

REGION III SPECIAL EDUCATION COOPERATIVE

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MEMBER DISTRICTS:

Bethalto Community Unit School District #8
East Alton Elementary School District #13
East Alton/Wood River Community High School District #14
Jersey Community Unit School District #100
Southwestern Community Unit School District #9
Wood River-Hartford Elementary School District #15

EXECUTIVE BOARD 2017-2018

Dr. Patrick Anderson	Wood River-Hartford School District 501 East Lorena Wood River, IL 62095 618-254-0607, Ext. 2223
Dr. Jill Griffin	Bethalto School District 610 Texas Blvd Bethalto, IL 62010 618-377-7200, Ext. 17200
Mr. Virgil Moore	East Alton Elementary District 210 East St. Louis Avenue East Alton, IL 62024 618-433-2051
Dr. John Pearson	East Alton/Wood River H.S. District 777 North Wood River Avenue Wood River, IL 62095 618-254-3151, Ext 2502
Mr. Brad Tuttle	Jersey School District 100 Lincoln Jerseyville, IL 62052 618-498-5561, Ext 10222
Mr. Brad Skertich	Southwestern School District P. O. Box 728 201 E. City Limits Rd. Brighton, IL. 62012 618-372-3813

SPECIAL EDUCATION COORDINATORS

Bethalto District #8

Jen Weber. 618-377-7200 ext. 17214
Michele Gowin, Secretary ext.17215

East Alton Elementary #13

Emily Warnecke 618-433-2115
Helen Reed, Secretary 618-433-2057

EA/WR High School #14

Patty Scott 618-254-3151 ext. 2629
Helen Reed, Secretary

Jersey District #100

Keri Lakin 618-498-5561 ext. 10228
Paula Hansen, Secretary ext. 10275

Southwestern District #9

Stephanie Renken. 618-372-3813 ext. 1208
Elaine Grothaus, Secretary ext. 1207

WR-Hartford District #15

Cindy Barnhart 618-254-0607 ext. 2249
Chrissy Malone, Secretary ext. 2220

OFFICE STAFF

Messina Lenger, Director
Chris Heffner, Administrative Assistant
Kathy Sales, Bookkeeper

ITINERANT STAFF

Tara BeauchampOccupational Therapy Asst.
Eron Brewer. Occupational Therapy Asst.
Shawnery Davidson Physical Therapy Asst.
Tonya Duke. Deaf & Hard of Hearing Itinerant
Kristina Duckels Vision Itinerant
Kristen Haider. Audiologist
Laurie Haselhorst Occupational Therapy Asst.
Jackie KlockenkemperPhysical Therapy Asst.
Ann Kuebrich Contractual Occupational Therapist
Lisa Luer. Contractual Physical Therapist
Brandy McCoy Interpreter
Linda Nativi Contractual Occupational Therapist
Tammy Pickerill SLP Itinerant
Wegrzyn, Amanda. Social Worker

FACULTY

Tuition Programs

Certified Personnel

Bailey, Carson
Barton, Paula
Day, Maria
Duckels, Kristy
Duke, Tonya
Harvey, Jeremiah
Hood, Kimberly
Paul, Mary Beth
Pfleger, Lacy
Pickerill, Tammy
Roy, Natalie
Sprague, Valerie
Stanfill, Christy
Wegrzyn, Amanda
Williams, Sherri

Educational Support Personnel

Blair, Sara
Carroll, Brittany
Custer, Sarah
Evans, Kathy
Fencel, Heather
Fogarty, Sherri
Green, Kimberly
Harlow, Crystal
Jacobs, Julie
Kapp, Jonnie
Kimbro, Hillory
Kimbro, Laura
Kleis, Lauren
Malley, Tiffany
Meyer, Deanette
Mick, Brianna
Ringhausen, Stormy
Seibold, Ann
Sullivan, Shauna
Wieckhorst, Kathryn

NOTE: Due to printing timelines, some faculty may not be included on this list.

**OFFICE STAFF HOLIDAY SCHEDULE
2017-18**

September 4th Labor Day

October 9th. Columbus Day

November 11th Veteran's Day

November 23rd-24th Thanksgiving Break

December 22nd -26th Christmas Break

January 1st-2nd New Year's Break

January 15th Martin Luther King Day

February 19th President's Day

March 5th. Casimir Pulaski Day

March 30th- April 2nd Spring Break

May 28th Memorial Day

ABSENCES/LEAVES

If your absence will be for three (3) days or more, you will need to contact the Region III Office to determine whether a doctor's certificate is required. All absences are to be reported to the district the employee is working at and the Region III Special Ed office. In addition, a Region III "Absence Report" form is to be completed by the employee and forwarded to the Region III Office.

All personal leave requests are **REQUIRED AT LEAST THREE DAYS IN ADVANCE** of the leave. You must request time off in the YTime program. If approved by the director, the employee will receive an approval notice in their Region III email account. If you do not receive one, it is the employee's responsibility to contact the office to see if it was approved. Refer to Section 8.3 of the Agreement for further information.

All staff must report illness to the Region III office. This includes any speech pathologist assigned to low incidence tuition programs, vision and hearing itinerant teachers, OT/PT staff, interpreter and the audiologist.

Refer to Article 8 of the Agreement for further information on leaves.

ADVANCEMENT ON SALARY SCHEDULE

In order for any employee to advance on the Region III salary schedule, they must have been employed before November 1 of the previous school year.

ADVANCEMENT ON SALARY SCHEDULE FOR ACADEMIC CREDIT

In order for a teacher to be eligible for movement on the salary schedule, the following must occur: Coursework must be taken in the teacher's presently established major or minor teaching fields or in professional education courses. Courses must be graduate level from an accredited college or university. Graduate hours applied to the BS+ column must be for courses taken after the completion of the Bachelor's Degree. Graduate hours applied to the MS+ column must be for courses taken after the completion of the Master's Degree. Courses must be approved by the Director of Region III for salary increment before matriculating into the course.

AGREEMENT

An Agreement between the Region III Special Education Cooperative and the Region III Special Education Association IEA/NEA was reached on June 19th, 2017 and is in effect through the 2017-2018 to 2018-2019 school year. A copy of that Agreement will be

distributed to all employees. Additional copies are available at the Region III Office or through the President of the Region III Special Education Association IEA/NEA.

ANNUITY PROGRAMS

Annuity programs are available for payroll deduction. Contact your Association Representative for further details or refer to Section 4.16 of the Agreement.

CREDIT UNIONS/BANKS

The Association will provide authorization cards for payroll deductions for the Credit Union. Contact your Association Representative for further details or refer to Section 4.15 of the Agreement.

FAIR SHARE

Each bargaining unit member, as a condition of his/her employment, on or before thirty (30) days from the date of commencement of duties or the effective date of the Tri-County Education Association/Region III Special Education Cooperative Agreement, whichever is later, shall join the Association or pay a fair share fee to the Association equivalent to the amount of the dues uniformly required of members of the Association, including local, state and national dues. Refer to Contract Agreement, Section 4.17 for further information.

INSERVICE TRAINING

All Region III employed staff are eligible for inservice training activities. A "Request for Inservice Training Activity" form must be completed and submitted to the Director for approval at least 30 days prior to the event. The request MUST have the approval of the local administrator before being submitted to the Director. Registrations can be paid with a purchase order with prior notification to the office.

MEDICAL INSURANCE

The Board shall pay up to \$530.00 per month towards the individual's premium for health/hospitalization, vision and dental insurance for the 2017-2018 school year. If a family or dependent plan is taken, that same amount shall be applied toward the plan. Eligibility in the Cooperative Insurance Program shall be determined by the insurance carrier. Refer to Section 11.5 of the Agreement for further details.

ELECTRONIC SIGNALING DEVICES/PAGERS/CELL PHONES

The use of electronic signaling devices such as pagers and cell phones is not permitted on school grounds during the school day for **personal use. Making personal phone calls and sending text messages can only be done on the employees' personal time. No one shall clock in or out on any unauthorized device.**

POLICY BRIEFS

The following policies, which effect students and personnel, are in force at Region III:

SECTION C – PERSONNEL

- C.01 – Employment of Personnel
- C.02 – Experience Credit/Placement on Salary Schedule
- C.03 – Advancement on the Salary Schedule
- C.04 – Term of Employment for Professional Personnel
Part-time Employee Benefits
- C.05 – Vacations
- C.06 – Travel
- C.07 – Liability Insurance
- C.08 – Advancement on Salary Schedule for Academic Credit
- C.09 – Applicant Travel
- C.10 – Inservice Training Activity Guidelines
- C.11 – No Smoking Policy
- C.12 – Sexual Harassment Policy
- C.13 – Family Medical Leave Policy
- C.14 – The Americans with Disabilities Act

SECTION D – PROGRAMS

- D.01 – Responsibility for Special Education
- D.02 – Cooperative Programs
- D.03 – Public Notifications
- D.04 – Student Teaching and Internships
- D.05 – Special Olympics

SECTION G – HEALTH STANDARDS

- G.01 – Communicable and Chronic Infectious Disease
- G.02 – Temporary Illness or Incapacity
- G.03 – Drug and Alcohol
- G.04 – Bloodborne Pathogens
- G.05 – Head Lice Policy

SECTION H – STUDENTS

- H.01 – Memorandum of Understanding
- H.02 – Policy on Student Policies

You may receive copies of an entire policy upon request of the Administrative Office. In addition, the President of the Region III Special Education Association has copies of the entire policy handbook and should be contacted for information regarding questions on policies. If you would like an explanation of the information included in the policies, please contact the Director for clarification. Be advised that you are expected to know and use these policies in your actions as an employee of Region III.

Region III emphasizes the importance of the following policies:

Sexual Harassment Policy – Region III will not allow sexual harassment of any employee or student. If you feel that you or a student is being sexually harassed, you

shall report to the Director of Region III immediately. In the case that the sexual harassment is charged against the Director of Region III, a report shall be made to the Chairman of the Governing Board. All information related to sexual harassment is strictly confidential and time frames for responses shall be adhered to.

Family Medical Leave Policy – Full time Employees are entitled to use up to twelve (12) weeks of unpaid leave during a twelve (12) month period for family related medical conditions. To be eligible, please refer to your copies of the Family Medical Leave Policy or request that policy from the Administrative Office.

Americans with Disabilities Act/Section 504 Policy – In accordance with the requirements of Section 504 of the Rehabilitation Act of 1973 (“§504”) and The Americans with Disabilities Act (“ADA”), no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the Region III Special Education Cooperative (the “Cooperative”), or be subjected to discrimination by the Cooperative. Nor shall any qualified individual with a disability be discriminated against because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment. The 504/ADA Coordinator is the Director of Special Education.

PURCHASE ORDERS

No supplies will be reimbursed without prior approval. Please request your supplies by using the purchase order process. The office will either purchase your supplies or the Wal-Mart card will be provided for you to make your purchases. You can find a copy of the purchase order form in your FORMS section of this handbook. If you have any questions please contact the Region office.

Purchase Orders for supplies and/or services must be completed completely with item #'s (if ordering online), price and approved by the Director. **NO** order will be filled or paid without a Purchase Order. Purchase Order numbers will be assigned at the Region III Office. If the Purchase Order is not completely filled out, it will be returned to you and may delay your request.

STUDENT ATTENDANCE

Region III student attendance **MUST** be completed by the teachers each month and sent to the Region III Office. Please **DO NOT PROCRASTINATE!!! Please send on the last working day of the month.**

TIME SHEETS

All Staff are to complete time sheets on a monthly basis using YTIME NOW. **Staff will now be required to sign in and out for lunch.** No staff member shall use any unauthorized computer/cellphone to clock in and out of.

TRAVEL

Employees shall be reimbursed for approved travel at the rate of the Federal mileage rate per mile for the 2017-18 school year. Travel/mileage reimbursement forms are available online and are included in back of this handbook. Travel forms must be submitted by the first of each month and will be paid after Board approval.

WORKMAN'S COMPENSATION

All injuries on the job are to be reported directly to the Principal's Office of the building you are assigned **and Chris Heffner at the Region III Cooperative office.** You **must** fill out a Worker's Compensation Injury Form and Medical Release Form. Please fill out Employee Information and Injury Information, Medical Release form, and if you decline participation in the Preferred Provider Program (PPP) you must send a note saying you decline participation in PPP and send to Chris Heffner by fax 618-462-1035 or email cheffner@region3sec.org on the day of injury. A Worker's Compensation Injury Form, Medical Authorization Form and information on your rights and responsibilities on seeking treatment is provided under forms in this booklet, or you can access on the Region 3 website: www.region3sec.org Chris will contact the work comp carrier and report your injury. **Failure to report injury in a timely manner could result in a denial of claim by the work comp carrier.**

Region III Special Education Cooperative

Description of Region III Special Education Cooperative:

Region III is a decentralized cooperative that was established in 1972 to assist member districts in providing special education services to students ages three to twenty-one in Jersey, Macoupin and Madison Counties. The following districts are members of the Cooperative:

- Bethalto Community Unit School District #8
- East Alton Elementary School District #13
- East Alton-Wood River High School District #14
- Jersey Community Unit School District #100
- Southwestern Community Unit School District #6
- Wood River-Hartford Elementary School District #15

Each superintendent from our member districts holds a seat on the Region III Governing Board. The Region III Director reports to the Board and provides support and guidance regarding the delivery of special education services in each of the member districts. The Director also develops and supervises programs and services within the cooperative. These programs and services are housed and delivered in our member districts. Programs and services that are provided by Region III Special Education Cooperative include:

- Audiology Services
- Behavioral Programs & Services
- Cross Categorical Low Incidence Programming (CLIP Programs)
- Deaf/Hard of Hearing Services
- Interpreter Services
- Mobility Services
- Occupational Therapy Services
- Physical Therapy Services
- Speech and Language Therapy Services
- The Journeys Program (Alternative BD program 5th-12th Grade)
- Visual Impairment Services

Region III Special Education Cooperative specializes in providing special education services to students with low incidence and related disabilities. In order to provide the best possible service to our students; our staff have been well trained in all realms pertaining to special education and evidence based best practice. It is our mission to have our students, families, and school districts feel confident in their decision to allow Region III Special Education Cooperative to become part of the educational service delivery process. We offer unparalleled support, exude the highest quality effort and possess knowledge regarding educating students with low incidence and related disabilities.

Region III Special Education Cooperative Description of Programs and Services

Region III Special Education Cooperative programs and services offer students, families and districts an option for small class sizes with small teacher to student ratio which includes teacher assistants. Therapies are included based on student need and could include physical therapy, occupational therapy, speech and language therapy, audiology services, deaf/hard of hearing services, interpreter services, mobility services and visual impairment services. Parent/guardian support and education are an essential part of the services that are offered by the Region III staff. Our programs are based on a holistic approach in the education of students that leads to an outcome oriented practice. These approaches and practices assist staff members in looking at the student as a whole in order to plan for future skills to be mastered.

Cross Categorical Low – Incidence Programs (CLIP):

The Region III CLIP programs provide special education services for students ages 3 to 18 who have identified low incidence disabilities. These programs deliver instruction using evidence-based practices. Each student receives individualized instruction based on his/her unique needs. The PEAK Relational Training System is used to systematically teach the skills necessary for students to be successful learners. Four different modules are used to achieve this according to the needs of the student: Direct Training, Generalization, Equivalence, and Transformation Modules.

Behavioral Programs and Services:

Program Purpose and Philosophy

The Region III Special Education Behavior Programs are part of the continuum of services offered to area students whose behavior is interfering with the success of their education. The purpose of the program is to educate eligible students who are placed in the program via the IEP process. Goals of the program include meeting the educational needs of each student while addressing social and emotional needs, enhancing behavioral skills, and preparing the student for placement in a less restrictive setting.

The philosophy of the program underscores the importance of a holistic view. The student is identified as part of a family unit, so the program lends support to both the family and the child. Parents and guardians are treated with respect and compassion, and are included in the program to the fullest extent possible. Ideally, the program staff and parents/guardians of the student should function as colleagues in helping the student achieve their educational and personal goals. The student is also viewed as a whole, and the program lends support to him or her in areas of academic success, social and emotional development, as well as in areas of basic needs.

Program philosophy also includes the commitments to build competencies and build upon success. Compassion and firmness are balanced in reaching out to students. Increased staff support and a low student-teacher ratio allow for individualization of academic and social instruction.

Journeys Program:

The Region III Journeys Program provides general and special education services for students in grades 5 – 12 who experience intensive behavior challenges that impact the ability to be successful in other educational settings. The program provides general education curriculum, which assists students in earning credits required for high school graduation. The program also provides special education services in an individualized manner. All students receive individualized attention when completing curriculum requirements. The program also focuses on cultivating each student's ability to effectively problem-solve, manage the decision making process, and maintain appropriate social skills. These areas of growth are essential in addressing behavior challenges. Acceptance and Commitment Therapy (ACT) by Dr. Mark Dixon, is an essential part of the program. Teachers, paraprofessionals and sometimes students, present lessons daily that emphasize the components and language of ACT. The components of the lesson are built upon and reinforced during all aspects of the school day.

Region III Special Education Cooperative

Certified Staff Roles and Responsibilities:

The job description documents are designed to define the responsibilities of the classroom and support staff within the Region III programs. It should be recognized that the program staff functions as a team. There should be some duties that are performed by all staff members to ensure that each student's needs are met. Other more specific duties will be reserved and performed only by the classroom teacher and or therapist as part of the case management duties.

These duties include but not limited to:

- ❖ Communicate with building administrator(s) in relation to job duties & other duties as assigned. Chain of command is required to be followed. The director of Region III will be the first contact when building administrators request additional duties outside of the Region III job description.
- ❖ Communicate with district transportation services. Confidentiality policies and procedures are required to be followed when communicating with transportation staff.
- ❖ Communicate consistently with parent/guardian (written, phone calls, & electronic). Certified staff will be the parents/guardians point of contact when disbursing information concerning programs and services. If a non-certified staff is approach by a parent or guardian, they should refer them to the classroom teacher or other certified staff.
- ❖ Certified staff, who are a part of a student's IEP team, are required to write appropriate goals and objectives at least annually. These goals and objectives are targeted throughout the school year using specific, meaningful and consistent stimulus. This should be done systematically and recorded in the manner that is specified in the IEP. Student progress is recorded on the progress report, which is part of the IEP system currently being used by Region III Special Education Cooperative. This report should be sent home to parents at least as often as a report card is sent to parents. If a student does not have goals for a specific subject that is required for a grade level, the case manager is responsible for teaching the content of the subject. Report cards should be sent home for students who are performing close to grade level in any subject area.

All staff members should have a firm understanding of their roles and responsibilities and faithfully carry them out in order to meet all program needs. Staff members should make every effort to perform their work without negatively impacting the roles

and work of others. At the same time, staff members should be flexible enough to help out in other roles when unusual circumstances occur.

Employee Dress Code

All employees will be required to dress professionally. Clothing must cover private areas at all times while bending, kneeling or leaning down. Clothing should allow an employee to move as needed. Pants (not jeans), capris, dresses and skirts are acceptable. Shorts are not allowed. Shoes should be clean, comfortable and cover the employees toes. Jewelry that hangs from the body is not acceptable.

Dress Down Fridays

Employees are welcome to wear jeans and shorts of appropriate length on Fridays. However, if an employee is housed in a district building, they must follow the districts casual dress policy.

Special Days

Special Days established by the program or school district in which the program is housed may impact this dress code and will be accepted by the Director.

Social Media: Region III Special Education Cooperative employees need to be aware of our commitment to the confidentiality of our students and their families. Region III employees should notify any affiliated personnel and or volunteers of this policy. We, as Region III employees and any other affiliated personnel and or volunteer, need written permission to take photographs of our students. A separate permission slip is required for use of those photographs in a media format for a specific event or date. Any unauthorized use of photographs and student information is unacceptable. Posting photographs and student information on social media will not be tolerated.

Parent Support and Education:

In order for children to be successful with their educational and life goals, it is imperative for parents and staff to work together to cultivate and reinforce interpersonal and life skills. While developing cooperative relationships with parents, guardians, families, and caregivers, staff can learn more about the student's life. At the same time, the family unit can develop hope and skill in addressing their child's needs. As we build and nurture a caring and supportive relationship with parents and families, we create the opportunity for them to become a catalyst of positive change in their child's life. Good communication is the key to building these relationships with parents and families.

Ways to Communicate with Parents and Families:

- ❖ Back to School Letter
- ❖ New Student Letter
- ❖ Daily Notes Home

- ❖ Phone Calls
- ❖ Monthly Newsletter
- ❖ I.E.P. Progress Reports
- ❖ Parent-Teacher Conferences
- ❖ I.E.P Process
- ❖ Remind.com

Tips for Communicating with Parents:

Communication with parents should be straightforward and simple, avoiding educational jargon. It is important to establish a comfortable, non-threatening environment in which parents can easily understand the information being conveyed. Parents should be encouraged to share their concerns and opinions about school and those concerns should be addressed.

Set Your Objectives

Don't communicate with families simply to check a box on a checklist. Create a conversation in order to further your aims in the classroom.

Do you want to have better student attendance? Do you want to bring more parents into the classroom to share professional experiences with students? Whatever your goals are, keep them in mind when designing your plan.

Communicate High Expectations

Research has shown that parental expectations are one of the strongest predictors of student achievement. Your **parent-teacher communication** plan should be designed to set clear, consistent and high expectations for student performance in class. This will put parents on your side and enable them to reinforce your expectations in the home.

Communicate Early & Often

When the time comes that you need to **execute a parent-teacher communication** with a family about academic or behavioral problems in the classroom, the family's reaction is far more likely to be supportive if you've already demonstrated your commitment to high standards. Communicating high standards from the beginning for the year, will set you up to have much more objective conversations with families about individual students.

Be Aware of School wide Communications

Parents will not only be hearing from you. The school will be communicating with them about school wide issues as well. You don't want parents to feel like the only thing that is being communicated to them is fundraising requests.

At the time, you want to be sure that they are aware of the full range of resources, such as after school and summer programs, that the school offers as well as how other services connect to the shared goals that you have for their student. Parents need help in making these connections to create a more holistic education and will appreciate sound advice about what students can gain from specific activities offered by the school.

Choose Communication Tools that Work for Parents

Ask parents what communication methods are best for them. Do not assume that parents are all the same. Using multiple communication methods allows parents to hear from you in ways that work for them.

Some traditional options, like notes and calls home, can be time intensive, but work for some parents. There are also a ton of techie ways that can be a little easier to switch up. While email may be great for some parents, you can also try texting, twitter or a classroom blog to provide a range of options. There are some online tools, such as SnappSchool.com, that will let you do multiple methods at once.

Measure Your Success

Pay attention to results. Are your communications getting parents engaged? Do they show up? Do they return permission slips? Do students arrive prepared for class? What methods are providing the most response from parents and students? You can adapt your plan to make the best use of your time. If most parents respond best to email, then you can save yourself some calls home.

Don't let it be an item on the checklist; make it a strategy for achieving your larger classroom goals. Whatever your plan is, open up the lines of communications with parents, and set them up to talk with their kids each day about their school day. This alone can be a powerful thing.

Region III Special Education Cooperative Record Keeping

Attendance and Grades:

Program teachers are to send reports of attendance to the Region III office on the last day of each month.

Daily Documentation of Student Behavior:

Classroom teachers use the daily tracking sheet to record incidents of positive and negative behaviors and progress on I.E.P goals. Resulting data can then be charted on a monthly graph to show general trends in behavior improvement and/or decline. The monthly chart is useful in gauging the effectiveness of the Behavior Support Plan, as well as determining other influencing factors in a student's behavior. In addition, this data will be cited in the Quarterly I.E.P review.

Documentation of Crisis Behavior:

All major behavioral incidents need to be recorded on a Behavioral Incident Report and sent to the district coordinator and to the Region III office on the day the incident occurred.

Documentation of Student Progress of Annual Goals and Objectives:

Documentation of data on progress of annual goals and objectives will be recorded based on the criteria of each goal written. Data sheets should be used to record this data. The responsibility of the case manager of each goal and objective is to review the data. The review of this data allows for the case manager to make necessary changes needed to assist the student in learning the information and or skill.

Quarterly Progress of the I.E.P. Goals:

Each quarter, a student's I.E.P. is reviewed at the time that report cards for the general education students are reviewed and issued. A summary of the progress the student has made on their annual goals is recorded on the progress report located on the electronic I.E.P. system. The completed report should be printed and sent home to the parent/guardian. The criterion for mastery written for each goal should be used when reporting progress on this report (i.e. 3 out of 4 trials, or 70% accuracy). Progress must be reported using data.

Region III Special Education Cooperative IEP Process, Policies and Procedures

The IEP Process:

The design of the IEP process is to include parents in the decision making regarding the education of their child. Evaluating, planning, implementing, and reviewing are done in an effort to inform parents and staff of the needs of a student so that parents/families and IEP team members, together, can make decisions on how to meet those needs effectively.

The team consists of the coordinator from the student's home district, the classroom teacher, the parents or guardian, specialists in related services, a regular education teacher, future teacher if placement change is being discussed.

If a transition plan is part of the IEP, ***which occurs before the age of 14 ½***, then additional people need to be invited to the IEP. They include the student and any outside agencies that will provide the team with community and agency information. Permission must be given, using the permission form to invite any outside agency before the agency is invited to the IEP. Also the student's name must be included on the notice of conference form. These documents completed in this way are mandated for the transition plan.

The Protocol for Inviting Outside Agencies to the IEP Meeting:

1. The teacher will discuss student needs with the transition specialist.
2. The teacher and transition specialist will determine the most appropriate agency/agencies to invite.
3. The transition specialist will assist the teacher in completing the permission form.
4. The teacher will send home the completed permission to invite slip from Outreach to be signed by the parent/guardian.
5. Parent will sign and return form to the classroom teacher.
6. Teacher will file this form into the student file.
7. The case manager will contact the agency granted permission to attend IEP in order to obtain information needed for the IEP meeting when permission has been granted.
8. The agency will be listed on the notice of conference when permission has been granted.

The IEP Annual Review:

Before the student's annual review date, the IEP team meets to review progress on the student's IEP and consider continuing or changing placement as needed. The case manager prepares the IEP, and the related service providers prepare their sections of the IEP to submit at the meeting.

The IEP Meeting Set-Up:

The case manager contacts the coordinator from the student's home district to schedule the meeting. The case manager should contact the parents also. After a date and time is set, fill out the notification of conference form with ALL appropriate team member names and role. Then email the coordinator and secretary to let them know the notice is ready to be sent out. You can put a notice in the student's back pack. The case manager is responsible for sending out a reminder to parents either written or by phone. Parents are given at least a 10 day written notice of the IEP review meeting. The forms for this process can be accessed through the Region III IEP electronic system.

Goals and Objectives: The IEP includes goals and objectives to elicit desired progress. The goals are written for long term use, to be completed within one year and to be reviewed, at a minimum, annually at the student's annual IEP review. The objectives are smaller steps leading to the completion of the long term goal statement. Parents should receive information regarding the student's progress on annual goals and objectives as often as general education students receive progress reports on their work in school.

Educational Placement:

Placement in the Least Restrictive Environment occurs near the end of the IEP meeting, once all of the information available on the student has been provided. The IEP team, including the parent, reviews the student's educational needs and chooses the placement in which those needs can best be met. Related services are also discussed at this time and may include speech services, social work, counseling services, occupational therapy, physical therapy, and nursing services. Other areas may be discussed as part of the IEP team meeting may include "Transfer of Rights" for students who are seventeen or who will be turning seventeen during the course of the school year. Students fourteen and over begin transitional planning for life after high school. Accommodations for classrooms assessments and assignments will be discussed as part of the IEP process.

The Domains Review:

The domains review meeting is the setting where a team of staff members, and the parent, determine what type of evaluations are necessary to get a full view of the student educationally. At the meeting, the following domains are discussed: Academic Achievement, Functional Performance, Cognitive Functioning, Communication Status, Health, Hearing/Vision, Motor Abilities, Social/Emotional status. After the discussion, the team will determine whether or not additional information is needed to determine eligibility for special education services.

Re-Evaluation Meeting:

At least every three years a re-evaluation must take place to determine continued eligibility of special education services. A discussion of the domains must take place and need for additional information determined. The case manager is responsible for

notifying the district if the student is up for re-evaluation during the school year. The case manager should notify the coordinator at least 3 months prior to the due date if at all possible. The case manager is responsible for identifying who needs to be invited to the domains meeting/re-evaluation meeting. The case manager will fill out the Conference Notification Form and email the coordinator and secretary to let the district know the notice is ready to be sent out. The case manager may send a copy home with the student.

Extended School Year Services

The need for ESY services should be discussed with the coordinator before the IEP meeting. This should always be discussed at the meeting with the parent. The case manager will need to present data that supports the recommendation for extended school year services. The decision should be based on the needs of the student. Loss of knowledge or skills or an extraordinarily long time in learning skills (regression and recoupment) can be part of but not the only reason for determining ESY. Factors you may consider when discussing ESY: Nature and severity of disability (degree of impairment), student's rate of progress, areas of learning crucial to self-sufficiency and independence.

Common Questions related to the IEP Process and Placement:

The process for placing a student in a Region III Special Education Program is as follows:

- The student is identified to have difficulty in the regular classroom which is interfering with his/her education and/or the education of other students.
- The student evaluation is initiated by district special education coordinator, and completed by members of the district IEP team. If the student is a candidate for the Region III Program, the special education coordinator will contact the Region III Director to initiate the referral process.
- A meeting is conducted by the special education coordinator and IEP team including the parent/guardian to determine eligibility for special education services. If a student is eligible for special education services within Region III, the student is placed within a continuum of services appropriate to his/her specific needs.
- The student's arrival in the Region III Program happens if other options have not met the student's needs and or that the child has not had success.

The process for a student exiting from a Region III Special Education Program is as follows:

- During placement in the Region II program, a student's IEP is evaluated on an annual basis. In addition, there is on-going evaluation throughout the year to monitor the progress of each student in the program. If a student achieves a satisfactory level of improvement, or the teacher believes that the student is in need of more intensive services, the teacher might recommend placement into a program that can better meet the needs of the student.

- Change in placement is a team decision. Data must be collected and analyzed to assist the team in making a decision.

Accessing Related Services:

If a student appears to be in need of a related service, the case manager must notify the special education coordinator in the student's home district. The coordinator will guide the process in the steps that will need to be taken to make a referral for an evaluation. There may be a referral form that needs to be filled out and submitted. ***In addition, parent consent must be obtained prior to any student evaluation.***

Region III Special Education Cooperative Classroom Organization & Set-Up

The following are suggestions for setting up your Region III Classroom. It is important to maintain order and organization. Students respond to an uncluttered, purposeful, attractive environment. Items in the classroom should have an identified storage space, and should be returned there when not in use. Putting things away can successfully incorporate transitions between activities. Every effort should be made to store extra or unneeded furnishings, materials, supplies, etc. away from the learning space.

Space and Environment: Arrange the physical environments in ways that enhance learning and engagement. This includes room arrangement, seating arrangement, personal space, work space, storage space, and group areas. Provide sufficient personal space for each student as space allows. Provide a study desk close to the teacher/assistant desk to provide individual instruction and or proximity control, as needed. Student's personal items should be kept in a designated area such as a student locker, student mailbox, or cubby area.

Task, Text, and Materials: Adapt tasks, text, materials, and curriculum toward clarity that will meet the needs of individual student according to his/her IEP. Modify materials in order to meet these needs. Keep in mind when planning and implementing the lessons the following:

- task set up
- level of difficulty in relation to student skill level
- length of the task in relation to the student's ability to stay on task
- the number of steps you are requiring the student to complete with assistance and without assistance
- how the activity will end
- how will the student participate
- what accommodations and modifications can be made for each task and activity to promote independence
- how much time the students will have to wait for "their turn"
- Should this activity be set up in stations

Time and Schedule: Consider how to organize the pace, flow, and structure of the day. A posted schedule is required for all classrooms and needs to be updated as changes are made. Copies of these schedules need to be given to the Region III Office.

Things to consider with this area of planning:

- each student's processing and "wait" time
- Routines and rituals
- Organizational tools – calendars, schedules and checklists including written and picture
- Closure activities

- Time keeping tools – clock and timers
- Waiting and transition activities – things to do, or hold while waiting to move from one activity to the next
- Length of events – how long do you predict each activity will last
checkout / sign up for activities
- How much time is being utilized for instruction
- Are you meeting the required time as stated on the IEP

Communication and Social Skills: Help students express their thoughts and feelings in an appropriate and effective way. Communication skills include making requests, gaining assistance and or attention, identifying discomforts, and seeking information and or clarification. Other skills include providing clear and concise verbal directions and redirections and visual cues (non-verbal cues). Social skills include expressing feelings and viewpoints, interaction, conversation, and turn taking, group skills such as contributing and sharing, and use of problem solving techniques. Other skills include providing (or withholding) attention in order to increase or decrease behaviors.

Teacher Checklist for Classroom Set-Up

- _____ Classroom rules posted (expectations stated clearly and positively)
- _____ Behavior Management System is posted
(Level system clearly defined, rewards & consequences)
- _____ Description of the classroom behavior management to handout to parents
- _____ Back to School Letter / New Student Letter
- _____ Lesson Plans (including all materials) prepared one week in advance
- _____ Information Binder for Substitutes
- _____ Evacuation/emergency work folder
- _____ Designated cool-off space (include prepared work and supplies needed for each individual student in order for instruction to continue in an alternate location during a behavioral crisis situation)
- _____ Data forms per goal and or objective for each student.
- _____ All materials needed for instruction on each individual student goal and or objective. (Each student should have a folder/binder to include all data forms and I.E.P information)

Region III Special Education Cooperative Behavior Management

There are many ways that teachers assist students in increasing motivation and positive behavior choices, and decreasing opportunities for negative behaviors. Utilizing some of the following suggestions may help a new teacher avoid problem areas and make things run more smoothly.

Increase motivation and positive behavior:

- Increase student control and choices
- Increase opportunities for positive attention
- Increase students' status, self-esteem, and self-image
- Match teaching strategies to meet student strengths

Classroom Rules: When establishing classroom rules, select no more than 5 – 6 rules. Focus whenever possible on what students are supposed to do, rather than on what they should not do. Use simple language. Make rules that are broad enough to apply to many situations, but still clearly communicate the expectations. Tailor rules to the age-level of the students in your class. Focus on the behaviors that require the most attention, rather than on things that do not happen often or pose much of a problem. Post the rules in the classroom in a manner that they can be easily read from a variety of locations.

Limits and Boundaries: Provide clear and fair rules and expectations based upon safety and respect – not just compliance. This includes:

- Safety rules
- Situation specific rules – by time and place
- Written rules, rules using pictures
- Personal space and boundaries
- Social etiquette
- High standards and expectations
- Laws and policies
- Code of ethics – personal values
- Rights, privileges and responsibilities

Choices and Options: Involve the students more fully in plans, decisions, goals, and activities of the daily schedule. Ask for their input into schedules and plans, choices between and within activities, negotiations and compromise, and input into goals and objectives. Consider reward and incentives that reinforce student efforts at participation and self-control. Consider the types of rewards and schedule of reinforcement to be used. Provide students feedback that helps them to learn from the results of their actions.

Respectful Refusals and Dignified Escapes: Help students learn to use polite refusals, asking for a break, making graceful exits from settings, and offering acceptable alternatives to a disliked activity.

Calming and Coping Strategies:

1. **Distraction or Change:** Shift the student's focus away from the source of their concern.
2. **Exercise:** Provide a constructive outlet for releasing and re-channeling excess energy.
3. **Calming Tasks:** Introduce a simple, compelling task that helps the student to refocus their attention.
4. **Mindfulness:** Teach this strategy to focus students' awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts and bodily sensations.
5. **Listening and Acknowledgement:** Listen supportively and without judgment as to student's worries or concerns.
6. **Relaxation:** Explore strategies for reducing and managing anxiety and stress.
7. **Sensory:** Explore an array of calming sights, sounds, scents, touch, tastes, and movements.
8. **Brief Interruption:** Briefly stop or prevent the behavior from occurring, just long enough to give the student time to relax, regroup, and regain their composure.
9. **Respectful Space:** Find a respectful spot where the student can relax and regain with composure with supervision.
10. **Sufficient Time:** Provide a clear and sufficient time frame in which to relax and regroup.

Region III Special Education Cooperative Behavior Crises: Additional Policies and Procedures

Use of Cool-Off Space:

Each classroom should have a designated area where students can go or be taken to calm down and pull themselves together before rejoining the current activity. It is helpful if the area can be located in a corner of the room to take advantage of secured walls. The space should be partially enclosed by tall cabinets, file cabinets, etc. to give the student a sense of removal, privacy, security and safety. The cool-off space may be used at the student's request, at teacher direction, to assist in controlling student behavior, or other classroom needs. A bean-bag chair is a valuable furnishing for the cool-off space.

If, the disturbance caused by an upset student is distracting to the rest of the class, a better option may be a cool-off space in another room. In the case where a student is unable to regain control of his/her behavior within a desirable time, or is in need of being restrained, the student can be removed to a cool-off space located outside of the classroom.

Some guidelines for using the program cool off space are:

- ✓ Classroom guidelines for addressing student misbehavior will be tried prior to removing the student from class. The program cool off space is not the first line of defense in addressing student behavior.
- ✓ The crisis team should be involved in the move to the program cool-off space and the resolution of the problem situation.
- ✓ Students should not be dropped off and picked up at the cool-off space, expecting or assigning other staff to handle the problem behavior. This undermines the classroom teachers' portrayal of authority.
- ✓ Other staff members should attend to the other students and let the staff member who removed the child, handle the problem behavior. Do not provide an audience to the child while in the cool off space. Do not provoke the student at any time during the problem behavior.
- ✓ The student should be in the view of the staff member the entire time that they are in the cool off space.
- ✓ Time should be carefully recorded on the student's use of the program cool off space for accuracy of documentation and use in assigning consequences, if any.

Restraining Students:

All program staff is required to satisfactorily complete CPI Training and to become proficient in using the CPI model to de-escalate problem situations, resolve conflicts peacefully and restrain students in a non-violent manner if necessary. Three staff people should be involved in the restraint of the student, two participating in the

actual restraint, and one monitoring safety and time. Careful documentation of the time elapsed and of the event itself is required.

When to involve school administrators:

In an emergency contact the building administrator. When a student has done something which warrants a suspension from school (injured someone, damaged property, remains so out of control that it is impossible for the student to return to class, etc.) the school principal and the Region III Director should be consulted for a decision about suspension. However, each case will be considered and dealt with individually.

A Behavior Intervention Plan is to be reviewed and is part of the I.E.P. for a student who exhibits problem behaviors. When a student exhibits problem behaviors, the I.E.P. team must meet to analyze data and determine what behavior modifications may be needed and or adjusted in order to assist the student in being successful. If there is no evidence of improvements after these modifications have been implemented and documented, the placement of the student may need to be discussed in order to investigate the most appropriate program that can meet the needs of the student.

Job Descriptions

Audiologist

Educational Support Staff

Interpreter of the Hearing Impaired

Occupational Therapy Assistant

Physical Therapy Assistant

Social Worker

Speech Language Therapist

Teachers

REGION III SPECIAL EDUCATION COOPERATIVE

JOB DESCRIPTION

TITLE: **Audiologist**

CONTRACT TERM

220 Days

ROLES AND RESPONSIBILITIES

1. Perform diagnostic assessment and interpretation of findings for at risk children (infancy through 21 years), to identify degree and nature of hearing loss which may interfere with a child's ability to learn in a regular classroom and/or develop normal speech and language skills (approximately 600 evaluations per year).
2. Report findings and make recommendations to parents, physicians, special educators and hearing aid providers regarding educational and medical planning for children identified with either temporary or permanent hearing loss.
3. Perform annual and semi-annual evaluations for children placed in special classes for the hearing impaired, including audiometric re-assessment, and electroacoustic and performance analysis of classroom amplification equipment (approximately 40 evaluations per year).
4. Evaluate (at least annually) mainstreamed hearing impaired students to monitor hearing sensitivity, analyze performance of amplification device(s) used in the classroom, and provide educational recommendations and counseling to parents and educators in view of the students' academic and social progress (approximately 100 per year).
5. Make earmold impressions (on school sites) for any student utilizing FM amplification systems for signal/noise enhancement in the classroom (approximately 80 per year).
6. Perform tympanometry and otoscopy screenings for developmentally disabled infants and children, and autistic children on site (William Bedell, Simpson Center).
7. Assist physicians and other professionals at Inter-Agency Otologic/Audiologic Clinics (IDPH, DSCC) to provide diagnosis and counseling for families with a hearing impaired child, and to help that family obtain financial, educational and medical assistance and follow-up service for that child.

8. Provide assessment for students with suspected central auditory processing disorders, who have learning difficulty, and to provide counseling for the parents and educators regarding the implications of and remediation for a central auditory processing disorder.
9. Act as a resource person for parents, special educators and professionals regarding hearing loss, its effect on learning potential, and treatment/remediation counseling, disseminating written information, speaking at workshops and inservice programs attendance at student staffings, and provision of technical assistance on a case by case basis.
10. Attend professional seminars and workshops to meet continuing education requirements for state licensure and national association certification, read professional publications to enhance knowledge and skills with current research findings, diagnostic techniques and educational trends regarding hearing loss in children; in addition to meeting all other requirements to maintain licensure and certification.
11. Be responsible for all equipment and instrumentation necessary for audiological assessments. Schedule annual calibration of equipment.
12. Be responsible for scheduling children, and keeping records up to date on all children seen, documentation of other activities associated with audiological services.
13. Be responsible for completion of all necessary medicaid billing forms.
14. All other duties as assigned by Director.

RISK CARE MANAGEMENT RESPONSIBILITIES

1. Responsible for keeping room and surrounding area inspected daily and kept from hazards.
2. Participates in MDC and IEP conferences as needed.
3. Completes all evaluations as a part of case study component.
4. Participates in training activities related to procedures, due process and the law.
5. Participates in training activities related to safety.

Signature

Date

REGION III SPECIAL EDUCATION COOPERATIVE JOB DESCRIPTION

TITLE: EDUCATION SUPPORT PERSONNEL

QUALIFICATIONS

- 120 Hours of College Credit and a Para Professional License or have WorkKeys and High School Diploma if under 60 College hours and a Para Professional License
- Physical ability to lift 30 pounds
- Physical ability to navigate school campus, ex. climb stairs, etc.
- Physical ability to perform student restraints as needed
- Physical ability to stand for 30 minutes
- Demonstrated interest in and aptitude for work to be performed.

CLASSROOM PERFORMANCE

- Establishes and maintains a positive rapport with the classroom teacher.
- Provides general assistance to classroom teacher.
- Prepares classroom materials and supplies.
- Supervises assignments previously explained by teacher.
- Adjusts procedures to cope with unanticipated situations.
- Is well organized and makes efficient use of time.
- Displays knowledge of subject matter to be taught.
- Completes work assignments promptly, accurately, and neatly.
- Is flexible and willing to learn and use new skills.
- Assists students in tasks as assigned.
- Is aware of and supportive of classroom management procedures.
- Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
- Aids and supports supervising teacher in devising strategies for addressing students' individual instructional needs.
- Performs clerical tasks such as grading papers, duplicating worksheets, recording grades, etc. associated with classroom needs.

RELATIONSHIP WITH STUDENTS

- Accepts and works effectively with each student in accordance with his/her needs and learning potential.
- Demonstrates a positive attitude toward students.
- Demonstrates a balanced sense of humor.
- Displays fairness and impartiality.
- Exhibits patience and self-control.
- Exhibits interest and enthusiasm.

JOB DESCRIPTION –EDUCATIONAL SUPPORT PERSONNEL PAGE 2

PERSONAL QUALITIES AND PROFESSIONAL ATTITUDE

- Demonstrates a positive attitude.
- Demonstrates the ability to cooperate with fellow employees and supervisors.
- Exhibits the ability to maintain a positive relationship with all employees.
- Works with minimum supervision.
- Exhibits the ability to organize and prioritize assignments.
- Is dependable and prompt, and exhibits minimal absenteeism.
- Follows the Chain of Command, communicating first with immediate supervisors.
- Follows policies and procedures of the school district.
- Punctual and consistent in reporting to work and other specific duty assignments.
- Maintains confidentiality regarding school matters.
- Maintains open communication with supervisors regarding problems and suggestions for improvements.
- Is aware of and follows all district policies.
- Accepts, evaluates and acts upon suggestions for improvement.

RISK CARE RESPONSIBILITIES

- Under the direction of the teacher, will minimally inspect the classroom and therapy areas for possible hazards or safety concerns.
- Monitors student goals and objectives under teacher guidance to assure safety from possible hazards.
- Participates in training activities related to safety.
- Monitors student safety during lunch, recess, hall transition and in the community.
- Alerts supervisors of potential safety hazards.
- Knows and follows all safety regulations and procedures.

Signature

Date

**REGION III SPECIAL EDUCATION COOPERATIVE
JOB DESCRIPTION**

TITLE: INTERPRETER FOR THE HEARING IMPAIRED

Purpose Statement: The job of Interpreter for the Hearing Impaired was established for the purpose/s of facilitating communication between persons who are deaf and/or hard of hearing and others; using sign language to convey teacher instruction and intent; assisting students with daily activities; providing voice to sign, sign to voice oral transliterate support; participating as a team member to plan, review and share information; and serving as a resource to other school personnel requiring assistance with hard of hearing and deaf person/s.

Qualifications:

1. **Required Testing Certificates & Licenses for Educator Sign Language Interpreter**
2. **EIPA (Educational Interpreter Performance Assessment)-3.5 or Higher OR**
3. **RID certification OR**
4. **IL BEI certification at the basic or higher level (Illinois Board for Evaluation of Interpreters) issued by the Illinois Deaf and Hard of Hearing Commission.**
5. **Maintain Licensure**
6. **Continuing Educ. / Training**
7. **Criminal Justice Fingerprint/Background**

Essential Functions

Assists deaf and hard of hearing students in academic and nonacademic activities, individually or in groups as well as deaf or hard of hearing staff and parents (e.g. classroom instruction, non-captioned movies, tests, library, computer lab, recess, sports, music, assemblies, special events, after school activities, etc.) for the purpose of presenting and/or reinforcing learning concepts.

Implements, under the supervision of assigned teacher, instructional/behavioral programs and lesson plans for the purpose of assisting the teacher in improving students' academic and life skill success through a defined course of study.

Interprets at various meetings as may be requested (e.g. IEP, individual teacher/parent conferences, etc.) for the purpose of receiving and/or conveying information with deaf or hard of hearing participants.

Interprets or transliterates all language necessary for student's education for the purpose of facilitating effective communication.

Monitors individual students for the purpose of providing assistance as needed and ensuring a quiet, safe and positive learning environment.

Participates in meetings (e.g. staff in-service, workshops, etc.) for the purpose of receiving or conveying information related to serving the general goals of education to the deaf or hard of hearing.

Prepares for daily classroom lectures and activities (e.g. set up for speaker, review materials ahead of lectures, etc.) for the purpose of ensuring a clear understanding and interpretation.

Provides support/tutoring to the deaf or hard of hearing student for the purpose of facilitating communication and/or reinforcing classroom objectives.

Responds to inquiries from administrators, teachers and other staff for the purpose of providing information or referring to appropriate personnel.

Tutors deaf or hard of hearing students in a variety of subjects for the purpose of supplementing daily classroom learning and promoting student success.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements:

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment using pertinent software applications; and expressing oneself through manual communication skills (sign language, expressive, & receptive) and oral support techniques.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: philosophies and purposes of mainstreaming hearing impaired students; ASL and Signed English; oral support techniques; child development, Deaf Culture, oral strategies and transliteration; educational methods; and interpreter's code of ethics.

ABILITY is required to schedule activities; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; working as part of a team; and possessing sound emotional judgment.

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment: The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 33% sitting, 33% walking, and 34% standing This job is performed in a generally clean and healthy environment.

Signature _____ **Date** _____
02/16

REGION III SPECIAL EDUCATION COOPERATIVE

JOB DESCRIPTION

TITLE: OCCUPATIONAL THERAPY ASSISTANT (COTA)

QUALIFICATIONS

1. Education:

Graduate of an Occupational Therapy Assistant program approved by AOTA.
Current certification as COTA by passing National Certification examination for COTA's.

Current licensure (or application, thereof) within the State of Illinois.

2. Special Skills:

- Skill in the application of occupational therapy techniques
- Ability to work effectively with people
- Creative thinking and effective planning
- Ability to recognize, report, and record pertinent information

DUTIES AND RESPONSIBILITIES

Participates in the implementation of occupational therapy treatment as assigned by OTR,

Including:

- Directly reports to and works under the supervision of the OTR responsible for specific treatment goals.
- Utilizing appropriate exercise or activities for restoration of physical function to increase balance, joint motion, muscle strength, coordination.
- Provision of perceptual training and sensory stimulation.
- Teaching means to achieve optimal level of functioning in self-care and other ADL's (such as eating, dressing, writing and transfer techniques).
- Instruction in use of necessary adapted devices.
- Assisting OTR in construction of orthodic devices, such as splints or slings.
- Regular contact with classroom teacher regarding pupil's progress in occupational therapy program. Consults with teacher as needed regarding classroom difficulties.
- Offering psychological support and encouragement to assist pupil to meet treatment goals.
- Observes and regularly records the physical and emotional condition of pupil (and/or family situation).

- Reports to the OTR any significant changes or problems with pupils and obtains advice and consultation from the OTR on any pupil care or inter-family situation.
- Confers regularly with OTR to review pupil's progress and continuing plan of care and makes joint visits with OTR whenever necessary to receive direct supervision.
- Attends and participates in in-service educational programs.
- Fills out statistic sheets daily, writes progress reports following each treatment session, and completes billing requirements (TAMES, District Billing).
- Coordinates with Registered Therapist with writing of Individual Education Plan and Annual Reviews on each child annually.

RISK CARE MANAGEMENT RESPONSIBILITIES

- Under the direction of the teacher, will minimally inspect the classroom and therapy areas for possible hazards or safety concerns.
- Monitor student goals and objectives under teacher guidance to assure safety from possible hazards.
- Participate in training activities related to safety.
- Monitor safety of students while providing therapy.

Signature

Date

REGION III SPECIAL EDUCATION COOPERATIVE

JOB DESCRIPTION

**TITLE: PHYSICAL THERAPIST ASSISTANT
(PTA)**

JOB SUMMARY

Administers physical therapy to students in the school system program while under the direction of and as an assistant to the supervising Physical Therapist.

QUALIFICATIONS

1. Graduate of a Physical Therapy Assistant program approved by the American Physical Therapy Association (APTA).
2. Current licensure as a PTA by passing the National Certification examination for PTA's.
3. Current licensure (or application, thereof) within the State of Illinois.
4. Demonstrates skills in the application of physical therapy techniques. Demonstrates the ability to work effectively with a variety of adults and children. Demonstrates creative thinking, organization, and effective planning. Demonstrates the ability to recognize and report pertinent information.

DUTIES AND RESPONSIBILITIES

Participates in the implementation of physical therapy treatment as assigned by the supervising licensed Physical Therapist (PT) including the following:

1. Reports directly to and works under the supervision of the PT responsible for the individual education plan (IEP).
2. Works collaboratively with supervising PT to determine IEP goals, frequency, and scheduling of therapy services.
3. Utilizes appropriate exercise or activities for restoration or improvement of physical function to include: non-complex, active, active assistive and passive therapeutic exercises, core and lower body strengthening exercises/ activities, positioning, and general therapeutic handling.
4. Instructs and assists students with functional gross motor skills including transitional skills, transfers, pre-ambulation and ambulation activities with or without an assistive device, and wheelchair mobility.
5. Chooses and prepares appropriate treatment materials and supplies.
6. Implements strategies and modifies services as student progresses or regresses.
7. Suggests modifications to physical environment in the classroom or education setting for students needs.

8. Assists with monitoring and training the use, wearing schedule and care of orthotics, prosthesis, and assistive devices such as walkers, crutches, canes, and wheelchairs.
9. Assists in the adaptations, modification, and monitoring of instructional materials and/or equipment utilized by the student in the classroom and school environment.
10. Assists classroom staff to ensure that therapeutic activities occur throughout the school day and are generalized to multiple environments.
11. Assists with appropriate individual home exercise programs as needed.
12. Establishes and maintains a positive rapport with the classroom teacher, school support staff, other therapy providers supervising PT and school administrators.
13. Develops and maintains a daily schedule, which includes work location site, student's names/teachers/classroom, and other duties.
14. Adjusts schedule to cope with unanticipated situations, shows flexibility as well as organization while making efficient use of time.
15. Completes daily notes on student's progress, charging, quarterly reports, Medicaid billing and district billing in a timely manner.
16. Performs clerical tasks such as duplicating worksheets, filing, sending doctor prescriptions, and assists in ordering therapy supplies or equipment, organizing and maintaining equipment.
17. Reports to the PT any significant changes or problems with students and obtains advice and consultation from the PT.
18. Makes joint visits with the PT whenever necessary to receive direct supervision.
19. Assists supervising PT in developing appropriate IEP by compiling student's response to treatment and progress. Exchange, discuss, and evaluate information for planning, modifying, and coordinating treatment programs.
20. Attends IEP meetings in the absence of or in addition to the supervising PT to present students progress and current functional status, present new or revised PT goals, and present recommended PT treatment (minutes per week) for the current and/or upcoming school year.
21. Maintain high standards of confidentiality, attendance, timeliness, and flexibility.
22. Attends and pursues professional development by attending in-services and educational programs that meet state and national board licensure requirements.

RISK CARE MANAGEMENT RESPONSIBILITIES

1. Will minimally inspect the classroom and therapy areas for possible hazards or safety concerns.
2. Monitor student goals and objectives to assure safety from possible hazards.
3. Monitor safety of students while providing therapy.
4. Participate in training activities related to safety.
5. Alert supervisor of potential safety hazard.

Signature

Date

05/17

REGION III SPECIAL EDUCATION COOPERATIVE JOB DESCRIPTION

TITLE: SPEECH PATHOLOGIST

QUALIFICATIONS

- A. State certification in speech and language therapy.

1. **PROFESSIONAL COMPETENCE**

- A. Assists and guides teachers in observing, describing, and referring suspected and identified speech and language impairments.
- B. Provides a thorough assessment and diagnosis of speech, voice, and language impairments.
- C. Provides screening to identify speech handicapped children at regular intervals and at specified levels.
- D. Assists in proper referrals of individuals to agencies and specialists in the community as appropriate.
- E. Provides appropriate individualized programs of therapy to meet individual student needs and corrects existing speech or language handicaps.
- F. Collaborates, when appropriate, with classroom teachers and other school staff members to implement therapy by suggestions for the student's daily activities.
- G. Provides information, support and counseling to parents and families of speech and language impaired students.
- H. Keeps thorough on-going records for the individual student receiving therapy or other school-provided speech services.
- I. Maintains lists of referred, screened and eligible students as well as a directory of outside agencies, consultants, specialists and related services.
- J. Writes individual education plans for speech and language impaired students.

2. **RISK CARE MANAGEMENT RESPONSIBILITIES**

- A. Participates in writing procedurally correct IEPs.
- B. Participates in MDC and IEP conferences.
- C. Conducts formalized evaluations of student's performance.
- D. Mediates issues between parents and school districts.
- E. Participates in training activities related to procedures, due process and the law.
- F. Is responsible for classroom and its surrounding areas to be inspected daily and kept clear of hazards.

Signature

Date

REGION III SPECIAL EDUCATION COOPERATIVE

JOB DESCRIPTION

TITLE: TEACHER

The following is the accepted job description for the teachers of Region III Special Education Cooperative. This includes teachers in other special education programs.

Knowledge and Preparation: Domain 1:

- A. Demonstrates Knowledge of Content and Subject Matter and Knowledge of IEP Content and Forms.
 - Demonstrates knowledge of content and subject matter
 - Understands prerequisite relationships between content and IEP goals
 - Understands IEP content as it relates to student learning

- B. Demonstrate Knowledge of Students and Understanding of Students' Varied Approaches to Learning.
 - Demonstrates knowledge of child development
 - Understands the learning process and adapts instruction to the level and needs of the individual learner in accordance with the IEP goals
 - Special needs are considered when planning for activities and lessons
 - Understanding of student skills, knowledge, and proficiency
 - Demonstrates fairness and impartiality to student interests and cultural heritage

- C. Selecting Instructional Outcomes based on IEP Goals and Objectives.
 - Value, sequence, and alignment are based on the individual needs of each student
 - Planning and implementation of annual goals and objectives that are presented with clarity
 - Balance of instruction is based on the individual needs of the student
 - Suitability for diverse learners is planned for

- D. Learning Activities and Instructional Groups.
 - Learning activities are facilitated by day to day planning
 - Instructional materials and resources that are prepared in advance
 - Instructional groups are well planned for and prepared in advance
 - Lesson and unit structure exhibits purposeful assignments and are child centered

- E. Assessing Student Learning and Using Present Levels of Academic Achievement and Functional Performance (PLAAFP).
- Correspondence to present levels and anticipated outcomes
 - Criteria for mastery is clear and measureable and standards are present
 - Formative assessments are used in a productive way
 - Assessment information is used for planning

The Classroom Environment: Domain 2:

- A. Creating an Environment of Respect and Rapport.
- Teacher interactions with students
 - Student interactions with students
 - Student interactions with the teacher and classroom staff
- B. Establishing a Culture for Learning.
- Importance of content as it relates to individual IEP goals and objectives
 - Expectations for learning and achievement is present for all students
 - Student pride in work is present
 - Positive reinforcement for student efforts and accomplishments
- C. Managing Classroom Procedures, Physical Space and Staff.
- Instructional groups are planned
 - Transitions are planned for and implemented throughout the daily schedule
 - Materials and supplies are well organized
 - Seating arrangements and the classroom physical environment contribute to learning
 - Facilitates inspection of the classroom and its surrounding areas on a daily basis and eliminates any hazards
 - Non-instructional duties are well managed
 - Supervision of volunteers and paraprofessionals which includes planning the utilization of duties to be performed
- D. Managing Student Behavior.
- High expectations for student behavior
 - Monitoring behavior by implementing classroom management techniques
 - Response to misbehavior by implementation of the behavioral management plan

Instruction: Domain 3:

- A. Communicating Clearly and Accurately.
 - Expectations for learning are stated at the beginning of the lesson
 - Directions and procedures are clear and concise
 - Explanation of content and providing appropriate feedback
 - Use of oral and written language is clear and concise by teacher using voice, English usage, diction and expression in an appropriate manner which contribute to learning

- B. Engaging Student in Learning.
 - Activities and assignments are well prepared
 - Student groups participate appropriately
 - Instructional materials and resources are meaningful to the lesson
 - Structure and pacing include awareness of motivation, repetition, and attention span of individual student needs

- C. Using Assessment in Instruction and Monitoring of Student Learning.
 - Assessment criteria is collected and analyzed
 - Monitoring of student learning is facilitated by using data collection techniques
 - Feedback from students is encouraged and planned for
 - Student self-assessment and monitoring occurs on a daily basis

- D. Demonstrating Flexibility and Responsiveness.
 - Lesson adjustment are made to enhance learning
 - Response to students is immediate
 - Persistence is given to all student learning in a creative, resourceful, and flexible way

Professional Responsibilities: Domain 4:

- A. Maintaining Accurate Records and Assessment Timelines.
 - Develop strategies and instruct a student in their use to complete work assigned
 - Participates in writing procedurally correct IEP's
 - Participates in MDC and IEP Conferences
 - Maintains and manages IEP case loads
 - Conducts formalized evaluations of students' performance
 - Student progress in learning is reviewed and reported quarterly
 - Non-instructional records are maintained in a secure location

- B. Communicating with Families and Staff and IEP Communication.
 - About instructional program is exhibited by use of effective communication skills
 - About individual students is exhibited by open two-way communication
 - Engagement of families in instructional program is exhibited by use of poise and common sense

- C. Contributing to the School and the District.
 - Teacher contribution to the community by exhibiting good professional ethics
 - Relationships with colleagues exhibits the ability to work effectively with other professionals

- D. Growing and Developing Professionally.
 - Enhancement of content knowledge/pedagogical skill for self-improvement
 - Participates in training activities related to procedures, due process and the law
 - Receptive to feedback from colleagues
 - Service to the profession by using preparation time to best advantage, and being prompt, punctual, and seldom absent

- E. Showing Professionalism.
 - Maintains a neat, clean and appropriate attire
 - Shows evidence of having physical vitality
 - Integrity and ethical conduct is exhibited by positive public relations
 - Service to students by exhibiting interest, enthusiasm and a balanced sense of humor
 - Advocacy by exhibiting patience and self-control
 - Mediates issues between parents and school districts
 - Decision making by exhibiting poise and use of common sense
 - Compliance with school/district regulation by completing reports, records and general routing matters accurately and on time

Signature

Date

07/14

REGION III SPECIAL EDUCATION COOPERATIVE

JOB DESCRIPTION

TITLE: SOCIAL WORKER

1. QUALIFICATIONS

- A. State Certification as a School Social Worker.

2. PROFESSIONAL COMPETENCE

- A. Acts as a liaison between schools, families and community agencies.
- B. Helps teachers design curricula and modify classroom instruction relevant to student needs such as adaptive behavior, functional life skills and vocational skills.
- C. Consults with classroom teachers to help them better understand and work with particular students or manage particular classes or students.
- D. Consults with administrators and teachers.
- E. Participates in case conferences with other school specialists such as school guidance counselors, school psychologists, school nurses.
- F. Consults with parents.
- G. Plans and/or provides inservice training programs.
- H. Develops and implements a public relations program.
- I. Makes referrals to appropriate resources within the school and/or community.
- J. Conducts or participates in periodic needs assessments.
- K. Develops, implements and evaluates school social work program.
- L. Participates in the identification and solution of school problems.
- M. Evaluates students to determine their need for school social work or other services.
- N. Conducts the social developmental study for students referred for special education evaluation.
- O. Conducts, participates and/or assists in school research.
- P. Counsels individual students regarding study skills, organization skills, behavior control, goal setting, etc.
- Q. Provides casework services to students and families.
- R. Provides crisis intervention services.
- S. Provides group counseling for identified personal issues such as divorced parent groups, students with alcoholic parents, etc.
- T. Provides instructional units in psycho/social development counseling of areas such as awareness of self, values clarification, cooperation, etc.
- U. Selects non-biased assessment procedures which are consistent with the identified referral questions and conducts valid assessments to answer the referral questions.

- V. Provides formal social work reports which include results and recommendations based on the assessments.
- W. Participates in the screening of children and youth (ages 3 through 21) including the selection and/or administration of screening instruments and procedures.

3. **RISK CARE MANAGEMENT RESPONSIBILITIES**

- A. Participates in writing procedurally correct IEPs.
- B. Participates in MDC and IEP conferences.
- C. Conducts formalized evaluations of student's performance.
- D. Mediates issues between parents and school districts.
- E. Participates in training activities related to procedures, due process and the law.

Signature

Date

FORMS

The following pages may be duplicated as needed.

If you are unsure as to how to complete a form, please contact the Region III Office.

Please note that forms can be downloaded from the Region III website www.region3sec.org

Download documents to your desktop so they will be conveniently accessible.