

# **Special Services Building Report**

**For: November 2020**

## **Board Meeting**

Submitted by: Maureen Stott,  
Director of Special Services

### **Special Education Activities**

- All buildings are staffed with personnel to manage classes and caseloads.
- Currently I am acting teacher as Teacher of Record for all Special Education Meetings for 1 teacher at Babb School, 1 teacher at Vina Chattin School, 1 teacher at Browning High School, 2 teachers at Browning Middle School. This requires me to be at all meetings for these buildings to be in compliance with the state and federal guidelines.
- Teletherapy has been set up for all students with speech needs that are able to participate in virtual teletherapy sessions.
- Each Special Education Teacher, Teacher Assistants and Personal Care Attendants are having regular contact and class sessions with students on their caseloads.
- Evaluations of the Special Education Teacher Assistants and Personal Care Attendants has started this month.
- SpEd Child count date was Monday, October 5, final numbers calculations will be submitted on Friday, November 6, 2020 and available for the next board report.
- 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.

Criteria for: Traumatic Brain Injury (TBI)

- A traumatic brain injury is defined as an injury to the brain that can be the result of an external force, that results in loss of consciousness, memory loss, dizziness, confusion and can lead to long-term health effects such as sensory problems, fine and gross motor control, cognitive and behavioral dysfunction and dementia. It is not caused by a degenerative or cognitive condition that can cause similar deficits.

Below is the Criteria Checklist for Traumatic Brain Injury (TBI) Provided by OPI to help the Evaluation Team determine if a learner is a child with a Traumatic Brain Injury (TBI)

### 10.16.3021 CRITERIA FOR TRAUMATIC BRAIN INJURY

Yes No The student has an acquired injury to the brain caused by external physical force which substantially limits the student's functional or psychosocial ability or both **and** the student's ability to learn or participate in the general education curriculum.

#### EXCLUSIONARY FACTORS:

The student may not be identified as having a traumatic brain injury if the injury to the brain is congenital, degenerative, or caused by birth trauma.

#### DEFINITIONS:

The term traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual, and motor abilities, psycho-social behavior, physical function, information processing, and speech.

**Student Name:** \_\_\_\_\_ **Evaluation Meeting Date:** \_\_\_\_\_

#### ADDITIONAL REQUIRED TEAM MEMBERS:

Required team members for the determination of traumatic brain injury must be a school psychologist and a speech-language pathologist, each of whom is qualified to conduct individual diagnostic examinations of children.

**Psychologist Name:** \_\_\_\_\_

**Speech-Language Pathologist Name:** \_\_\_\_\_

