

Special Services Building Report

For: February 16, 2021

Board Meeting

Submitted by: Maureen Stott,
Director of Special Services

Special Education Activities

- SpEd referral hearing screenings are scheduled for February 19, at the SpEd Office from 8:00 AM – 3:00 PM
- PreK and K Hearing screenings will be scheduled through the SpEd Department at a date in the near future.
- Staff training webinar for Goalbook Toolkit will be Wednesday, February 3 from 3:30 – 5:00PM. The staff of SpEd teachers and specialists will be utilizing the program starting the week of February 8. We are excited to be implementing this resource into our daily IEP planning and writing! Below is an overview of the program, and what it will do for our SpEd teachers and program.

[20 minute Toolkit Overview](#)

- As we continue the discussion of the Procedural Safeguard as the guiding principles and rights for parents with students that have been identified as SpEd eligible, and the different categories of qualification, the next areas of identification under IDEA I would like to discuss this month is Hearing Impaired and Visual Impaired.

Hearing Impaired, also known as and preferred by individuals that are identified in this category, hard of hearing. It is defined as a diminished or defective sense of hearing, but not completely deaf.

Learners that are hard of hearing benefit from accommodations such as (but not limited to) reduced background noise, preferential seating, being able to see the instructors face, and getting the learners attention before speaking to them so they are able to focus on your face. The Hearing Loss Association of America is great website to connect with information about hearing impairments or hard of hearing www.hearingloss.org

Visual Impairment, or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces an individual's ability to function in normal day to day activities.

Learners with a Visual Impairment benefit from accommodations and modifications to help them be successful within the learning environment such as (but not limited to) changes in the medium used, changes in ways the materials are presented, allowing alternate ways to demonstrate learning and preferential seating. The National Association for Parents of Children with Visual Impairments has great links and information for parents and teachers of learners with a visual impairment. www.nei.nih.gov

10.16.3016 CRITERIA FOR HEARING IMPAIRMENT

- Yes No An audiological report documents a permanent hearing loss in excess of 20 dB better ear average in the speech range (500, 1,000, 2,000 Hz), unaided, **or**
- Yes No A history of fluctuating hearing loss which has interrupted the normal acquisition of speech and language and continues to adversely affect educational performance.

DEFINITIONS:

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

Student Name: _____ **Evaluation Meeting Date:** _____

ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of deafness must be a speech-language pathologist or an audiologist, each of whom is qualified to conduct individual diagnostic examinations of children.

Speech-Language Pathologist Name: _____ **or;**

Audiologist Name: _____

10.16.3022 CRITERIA FOR VISUAL IMPAIRMENT

Yes No The student has an impairment in vision that, even with correction, adversely affects the student's educational performance;

or

Yes No The student has a medically indicated expectation of visual deterioration that would qualify the child as having a visual impairment as described above

Student Name: _____ **Evaluation Meeting Date:** _____

