

Special Services Building Report

For: December 15, 2020

Board Meeting

Submitted by: Maureen Stott,
Director of Special Services

Special Education Activities

- I would like to start with a big thank-you to Mrs. Rebecca Rappold for stepping in and supporting the SpEd Department this month and being teacher of record for all PK-3 IEP meeting. Her help was invaluable and greatly appreciated!
- Child Count was completed in October for OPI and the official count on that day was 270 and the full caseload today is 291. This difference in OPI count and today count is the number of Head Start Learners that were not uploaded into the system because they have yet to return, new students that have transferred into our district, and students that have been qualified to receive services through SpEd since October.
- 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 area of identification under IDEA I would like to discuss this month is.

Below is the Criteria Checklist for Deafness Provided by OPI to help the Evaluation Team determine if a learner is a child with a disability of Deafness.

Deafness is defined as the lack or severe impairment of the ability to hear. Deafness is usually genetic or congenital as a result of prenatal infection, birth trauma, and certain diseases.

10.16.3014 CRITERIA FOR DEAFNESS

Yes No An audiological report documents that hearing loss is so severe that the student is impaired in processing linguistic information, with or without amplification, to the extent that prevents the auditory channel from being the primary mode of learning speech and language.

Yes No The student's educational performance is adversely affected as documented by specific examples:

The results and analysis of a current assessment of language development, as measured by standardized tests or professionally recognized scales appropriate to age level and administered individually, is required to show an impairment in processing linguistic information prior to identification.

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: _____

