologists certified for employment in Virginia public and accredited private schools must meet the proposed Certification Requirements for Speech-Language Pathologists by July 1, 1992.

All personnel employed in Virginia in September 1989, with a valid endorsement in speech-language disorders, who do not have a Master's degree in speech-language pathology, must successfully complete the following 15 graduate semester hours of coursework by September 1, 1994.

- (1) language
- (2) articulation
- (3) fluency
- (4) voice
- (5) hearing impairment.

School divisions may submit individual's credentials to the Department of Education any time prior to September 1, 1994, if they presently hold endorsement in speech-language impairment.

Multicategorical Mild Handicap Resource \*

\* Proposed new area of emphasis endorsement.

Content -- The program shall:

1. Provide knowledge of characteristics and etiology of specific learning disabilities, serious emotional disturbance and mental retardation, as well as provide knowledge in describing the characteristics of normal growth and development;
2. Provide knowledge of diverse cultural and home environments representative of the emerging trends in demographics of the school-age population.
3. Provide knowledge in the development, selection, administration, and interpretation of formal and informal assessment techniques and instruments to assess a student's educational development (academic, cognitive, communicative, emotional, physical, prevocational/vocational, and social), including an understanding of the pre-referral, referral, and placement process in special education;
4. Provide knowledge of techniques for instructing individuals with learning handicaps, including knowledge of learning styles and the effects of different learning styles on planning, implementing, managing, and evaluating an instructional program designed for the individual learner.
5. Provide knowledge of the philosophy and principles of career and vocational education, continuing education, and social-leisure activities (art, music, recreation, and social skills) as applicable to individuals with mild handicaps.
6. Provide knowledge of current research, trends, and legal issues in the field of special education.
7. Provide knowledge of the resources and techniques needed to integrate students with handicaps into the continuum of services in the least restrictive environment.
8. Provide knowledge of specialized curricula including social skills and study skills.
9. Develop skills necessary for individual and group management techniques using a variety of techniques based upon behavioral, cognitive, and affective psychological theories.
10. Develop consultative skills so as to coordinate and promote productive interaction leading to appropriate education and transition between and among regular educators, parents, related service personnel, and community service agencies.

11. Provide knowledge of current and future uses of computer and other technologies which facilitate learning outcomes in exceptional learners.
12. Provide knowledge of attention deficit hyperactivity disorders (ADHD) conditions, including assessment, working with professionals, and strategies for educational intervention.
13. Provide practical experience in the specific area of exceptionality, with an emphasis on skills to structure and maintain an environment that is conducive to learning, including experience in all of the following settings:
  - a. regular education;
  - b. education of students with learning disabilities, emotional disturbance and mental retardation;
  - c. consultant or resource program model.

**Multicategorical Mild Handicap Resource Endorsement Requirements**

Applicants seeking endorsement to serve as a multicategorical resource teacher in special education shall:

1. Hold, or be eligible for, a Virginia collegiate professional teaching certificate; **and**,
2. Have an endorsement in, at least, one special or regular education area of emphasis; **and**,
3. Complete the equivalent of **27 semester hours** distributed among items
  - a - i listed below:
    - a. characteristics of individuals who are handicapped, including socio-cultural aspects, effects of diverse socio-cultural influences, and health related aspects of individuals with specific learning disabilities, serious emotional disturbance, and mental retardation;
    - b. psychoeducational assessment of individuals with handicaps;
    - c. instructional programming for students who are handicapped and modifications of curriculum to facilitate integration of students with handicaps into the continuum of programs and services;
    - d. language development and the effects of handicapping conditions and cultural diversity on typical language development;
    - e. current research and technology trends and legal aspects in special education;

- f. teaching methods in remediation of academic subjects for individuals with mild handicaps, including specific techniques of social skills and study skills curricula;
  - g. individual and group behavior management techniques;
  - h. career and vocational aspects of individuals with handicaps in society;
  - i. consultation techniques to work with parents, and other professionals;
4. student teaching to include 450 clock hours (or equivalent period of successful experience with appropriate populations) in settings which include regular students and students requiring special education for learning disabilities, emotional disturbance, and/or mild mental retardation. Optimum student or supervised teaching experience would be in a multicategorical resource program model.

**To be endorsed in kindergarten through grade 12, student teaching must be done at two different levels. In lieu of student teaching, one year of full-time successful teaching experience in a public school or accredited private facility shall be accepted.**

**Vocational Special Needs \***

\* Proposed new area of emphasis endorsement.

Content -- The program shall:

1. Provide knowledge and experiences in identification of students who are handicapped or disadvantaged and the implementation of the comprehensive career-vocational preparation process.
2. Provide knowledge of materials, resources and instructional techniques used to integrate special needs students into a continuum of vocational programs and the world of work.
3. Develop competencies relative to counseling special needs students in career decision-making community and independent living skills.
4. Develop transdisciplinary knowledge and experiences in special education, rehabilitation, vocational special needs and adult human services.

**Vocational Special Needs Endorsement Requirements**

Applicants seeking endorsement in vocational special needs shall:

1. Hold, or be eligible for, a Virginia provisional or collegiate professional certificate with endorsement in special education, vocational education, or related area such as counseling at the middle or high school level; and,
2. Have two (2) years of successful, full-time experience as a teacher in vocational education, special education, or related area; and,
3. Complete the equivalent of 36 semester hours distributed among the following areas:
  - a. characteristics of individuals with handicaps, including socio-cultural aspects, effects of diverse socio-cultural influences, and health related aspects;
  - b. psychoeducational assessment of individuals with handicaps, and vocational assessment process, including career counseling of special populations;
  - c. instructional programming for students who are handicapped and modifications of curriculum to facilitate integration of students with handicaps into the continuum of programs and services;

- d. language development and the effects of handicapping conditions and cultural diversity on typical language development;
- e. current research and technology trends and legal aspects in special education;
- f. teaching methods in remediation of academic subjects for exceptional individuals;
- g. individual and group behavior management techniques;
- h. consultation techniques to work with parents, and other professionals;
- i. introduction to identification and career/vocational/community education needs of students with disabilities;
- j. overview of secondary and postsecondary vocational programs for students at-risk including disadvantaged or multicultural education;
- k. administration of implementation of industrialized cooperative training or job development;
- l. internship or study involving transdisciplinary coursework in special education, vocational education, rehabilitation, or adult and family services.

**Vocational Evaluation \***

\* Proposed new area of emphasis endorsement.

Content -- The program shall:

1. Provide information and performance areas essential for an individual to be certified in vocational evaluation.
2. Provide information and experiences to develop competencies in the following areas:
  - a. job analysis
  - b. occupational information and employment trends
  - c. functional aspects of disability
  - d. vocational interviewing
  - e. individualized vocational evaluation planning
  - f. psychometric testing
  - g. work samples
  - h. situational assessment
  - i. learning styles assessment
  - j. functional living skills
  - k. report development and communication
  - l. adaptation of jobs and vocational training
  - m. knowledge of human development and special populations
3. Provide knowledge which consists of a broad base of understanding for disciplines related to vocations, careers, and disabilities.

**Vocational Evaluation Endorsement Requirements**

Applications seeking endorsement in vocational evaluation shall meet requirements as follows:

1. Hold a baccalaureate degree in vocational evaluation, vocational special needs, vocational education, special education, rehabilitation, or a related field with 12 semester hours distributed among:
  - a. purposes and practices of vocational evaluation;
  - b. characteristics of special populations;
  - c. purposes and practices of vocational education;
  - d. career/life planning, transitioning, and occupational information.



2. Complete a minimum of 150 clock hours of orientation to vocational evaluation under the supervision of a practicing, certified, school-based vocational evaluator. Such orientation may be concurrent with employment and must be completed by December 1, of the first year of employment.

Persons certified in vocational evaluation (CVE) through the Commission on Certification of Vocational Evaluation and Work Adjustment Specialist (CCWAVES) are exempted from these requirements. Their national certification will be accepted in lieu of state requirements.

Autism

\*\*\*\* TO BE INCLUDED AT A LATER DATE \*\*\*\*\*

Other Health Impaired

\*\*\*\*\*

TO BE INCLUDED AT A LATER DATE

\*\*\*\*\*

Orthopedically Impaired

\*\*\*\*\*

TO BE INCLUDED AT A LATER DATE

\*\*\*\*\*

Deaf/Blind

\*\*\*\*\*

TO BE INCLUDED AT A LATER DATE

\*\*\*\*\*

**Sign Language Instruction \***

\* Proposed new area of emphasis endorsement. To be inserted after the Foreign Language section.

Content -- The program shall:

1. Develop the ability to understand conversations of normal tempo, lectures and news broadcasts.
2. Develop the ability to sign with a native signer with a command of vocabulary and syntax adequate for expressing thoughts at normal conversation speed and with accurate signs.
3. Provide an enlightened understanding of the deaf community through a study of the deaf culture.
4. Provide knowledge of the differences between the pragmatics, syntactic and morphological systems of American Sign Language and English.
5. Provide a knowledge of present-day objectives of the teaching of foreign languages as communication, of methods and techniques for attaining these objectives, of the use of media in teaching languages, of current curricular developments, of the relationship of language study to other areas of the curriculum, and of the professional literature regarding American Sign Language.

**American Sign Language Endorsement Requirements**

Applicants seeking endorsement in teaching American Sign Language shall:

1. Possess a bachelor's degree;
2. Satisfy the general and professional studies requirements for a Virginia certificate;
3. Hold or be eligible for certification from: The American Registry of Interpreters for the Deaf (RID); or Virginia Quality Assurance Screening Level III; or Sign Language Instructor's Guidance Network;
4. Present 3 semester hours of methods of teaching from an accredited college of university.

REVISION OF CERTIFICATION REGULATIONS  
PROPOSAL FOR SPECIAL EDUCATION

S E C T I O N    I I

A D M I N I S T R A T I V E    &    S U P E R V I S O R Y  
A R E A S

Program Administrator for Special Education

I. Administrative Personnel

B. School Principals and Program Administrators

1. Content -- the program shall:

- a. provide knowledge of a broad range of learning experiences and an understanding of the interrelationships involved;
- b. develop administrative and supervisory knowledge and skills;
- c. provide knowledge and skills relevant to sound evaluation of classroom instruction, involving both practicing and student teachers;
- d. provide knowledge and skills related to group dynamics and curricular improvements;
- e. develop understandings of the rights, responsibilities, and ethics inherent in professional service;
- f. develop knowledge of and skill in school-community relations and interagency collaboration;
- g. develop ability to understand the relationships among the various disciplines;
- h. provide knowledge of school law and special education law, as well as the application of law to practice;
- i. develop competence in research and development, with specific application to school programs and administration;
- j. provide supervised off-campus experience which aids in integrating theory and effective school practices;
- k. develop increased understanding of the crucial and dynamic role of the school in our culture and the knowledge and skills needed to focus the resources of the school on recognized social concerns;



1. provide knowledge of and competency in planning, developing, administering, and evaluating programs for exceptional individuals, including the gifted and talented and those with handicapping conditions;
  - m. provide knowledge of vocational education.
2. Endorsement Requirements
- a. the applicant shall hold a Postgraduate Professional Certificate;
  - b. the applicant shall possess leadership qualities and personal characteristics necessary to work effectively with students, teachers, and parents as attested to by a division superintendent of schools, by the chief administrative officer of a private school, or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications;
  - c. the applicant shall have completed graduate-level work in each of the following areas:
    - (1) school administration;
    - (2) supervision and evaluation of instruction and instructional programs;
    - (3) school curriculum (appropriate for endorsement desired);
    - (4) school law and special education law;
    - (5) school-community relations and interagency collaboration.
    - (6) personnel administration;
    - (7) school finance
  - d. those applicants seeking the Principal endorsement shall have had one year of successful, full-time teaching experience at the level to be supervised;
  - e. those applicants seeking the Special Education Program Administrator endorsement shall have had three years of successful experience as a professional worker with children with handicaps within the Commonwealth's mandated age range (i.e. School Psychologist, School Social Worker, Teacher) and have completed graduate-level work which addresses the components of the special education process listed below:

- (1) child identification;
- (2) assessment of handicapping conditions;
- (3) special education service provision;
- (4) special education service termination and transition;
- (5) regular education integration;
- (6) special education process monitoring and reporting.

f. the applicant's course of study shall include, at the graduate or undergraduate level, training in substance-abuse education. Such training may constitute a separate course or may be included in one or more of the areas listed under item "c" above.

Supervisor of Special Education

II. Instructional and Supervisory Personnel

A. Instructional Supervisory Personnel

2. Endorsement Requirements

- a. applicants must hold a Postgraduate Professional Certificate;
- b. applicants must have demonstrated leadership qualities and personal characteristics necessary for working effectively with students, teachers and parents as attested to by a division superintendent of schools, by the chief administrative officer of a private school, or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications;
- c. applicants for endorsement as supervisors in a specialized area (e.g., mathematics, reading, business education, etc.) or level (e.g., elementary, middle or secondary) must be endorsed in the specialization or in a teaching area within that level, must have had at least three years of successful full-time experience as a teacher in the area of specialization or teaching area and must have had recent successful experience as a teacher, administrator, or supervisor in the area or at the level to be supervised;
- d. applicants for endorsement as supervisors of special education or directors/supervisors of vocational education must be endorsed in a teaching area within their area of supervision. The experience requirements in "c" above apply;
- e. applicants for endorsement as a district supervisor with general instructional supervisory responsibilities (e.g., general supervisor, director of instruction, assistant superintendent of instruction, etc.) shall have had a minimum of five years of recent successful experience as a teacher, administrator or supervisor. Additionally, they shall have had formal graduate work in curriculum in at least two of three levels (elementary, middle, and secondary);

- f. the applicant must complete graduate level work in the following areas;
  - (1) supervision and evaluation of instruction and instructional programs;
  - (2) social psychology of organizations;
  - (3) curriculum development;
  - (4) school administration;
  - (5) learning theory.
  
- g. the applicant also shall have completed work in the education of exceptional individuals, including the gifted and talented and those with handicapping conditions, and in educational technology at the graduate or undergraduate level. Supervisory experience at the appropriate grade level(s) is recommended.

**REVISION OF CERTIFICATION REGULATIONS  
PROPOSAL FOR SPECIAL EDUCATION**

**S E C T I O N    I I I**

**N E W    C E R T I F I C A T E S**

**Special Education Paraprofessional Certificate \***

\* Proposed new certificate.

The Special Education Paraprofessional Certificate is a two-level, five-year renewable certificate. It shall be issued to applicants who may or may not hold a baccalaureate degree but who satisfy a paraprofessional endorsement through the requirements which follow:

A. Provisional Certificate -

High school diploma, special diploma, or general education development certificate (GED); completion of basic orientation training to include a **minimum of 12 clock hours** prior to entering the classroom.

B. Paraprofessional Certificate -

Level 1: Basic Certificate: Two years of classroom experience at the provisional level plus a minimum of **9 semester hours** college level course work or **24 clock hours** of inservice training beyond the basic orientation training.

Level 2: Advanced Certificate: Five years classroom experience plus **18 semester hours** of college level course work and **64 clock hours** of inservice training beyond the basic orientation training.

To maintain the Paraprofessional Certificate once it has been attained, **6 semester hours or 64 clock hours** of inservice training must be taken every five years.

C. Recommendation for certification by the employing agency.

Applicants seeking the Paraprofessional Certificate shall acquire competencies through training programs which shall:

- a. provide knowledge and skills in behavior management methods, which include observation, recording, and reporting techniques;
- b. develop skills in interpersonal communication, including techniques for communicating appropriately with teachers, parents, students, administrators, and, other school personnel;
- c. provide knowledge of characteristics of all students with special needs, including a range of severity level and types of handicapping conditions and terminology and jargon used in special education;

- d. provide knowledge and skills to develop and maintain safe classroom environments and procedures for administering basic first aid and medication;
- e. provide knowledge of physical care procedures to include feeding, diapering, handwashing, seizure management, control of communicable diseases;
- f. provide knowledge of content/subject matter skills, including selection and use of appropriate materials and modifications or adaptations;
- g. provide knowledge of various teaching strategies and approaches, including individual tutoring, and small and large group instruction;
- h. provide knowledge of the appropriate role of the paraprofessional in relation to teacher, administrators, students, and total school program;
- i. provide knowledge of normal child growth and development, covering the preschool, elementary, middle, and high school years;
- j. provide knowledge of school and local division policies and procedures;
- k. provide knowledge of legal and ethical aspects of special education programs, including confidentiality and liability concerns;
- l. develop skills to use audiovisual equipment, duplicating machines, computers for instructional and administrative purposes, and other equipment commonly found in school buildings, as well as specialized equipment used by certain students with handicapping conditions.

Orientation and Mobility Certificate \*

\* Proposed new certificate.

The Orientation and Mobility (O&M) Certificate is a five-year renewable certificate. It shall be issued to applicants who hold a baccalaureate, or higher, degree in O&M from an accredited college or university.

Applicants seeking the Orientation and Mobility Certificate shall acquire competencies through training programs which shall:

- a. provide knowledge of anatomy, physiology, and diseases of the eye, and of the medical aspects associated with the visually impaired;
- b. provide knowledge of the characteristics of the nature and needs of both blind and partially sighted children;
- c. provide knowledge of principles, methods, equipment and materials for assessing and teaching independent orientation and mobility to both blind and partially sighted children;
- d. develop skills in low vision practices and procedures;
- e. provide knowledge of psychosocial aspects of both blind and partially sighted children;
- f. provide knowledge of human growth and development as it applies to children with visual disabilities;
- g. provide knowledge of national and state laws and community resources for the blind;
- h. provide knowledge of the interdisciplinary approach to the study of multihandicapping conditions in which blindness is a common denominator;
- i. provide experiences through fieldwork and student teaching with both blind and partially sighted children.



**SPECIAL EDUCATION TEACHER CERTIFICATION  
REVISION PARTICIPANTS**

**Participants in Special Education Teacher Certification  
Mega - Task Force**

Patricia Abrams	Supervisor of Special Education Personnel Development
David Aldrich	Supervisor of Severely Profoundly Handicapped
Sharon Demme Altman	Supervisor of Speech-Language and Hearing Impaired Programs
Susan Asselin	Personnel Development Advisory Committee
Anne Atkinson	Personnel Development Advisory Committee
Cynthia Bates	Emotionally Disturbed Advisory Committee
Rachel Bavister	Hearing Impaired Advisory Committee
Michael Berhmann	Personnel Development Advisory Committee
Helen Bessant-Byrd	Personnel Development Advisory Committee
Joseph Bibbo	Mental Retardation Advisory Committee
Stu Bowden	Visually Impaired Advisory Committee
Rosalind Brady	Emotionally Disturbed Advisory Committee
Cheryl Brenton	Severe and Profound Advisory Committee
Frank Bryan	Hearing Impaired Advisory Committee
Becky Camden	Hearing Impaired Advisory Committee
Lori Cantor	Coordinator of Teacher Transition Training
Lissa Power Cluver	Associate Director of Special Education Programs
Beverly Crouse	Speech-Language Advisory Committee
Patricia Cumbow	Emotionally Disturbed Advisory Committee
Boel Davis	Speech-Language Advisory Committee
Sherwin Davis	Mental Retardation Advisory Committee
Sandra Daughterty	Emotionally Disturbed Advisory Committee
Danny Dixon	Learning Disabled Advisory Committee

Appendix E

Jean Ann Dixon	Paraprofessional Sub-Task Force
Johanna Elliot	Severe and Profound Advisory Committee
Nancy Eiss	Paraprofessional
Bill Elsesser	Supervisor, Technical Assistance
Maynard Filter	Personnel Development Advisory Committee
Patricia Fish	Speech-Language Advisory Committee
Ann Francis	Severe and Profound Advisory Committee
Robin Goffen	Learning Disabled Advisory Committee
Patricia Golding	Learning Disabled Advisory Committee
Vincent Groclove	Early Childhood Advisory Committee
Brenda Hatcher	Severe and Profound Advisory Committee
Clifford Hatt	Learning Disabled Advisory Committee
Bill Helton	Administrative Director of Special Education and Pupil Personnel Services
Charles Heuchert	Emotionally Disturbed Advisory Committee
Maureen Hollowell	Hearing Impaired Advisory Committee
Cherry Houck	Learning Disabled Advisory Committee
Leslie Hutcheson	Hearing Impaired Advisory Committee
Donna Hudson	Paraprofessional Sub-Task
Sara Irby	Associate Director of Teacher Education and Certification
Julie Jones	Severe and Profound Advisory Committee
Gloria Johnson	Severe and Profound Advisory Committee
Juanita Joyce	Personnel Development Advisory Committee
Jennifer Kilgo	Personnel Development Advisory Committee
Richard King	Severe and Profound Advisory Committee
Melvin Klement	Emotionally Disturbed Advisory Committee
Marianne Kosiewicz	Learning Disabled Advisory Committee

Carol Norrish	Personnel Development Advisory Committee
Judith Nussen-Green	Severe and Profound Advisory Committee
Fred Orlove	Severe and Profound Advisory Committee
Howard Ormond	Emotionally Disturbed Advisory Committee
Allyson Pate	Personnel Development Advisory Committee
Jim Patton	Invited Guest
Joe Phibbs	Personnel Development Advisory Committee
Carolyn Polloway	Learning Disabled Advisory Committee
Edward Polloway	Mental Retardation Advisory Committee
Tilda Pope	Hearing Impaired Advisory Committee
Nancy Quinn	Learning Disabled Advisory Committee
Deborah Raessler	Mental Retardation Advisory Committee
Jane Razeghi	Mental Retardation Advisory Committee
Rick Richardson	Severe and Profound Advisory Committee
Sandra Reen	Department for Rights of the Disabled
Cyndi Roberts	Severe and Profound Advisory Committee
Shelby Robinson	Emotionally Disturbed Advisory Committee
Karen Rooney	Learning Disabled Advisory Committee
Dorothy Roseboro	Early Childhood Advisory Committee
Jamie Ruppman	Severe and Profound Advisory Committee
Steve Sailer	Personnel Development Advisory Committee
Clay Sande	Personnel Development Advisory Committee
Brenda Seale	Hearing Impaired Advisory Committee
Carol Sears	Severe and Profound Advisory Committee
Linda Shaw	Mental Retardation Advisory Committee
Lillian Shearin	Emotionally Disturbed Advisory Committee
Brenda Sieb	Hearing Impaired Advisory Committee

Appendix E

Ron Lanier	Hearing Impaired Advisory Committee
Sara Lang	Mental Retardation Advisory Committee
Erik Laursen	Emotionally Disturbed Advisory Committee
Virginia Laycock	Personnel Development Advisory Committee
Andrea Lazzari	Supervisor of Early Childhood Advisory Committee
Charlene Lee	Emotionally Disturbed Advisory Committee
Melissa Lee	
Elizabeth Lewis	
Nina Lilly	Hearing Impaired Advisory Committee
Lillian C. Lindemann	Emotionally Disturbed Advisory Committee
Reid Linn	Mental Retardation Advisory Committee
Gary Macbeth	Emotionally Disturbed Advisory Committee
John McLaughlin	Personnel Development Advisory Committee
Janice Maddex	Learning Disabled Advisory Committee
Winifred Mahoney	Personnel Development Advisory Committee
Rosemarie Marshall	Paraprofessional Sub-Task Force
Naomi Martin	Learning Disabled Advisory Committee
Pamela Mason	Speech-Language Advisory Committee
Gail Mayfield	Severe & Profound Advisory Committee
Barbara Mease	Early Childhood Advisory Committee
Martha Mertz	Mental Retardation Advisory Committee
John Messinger	Emotionally Disturbed Advisory Committee
Lori Mick	Supervisor of Learning Disabled Programs
Dan Miller	Visually Impaired Advisory Committee
Esther Minskoff	Learning Disabled Advisory Committee

**Personnel Development Advisory Committee**

Ms. Anne Atkinson, Supervisor  
School Social Work  
Henrico County Public Schools  
P.O. Box 23120  
3820 Nine Mile Road  
Richmond, VA 23223

Dr. Susan B. Asselin  
Associate Professor  
VPI & SU  
Division of Vocational and  
Technical Education  
343 Lane Hall  
Blacksburg, VA 24061

Dr. Michael Berhmann, Director  
Center for Human Disabilities  
George Mason University  
4400 University Drive  
Fairfax, VA 22030

Dr. Helen Bessant-Byrd  
Special Education Department  
Norfolk State University  
Norfolk, VA 23504

Dr. Douglas Brown  
Department of Psychology  
James Madison University  
Harrisonburg, VA 22807

Dr. Maynard Filter  
Dept. of Speech Pathology  
and Audiology  
James Madison University  
Harrisonburg, VA 22807

Dr. Charles Heuchert  
University of Virginia  
405 Emmet Street  
Curry School of Education  
Charlottesville, VA 22903

Ms. Sara G. Irby  
Associate Director  
Teacher Education and Certification

Ms. Ann Lucas  
Dept. of Mental Health  
& Mental Retard. Substance  
Abuse Services  
Madison Bldg.

Mrs. Juanita S. Joyce  
Coordinator, Special Education  
Hampton City Public Schools

Hampton, VA 23663

Dr. Jennifer Kilgo  
Division of Educational Services  
Virginia Commonwealth University

Dr. Virginia Laycock, Past-Pres.  
Coalition of Special Educators for  
Personnel Development  
College of William and Mary  
School of Education  
Williamsburg, VA 23185

Mrs. Winifred C. Lowe  
Administrative Director  
General Education

Dr. Stephen Sailer, Div. Supt.  
Virginia Association of  
School Administrators  
Amelia County Public Schools  
P.O. Box 167  
Amelia, VA 23002

Dr. John McLaughlin  
Institute for the Study of  
Exceptionalities  
103 Jackson Street  
VPI & SU  
College of Education  
Blacksburg, VA 24061

Ms. Carol Norrish  
Fairfax County Public Schools  
The Vision Center  
Devonshire Center, Room 7  
2831 Graham Road  
Falls Church, VA 22042

Mrs. Allyson B. Pate, Chair  
State Special Education  
Advisory Committee  
453 North Braddock Street  
Winchester, VA 22601

Dr. Clay Sande  
Virginia Council of Administrators  
in Special Education  
Fairfax County Public Schools  
Belle Willard Administration Center  
10310 Layton Hall Drive  
Fairfax, VA 22030

Mr. Joe Phibbs  
Visiting Teacher  
Mt. Hermon E.E.C.  
Building 1, 3000 North St.

Mr. Willie Waker, Principal  
Roanoke County Public Schools  
5937 Cove Road  
Roanoke, VA 24019

Dr. Wayne Wheatley, Director  
Teacher Education Programs  
Clinch Valley College  
P.O. Box 16  
Wise, VA 24293



**Appendix F**

**A Comparison of Special Education Class Size Requirements  
Across the United States**

Staff to Student Ratios: Specific Learning Disability

Staff to Student Ratios: Seriously Emotionally Disturbed

Staff to Student Ratios: Deaf and Hard of Hearing

Staff to Student Ratios: Educable Mental Retardation

Staff to Student Ratios: Trainable Mental Retardation

Staff to Student Ratios: Severe-to-Profound Mental  
Retardation

Staff to Student Ratios: Multihandicapped

Staff to Student Ratios: Visually Handicapped

Staff to Student Ratios: Orthopedically Handicapped and  
Other Health Impaired

Staff to Student Ratios: Speech-Language Impaired

## Key for Charts in Appendix F

- Itin.= Itinerant
- Res.= Resource
- S/C= Self-contained
- Other= Includes undefined class type
- IEP= No ratio, drives class size
- IEA= No ratio from SEA, determined in IEA
- W= No ratio given, weighted staffings for class size/caseload
- SED= Class size based on severity
- NC= No ratio given in this category, classes are noncategorical
- NR= No ratio
- Local= Local team may reduce class size
- Reg.= Standards apparently no different than regular education
- a= Range is based on presence of an aide
- s= Range is based on severity
- g= Range is based on grade
- h= Range is based on types of handicaps grouped together
- d= Definition may vary from Virginia's
- BD= Behavior Disorder
- HB= Homebound
- Aut.= Autism
- DB= Deaf Blind
- OI= Orthopedically impaired
- OHI= Other health impaired
- Pre.= Preschool
- = Class type not identified for this handicapping condition, although it is present with other conditions

## 1. STAFF TO STUDENT RATIO: SPECIFIC LEARNING DISABILITY

	Itin.	Res.	S/C	Other	No Standard
Alabama		20	10		
Alaska					IEP
Arizona					LEA
Arkansas			10-15 <sup>S</sup>		
California					IEP
Colorado	30	15	8-15 <sup>S</sup>		
Connecticut					IEP
Delaware			8		
D.C.	25-30 <sup>g</sup>	15	10		
Florida					NR
Georgia	20	24	10		
Hawaii					W
Idaho					NC
Illinois				10	
Indiana					IEP
Iowa		18	5-15 <sup>S</sup>		
Kansas	18-24 <sup>a</sup>	18-22 <sup>a</sup>	10-14 <sup>a</sup>		NC
Kentucky		8-20 <sup>g</sup>	6-15 <sup>g</sup>		
Louisiana			7-15 <sup>g</sup>		
Maine		12-15 <sup>g</sup>	8-10 <sup>g</sup>		
Maryland					
Massachusetts					W
Michigan				10-15	
Minnesota				8-30 <sup>S,a</sup>	
Mississippi					
Missouri	10-20 <sup>g</sup>	10-20 <sup>g</sup>	6-10 <sup>g</sup>		
Montana	no data	available			

1. Specific Learning Disabled	Itin.	Res.	S/C	Other	No Standard
Nebraska			30		
Nevada		28	12	Pre.: 8	
New Hampshire					SEV
New Jersey			8-12 <sup>d</sup>		
New Mexico					SEV
New York		20	10-12 <sup>g</sup>		
North Carolina		35	8-12		
North Dakota			6-12		
Ohio			8-24 <sup>g</sup>		
Oklahoma	25	25	3-10	LAB.: 3-25	
Oregon					IEP
Pennsylvania		15-50	15-20	6-15 <sup>g</sup>	
Rhode Island				8-10 <sup>a</sup> Pre.: 8-10 <sup>a</sup>	
South Carolina	33	33	15-18 <sup>g</sup>		
South Dakota					IEP
Tennessee	REG			25-35 <sup>g</sup>	
Texas					IEP
Utah		24	15		
Vermont					IEP
Virginia		24	8-10 <sup>a</sup>		
Washington					IEP
West Virginia		20	8-12 <sup>a</sup>		
Wisconsin	9-15 <sup>g</sup>	12-20 <sup>g</sup>	4-13 <sup>g</sup>		
Wyoming	no data	available			
Number	8	10		26	
Mean	23	22		12	
Median	23	20		10	

## 2. STAFF TO STUDENT RATIO: SERIOUS EMOTIONAL DISTURBANCE

	Itin.	Res.	S/C	Other	No Standard
Alabama		8-20 <sup>S</sup>	4-6 <sup>S</sup>	Aut: 4	
Alaska					IEP
Arizona					IEA
Arkansas	25	20	8		
California					IEP
Colorado	30	8-15 <sup>g</sup>	8		
Connecticut					IEP
Delaware			10		
D.C.	20-27 <sup>g,a</sup>	12-17 <sup>g,a</sup>	8-12 <sup>g,a</sup>		
Florida					NR
Georgia	BD: 20 <sup>d</sup>	BD: 24 <sup>d</sup>	BD: 10 <sup>d</sup>	ED: 8-10 <sup>g</sup>	
Hawaii					W
Idaho					NC
Illinois				8	
Indiana					IEP
Iowa		18	5-15 <sup>s,g</sup>		
Kansas	15-24 <sup>h,a</sup>	12-22 <sup>h,a</sup>	8-14 <sup>h,a</sup>		NC
Kentucky		6-15	5-8		
Louisiana			4-7		
Maine		35	8-11 <sup>a</sup>		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			10		
Minnesota			8-30 <sup>s,a</sup>		
Mississippi					IEP
Missouri	10-20	10-20	6-10		
Montana			4-12		

2. Serious Emotional Disturbance	Itin.	Res.	S/C	Other	No Standard
Nebraska			10-30 <sup>S</sup>		
Nevada			10-20 <sup>S</sup>		
New Hampshire					Sev
New Jersey			8		
New Mexico					Sev
New York		20	10		
North Carolina	20	16	6-8		
North Dakota			3-10		
Ohio			6-12		
Oklahoma			3-10		Lab.: 3-25
Oregon					LEA
Pennsylvania	15-50	15-20	6-15		
Rhode Island			3-8 <sup>S, a</sup>		
South Carolina		33	12-15 <sup>g</sup>		
South Dakota					LEA
Tennessee			25-35 <sup>g</sup>		
Texas					IEP
Utah		24	12		
Vermont					LEA
Virginia		24	8-10 <sup>a</sup>		
Washington					IEP
West Virginia	12	12	3-6 <sup>a</sup>	Art.: 4 (w/ aide)	
Wisconsin		9-15 <sup>g</sup>	4-12 <sup>g</sup>		
Wyoming	IEP				
Number	9	18	32		
Mean	22	19	10		
Median	20	17	95		

	3. STAFF TO STUDENT RATIO:		DEAF AND HARD OF HEARING		No Standard
	Itin.	Res.	S/C	Other	
Alabama	-	15	10		
Alaska					IEP
Arizona					LEA
Arkansas	20	15	8-10 <sup>S</sup>		
California					IEP
Colorado	10-15 <sup>g</sup>	6-12 <sup>g</sup>	4-8 <sup>g</sup>		
Connecticut					IEP
Delaware	-	-	-	6	
D.C.	25	8-10 <sup>S</sup>	6-8 <sup>S,g</sup>		
Florida					NR
Georgia	12	12	8	pre: 6	
Hawaii					W
Idaho					NC
Illinois	-	-	-	8-12	
Indiana					IEP
Iowa	8-10 <sup>g</sup>	15	5-10 <sup>S</sup>		
Kansas					IEP
Kentucky	3-10	3-8	3-6		
Louisiana	-	-	-	4-9 <sup>g</sup>	
Maine	-	50	5-12 <sup>g,a</sup>		
Maryland					W
Massachusetts	-	-	-	8-12 <sup>a</sup>	
Michigan			7-10 <sup>g</sup>		
Minnesota	-	-	-	3-6 <sup>g,a</sup>	
Mississippi					IEP
Missouri	10-20	8-15	6-8		



3. Deaf and Hard Hearing	Itin.	Res.	S/C	Other	No Standard
Montana	15-60				
Nebraska	-	-	-	10-20 <sup>S</sup>	
Nevada	-	-	-	20	
New Hampshire	-	-	-		SEV
New Jersey	-	-	8-12 <sup>a</sup>		
New Mexico					SEV
New York	-	-	10-15 <sup>S</sup>		
North Carolina	-	10-20	4-9 <sup>S,g</sup>		
North Dakota	-	3-10	-		
Ohio	-	-	6-10		
Oklahoma	-	-	3-15		
Oregon					LEA
Pennsylvania	15-50	5-15	5-10		
Rhode Island	-	-	3-8 <sup>S,a</sup>		
South Carolina	15	15	10-12 <sup>g</sup>		
South Dakota	-	-	-		LEA
Tennessee	-	-	25-35 <sup>g</sup>		
Texas	-	-	-		IEP
Utah	-	15	20		
Vermont	-	-	-		LEA
Virginia	-	24	8-10 <sup>a</sup>		
Washington	-	-	-		IEP
West Virginia	0	10-20	4-8 <sup>a</sup>		
Wisconsin	5-10 <sup>g</sup>	5-10 <sup>g</sup>	4-10 <sup>S,g</sup>		
Wyoming	-	-	-		IEP
Number	11	17	23		
Mean	18	15	9		
Median	15	14.5	8		

## 4. STAFF TO STUDENT RATIO: EDUCABLE MENTAL RETARDATION

	Itin.	Res.	S/C	Other	No Standard
Alabama		15	20		
Alaska					IEP
Arizona					IEA
Arkansas		30	15		
California	-	-	-		IEP
Colorado		8-18 <sup>g</sup>	8-15 <sup>g</sup>		
Connecticut					IEP
Delaware	-	-	-	15	
D.C.	25-30 <sup>g</sup>	15	12		
Florida					NR
Georgia	20	24	14		
Hawaii					W
Idaho					NC
Illinois	-	-	-	12	
Indiana					IEP
Iowa		18	8-15 <sup>s,g</sup>		
Kansas	15-18 <sup>h,a</sup>	12-18 <sup>h,a</sup>	8-20 <sup>h,a</sup>		NC
Kentucky		10	20		
Louisiana			8-17		
Maine			12-17 <sup>a</sup>		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			15		
Minnesota			12-15 <sup>a</sup>		
Mississippi					IEP
Missouri	10-20	10-20	6-10		
Montana	no data	provided			

4. Educable Mental Retardation	Itin.	Res.	S/C	Other	No Standard
Nebraska			30		
Nevada		24	8-12 <sup>g</sup>		
New Hampshire					SEV
New Jersey			15-20 <sup>a</sup>	day trng: 9	
New Mexico					SEV
New York		20			SEV, NC
North Carolina	35	12-16 <sup>g</sup>	12-16 <sup>g</sup>		
North Dakota			6-15 <sup>g</sup>		
Ohio			8-16		
Oklahoma			3-15	lab.: 3-25	
Oregon					LEA
Pennsylvania	15-50 <sup>g</sup>	15-20 <sup>g</sup>	10-15 <sup>g</sup>		
Rhode Island			8		
South Carolina	15-33 <sup>g</sup>	15-33 <sup>g</sup>	15-18 <sup>g</sup>		
South Dakota					LEA
Tennessee			25-35 <sup>g</sup>		
Texas					IEP
Utah		15	15		
Vermont					LEA
Virginia			9-17 <sup>g,a</sup>		
Washington					IEP
West Virginia		20	8-15 <sup>a</sup>		
Wisconsin		NC	5-15 <sup>g</sup>		
Wyoming					IEP
Number	7	16	29		
Mean	25	20	14		
Median	27	16	12		

## 5. STAFF TO STUDENT RATIO: TRAINABLE MENTALLY RETARDED

	Itin.	Res.	S/C	Other	No Standard
Alabama		15	12		
Alaska					IEP
Arizona					LEA
Arkansas		30	10		
California					IEP
Colorado		8-18 <sup>g</sup>	8-15 <sup>g</sup>		
Connecticut					IEP
Delaware	-	-	-	6	
D.C.	15	12	10		
Florida					NR
Georgia			10		
Hawaii					W
Idaho					NC
Illinois	-	-	-	10	
Indiana					IEP
Iowa		18	8-15 <sup>s,g</sup>		
Kansas			12-20 <sup>s,g</sup>		
Kentucky			5-12		
Louisiana			6-17 <sup>g</sup>		
Maine			6-15 <sup>s,a</sup>		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			15-30 <sup>a</sup>		
Minnesota			8		
Mississippi					IEP
Missouri	10-20	10-20	6-10		
Montana	no data	provided			

5. Trainable Mentally Retarded	Itin.	Res.	S/C	Other	No Standard
Nebraska			10 <sup>d</sup>		
Nevada		20	6-10 <sup>g</sup>		
New Hampshire	-	-	-	day trng.: 9	Sev
New Jersey					
New Mexico	-	-	-		Sev
New York					Sev, NC
North Carolina	-	-	6-16 <sup>a</sup>		
North Dakota			6-12		
Ohio			8-16		
Oklahoma			3-15	lab.: 3-25	
Oregon					LEA
Pennsylvania		10-18 <sup>g</sup>	8-15 <sup>g</sup>		
Rhode Island			8		
South Carolina	-	-	12-15 <sup>g</sup>		
South Dakota					LEA
Tennessee			25-35 <sup>g,d</sup>		
Texas					IEP
Utah		15	12		
Vermont					LEA
Virginia			10-8 <sup>a</sup>		
Washington					IEP
West Virginia			20 <sup>d</sup>	8-15 <sup>a,d</sup>	
Wisconsin			4-9 <sup>g,d</sup>		
Wyoming					IEP
Number	2	9	28		
Mean	15	7	12		
Median	15	15	10.5		

## 6. STAFF TO STUDENT RATIO: SEVERE-TO-PROFOUND MENTAL RETARDATION

	Itin.	Res.	S/C	Other	No Standard
Alabama		5	5		
Alaska					IEP
Arizona					
Arkansas		30	5		
California					IEP
Colorado		8-18 <sup>g</sup>	8-15 <sup>g</sup>		
Connecticut					IEP
Delaware	-	-	-	6	
D.C.	-	-	6-7 <sup>s</sup>		
Florida					NR
Georgia	-	-	4-6		
Hawaii					W
Idaho					NC
Illinois	-	-	-	10	
Indiana					IEP
Iowa			5		
Kansas					NR
Kentucky	-	-	3-8		
Louisiana			4-9		
Maine			5-9		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			24 w/4 aides		
Minnesota					NR
Mississippi					IEP
Missouri	10-20	10-20	6-10		
Montana	no data	provided			

6. Severe-to- Profound Mental Retardation	Itin.	Res.	S/C	Other	No Standard
Nebraska			10 <sup>d</sup>		
Nevada		12	5-6 <sup>g</sup>		
New Hampshire	-	-	-		SEV
New Jersey			NR		
New Mexico	-	-	-		SEV
New York			12 w/1 aide/3 students		
North Carolina	-	-	6-12 <sup>a</sup>		
North Dakota					NR
Ohio			8-16 <sup>d</sup>		
Oklahoma			3-15 <sup>d</sup>	lab.: 3-25	
Oregon					LEA
Pennsylvania			4-8		
Rhode Island			3-6 <sup>a</sup>		
South Carolina	no data	provided			
South Dakota					LEA
Tennessee			25-35 <sup>g, d</sup>		
Texas					IEP
Utah	no data	provided			
Vermont					LEA
Virginia			8-6 <sup>a</sup>		
Washington					IEP
West Virginia		20 <sup>d</sup>	8-15 <sup>a, d</sup>		
Wisconsin			4-9 <sup>d, g</sup>		
Wyoming					IEP
Number	0	6	2		
Mean	15	16	9		
Median	15	15	7		

## 7. STAFF TO STUDENT RATIO: MULTIHANDICAPPED

	Itin.	Res.	S/C	Other	No Standard
Alabama	4-16 <sup>a</sup>	4-16 <sup>a</sup>	4-16 <sup>a</sup>		
Alaska					IEP
Arizona					LEA
Arkansas		25	10		
California					IEP
Colorado	12-20 <sup>g</sup>	8-15 <sup>g</sup>	8-10 <sup>g</sup>		
Connecticut					IEP
Delaware					NR <sup>d</sup>
D.C.			8-10 <sup>a</sup>		
Florida					NR
Georgia	no data	provided			
Hawaii					W
Idaho					NC
Illinois				5	
Indiana					IEP
Iowa			5		
Kansas					IEP
Kentucky		5-10	5-10		
Louisiana				4-9 <sup>g</sup>	
Maine	no data	provided			
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			9 w/2 aides		
Minnesota			4-6 <sup>s,a</sup>		
Mississippi					IEP
Missouri		6-10	4-6		
Montana		8-25	NR		



7. Multihandicapped	Itin.	Res.	S/C	Other	No Standard
Nebraska					NR
Nevada		20	6		
New Hampshire					SEV
New Jersey			8-11 <sup>a</sup>		
New Mexico					SEV
New York			d		
North Carolina			6-12 1 aide/ 6 students		
North Dakota	encourages regional		programs		NR
Ohio			6-8		
Oklahoma			3-10		
Oregon					IEA
Pennsylvania			4-8		
Rhode Island			3-8 <sup>S, a</sup>	same as DB	
South Carolina	no data	provided			
South Dakota					IEA
Tennessee			25-35 <sup>g</sup>		
Texas					IEP
Utah			12-18 <sup>a</sup> 1 aide minimum		
Vermont	no data	provided			
Virginia			6-8 <sup>a</sup>		
Washington					IEP
West Virginia	no data	provided			
Wisconsin		10-17 <sup>g</sup>	6-12 <sup>g</sup>		
Wyoming	no data	provided			
Number	2	8	21		
Mean	13	14	9		
Median	13	12.5	9		

	8. STAFF TO STUDENT RATIO:		VISUALLY HANDICAPPED		No Standard
	Itin.	Res.	S/C	Other	
Alabama		20	8		
Alaska					IEP
Arizona					IEA
Arkansas	12-20 <sup>g</sup>	8-15 <sup>g</sup>			
California		28 <sup>d</sup>			
Colorado	12-20	8-15 <sup>g</sup>	8-10 <sup>g</sup>		
Connecticut					IEP
Delaware			8-10 <sup>s</sup>		
D.C.	15-30 <sup>s,g</sup>	10-20 <sup>s,g</sup>	8-10 <sup>s</sup>		
Florida					NR
Georgia			12		
Hawaii					W
Idaho					NC
Illinois			8-12 <sup>s</sup>		
Indiana					IEP
Iowa		15	5-15 <sup>s,g</sup>		
Kansas					IEP
Kentucky	5-12		5-10		
Louisiana			4-9 <sup>g</sup>		
Maine			5-12 <sup>a,g</sup>		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			8		
Minnesota		8	NR		
Mississippi					IEP
Missouri	10-20	8-15	5-8		
Montana					NR

8. Visually Handicapped	Itin.	Res.	S/C	Other	No Standard
Nebraska			10-20 <sup>S</sup>		
Nevada		20	6		
New Hampshire					SEV
New Jersey			8-12 <sup>a</sup>		
New Mexico					SEV
New York					IEP
North Carolina		35	8-10 <sup>S</sup>		
North Dakota	3-10	3-10	3-10		
Ohio			6-10		
Oklahoma			3-10		
Oregon					IEP
Pennsylvania	15-50 <sup>g</sup>	5-15 <sup>g</sup>	5-12 <sup>g</sup>		
Rhode Island			3-8 <sup>S,a</sup>		
South Carolina		15	10-12 <sup>g</sup>		
South Dakota					IEP
Tennessee			25-35 <sup>g</sup>		
Texas					IEP
Utah		20			
Vermont					IEP
Virginia	Vision programs provided via Dept. of Visually Handicapped				NR
Washington					IEP
West Virginia	20	5-10	4-8 <sup>a</sup>		
Wisconsin	8-12 <sup>g</sup>	8-15 <sup>g</sup>	5-12 <sup>g</sup>		
Wyoming					IEP
Number	9	16	26		
Mean	16	15	9		
Median	16	13.5	9		

9. STAFF TO STUDENT RATIO: ORTHOPEDICALLY IMPAIRED AND  
OTHER HEALTH IMPAIRED

	Itin.	Res.	S/C	Other	No Standard
Alabama		20	12		
Alaska					IEP
Arizona					LEA
Arkansas	OI 25 OHI 35	OI 20 OHI 25	OI 10 OHI 12-15 <sup>S</sup>	AUT.: 5	
California					IEP
Colorado	30	8-12 <sup>g</sup>	8		
Connecticut					IEP
Delaware			6		
D.C.	20-27 <sup>g,a</sup>	12-17 <sup>g,a</sup> 12-13 <sup>a</sup>	10-14 <sup>g,a</sup> 10-11 <sup>a</sup>	AUT.: 6-8 <sup>g,a</sup>	
Florida					NR
Georgia	serving	in reg.	educ. w/	hosp./HB	services
Hawaii					W
Idaho					NC
Illinois			8		
Indiana					IEP
Iowa		18	5-15 <sup>S</sup>		
Kansas					IEP
Kentucky		8-20	8-16		
Louisiana				OH 4-13 <sup>g</sup> OHI 8-17	
Maine		35	6-10 <sup>a</sup>		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan			15		
Minnesota			8-12 <sup>a</sup>	AUT.: 3-6 <sup>a</sup> D-B: 3-6 <sup>A</sup>	
Mississippi					IEP
Missouri	10-20	8-15	5-8		
Montana					NR

9. Orthopedically Impaired & Other Health Impaired	Itin.	Res.	S/C	Other	No Standard
Nebraska			OH 12		
Nevada				6-12 HB: 10 Pre: 6	
New Hampshire					SEV
New Jersey			10		
New Mexico					SEV
New York					IEP
North Carolina	no data	provided			
North Dakota			6-12		
Ohio			6-10		
Oklahoma			OH 3-15 OHI 3-10		
Oregon					IEA
Pennsylvania	15-50 <sup>g</sup>	5-15 <sup>g</sup>	6-12 <sup>g</sup>		
Rhode Island			8		
South Carolina		20	12-18 <sup>g</sup>		
South Dakota					IEA
Tennessee			25-35 <sup>g</sup>		
Texas					IEP
Utah			12		
Vermont					IEA
Virginia		24	8-10 <sup>a</sup>		
Washington	20	15	10	aide req. for S/C & R	IEP
West Virginia					
Wisconsin			5-14 <sup>g</sup>		
Wyoming					IEP
Number	6	12	26		
Mean	26	18	11		
Median	24	16.5	10		

	10. STAFF TO STUDENT RATIO:		SPEECH-LANGUAGE IMPAIRED		
	Itin.	Res.	S/C	Other	No Standard
Alabama	15-60 <sup>S</sup>				
Alaska					IEP
Arizona					IEA
Arkansas	50				
California	55				
Colorado	50	50			
Connecticut					IEP
Delaware					NR
D.C.	60-70 <sup>g</sup>	12-15 <sup>g</sup>	8		
Florida					NR
Georgia	20-60 <sup>S</sup>				
Hawaii					W
Idaho			6		
Illinois	80				
Indiana					IEP
Iowa		18	5-15 <sup>S</sup>		
Kansas					NR
Kentucky	20-75 <sup>S</sup>				
Louisiana			4-9 <sup>g</sup>		
Maine		50	5-12 <sup>g,a</sup>		
Maryland					W
Massachusetts			8-12 <sup>a</sup>		
Michigan	75		10-15		
Minnesota	12-38 <sup>S</sup>				
Mississippi					IEP
Missouri	40-60	8-15	6-10		
Montana	15-60				

10. Speech-Language Impaired	Itin.	Res.	S/C	Other	No Standard
Nebraska	70		16		
Nevada	60		6		
New Hampshire					SEV
New Jersey			8-12 <sup>a</sup>		
New Mexico					SEV
New York		20			
North Carolina					NR
North Dakota	50-60				
Ohio	30-66				
Oklahoma	50-75				
Oregon					IEP
Pennsylvania	20-90 <sup>s</sup>	5-8			
Rhode Island			3-8 <sup>a</sup>		
South Carolina	60				
South Dakota					LEA
Tennessee			25-35 <sup>g</sup>		
Texas					IEP
Utah		60			
Vermont					IEP
Virginia	75		8-10 <sup>a</sup>		
Washington					IEP
West Virginia	40				
Wisconsin	15-40 <sup>g</sup>				
Wyoming					IEP
Number	23	7	14		
Mean	52	34	10		
Median	55	20	9		

**Appendix G**

**Special Education Financial Information**



TABLE 1 - CHANGE IN STATE SPECIAL EDUCATION FUNDS - FY88 TO FY89

DIVISION	1987-88	1988-89	Additional Total Funds		1988-89
	Total Payments	Total Payments	Amount	Per Cent	Composite Index
ACCOMACK	\$148,286	\$465,216	\$316,930	213.729%	0.3605
ALBEMARLE	924,598	1,348,009	423,411	45.794%	0.6195
ALLEGHANY-HGHLDS	149,999	281,100	131,101	87.401%	0.3053
AMELIA	121,664	199,352	77,688	63.855%	0.3942
AMHERST	308,985	539,898	230,913	74.733%	0.3346
APPOMATTOX	85,392	175,706	90,314	105.764%	0.3287
ARLINGTON	1,041,624	807,333	(234,291)	-22.493%	0.8000
AUGUSTA	515,335	491,169	(24,166)	-4.689%	0.3641
BATH	53,293	59,076	5,783	10.851%	0.8000
BEDFORD CO/CITY	418,797	757,332	338,535	80.835%	0.4198
BLAND	63,886	256,913	193,027	302.143%	0.2527
BOTETOURT	194,935	379,382	184,447	94.620%	0.3862
BRUNSWICK	153,958	343,443	189,485	123.076%	0.3107
BUCHANAN	184,451	458,686	274,235	148.676%	0.2916
BUCKINGHAM	85,064	130,763	45,699	53.723%	0.3409
CAMPBELL	371,099	783,713	412,614	111.187%	0.3344
CAROLINE	126,024	263,721	137,697	109.263%	0.3574
CARROLL	253,607	646,374	392,767	154.872%	0.2780
CHARLES CITY	46,239	145,649	99,410	214.992%	0.3869
CHARLOTTE	88,479	174,535	86,056	97.261%	0.2851
CHESTERFIELD	1,844,384	3,383,013	1,538,629	83.422%	0.4545
CLARKE	181,885	206,227	24,342	13.383%	0.5649
CRAIG	29,032	71,831	42,799	147.420%	0.3448
CULPEPER	248,403	331,266	82,863	33.358%	0.4755
CUMBERLAND	60,762	76,710	15,948	26.247%	0.3294
DICKENSON	116,990	223,244	106,254	90.823%	0.2984
DINWIDDIE	224,186	356,210	132,024	58.890%	0.3340
ESSEX	88,140	161,462	73,322	83.188%	0.5015
FAIRFAX CO/CITY	10,311,138	10,090,519	(220,619)	-2.140%	0.7201
FAUQUIER	352,136	406,419	54,283	15.415%	0.6445
FLOYD	96,845	308,123	211,278	218.161%	0.3524
FLUVANNA	91,953	170,249	78,296	85.148%	0.4448
FRANKLIN COUNTY	288,349	534,298	245,949	85.296%	0.3818
FREDERICK	660,243	943,202	282,959	42.857%	0.4295
GILES	115,900	232,344	116,444	100.469%	0.3417
GLOUCESTER	246,833	482,821	235,988	95.606%	0.4641
GOOCHLAND	203,293	205,996	2,703	1.330%	0.6416
GRAYSON	103,975	354,997	251,022	241.425%	0.2475
GREENE	98,153	260,734	162,581	165.640%	0.3693
GREENSVILLE/EMP	197,919	448,811	250,892	126.765%	0.2761
HALIFAX	285,994	561,360	275,366	96.284%	0.2652
HANOVER	468,682	781,148	312,466	66.669%	0.5062
HENRICO	1,497,744	2,019,866	522,122	34.861%	0.5608
HENRY	398,975	651,944	252,969	63.405%	0.3456
HIGHLAND	29,034	135,790	106,756	367.693%	0.6101

TABLE 1 - CHANGE IN STATE SPECIAL EDUCATION FUNDS - FY88 TO FY89

DIVISION	1987-88	1988-89	Additional Total Funds		1988-89
	Total Payments	Total Payments	Amount	Per Cent	Composite Index
ISLE OF WIGHT	232,621	296,210	63,589	27.336%	0.4719
KING GEORGE	97,782	194,620	96,838	99.035%	0.3844
KING QUEEN	52,727	96,077	43,350	82.216%	0.4376
KING WILLIAM	94,397	124,857	30,460	32.268%	0.4284
LANCASTER	34,535	48,335	13,800	39.959%	0.6357
LEE	209,102	485,043	275,941	131.965%	0.2058
LOUDOUN	983,559	1,002,658	19,099	1.942%	0.6912
LOUISA	132,048	142,975	10,927	8.275%	0.8000
LUNENBURG	74,454	178,852	104,398	140.218%	0.2825
MADISON	68,210	81,409	13,199	19.351%	0.4557
MATHEWS	88,562	117,719	29,157	32.923%	0.5551
MECKLENBURG	186,754	365,242	178,488	95.574%	0.3627
MIDDLESEX	79,517	59,655	(19,862)	-24.978%	0.6252
MONTGOMERY	393,077	581,352	188,275	47.898%	0.3996
NELSON	87,688	98,075	10,387	11.845%	0.4991
NEW KENT	168,394	268,466	100,072	59.427%	0.4503
NORTHAMPTON	61,283	187,225	125,942	205.509%	0.2918
NORTHUMBERLAND	63,712	62,131	(1,581)	-2.481%	0.6040
NOTTOWAY	125,078	232,575	107,497	85.944%	0.3160
ORANGE	194,579	241,073	46,494	23.895%	0.4624
PAGE	166,494	311,844	145,350	87.300%	0.3472
PATRICK	126,234	235,751	109,517	86.757%	0.3242
PITTSYLVANIA	397,319	1,198,443	801,124	201.632%	0.2743
POWHATAN	119,009	187,658	68,649	57.684%	0.4093
PRINCE EDWARD	109,932	188,091	78,159	71.098%	0.3451
PRINCE GEORGE	196,405	497,360	300,955	153.232%	0.2564
PRINCE WILLIAM	1,945,095	3,482,548	1,537,453	79.043%	0.4339
PULASKI	222,512	386,933	164,421	73.893%	0.3247
RAPPAHANNOCK	79,726	111,650	31,924	40.042%	0.6314
RICHMOND COUNTY	45,508	72,354	26,846	58.992%	0.4544
ROANOKE COUNTY	855,121	1,165,032	309,911	36.242%	0.4374
ROCKBRIDGE	111,822	213,552	101,730	90.975%	0.4115
ROCKINGHAM	493,612	636,409	142,797	28.929%	0.3950
RUSSELL	150,916	345,772	194,856	129.116%	0.2781
SCOTT	135,991	463,281	327,290	240.670%	0.2365
SHENANDOAH	281,261	349,562	68,301	24.284%	0.4614
SMYTH	248,275	437,090	188,815	76.051%	0.2634
SOUTHAMPTON	185,910	294,662	108,752	58.497%	0.4311
SPOTSYLVANIA	316,394	767,251	450,857	142.499%	0.4246
STAFFORD	526,169	938,011	411,842	78.272%	0.3609
SURRY	45,114	25,586	(19,528)	-43.286%	0.8000
SUSSEX	41,890	64,933	23,043	55.008%	0.4094
TAZEWELL	216,809	585,717	368,908	170.153%	0.2883
WARREN	200,715	385,063	184,348	91.846%	0.4445
WASHINGTON	295,745	519,987	224,242	75.823%	0.3301

TABLE 1 - CHANGE IN STATE SPECIAL EDUCATION FUNDS - FY88 TO FY89

DIVISION	1987-88	1988-89	Additional Total Funds		1988-89
	Total Payments	Total Payments	Amount	Per Cent	Composite Index
WESTMORELAND	55,588	112,112	56,524	101.684%	0.4401
WISE	256,569	431,262	174,693	68.088%	0.2762
WYTHE	346,309	531,324	185,015	53.425%	0.3180
YORK	382,911	759,352	376,441	98.310%	0.4108
ALEXANDRIA	1,645,022	1,285,408	(359,614)	-21.861%	0.8000
BRISTOL	116,161	121,965	5,804	4.997%	0.4647
BUENA VISTA	54,409	135,814	81,405	149.617%	0.2620
CHARLOTTESVILLE	456,372	561,402	105,030	23.014%	0.6099
CHESAPEAKE	1,071,948	2,334,460	1,262,512	117.777%	0.3921
COLONIAL HEIGHTS	149,917	219,855	69,938	46.651%	0.4281
COVINGTON	45,548	119,391	73,843	162.121%	0.3906
DANVILLE	280,811	670,072	389,261	138.620%	0.3742
FALLS CHURCH	104,668	102,374	(2,294)	-2.192%	0.8000
FRANKLIN CITY	91,685	181,809	90,124	98.297%	0.3195
FREDERICKSBURG	132,959	130,149	(2,810)	-2.113%	0.6338
GALAX	42,967	112,212	69,245	161.159%	0.4612
HAMPTON	823,906	1,874,471	1,050,565	127.510%	0.3974
HARRISONBURG	177,375	200,159	22,784	12.845%	0.6166
HOPEWELL	203,821	248,062	44,241	21.706%	0.3426
LEXINGTON	16,731	36,944	20,213	120.812%	0.4496
LYNCHBURG	843,946	1,045,594	201,648	23.893%	0.4644
MANASSAS	287,567	342,436	54,869	19.080%	0.6415
MANASSAS PARK	93,981	318,470	224,489	238.866%	0.2586
MARTINSVILLE	133,633	177,051	43,418	32.490%	0.4702
NEWPORT NEWS	1,317,272	2,448,625	1,131,353	85.886%	0.3896
NORFOLK	2,952,459	4,170,580	1,218,121	41.258%	0.3885
NORTON	38,814	105,230	66,416	171.114%	0.3458
PETERSBURG	330,269	538,060	207,791	62.916%	0.3565
POQUOSON	98,952	213,033	114,081	115.289%	0.3806
PORTSMOUTH	952,570	2,008,504	1,055,934	110.851%	0.3147
RADFORD	63,559	179,472	115,913	182.371%	0.3872
RICHMOND CITY	2,412,090	2,414,937	2,847	0.118%	0.5857
ROANOKE CITY	1,147,699	1,179,395	31,696	2.762%	0.4631
SALEM	183,863	284,121	100,258	54.529%	0.4993
SOUTH BOSTON	52,864	121,995	69,131	130.771%	0.3230
STAUNTON	198,229	271,499	73,270	36.962%	0.4693
SUFFOLK	445,821	751,692	305,871	68.608%	0.3761
VIRGINIA BEACH	2,360,960	5,282,640	2,921,680	123.750%	0.4520
WAYNESBORO	102,612	155,196	52,584	51.245%	0.5492
WILLIAMSBURG/J.CITY	305,429	314,756	9,327	3.054%	0.8000
WINCHESTER	501,567	549,216	47,649	9.500%	0.5731
COLONIAL BEACH	14,616	47,785	33,169	226.936%	0.3877
WEST POINT	44,309	75,321	31,012	69.990%	0.3758
STATE TOTALS	\$55,857,478	\$83,999,248	\$28,141,770	50.381%	

DIVISION	1987-88	Dec. 1, 1987	SOQ&Preschool	1987-88	1988-89	Dec. 1, 1988	SOQ Payments	1988-89
	Preschool&SOQ Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	Composite Index	Special Ed. SOQ Payment	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	Composite Index
ACCOMACK	\$133,457	368	\$363	0.4309	\$378,922	351	\$1,080	0.3605
ALBEMARLE	489,431	1,232	397	0.5890	675,524	1,254	539	0.6195
ALLEGHANY-HGHLDS	126,896	388	327	0.2780	252,417	377	670	0.3053
AMELIA	94,228	216	436	0.4350	165,910	213	779	0.3942
AMHERST	226,751	477	475	0.3448	455,857	497	917	0.3346
APPOMATTOX	79,880	222	360	0.3404	165,953	246	675	0.3287
ARLINGTON	862,930	1,655	521	0.8000	584,448	1,929	303	0.8000
AUGUSTA	316,662	1,104	287	0.3902	216,081	1,108	195	0.3641
BATH	46,349	111	418	0.8000	56,628	108	524	0.8000
BEDFORD CO/CITY	248,460	755	329	0.4123	585,016	793	738	0.4198
BLAND	58,245	175	333	0.2556	252,850	179	1,413	0.2527
BOTETOURT	171,781	574	299	0.3981	283,973	542	524	0.3862
BRUNSWICK	152,570	303	504	0.3420	291,550	289	1,009	0.3107
BUCHANAN	182,523	723	252	0.3307	458,686	639	718	0.2916
BUCKINGHAM	62,634	254	247	0.3841	97,596	259	377	0.3409
CAMPBELL	335,793	902	372	0.3504	666,529	858	777	0.3344
CAROLINE	108,232	379	286	0.3503	227,047	330	688	0.3574
CARROLL	205,567	634	324	0.2879	591,177	644	918	0.2780
CHARLES CITY	28,239	136	208	0.3624	142,191	135	1,053	0.3869
CHARLOTTE	50,763	153	332	0.3175	118,517	163	727	0.2851
CHESTERFIELD	1,518,742	4,358	348	0.4358	2,962,252	4,499	658	0.4545
CLARKE	45,389	201	226	0.5866	84,130	214	393	0.5649
CRAIG	23,021	103	224	0.3961	67,870	98	693	0.3448
CULPEPER	244,793	566	432	0.4780	331,266	626	529	0.4755
CUMBERLAND	54,878	142	386	0.3276	72,955	121	603	0.3294
DICKENSON	115,951	325	357	0.3658	223,244	348	642	0.2984
DINWIDDIE	222,886	420	531	0.3346	340,857	424	804	0.3340
ESSEX	71,500	214	334	0.5125	141,558	207	684	0.5015
FAIRFAX CO/CITY	6,699,059	15,056	445	0.7016	5,522,362	15,612	354	0.7201
FAUQUIER	325,891	920	354	0.6466	367,640	926	397	0.6445

DIVISION	1987-88	Dec. 1, 1987	SOQ&Preschool	1987-88	1988-89	Dec. 1, 1988	SOQ Payments	1988-89
	Preschool&SOQ Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	Composite Index	Special Ed. SOQ Payment	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	Composite Index
FLOYD	88,044	286	308	0.3609	267,990	288	931	0.3524
FLUVANNA	77,770	247	315	0.4612	145,463	255	570	0.4448
FRANKLIN COUNTY	243,819	743	328	0.3522	472,960	770	614	0.3818
FREDERICK	303,877	877	346	0.4330	544,729	886	615	0.4295
GILES	115,078	300	384	0.3754	226,776	311	729	0.3417
GLOUCESTER	171,272	457	375	0.4627	350,672	530	662	0.4641
GOOCHLAND	120,361	299	403	0.6066	144,138	258	559	0.6416
GRAYSON	90,910	295	308	0.2016	342,214	283	1,209	0.2475
GREENE	67,062	244	275	0.3737	206,595	263	786	0.3693
GREENSVILLE/EMP	125,009	310	403	0.2804	368,231	285	1,292	0.2761
HALIFAX	273,058	691	395	0.2877	552,363	755	732	0.2652
HANOVER	386,892	963	402	0.5070	661,242	955	692	0.5062
HENRICO	1,182,214	2,834	417	0.5736	1,630,692	2,712	601	0.5608
HENRY	318,597	1,039	307	0.3399	568,509	1,175	484	0.3456
HIGHLAND	29,034	61	476	0.6958	135,790	57	2,382	0.6101
ISLE OF WIGHT	128,492	463	278	0.4725	159,143	535	297	0.4719
KING GEORGE	88,759	223	398	0.3833	168,968	258	655	0.3844
KING QUEEN	42,010	134	314	0.4221	85,133	121	704	0.4376
KING WILLIAM	90,165	172	524	0.4503	123,685	177	699	0.4284
LANCASTER	30,219	103	293	0.6618	48,335	111	435	0.6357
LEE	188,413	614	307	0.2499	455,083	577	789	0.2058
LOUDOUN	632,133	1,550	408	0.6357	599,731	1,549	387	0.6912
LOUISA	101,631	391	260	0.8000	109,712	374	293	0.8000
LUNENBURG	56,141	167	336	0.3284	147,705	174	849	0.2825
MADISON	62,874	180	349	0.4630	81,409	206	395	0.4557
MATHEWS	69,659	177	394	0.5571	103,245	176	587	0.5551
MECKLENBURG	174,131	407	428	0.3519	364,737	409	892	0.3627
MIDDLESEX	66,267	141	470	0.6413	49,932	125	399	0.6252
MONTGOMERY	376,430	987	381	0.4028	548,638	937	586	0.3996
NELSON	59,449	177	336	0.4774	77,051	186	414	0.4991

DIVISION	1987-88	Dec. 1, 1987	SOQ&Preschool		1988-89	Dec. 1, 1988	SOQ Payments	
	Preschool&SOQ Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	1987-88 Composite Index	Special Ed. SOQ Payment	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	1988-89 Composite Index
NEW KENT	106,011	248	427	0.4641	182,608	226	808	0.4503
NORTHAMPTON	61,283	193	318	0.3402	187,225	214	875	0.2918
NORTHUMBERLAND	63,712	152	419	0.6538	62,131	139	447	0.6040
NOTTOWAY	105,697	313	338	0.3460	207,884	272	764	0.3160
ORANGE	170,746	429	398	0.4755	224,588	437	514	0.4624
PAGE	91,532	395	232	0.3751	231,132	386	599	0.3472
PATRICK	123,526	328	377	0.3277	228,143	300	760	0.3242
PITTSYLVANIA	302,982	812	373	0.2919	1,047,491	677	1,547	0.2743
POWHATAN	93,376	247	378	0.3955	151,479	240	631	0.4093
PRINCE EDWARD	70,803	310	228	0.4227	147,315	278	530	0.3451
PRINCE GEORGE	162,757	429	379	0.2652	463,687	470	987	0.2564
PRINCE WILLIAM	1,781,611	3,764	473	0.4320	3,354,132	3,859	869	0.4339
PULASKI	216,555	589	368	0.3228	386,933	585	661	0.3247
RAPPAHANNOCK	41,216	144	286	0.6149	84,225	142	593	0.6314
RICHMOND COUNTY	41,795	102	410	0.4649	66,729	93	718	0.4544
ROANOKE COUNTY	572,751	1,460	392	0.4289	817,267	1,448	564	0.4374
ROCKBRIDGE	101,063	315	321	0.4303	202,358	327	619	0.4115
ROCKINGHAM	335,178	1,136	295	0.4353	470,871	1,044	451	0.3950
RUSSELL	145,725	595	245	0.3029	334,580	566	591	0.2781
SCOTT	134,887	503	268	0.2595	460,649	527	874	0.2365
SHENANDOAH	182,784	579	316	0.4724	226,193	556	407	0.4614
SMYTH	145,489	566	257	0.2819	321,446	580	554	0.2634
SOUTHAMPTON	164,425	342	481	0.4615	260,824	342	763	0.4311
SPOTSYLVANIA	270,318	1,025	264	0.3932	673,011	941	715	0.4246
STAFFORD	451,031	1,100	410	0.3752	894,229	1,167	766	0.3609
SURRY	45,114	117	386	0.8000	25,586	117	219	0.8000
SUSSEX	38,315	153	250	0.4241	64,933	140	464	0.4094
TAZEWELL	214,374	752	285	0.3139	585,717	761	770	0.2883
WARREN	154,864	452	343	0.4448	297,301	424	701	0.4445
WASHINGTON	228,268	640	357	0.3315	440,044	715	615	0.3301

DIVISION	1987-88	Dec. 1, 1987 Special Ed. Child Count	SOQ&Preschool		1988-89 Special Ed. SOQ Payment	Dec. 1, 1988 Special Ed. Child Count	SOQ Payments		1988-89 Composite Index
	Preschool&SOQ Payments		Divided by Dec. 1, 1987 Child Count	1987-88 Composite Index			Divided by Dec. 1, 1988 Child Count		
WESTMORELAND	54,902	175	314	0.4499	112,112	158	710	0.4401	
WISE	254,038	886	287	0.3066	431,262	856	504	0.2762	
WYTHE	235,878	612	385	0.3360	453,216	623	727	0.3180	
YORK	242,696	625	388	0.4134	597,345	587	1,018	0.4108	
ALEXANDRIA	674,827	1,282	526	0.8000	354,464	1,294	274	0.8000	
BRISTOL	92,559	343	270	0.4559	109,844	304	361	0.4647	
BUENA VISTA	54,409	120	453	0.2950	135,814	107	1,269	0.2620	
CHARLOTTESVILLE	291,759	662	441	0.6660	333,343	710	469	0.6099	
CHESAPEAKE	863,555	2,440	354	0.3908	2,012,125	2,483	810	0.3921	
COLONIAL HEIGHTS	124,255	301	413	0.4643	189,841	296	641	0.4281	
COVINGTON	45,548	162	281	0.4302	119,391	171	698	0.3906	
DANVILLE	196,268	609	322	0.4009	611,284	648	943	0.3742	
FALLS CHURCH	58,862	201	293	0.8000	48,192	207	233	0.8000	
FRANKLIN CITY	65,139	195	334	0.3521	160,682	202	795	0.3195	
FREDERICKSBURG	126,675	268	473	0.7088	128,737	256	503	0.6338	
GALAX	32,109	91	353	0.5087	102,678	79	1,300	0.4612	
HAMPTON	607,101	1,837	330	0.4226	1,656,453	1,487	1,114	0.3974	
HARRISONBURG	149,539	354	422	0.6615	159,632	411	388	0.6166	
HOPEWELL	195,046	554	352	0.3889	220,379	525	420	0.3426	
LEXINGTON	11,435	90	127	0.5237	36,944	79	468	0.4496	
LYNCHBURG	490,396	1,083	453	0.5065	737,438	985	749	0.4644	
MANASSAS	236,952	562	422	0.5997	284,752	554	514	0.6415	
MANASSAS PARK	93,285	243	384	0.2932	318,470	239	1,333	0.2586	
MARTINSVILLE	130,035	375	347	0.4445	167,451	347	483	0.4702	
NEWPORT NEWS	956,352	2,660	360	0.4306	2,020,033	2,716	744	0.3896	
NORFOLK	2,066,332	3,766	549	0.4508	3,192,730	3,696	864	0.3885	
NORTON	28,200	127	222	0.4214	95,524	132	724	0.3458	
PETERSBURG	239,678	605	396	0.4242	479,314	516	929	0.3565	
POQUOSON	57,503	192	299	0.3709	178,090	207	860	0.3806	
PORTSMOUTH	690,342	1,724	400	0.3571	1,650,320	1,852	891	0.3147	

DIVISION	1987-88	Dec. 1, 1987	SOQ&Preschool	1987-88	1988-89	Dec. 1, 1988	SOQ Payments	1988-89
	Preschool&SOQ Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	Composite Index	Special Ed. SOQ Payment	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	Composite Index
RADFORD	63,559	166	383	0.4192	176,972	151	1,172	0.3872
RICHMOND CITY	1,578,706	3,214	491	0.6098	1,463,218	3,227	453	0.5857
ROANOKE CITY	767,825	1,608	478	0.4920	744,243	1,684	442	0.4631
SALEM	114,233	381	300	0.5118	215,490	373	578	0.4993
SOUTH BOSTON	52,864	107	494	0.4010	121,995	102	1,196	0.3230
STAUNTON	128,564	342	376	0.4918	201,401	357	564	0.4693
SUFFOLK	311,753	828	377	0.3873	570,799	852	670	0.3761
VIRGINIA BEACH	1,856,876	5,706	325	0.4689	4,518,536	5,747	786	0.4520
WAYNESBORO	70,791	230	308	0.5127	134,604	215	626	0.5492
WILLIAMSBURG/J.CITY	244,885	479	511	0.8000	262,164	500	524	0.8000
WINCHESTER	115,017	474	243	0.6067	160,257	468	342	0.5731
COLONIAL BEACH	11,187	47	238	0.4376	43,856	44	997	0.3877
WEST POINT	43,240	73	592	0.3877	72,661	73	995	0.3758
STATE TOTALS	\$40,406,634	103,587	\$390		\$65,406,644	104,180	\$628	



TABLE 3 - STATE SPECIAL EDUCATION SOQ AND CATEGORICAL COMBINED PAYMENTS - FY88 & FY89

DIVISION	1987-88	Dec. 1, 1987	All Payments		1988-89	Dec. 1, 1988	All Payments	
	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	1987-88 Composite Index	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	1988-89 Composite Index
ACCOMACK	\$148,286	368	\$403	0.4309	\$465,216	351	\$1,325	0.3605
ALBEMARLE	924,598	1,232	750	0.5890	1,348,009	1,254	1,075	0.6195
ALLEGHANY-HGHLDS	149,999	388	387	0.2780	281,100	377	746	0.3053
AMELIA	121,664	216	563	0.4350	199,352	213	936	0.3942
AMHERST	308,985	477	648	0.3448	539,898	497	1,086	0.3346
APPOMATTOX	85,392	222	385	0.3404	175,706	246	714	0.3287
ARLINGTON	1,041,624	1,655	629	0.8000	807,333	1,929	419	0.8000
AUGUSTA	515,335	1,104	467	0.3902	491,169	1,108	443	0.3641
BATH	53,293	111	480	0.8000	59,076	108	547	0.8000
BEDFORD CO/CITY	418,797	755	555	0.4123	757,332	793	955	0.4198
BLAND	63,886	175	365	0.2556	256,913	179	1,435	0.2527
BOTETOURT	194,935	574	340	0.3981	379,382	542	700	0.3862
BRUNSWICK	153,958	303	508	0.3420	343,443	289	1,188	0.3107
BUCHANAN	184,451	723	255	0.3307	458,686	639	718	0.2916
BUCKINGHAM	85,064	254	335	0.3841	130,763	259	505	0.3409
CAMPBELL	371,099	902	411	0.3504	783,713	858	913	0.3344
CAROLINE	126,024	379	333	0.3503	263,721	330	799	0.3574
CARROLL	253,607	634	400	0.2879	646,374	644	1,004	0.2780
CHARLES CITY	46,239	136	340	0.3624	145,649	135	1,079	0.3869
CHARLOTTE	88,479	153	578	0.3175	174,535	163	1,071	0.2851
CHESTERFIELD	1,844,384	4,358	423	0.4358	3,383,013	4,499	752	0.4545
CLARKE	181,885	201	905	0.5866	206,227	214	964	0.5649
CRAIG	29,032	103	282	0.3961	71,831	98	733	0.3448
CULPEPER	248,403	566	439	0.4780	331,266	626	529	0.4755
CUMBERLAND	60,762	142	428	0.3276	76,710	121	634	0.3294
DICKENSON	116,990	325	360	0.3658	223,244	348	642	0.2984
DINWIDDIE	224,186	420	534	0.3346	356,210	424	840	0.3340
ESSEX	88,140	214	412	0.5125	161,462	207	780	0.5015
FAIRFAX CO/CITY	10,311,138	15,056	685	0.7016	10,090,519	15,612	646	0.7201
FAUQUIER	352,136	920	383	0.6466	406,419	926	439	0.6445

TABLE 3 - STATE SPECIAL EDUCATION SOQ AND CATEGORICAL COMBINED PAYMENTS - FY88 & FY89

DIVISION	1987-88	Dec. 1, 1987	All Payments		1988-89	Dec. 1, 1988	All Payments	
	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	1987-88 Composite Index	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	1988-89 Composite Index
FLOYD	96,845	286	339	0.3609	308,123	288	1,070	0.3524
FLUVANNA	91,953	247	372	0.4612	170,249	255	668	0.4448
FRANKLIN COUNTY	288,349	743	388	0.3522	534,298	770	694	0.3818
FREDERICK	660,243	877	753	0.4330	943,202	886	1,065	0.4295
GILES	115,900	300	386	0.3754	232,344	311	747	0.3417
GLOUCESTER	246,833	457	540	0.4627	482,821	530	911	0.4641
GOOCHLAND	203,293	299	680	0.6066	205,996	258	798	0.6416
GRAYSON	103,975	295	352	0.2016	354,997	283	1,254	0.2475
GREENE	98,153	244	402	0.3737	260,734	263	991	0.3693
GREENSVILLE/EMP	197,919	310	638	0.2804	448,811	285	1,575	0.2761
HALIFAX	285,994	691	414	0.2877	561,360	755	744	0.2652
HANOVER	468,682	963	487	0.5070	781,148	955	818	0.5062
HENRICO	1,497,744	2,834	528	0.5736	2,019,866	2,712	745	0.5608
HENRY	398,975	1,039	384	0.3399	651,944	1,175	555	0.3456
HIGHLAND	29,034	61	476	0.6958	135,790	57	2,382	0.6101
ISLE OF WIGHT	232,621	463	502	0.4725	296,210	535	554	0.4719
KING GEORGE	97,782	223	438	0.3833	194,620	258	754	0.3844
KING QUEEN	52,727	134	393	0.4221	96,077	121	794	0.4376
KING WILLIAM	94,397	172	549	0.4503	124,857	177	705	0.4284
LANCASTER	34,535	103	335	0.6618	48,335	111	435	0.6357
LEE	209,102	614	341	0.2499	485,043	577	841	0.2058
LOUDOUN	983,559	1,550	635	0.6357	1,002,658	1,549	647	0.6912
LOUISA	132,048	391	338	0.8000	142,975	374	382	0.8000
LUNENBURG	74,454	167	446	0.3284	178,852	174	1,028	0.2825
MADISON	68,210	180	379	0.4630	81,409	206	395	0.4557
MATHEWS	88,562	177	500	0.5571	117,719	176	669	0.5551
MECKLENBURG	186,754	407	459	0.3519	365,242	409	893	0.3627
MIDDLESEX	79,517	141	564	0.6413	59,655	125	477	0.6252
MONTGOMERY	393,077	987	398	0.4028	581,352	937	620	0.3996
NELSON	87,688	177	495	0.4774	98,075	186	527	0.4991

TABLE 3 - STATE SPECIAL EDUCATION SOQ AND CATEGORICAL COMBINED PAYMENTS - FY88 & FY89

DIVISION	1987-88	Dec. 1, 1987	All Payments		1988-89	Dec. 1, 1988	All Payments	
	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	1987-88 Composite Index	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	1988-89 Composite Index
NEW KENT	168,394	248	679	0.4641	268,466	226	1,188	0.4503
NORTHAMPTON	61,283	193	318	0.3402	187,225	214	875	0.2918
NORTHUMBERLAND	63,712	152	419	0.6538	62,131	139	447	0.6040
NOTTOWAY	125,078	313	400	0.3460	232,575	272	855	0.3160
ORANGE	194,579	429	454	0.4755	241,073	437	552	0.4624
PAGE	166,494	395	422	0.3751	311,844	386	808	0.3472
PATRICK	126,234	328	385	0.3277	235,751	300	786	0.3242
PITTSYLVANIA	397,319	812	489	0.2919	1,198,443	677	1,770	0.2743
POWHATAN	119,009	247	482	0.3955	187,658	240	782	0.4093
PRINCE EDWARD	109,932	310	355	0.4227	188,091	278	677	0.3451
PRINCE GEORGE	196,405	429	458	0.2652	497,360	470	1,058	0.2564
PRINCE WILLIAM	1,945,095	3,764	517	0.4320	3,482,548	3,859	902	0.4339
PULASKI	222,512	589	378	0.3228	386,933	585	661	0.3247
RAPPAHANNOCK	79,726	144	554	0.6149	111,650	142	786	0.6314
RICHMOND COUNTY	45,508	102	446	0.4649	72,354	93	778	0.4544
ROANOKE COUNTY	855,121	1,460	586	0.4289	1,165,032	1,448	805	0.4374
ROCKBRIDGE	111,822	315	355	0.4303	213,552	327	653	0.4115
ROCKINGHAM	493,612	1,136	435	0.4353	636,409	1,044	610	0.3950
RUSSELL	150,916	595	254	0.3029	345,772	566	611	0.2781
SCOTT	135,991	503	270	0.2595	463,281	527	879	0.2365
SHENANDOAH	281,261	579	486	0.4724	349,562	556	629	0.4614
SMYTH	248,275	566	439	0.2819	437,090	580	754	0.2634
SOUTHAMPTON	185,910	342	544	0.4615	294,662	342	862	0.4311
SPOTSYLVANIA	316,394	1,025	309	0.3932	767,251	941	815	0.4246
STAFFORD	526,169	1,100	478	0.3752	938,011	1,167	804	0.3609
SURRY	45,114	117	386	0.8000	25,586	117	219	0.8000
SUSSEX	41,890	153	274	0.4241	64,933	140	464	0.4094
TAZEWELL	216,809	752	288	0.3139	585,717	761	770	0.2883
WARREN	200,715	452	444	0.4448	385,063	424	908	0.4445
WASHINGTON	295,745	640	462	0.3315	519,987	715	727	0.3301

TABLE 3 - STATE SPECIAL EDUCATION SOQ AND CATEGORICAL COMBINED PAYMENTS - FY88 & FY89

DIVISION	1987-88	Dec. 1, 1987	All Payments		1988-89	Dec. 1, 1988	All Payments	
	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	1987-88 Composite Index	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	1988-89 Composite Index
WESTMORELAND	55,588	175	318	0.4499	112,112	158	710	0.4401
WISE	256,569	886	290	0.3066	431,262	856	504	0.2762
WYTHE	346,309	612	566	0.3360	531,324	623	853	0.3180
YORK	382,911	625	613	0.4134	759,352	587	1,294	0.4108
ALEXANDRIA	1,645,022	1,282	1,283	0.8000	1,285,408	1,294	993	0.8000
BRISTOL	116,161	343	339	0.4559	121,965	304	401	0.4647
BUENA VISTA	54,409	120	453	0.2950	135,814	107	1,269	0.2620
CHARLOTTESVILLE	456,372	662	689	0.6660	561,402	710	791	0.6099
CHESAPEAKE	1,071,948	2,440	439	0.3908	2,334,460	2,483	940	0.3921
COLONIAL HEIGHTS	149,917	301	498	0.4643	219,855	296	743	0.4281
COVINGTON	45,548	162	281	0.4302	119,391	171	698	0.3906
DANVILLE	280,811	609	461	0.4009	670,072	648	1,034	0.3742
FALLS CHURCH	104,668	201	521	0.8000	102,374	207	495	0.8000
FRANKLIN CITY	91,685	195	470	0.3521	181,809	202	900	0.3195
FREDERICKSBURG	132,959	268	496	0.7088	130,149	256	508	0.6338
GALAX	42,967	91	472	0.5087	112,212	79	1,420	0.4612
HAMPTON	823,906	1,837	449	0.4226	1,874,471	1,487	1,261	0.3974
HARRISONBURG	177,375	354	501	0.6615	200,159	411	487	0.6166
HOPEWELL	203,821	554	368	0.3889	248,062	525	472	0.3426
LEXINGTON	16,731	90	186	0.5237	36,944	79	468	0.4496
LYNCHBURG	843,946	1,083	779	0.5065	1,045,594	985	1,062	0.4644
MANASSAS	287,567	562	512	0.5997	342,436	554	618	0.6415
MANASSAS PARK	93,981	243	387	0.2932	318,470	239	1,333	0.2586
MARTINSVILLE	133,633	375	356	0.4445	177,051	347	510	0.4702
NEWPORT NEWS	1,317,272	2,660	495	0.4306	2,448,625	2,716	902	0.3896
NORFOLK	2,952,459	3,766	784	0.4508	4,170,580	3,696	1,128	0.3885
NORTON	38,814	127	306	0.4214	105,230	132	797	0.3458
PETERSBURG	330,269	605	546	0.4242	538,060	516	1,043	0.3565
POQUOSON	98,952	192	515	0.3709	213,033	207	1,029	0.3806
PORTSMOUTH	952,570	1,724	553	0.3571	2,008,504	1,852	1,085	0.3147

TABLE 3 - STATE SPECIAL EDUCATION SOQ AND CATEGOR

COMBINED PAYMENTS - FY88 & FY89

DIVISION	1987-88	Dec. 1, 1987	All Payments	1987-88	1988-89	Dec. 1, 1988	All Payments	1988-89
	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1987 Child Count	Composite Index	Total Payments	Special Ed. Child Count	Divided by Dec. 1, 1988 Child Count	Composite Index
RADFORD	63,559	166	383	0.4192	179,472	151	1,189	0.3872
RICHMOND CITY	2,412,090	3,214	750	0.6098	2,414,937	3,227	748	0.5857
ROANOKE CITY	1,147,699	1,608	714	0.4920	1,179,395	1,684	700	0.4631
SALEM	183,863	381	483	0.5118	284,121	373	762	0.4993
SOUTH BOSTON	52,864	107	494	0.4010	121,995	102	1,196	0.3230
STAUNTON	198,229	342	580	0.4918	271,499	357	761	0.4693
SUFFOLK	445,821	828	538	0.3873	751,692	852	882	0.3761
VIRGINIA BEACH	2,360,960	5,706	414	0.4689	5,282,640	5,747	919	0.4520
WAYNESBORO	102,612	230	446	0.5127	155,196	215	722	0.5492
WILLIAMSBURG/J.CITY	305,429	479	638	0.8000	314,756	500	630	0.8000
WINCHESTER	501,567	474	1,058	0.6067	549,216	468	1,174	0.5731
COLONIAL BEACH	14,616	47	311	0.4376	47,785	44	1,086	0.3877
WEST POINT	44,309	73	607	0.3877	75,321	73	1,032	0.3758
STATE TOTALS	\$55,857,478	103,587	\$539		\$83,999,248	104,180	\$806	

