

*Poudre School District
Integrated Services*

Guidelines for Serving Students Identified with Hearing Impairment, Including Deafness



Educate....Every Child, Every Day

Fort Collins, CO
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POUDRE SCHOOL DISTRICT HEARING IMPAIRMENT, INCLUDING DEAFNESS PROGRAMMING

The primary purpose of this guide is to provide information and resources for families, teachers, administrators, related service providers, and others working with children who are Deaf or Hard-of-Hearing (D/HH). This guide focuses on what is special about education services for children who are D/HH particularly in the areas of communication, language, and literacy.

The following two quotes highlight some of the specific qualities that may impact a child with a significant hearing loss.

“Children who are deaf or hard-of-hearing often have significant and unique educational needs. Although a hearing loss does not affect an individual’s intellectual capacity or ability to learn, it can interrupt the developmental process for acquiring language. When interventions do not occur early, the impact on cognitive development, social development, and later educational progress can be affected. A hearing loss has a continual impact on daily learning experiences. Since a child who is deaf or hard-of-hearing misses out on incidental language, they may experience gaps in English language use and in general knowledge. This effect is known as the “Swiss cheese effect.” For many children, some form of special education services is required in order for the child who is deaf or hard-of-hearing to receive an appropriate education.”

(Kansas Guide to Education of Children Who Are Deaf or Hard of Hearing, 2009, page ii)

“Most children who can fully hear enter school with the ability to process and integrate verbal information. They have an extensive vocabulary and a basic command of language. Schools develop curricula programs and services based on the assumption that most children entering school will have basic language skills. The school system proceeds to teach students the skills of reading, writing and computation so that they have the tools to acquire information in a wide variety of content areas. Although the goals for educating hearing children are identical to the goals for those children who are deaf or hard-of-hearing, there are unique cultural and linguistic needs for children who are deaf or hard-of-hearing. The major barriers to learning associated with deafness are related to language and communication, which profoundly impacts most aspects of the educational process. Children with hearing loss seldom bring to their educational experience the same extensive language background or skills as children who can fully hear.”

(Kansas Guide to Education of Children Who Are Deaf or Hard of Hearing, 2009, page 3-6)

The following document is a result of a program evaluation conducted in the Fall of 2012 and included input from teachers and parents as well as educational sign language interpreters and paraprofessionals associated with the programs. The evaluation report provided the team of Teachers for Hearing Impairment, Including Deafness in Poudre School District with information about strengths already present within the programming options as well as recommendations for improving services.



THEORY OF ACTION

If, we, the educational service system and families use best practice to provide research-based instruction, access to appropriate hearing assistive devices, foster communication and language development in the primary communication mode of individual students, including those with additional exceptionalities, then students will be empowered and be productive members of the community by communicating effectively, maintaining positive relationships, and demonstrating self-determination skills.



GUIDING PRINCIPLES

Academic Achievement

Direct access to a strong language base allows students to receive instruction in standards-based curriculum, including Extended Evidence Outcomes and Extended Readiness Competencies, in order to best meet their educational and social needs.

Communication

Students develop and use meaningful expressive and receptive language for effective communication, socialization, cognition, and meta-cognition through a variety of mediums.

Community Involvement

Every student is a valued and contributing member of their community. With the support of a wide-ranging network of parents, families, adults and peers who are D/HH, service providers, and business professionals the education of children who are D/HH is enhanced.

Individualization

All student's strengths and needs are identified and addressed through a collaborative, multi-disciplinary team approach.

Personal Independence

The student sets and achieves personal goals and accesses services to enhance his/her quality of life.

Self-Advocacy

Every student understands his/her own unique abilities, hearing loss and accommodation needs and has the confidence and experience to make decisions, make requests, and resolve conflicts to manage his/her own life.



PROGRAM BELIEFS

We Believe

“Communication is at the heart of everything human beings do...”

(Excerpt from: The Report of the California Deaf and Hard-of-Hearing Education Advisory Task Force)

- All students who have an identified hearing loss can learn
- All students will be productive members of their community
- All students deserve to be treated with dignity and respect
- All students should be provided equal opportunity to participate in the general education environment, core curriculum, activities, and peer relationships
- Each student is an individual working towards state standards with his/her own unique strengths and goals
- Communication, self-advocacy, and independence are essential skills present in every learning opportunity and educational environment
- Early intervention is paramount in order to develop language skills which are the foundation for all future success; educational services should begin as soon as a child is identified as having a hearing loss and in need of specialized services
- The community, including general education teachers, parents, administrators, and related service providers need to be educated about how to support individuals with hearing loss in all environments
- It is essential to set high, realistic, and consistent expectations for learning, behavior, and social interactions
- It is important to teach ways to develop appropriate communication skills
- Learning opportunities can occur in multiple, integrated, and naturally occurring environments
- Every team member, including students and parents, is part of a collaborative decision-making process
- School should be a positive, supportive, engaging, and safe place for all students
- Peer interactions and relationships need to be fostered
- In the importance of working with families to best meet the needs of their child and help prepare them for life now and in the future
- Students have the right to participate in decision-making regarding their education and future
- Differentiated instruction and/or assessments are utilized when necessary to meet student needs
 - In age-appropriate materials for instruction at all levels
 - In materials that are modified to meet developmental levels
- Individual student needs dictate the model for service delivery
- Parent involvement is fundamental to student success
- A regular structure for communicating with and engaging parents, families, and community agencies has the ability to strengthen student outcomes
- Students should be fit with the most appropriate hearing assistive technology for their hearing and communicative needs
- Utilizing all avenues necessary to acquire language in order to access grade-level content
- The Communication Plan may be utilized to assist service providers in making decisions regarding services and placement
- Students need specific and explicit vocabulary instruction in the student’s primary communication mode



INCLUSIVE PRACTICES

Students in Poudre School District who are identified as having a disability under current federal and state guidelines will receive a free and appropriate education (FAPE) in the least restrictive environment (LRE). This will include a continuum of services designed to meet each student's individual needs as defined in their Individual Education Plan (IEP), with those services generally being viewed as being support services to general education, rather than a place where services are provided.

The Continuum of Services is provided in the context of inclusion and general education with the belief that all students are general education students, and, whenever possible, should attend their neighborhood school. LRE decisions are made through the IEP process and the IEP team student-centered, decision-making process that addresses the student's learning and behavioral needs. For some students with significant support needs, the LRE may be at a center-based program in a school outside of the student's neighborhood school. When this does occur, the student is also provided a Continuum of Services and is included to the maximum extent possible in the general education setting.

At the heart of inclusive practice is the expectation of participation, fulfillment, and success (NCSL West-Burnham, 2008). Successful and effective practices of inclusive education and decision-making are related to several important characteristics. Of primary importance is having the vision of shared ownership for all students and their progress in the general education curriculum (Stetson & Assoc., 2011). Characteristics of inclusive education include "presumed competence, authentic membership, full participation, reciprocal social relationships, and learning to high standards by all students with disabilities" (NCIE, 2011).

In developing a student's IEP and determining how special education services will be provided, the general education curriculum and classroom is the "starting point." This is based on the premise that supports and services for students with disabilities can be provided in the general education classroom (Stetson & Assoc., 2011). Recent legislation, including the re-authorization of the Elementary and Secondary Education Act, the subsequent alignment of the Individuals with Disabilities Act 2004, and the No Child Left Behind Act all require that all students be provided with supports and services that allow them to participate and progress in the general education curriculum. "The intent of this and related mandates is increased access to the general curriculum in order to prepare students for meaningful and successful lives as they enter adulthood" (2010, Copeland & Cosby).

Students with disabilities do not need to engage in the general education curriculum in the same way as students without disabilities. Research demonstrates that students with disabilities receive educational benefit by being exposed to the general education curriculum whether or not they are being held accountable to meet all grade level expectations. The student's specific IEP goals and objectives are used to determine the extent of the general education curriculum the student will be accessing. The goals and objectives are based on the student's current level of performance, strengths and needs, as well as the expected outcomes for post-secondary transition.

Research demonstrates positive outcomes for including students with extensive support needs in general education settings. For example, participation of these students in inclusive settings has been associated with increased social interaction, friendships, and social competence (Copeland & Cosby p. 214-215). Furthermore, both students with disabilities and students without disabilities benefit from this collaborative effort with increased positive outcomes. (2011, Stetson & Assoc.). Educating students with disabilities on an equal basis reflects the fundamental principle of modern democracy that all citizens deserve the right to claim a place in mainstream society (NCIE, 2011).

In Poudre School District we are committed to promoting inclusive practices in all learning environments. We believe all members of the school community need to have a shared commitment to inclusive practices and model acceptance of all students. This includes collaborative planning, shared decision making, participation in on-going staff development around best practices and implementation of age appropriate activities based general education curriculum and materials.

We, as a public school system, strive to provide a level of service to address student needs; yet, like any other facet of a publicly funded system, we operate under limited financial resources. However, as a vision for the future we continue to advocate for students to attend their neighborhood school. Students need to be included in general education classes with typical peers.

PROGRAM COMPONENTS

Academic Instruction

Programs for students who are D/HH are designed and maintained to enhance the provision of instruction and services to meet the unique communication and education needs of students.

- General education instruction is designed around district core curriculum and is aligned with established State Standards (and modified as needed based on IEP needs)
- Understand how the student's hearing loss, processing speed, and language delay impacts his/her ability to function in a typical classroom setting and the school environment as a whole
- Implement accommodations to provide equal access as determined by communication plan and IEP (Sign language interpreter, CAN-computer assisted note-taker, assistive technology, paraprofessional and others per student needs)
- Recommended accommodations and modifications for students who are D/HH (See Appendices)
- Curriculum and instruction are delivered using the communication approach that meets the unique needs of the student as defined in their Communication Plan
- Match teaching strategies to learner needs to identify areas for prompting, differentiating, scaffolding, and reinforcement
- Classroom technology will be used in large group, small group, and pairing to ensure the student has equal access to classroom communication (i.e. classroom microphone passed among students during class discussions)
- Provide research based instruction in multiple modalities to fit students' learning styles and needs
- Set high bar of expectation equivalent to that of same age hearing peers
- Implement a variety of materials and technology to provide age-appropriate instructional and communication supports
- Provide access to the general education curriculum with modifications in pedagogy to account for the child's unique language, learning, and communication needs
- Strategies such as pre-teaching, re-teaching, and tutoring may be used to meet specific needs for D/HH
- Individualized instruction specific to students who are D/HH
- Access to strong language models to develop a substantial language base
- Students with significant support needs may be provided with supplemented specialized curricula designed around Extended Evidence Outcomes, Extended Readiness Competencies, and modified grading as necessary

- Appropriate access to support services to ensure academic success (i.e. speech language pathologist, educational audiologist)
- Be knowledgeable about evaluating and managing classroom placement that requires interpreting services and/or hearing assistive technology
- LRE determined on an individual basis
 - General education class at least 80% of the time
 - General education class at least 40-79% of the time
 - General education class less than 40% of the time
 - Separate School
 - Residential Facility
 - Homebound/Hospital

Assessment and Progress Monitoring

Assessment is used to identify hearing loss, skills, goals, and to measure the achievement of each student. Student assessment will also be administered annually to determine the students' progress and or triennially to determine eligibility. Children who are D/HH are included in statewide and district wide assessments and alternate assessments.

Early childhood screenings are conducted for children birth to age five. Vision, hearing, speech, language, communication, cognitive and motor skills are screened. Through early identification, a child's unique needs can be documented so that early intervention may be provided. The screening determines a child's need for an initial evaluation and may include observations, parent interviews, and/or play-based assessments that determine a child's need for further services.

- **Initial Evaluation:** The information obtained during the screening process is used to determine whether to refer a particular child for further evaluation to identify hearing loss and or determine eligibility for special education services. If a referral for a special education evaluation is made, the evaluation procedures required by special education should be followed. Audiological evaluations should occur for children who are suspected of having a hearing loss. This begins with a comprehensive Audiological evaluation. The Audiological evaluation and the history of the child's hearing is an important part of the evaluation information. In addition to the audiogram, the Audiological report should include information about the communication situations and environments where the child can be expected to have difficulty.
- **Annual IEP:** Yearly meeting to review the current IEP, present levels, goals and objectives, current hearing evaluation, informal assessments, state and district assessments, and the communication plan. The teacher for D/HH completes annual, individual evaluations of student progress.
- **Triennial IEP:** Every three years. Assessments only administered in the areas of need. Monitor progress with a variety of assessment tools including: standardized and criterion referenced tests, curriculum based measurements, work samples, progress reports, portfolios, observations, data collection and regular and alternate state and district assessments. The teacher for D/HH and service providers complete testing evaluation in compliance with three-year eligibility requirements.
- **Progress Monitor:** Progress monitoring is an empirically-based process that can be used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring through data collection is paramount in determining a student's growth toward attaining goals included in the IEP. The IEP is a working document that can be modified when a change in direction is required. Ongoing monitoring and assessments are used to ensure that students are making progress.
- Identify the unique learning needs of the student related to and impacted by the hearing loss, including needs for specialized services, materials, equipment, modifications, and accommodations for the educational environment

- Assessment/progress monitoring tools are used to measure the achievement of each student, to communicate the program's effectiveness, and to design effective instruction and the development of goals and objectives
- The assessment of students who are D/HH, birth-21, is conducted by personnel who understand the unique nature of hearing loss and who are specifically trained to conduct these assessments
- Assessments should include tools normed on peers who are D/HH as well as hearing peers to measure student achievement
- Monitor progress with a variety of assessment tools including standardized and criterion referenced tests, curriculum based measurements, work samples, portfolios, observations, data collection, progress reports, alternate state and district assessments, and formative and summative classroom assessments
- Maintain on-going communication and collaboration regarding student progress with families and team members
- If the assessment information indicates insufficient growth the team should identify possible factors contributing to this challenge and can revise interventions, revisit the service delivery, placement options, and the Communication Plan
- A successful plan requires daily auditory checks: personal hearing device maintenance, Ling sounds, earmold check as needed, and proper functioning of equipment

Transition

All students face transitions between and to school-based settings as well as school to post-school settings. Quality transition planning serves as a guide to educational programming and focuses on the student's interests, preferences, needs, strengths and collaboration among special educators, general educators, community services agencies, parents, and students. This process also requires coordination across services delivery systems to improve the quality and extent of valuable transition services.

- When transitioning from the Part B early intervention program to the Part C preschool program, members of the IFSP team meet with staff in the local school district to create the IEP and identify the appropriate preschool services for the child. All programming options are considered and the placement is determined according to the communication needs of the child.
- When a child completes the preschool program, the IEP team convenes to transition the child to elementary school programming. The team must ensure that the focus of the elementary program is communication driven and will address the student's language, communication, academic, and social needs. The team must ensure that the student will receive instruction in the district core curriculum as well as in the specialized curriculum that is designed to meet the unique needs of students who are D/HH.
- Extra-curricular activities will be addressed to ensure proper social and emotional development.
- Transition planning occurs again when a student moves from the elementary school to middle school and from middle school to high school. The team must conduct staff information and team meetings in preparation for successful student transition. The team must also teach and prepare the student in anticipation of the new setting and plan for and accommodate adjustment to the new setting.
- Post-secondary transition planning begins at age 15 (or sooner). Secondary transition is the process in which students learn about themselves in connection with their post-graduate career choice. Students may choose a path that involves further post-secondary education/training or a path that leads straight to work. Students will participate in transition assessment and activities both formally and informally that will lead them in the process of self-discovery of their interests and preferences and may include ACE classes and work-study programs.
- The transition planning process should include the student, academic staff, family members, community members, and adult community service agencies. An important reason for student involvement is to facilitate the development of his/her self-determination skills.

- Post high school transition programming options may include Community Connections, Cooper Home, Ace Supported Employment, SWAP, and Project Search.
- Important aspects of transition planning may include discussion of guardianship, financial planning, Supplemental Security Income (SSI), Division of Vocational Rehabilitation (DVR), Medicaid, and living environment options.
- Students and family members should be informed about other resources in PSD, including Transition Series and on-line transition resources. (i.e. PSD Transition website and PEPnet).

Collaboration

All members of the IEP team will form a cohesive group that works collaboratively and flexibly to meet the student's needs. Each member contributes a unique insight that is specific to their area of expertise. Ongoing communication that is regular and purposeful is important to ensure the student has the ability to achieve optimal success. Regularly scheduled IEP meetings (initial, annual, triennial) will include the required members of the IEP team. Consultation and collaboration with other individuals will occur on an as-needed basis. Members of the collaborative team may include, but are not limited to:

- Student
- Parents/Guardians
- Integrated Services Program Director/Designee
- Teacher for Deaf and Hard-of-Hearing
- General Education Teacher
- Other members of the IEP team may include:
 - Speech Language Pathologist
 - Educational Audiologist
 - Psychologist
 - Physical Therapist
 - Occupational Therapist
 - Vision Specialist
 - State Certified Educational Sign Language Interpreter/Tutor
 - Computer-Assisted Note-Taker
 - Instructional Assistant/Paraprofessional
 - Building Principal
 - Early Interventionist
 - Outside Agencies (i.e. DVR, Foothills Gateway, SWAP, Colorado Hands and Voices, CDE)
 - Private Service Providers
 - Integrated Services Parent Liaison
 - Family Liaison or cultural mediator for non-native English speaking families
 - Multi-Cultural Assessment Team (MCAT)
 - Other persons whom the parents invite

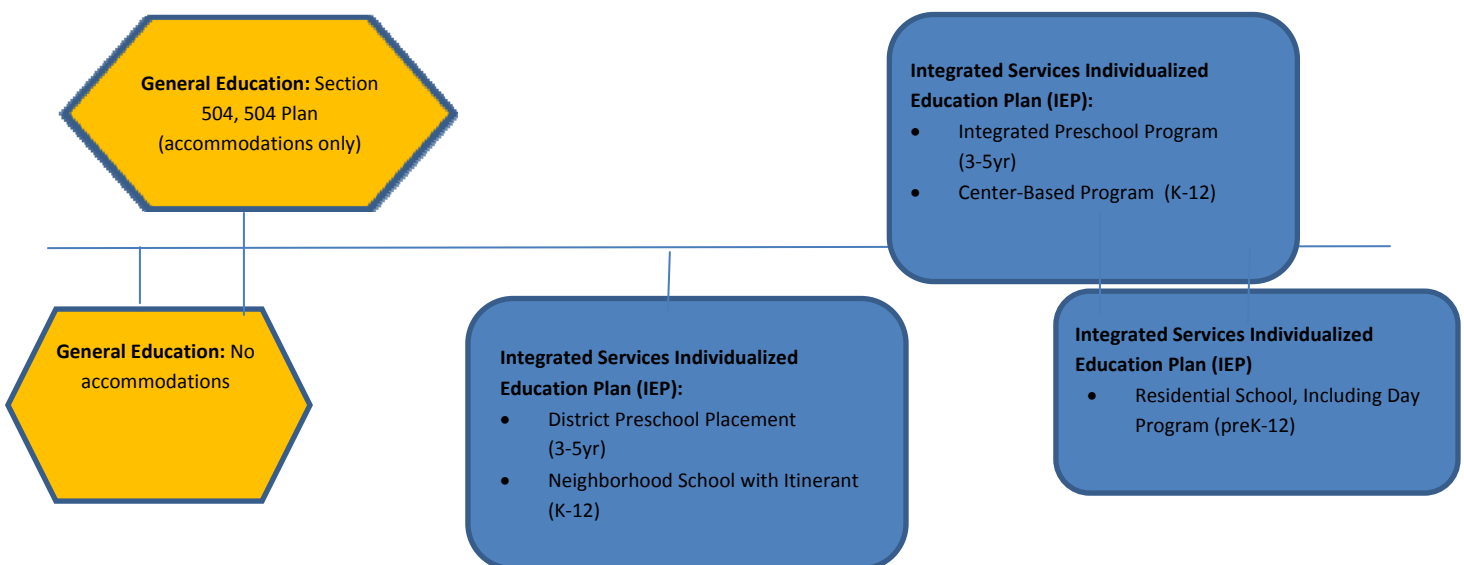
Environmental Considerations

These items are addressed, on an individual student basis, in order to ensure that all students have equal access to instruction and participation in the academic and extra-curricular settings to meet the students' need in the LRE. In order to provide optimal learning environment specific accommodations may be required.

- Modify classroom acoustics to decrease background noise, environmental noise, and meet appropriate classroom noise levels
- Identify and accommodate for communication barriers (language/communication mode) and reduce auditory and visual distractions
- Maintain adequate lighting to allow for speech-reading, access to Sign Language/Sign system, visual cues and instructional visual materials
- Use appropriate hearing assistive technology consistently (i.e. personal FM system, classroom sound distribution system)
- Promote students' self-advocacy for seating, daily checks of hearing assistive technology, and adapting to changing environment (i.e. small group work to whole class discussion, changing classes with different teachers, Art, P.E., etc.)
- Accommodate for additional educational supports such as State-Certified Educational Sign Language Interpreter/Tutor, Computer Assisted Note-taker (CAN) system, and Instructional Assistant-Paraprofessional in classroom environments throughout the day
- Adhere to Americans with Disabilities Act (ADA) regulations (visual alarms) by consulting with Building Administration and Facilities' personnel
- Incorporate technology such as Videophones, Cap-Tel (Captioned Telephone), Videoconferencing, Video streaming, Real time captioning
- Ensure captioning on all media presentations for the DHH student needs. This practice benefits the literacy and vocabulary needs for all students

Continuum of Services

Our district provides access to a full continuum of placement, program, service, and communication options in order to provide the LRE for each student. The district looks at each student's individual strengths and needs to determine their placement and level of service. The following graphic demonstrates the different placements available to students starting with general education in the student's neighborhood school.



Individualized Educational Plan (IEP)

Each student who qualifies for special education services will have an IEP. The IEP is crafted by a team that includes the student (when appropriate), the students' parents/guardian, as well as professionals from the school district who have completed assessment of the student or who already provide services to the student in the educational setting. The IEP goals are based on content standards and are designed to address individual student strengths and needs. Services can be delivered in a variety of ways including within general education, in special education, and in community settings. These services can be delivered in individualized and/or small and large group instruction settings. In Colorado, students who qualify for an IEP and are eligible for services as a student with a hearing impairment, including deafness must also have a communication plan to address language and communication needs. The IEP is reviewed annually and every three years the team must revisit the eligibility decision.

Language and Communication

Outcome: All students communicate effectively and purposefully in all environments

- Strategies and accommodations as needed
- Primary mode of communication as determined by Communication Plan
- Specific and explicit vocabulary instruction
- Written English grammar, syntax, semantics, pragmatics
- Cultural norms for communication
- State-Certified Educational Interpreter/Tutor
- Computer Assisted Note-takers
- Captioning
- Language rich experiences
- Communication modes
 - ASL, Auditory-Oral, Auditory-Verbal, CASE (Conceptually Accurate Signed English), PSE (Pidgin Signed English or Contact Sign), Simultaneous Communication (Sim-Com), Cued Speech, Tactile Communication
- English as a Second Language (ESL)
- Incidental Learning Opportunities
- Parent and family support for communication and language development as determined by Communication Plan

Social Skills

Providing an educational environment where direct communication with peers and professional personnel is addressed, promotes the development of appropriate social skills and enhances self-identity.

- Develop explicit instruction for different settings, audiences, and environments to promote meaningful and authentic social interactions
- Teach the non-signing population sign language for direct social interactions
- Facilitate understanding of Deaf culture and Hearing culture and honoring the differences
- Provide age appropriate instruction and support students in developing inter/intrapersonal skills
- Promote safe and appropriate interactions
- Build peer support systems and age appropriate relationship skills
- Create opportunities for early and on-going experiences with peers who are hearing and/or D/HH
- Participate in the elementary and secondary Host Day activities

- Inform students and family members of social opportunities such as Aspen Camp, PEPnet, and Early Years
- Organize opportunities for students to interact with positive role models who are D/HH
- Explore the use of technology such as hearing devices and related accessories, videophones, email, texting, etc.



ROLES AND RESPONSIBILITIES

Role of the Student

- Be an active participant in school and do their best work
- Be an active contributor at their own IEP meeting when age appropriate
- Use best communication skills possible
- Pays attention to teacher, interpreter, and/ or paraprofessional during instruction
- Engages in conversation with the interpreter only when appropriate
- Communicates directly/directs questions to the teacher/presenter
- Discusses the need for a classroom/peer note-taker with the teacher
- Ask the educational interpreter for clarification of the interpretation when needed
- Ask teacher or other service provider for clarification as needed
- Places him/herself in the seat best suited for their communication needs
- Request interpreter services for extra -curricular activities
- Uses/troubleshoots assistive technology as identified on IEP
- Follows classroom and/or school rules as well as school -wide behavior expectations
- Request additional support when needed
- Completes assignments and assessments to the best of his or her abilities
- Is aware of his or her accommodations and modifications and advocates as needed
- Demonstrate independence level appropriate for the specific individual's age, communication, and cognitive abilities
- Demonstrate self-advocacy skills as appropriate throughout his or her education
- Understand implications of hearing loss and educate others including peers about his or her hearing loss
- Understand the role of service providers
- Maintain appropriate social interactions with peers and adults

Parents/Guardians

- Attends and participates in IEP meetings and other meetings requested by the educational team
- Requests consultation with general education teacher or Teacher for D/HH
- Communicates with student about academic progress and school related concerns
- Meets with general education teacher in conjunction with the educational team when appropriate or for scheduled meetings
- Maintains regular contact with teachers and other service providers
- Assists in creating consistent support and learning opportunities across environments by aligning home and school goals
- Develop collaborative relationships to foster open communication between school and home to best meet student's needs

- Maintain responsibility for student's health and welfare; communicate with school staff about health and welfare
- As student nears transition age (15 and up), investigate services offered by local community agencies (i.e. Foothills Gateway, DVR)
- Participate in creative problem solving
- Advocate for individual student's strengths and needs
- Seek out information and share resources and strategies
- Attend annual audiological evaluation with district's educational audiologist
- Attend regularly scheduled appointments with private audiologist to ensure proper fit and function of hearing devices

Teacher for Deaf and Hard-of-Hearing (D/HH), is a certified teacher, can be in the role of a Center-Based Program Teacher for D/HH (Preschool through age 21) or Itinerant Teacher for D/HH

Center-Based Program Teacher for Hearing Impairment, Including Deafness

Their primary responsibility is to plan and implement specialized direct instruction of assigned students. In addition to providing instruction, the center-based program teacher assumes responsibility for the basic coordination of the students' programs. This teacher also assists the general education teacher, principal, and the parents of the students in the program. Furthermore, the Center-Based Program Teacher for D/HH must respect and be proficient in the language and communication mode(s) of the students on his/her caseload. This teacher is usually the case manager for the students IEP services.

Itinerant Teacher for Hearing Impairment, Including Deafness

The itinerant teacher must ensure that students who are D/HH, like all students, have programs in which they have direct and appropriate access to all components of the education program, including but not limited to recess, lunch, and extracurricular social and athletic activities. Itinerant Teachers for Hearing Impairment, Including Deafness may provide direct instruction and/or consultative services to students who are D/HH enrolled in general education classes, charter school programs, home, or hospital programs. This teacher may or may not be the case manager for the student's IEP.

Typical duties for both center-based and itinerant teachers may should include, but not be limited to:

- Assessing students in pre-academic/academic achievement, making recommendations for academic goals and objectives of the IEP, and providing academic instruction to the students
- Assessing students in the area of language/communication skills, recommending goals and objectives for language/communication skills for the IEP, and providing instruction for language and communication skills to the students (may work in conjunction with the speech/language pathologist and/or educational audiologist)
- Teaching a Deaf Studies curriculum, as needed
- Assisting in eligibility determination and appropriate placement of students
- Collaborating with General Education Teachers, Administrators, Educational Sign Language Interpreters/Tutors, Paraprofessionals, and Note-Takers regarding the needs of students who are D/HH in inclusive environments
- Coordinating required services for students
- Provide monitoring of individual hearing aids, cochlear implants, and hearing assistive technology as appropriate

- Providing information and data to teachers and parents regarding the education of students who are D/HH
- Providing deaf awareness and Deaf culture in-service training to general education staff and students
- Providing instruction to other staff members on effective teaching strategies and appropriate materials and resources that support the development of literacy and communicative competence
- Provide instruction and/or training to other staff members for effective use of communication supports, such as interpreting, transliterating, note-taking, and hearing technologies
- Teaching daily living skills and independent living skills, as appropriate
- Teach age appropriate social skills as needed
- Facilitate opportunities for students who are D/HH to interact socially with other students and adult role models who are D/HH
- Coordinating transition and self-advocacy instruction and activities for students, birth through age 21
- Facilitate and support communication between children, family members, and caregivers
- Monitor and evaluate the students' literacy and communicative competence on a regular basis in academic and non-academic contexts
- Monitor and evaluate the students' expressive and receptive language skills which may include the use of signs, social cues, speech, assistive technologies, and/or auditory/oral skills
- Have knowledge of core curriculum standards and use them to guide assessments/progress-monitoring, IEP development, and instructional planning
- Develop an IEP including the Communication Plan that is unique to the student with the assistance of the IEP team, including the family
- Supervise and evaluate Paraprofessionals, State-Certified Educational Sign Language Interpreters/Tutors, and Note-Takers and assist in planning for their professional development opportunities
- Modifying curriculum, as appropriate, to make subject matter accessible
- Evaluating and recommending appropriate environmental conditions such as lighting and acoustics
- Collaborating with General Education teachers, related service providers, program coordinators, Integrated Services teachers, and outside agency representatives
- Providing instruction in speech reading and auditory training
- Providing instruction on current assistive technology
- Providing orientation to school personnel in regard to the educational implications of varying degrees of hearing acuity
- Attend and present information and data regarding student achievement and progress at IEP meetings

General Education Teacher

The general education teacher will serve students who are D/HH and collaborate with special education team members to adapt and modify general education curriculum to meet students' IEP goals and objectives and ensure access to a standards-based education in the general education environment. And, above all else, understand the impact of hearing loss on development and learning.

- Foster a classroom climate of acceptance and membership for all students and model this attitude to staff, students, families and the community
- Have a basic understanding of inclusive practices and special education
- Understand hearing loss and specifically, the implications of hearing loss relative to the student(s) they serve
- Treat all students fairly and equitably
- Accept primary responsibility for classroom management and behavior for all students
- Accept primary responsibility for instruction of the core curriculum/state standards for all students

- Accommodate the students' needs with respect to the chosen primary communication mode
- Maintain school to home communication with all families
- Attend and present information and data regarding student achievement and progress at IEP meetings
- Collaborate regularly with the members of the IEP team, associated support personnel, and outside agency representatives
- Work collaboratively with state certified educational sign language interpreter/tutor, paraprofessional, and/or note-taker on a daily basis
- Keep lines of communication open with all team members to minimize issues that would impact the student's learning
- Ensuring students who are D/HH have access to and are included in the classroom, school, extra-curricular, and community-related activities
- Understand and consistently use assistive hearing devices
- Create an acoustically appropriate classroom environment to meet acceptable noise levels as determined by the educational audiologist
- Reduce visual and auditory distractions in the classroom
- Frequently check with the student to be sure he/she understands the material
- Use captioned media whenever available
- Create and use helpful visual aids for classroom instruction, such as writing assignments and test dates on the board
- Face the students when speaking and consider light and glare factors when making seating arrangements
- Implement necessary accommodations and modifications from communication to instruction and assessment as dictated by the student's IEP
- Act as a member of the educational team, staying informed about the student's identified goals and objectives (as stated in the IEP)
- Provide materials to the educational interpreter and Teacher for D/HH for preparation purposes, including scope and sequence, lesson plans, handouts, movies, assessments, etc.
- Prior to instruction, understand the role of the state certified sign language interpreter/tutor
- Collect data for progress monitoring, reports, and IEP goals and objectives to ensure continuous growth is occurring
- Participate in in-service training to increase knowledge about students who are D/HH, their educational needs, interpreter in-service and assistive listening devices, or other assistive technology

State Certified Educational Sign Language Interpreter/Tutor

The state certified educational sign language interpreter/tutor will serve students who are D/HH and act as a member of the IEP team to ensure student access to a standards-based education in a variety of general education settings. The primary responsibility of the interpreter is to convey the content, intent, and affect of the speaker through interpretation. That individual may also provide tutorial assistance under the guidance of a licensed educator, either the general education teacher and/or the Teacher for Hearing Impaired, Including Deafness.

- Interpret message faithfully and completely per CDE code of professional ethics guidelines in all student related situations (See Registry of Interpreters for the Deaf code of ethics at www.rid.org/ethics/code)
- Facilitate all communication between students who are D/HH, staff, and peers (this may include voice-to-sign and sign-to-voice)
- Be a strong language model for students who are D/HH through sign language, voice, and written expression
- Adapt sign language level and/or mode to meet the communication needs of students

- Tutor students as needs arise under direct supervision of certified teachers
- Once the needs of the students who are D/HH are met, the educational sign language interpreter may tutor other students within the classroom as needed
- Maintain confidentiality about student's social, emotional, and academic progress/needs
- Ensure appropriate environmental conditions such as noise level, lighting, student seating, and use of assistive hearing devices
- Assist students in arranging classroom note taking supports
- Foster independence of students, assisting them in self-advocacy, communication, and social skills necessary for success in the educational environment and beyond
- Assist all team members in implementing the IEP
- Share knowledge with regular and substitute staff and peers in understanding hearing loss, Deaf culture, sign language, role of interpreter/tutors
- Work effectively and cooperatively with co-workers and students in individual and group settings
- Assist the general education teacher with monitoring student comprehension of material
- Attend and participate in IEP meetings, sharing supplemental data and information on the student's level of understanding and learning
- Prepare for content and message delivery to include securing resources for vocabulary, language, and communication development
- Provide clear and appropriate information for substitute interpreters
- Maintain requirements of knowledge and skills to satisfy state authorization (CEIC)
- Encourage direct communication and social interaction with students who are D/HH by teaching basic signs
- Interpret content and non-content (incidental learning)
- Maintain an objective and confidential communication log with the Teacher for D/HH regarding daily events and areas of focus in the general education setting

Special Education Instructional Assistant/Paraprofessional

The special education instructional assistant/paraprofessional works under the direct supervision of a Teacher for D/HH and in conjunction with the general education teacher. The Special Education Instructional Assistant/Paraprofessional provides the support outlined in each individual education program (IEP). Typical responsibilities may include the following:

- Works with students individually, in small groups, or in large groups
- Assists in planning and implementing classroom procedures/routines
- As required, assist in record keeping such as attendance, health forms, progress monitoring, informal assessment, observations, etc.
- Tutor students who are D/HH and, as time allows, other students in the classroom
- Reinforce instruction in the general education setting
- Prepare instructional materials for the classroom
- Assist in implementing daily and long range lessons and activities to meet IEP goals
- Supervise students in non-classroom settings, assist and escort students to and from busses, monitor students in the cafeteria and at recess
- Prepare, serve, and clean up lunch and snacks as needed
- Schedule and participate in home visits as needed
- Assist with individualizing instructional activities
- Communicate student's progress/needs with the teacher and other service providers
- Monitor or assist students with personal health and hygiene needs

- Be aware of student's communication mode and utilize resources to ensure effective communication with student
- Adapt/modify classroom materials for use by students
- Assist in some therapy sessions under the supervision of the specific service provider
- Facilitate and encourage physical, cognitive, social/emotional, and speech and language development
- Attend trainings as required and enhance skills in communication with students who have an identified disability
- Carry out other building level duties as assigned
- Communicate and collaborate regularly with the Teacher for Hearing Impairment, Including Deafness, general education teacher, and all other service providers
- Foster independence and encourage students to be active learners
- Support and enforce behavioral expectations and follow classroom management systems that may be in place
- Provide for the health, physical, and safety needs of students in all environments
- Maintain and ensure consistent use of hearing assistive technology and other technical devices
- Facilitate and encourage positive social relationships with peers
- Maintain confidentiality regarding any information pertaining to students and families

Computer-Assisted Note-Taker

- Take real-time notes on the computer of classroom instruction, including small group work
- Exhibit the ability to organize notes in a manner that is relevant to the content of instruction
- Have basic knowledge of the technology used to provide computer assisted notes
- Possess basic technology troubleshooting skills, knowledge of Microsoft Office software, and skills for editing
- Work should be easily accessible and shared with other school personnel and students

Educational Audiologist

The licensed audiologist will perform audiological assessment as well as participate as a member of the IEP team. The educational audiologist will analyze each student's hearing loss and current functional level in order to recommend hearing assistive technology, modifications for home and school environments or programs, and educate parents and school personnel on how to make instruction accessible to the student. The audiologist should collaborate with private service providers (audiologist, speech language pathologist, etc.) to ensure that all therapies and family goals are being aligned with goals set in place for the school environment. The audiologist will make every effort to ensure personal hearing aids, cochlear implants, and hearing assistive technology is functioning properly and worn daily at school. The audiologist should be aware of the communication mode that is described in the student's Communication Plan and use resources accordingly.

The educational audiologist's duties are set forth by the Standards of Practice for Audiology Services in the Schools (CDE, 2004) and are as follows:

- Provide community leadership to ensure that all infants, toddlers, and youth with impaired hearing are promptly identified, evaluated, and provided with appropriate intervention services
- Collaborate with community resources to develop a high-risk registry, newborn screening, and follow-up
- Coordinate hearing screening programs for preschool and school-aged children
- Train audiometric technicians or other appropriate personnel to screen for hearing loss
- Perform comprehensive, educationally relevant, hearing evaluations
- Assess auditory processing function

- Make appropriate medical, educational, and community referrals
- Interpret audiological assessment results to other school personnel
- Assist in program placement as a member of the educational team to make specific recommendations for auditory and communication needs
- Provide in-service training on hearing and hearing impairments and their implications to school personnel, children, and parents
- Educate about noise exposure and hearing loss prevention
- Make recommendations about the use of hearing aids, cochlear implants, group and classroom amplification, and assistive listening devices
- Ensure the proper fit and functioning of hearing aids and other auditory devices
- Analyze classroom noise and acoustics and make recommendations for improving the listening environment
- Manage the use and calibration of audiometric equipment
- Collaborate with school, parents, teachers, special support personnel, and relevant community agencies and professionals to ensure delivery of appropriate services
- Make recommendations for assistive devices (radio/television, telephone, alerting) for students with hearing loss
- Provide services in the areas of speech-reading, listening, communication strategies, use and care of amplification (including cochlear implants), and self-management of hearing needs

Some of these responsibilities overlap with other educational providers such as Teacher for D/HH and the Speech/Language Pathologist. These professionals will work collaboratively to ensure a team-based approach in the education of the student.

Speech/Language Pathologist

A Speech/Language Pathologist has training to work with children with articulation, language, and communication delays and disorders.

- Provide assessment of spoken language, speech skills, speech reading, auditory, and listening skills
- To communicate in the students mode of communication and or use resources to ensure effective communication
- Collaborate with the Teacher for D/HH and other support personnel in the assessment of receptive and expressive language skills
- Provide direct instruction in speech, language, speech reading, auditory, and listening skills
- Work in cooperation with the Teacher for Hearing Impairment, Including Deafness, paraprofessionals, note-takers, educational interpreters and other service providers to identify and implement strategies that develop communication, language, and related academic skills.
- Assist in addressing reading, writing, thinking, and literacy skills
- Assist the school personnel and parents to enhance the students overall communication skills
- Recommend and support implementation of technological devices to enhance speech and language production
- May provide services in the general education classroom or in other appropriate settings
- Consult with private providers to best support the individual student
- Administer formal and/or informal assessments to document progress towards IEP goals and objectives
- Provide initial, triennial, and on-going evaluation of students' communication needs
- Participate at IEP meetings to assure communication needs are being addressed in all components related to the IEP

- Participate in in-service training to increase knowledge about students who are D/HH, their educational needs, interpreter in-service and assistive listening devices or other assistive technology

Occupational Therapists

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Collaborate with team members in supporting student achievement of learning goals and/or accommodations across school and community-based educational settings
- Conduct environmental assessments and serve as a resource to problem–solve sensory-motor based barriers that might limit a student’s participation
- To communicate in the students mode of communication and or use resources to ensure effective communication
- Help improve student performance through reasonable accommodations and modifications when indicated
- Provide equipment, tools and assistive technology needed for students to access their educational environments and move toward goal attainment
- Support students with successful transitions into appropriate vocational, educational, and independent living pursuits
- Maintain communication with parents and other relevant providers

Physical Therapists

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Collaborate with team members in supporting student achievement of goals across school and community-based educational settings
- Conduct environmental assessments and serve as a resource to problem–solve motor based barriers that might limit a student’s participation
- To communicate in the students mode of communication and or use resources to ensure effective communication
- Help improve student participation through reasonable accommodations and modifications
- Collaborate with and train staff in ways to safely support students’ physical needs and access to their educational environment
- Provide equipment and training for students to access their educational environments and move toward goal attainment
- Maintain communication with parents and other relevant providers

Nurses

- Train and delegate staff for all health care related and medical needs
- Participate in developing and maintain students’ Health Care Action Plan
- Participate in IEP meetings as needed
- Conduct hearing/vision screening and make appropriate referrals as needed
- Consult with staff to understand health care needs of a student and how to best accommodate in the classroom environment and school community
- Possess knowledge of available community resources
- Serve as a liaison between school team and medical professionals

School Psychologists

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Develop an awareness of appropriate assessments for students who are D/HH
- Use resources to ensure effective communication with students who are D/HH
- Conduct assessments to provide information about present levels of cognitive functioning
- Perform observations of students in instructional settings
- Support teachers and paraprofessionals with behavioral support strategies and resources
- Collaborate with teachers and support staff on behavior support strategies, Functional Behavior Assessments, and Behavior Intervention Plans
- Communicate with parents and team members using language that focuses on students' strengths
- Collaborate with community resources

Other Integrated Services Teachers

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Utilize progress monitoring and analyze data to guide instruction
- Provide specific instruction in content areas (i.e. reading, math, writing)
- Collaborate with Teacher for D/HH and general education teachers
- Collaborate with other educational support staff (i.e. interpreter/tutors, note-takers, paraprofessionals)
- Collaborate with other Integrated Services professionals (i.e. SLP, OT, PT)

Transportation

- Be familiar with students' individual needs and Individual Transportation Plans (ITP)
- Provide support to students during transportation to/from school
- Use qualified adult resources to ensure effective communication with students who are D/HH
- Follow protocols of IEP Behavior Support Plans and Health Care Action Plans
- Communicate with school staff and parents
- Organize and schedule bus routes to meet students' needs
- Develop rapport with students and parents
- Participate in the IEP meeting, when requested

Community Agencies

- Provide information for students, family members and school staff about services and resources available
- Participate in IEP meetings for students of transition age, or as requested
- Remain informed about individual students receiving services from their organization
- Serve as a resource to the school team, as appropriate

Role Models who are D/HH

A role model who is D/HH is a supervised individual who serves as a positive influence for students who are D/HH age birth through 21. Individuals with differing hearing assistive devices and modalities will be recruited to act as role models for students. A role model provides a variety of support with regard to communication modes, technology usage, daily living skills, job responsibilities, self-advocacy, work ethics, social interaction skills, and goal setting.

Building Administrator

- Foster a school climate of acceptance and membership for all students and model this attitude to staff, students, family members, and the community.
- Recruit and hire new staff who are committed to adopting best practices of inclusion
- Possess a strong foundational knowledge of inclusive practices and special education
- Possess foundational knowledge of the programming needs of students who D/HH and attend trainings as needed
- Actively support teachers and staff through equitable allocation of resources
- Work collaboratively and cooperatively with staff in order to support their management and leadership in the Hearing Impairment, Including Deafness Program
- Support special education staff in student behavioral management by being aware of student behavior plans and interventions, which may include physical interventions
- Serve as a liaison and advocate for the Hearing Impairment, Including Deafness Program among district level staff, family members, and community
- Supervise and evaluate staff based upon specific knowledge of the program and individual roles
- Participate in IEP meetings, as requested, and/or ensure participation of critical staff
- Support classes and school-wide activities that foster awareness of and support for individuals with differing abilities

District Administrator

- Ensure that teachers and services providers are implementing best practices and complying with district, state and federal regulations.
- Actively support teachers and staff (i.e. participate in IEP meetings, problem-solve challenging issues etc.)
- Facilitate collaboration among service providers throughout the district
- Guide, support and inform building administrators about district policies, guidelines, expectations as well as state and federal regulations
- Communicate about available resources and information
- Advocate for equitable allocation of resources
- Remain aware of specific student and family needs that impact the student's education and/or programming needs
- Provide opportunities for professional development that address current programming needs, and align with department and district learning goals
- Facilitate support from Parent Liaison when appropriate
- Attend trainings to stay current on issues impacting education for students who are D/HH



APPENDIX

DEAF CHILD'S BILL OF RIGHTS

CHAPTER 14

EDUCATION - PUBLIC SCHOOLS

HOUSE BILL 96-1041 [\[Digest\]](#)

BY REPRESENTATIVES Keller, Kerns, Sullivan, Sullivant, Armstrong, Chlouber, Clarke, Dean, Friednash, Gordon, Kaufman, Knox, Lyle, Mace, McElhany, Morrison, Nichol, Reeser, Saliman, Snyder, and Tucker; also SENATORS Hopper, Meiklejohn, Feeley, Hernandez, Johnson, Martinez, Matsunaka, Pascoe, Perlmutter, Rupert, and Tanner.

AN ACT CONCERNING THE EDUCATION OF CHILDREN WHO ARE DEAF AND HARD-OF-HEARING.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration.

(1) The general assembly finds that:

- (a) Pupils with low-incidence disabilities, as a group, make up less than one percent of the total statewide enrollments for kindergarten through grade twelve; and
- (b) Pupils with low-incidence disabilities require highly specialized services, equipment, and materials.

(2) The general assembly further finds that:

- (a) Deafness involves the most basic of human needs: The ability to communicate with other human beings. Many deaf and hard-of-hearing children use an appropriate communication mode, sign language, which may be their primary language, while others express and receive language orally and aurally, with or without visual signs or clues. Still others, typically young deaf and hard-of-hearing children, lack any significant language skills. It is essential for the well-being and growth of deaf and hard-of-hearing children that educational programs recognize the unique nature of deafness and ensure that all deaf and hard-of-hearing children have appropriate, ongoing, and fully accessible educational opportunities.
- (b) It is essential that deaf and hard-of-hearing children, like all children, have an education in which their unique communication mode is respected, utilized, and developed to an appropriate level of proficiency;
- (c) It is essential that deaf and hard-of-hearing children have an education in which teachers of the deaf and hard-of-hearing, psychologists, speech therapists, assessors, administrators, and other special education personnel understand the unique nature of deafness and are specifically trained to work with deaf and hard-of-hearing pupils. It is essential that deaf and hard-of-hearing children have an education in which teachers of the deaf and hard-of-hearing are proficient in the primary language mode of those children.
- (d) It is essential that deaf and hard-of-hearing children, like all children, have an education with a sufficient number of language mode peers with whom they can communicate directly and who are of the same, or approximately the same, age and ability level;
- (e) It is essential that deaf and hard-of-hearing children have an education in which their parents and, where appropriate, deaf and hard-of-hearing people are involved in determining the extent, content, and purpose of programs;

- (f) Deaf and hard-of-hearing children would benefit from an education in which they are exposed to deaf and hard-of-hearing role models;
- (g) It is essential that deaf and hard-of-hearing children, like all children, have programs in which they have direct and appropriate access to all components of the educational process, including, but not limited to, recess, lunch, and extracurricular social and athletic activities;
- (h) It is essential that deaf and hard-of-hearing children, like all children, have programs in which their unique vocational needs are provided for, including appropriate research, curricula, programs, staff, and outreach;
- (i) Each Deaf or Hard-of-Hearing child should have a determination of the least restrictive environment that takes into consideration these legislative findings and declarations;
- (j) Given their unique communication needs, deaf and hard-of-hearing children would benefit from the development and implementation of state and regional programs for children with low-incidence disabilities.

SECTION 2. 22-20-103, Colorado Revised Statutes, 1995 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-20-103. Definitions.

As used in this article, unless the context otherwise requires: (1.7) "COMMUNICATION MODE OR LANGUAGE" MEANS ONE OR MORE of the following systems or methods of communication applicable to deaf and hard-of-hearing children:

- (a) AMERICAN SIGN LANGUAGE;
- (b) ENGLISH-BASED MANUAL OR SIGN SYSTEMS; OR
- (c) ORAL, AURAL, OR SPEECH-BASED TRAINING.

SECTION 3. 22-20-108, Colorado Revised Statutes, 1995 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-20-108. Determination of disability - enrollment.

(4.7) (a) IN DEVELOPING AN INDIVIDUAL EDUCATIONAL PROGRAM PURSUANT TO SUBSECTION (4) OF THIS SECTION FOR A CHILD WHO IS DEAF OR HARD-OF-HEARING, IN ADDITION TO ANY OTHER REQUIREMENTS ESTABLISHED BY THE STATE BOARD, THE COMMITTEE SHALL CONSIDER THE RELATED SERVICES AND PROGRAM OPTIONS THAT PROVIDE THE CHILD WITH AN APPROPRIATE AND EQUAL OPPORTUNITY FOR COMMUNICATION ACCESS. THE COMMITTEE SHALL CONSIDER THE CHILD'S SPECIFIC COMMUNICATION NEEDS AND, TO THE EXTENT POSSIBLE UNDER PARAGRAPH (g) OF THIS SUBSECTION (4.7), ADDRESS THOSE NEEDS AS APPROPRIATE IN THE CHILD'S INDIVIDUAL EDUCATIONAL PROGRAM. IN CONSIDERING THE CHILD'S NEEDS, THE COMMITTEE SHALL EXPRESSLY CONSIDER THE FOLLOWING:

- (I) THE CHILD'S INDIVIDUAL COMMUNICATION MODE OR LANGUAGE;
- (II) THE AVAILABILITY TO THE CHILD OF A SUFFICIENT NUMBER OF AGE, COGNITIVE, AND LANGUAGE PEERS OF SIMILAR ABILITIES;
- (III) THE AVAILABILITY TO THE CHILD OF DEAF OR HARD-OF-HEARING ADULT MODELS OF THE CHILD'S COMMUNICATION MODE OR LANGUAGE;
- (IV) THE PROVISION OF APPROPRIATE, DIRECT, AND ONGOING LANGUAGE ACCESS TO TEACHERS OF THE DEAF AND HARD-OF-HEARING AND INTERPRETERS AND OTHER SPECIALISTS WHO ARE PROFICIENT IN THE CHILD'S PRIMARY COMMUNICATION MODE OR LANGUAGE; AND

(V) THE PROVISION OF COMMUNICATION-ACCESSIBLE ACADEMIC INSTRUCTION, SCHOOL SERVICES, AND EXTRACURRICULAR ACTIVITIES.

(b) TO ENABLE A PARENT TO MAKE INFORMED DECISIONS CONCERNING WHICH EDUCATIONAL OPTIONS ARE BEST SUITED TO THE PARENT'S CHILD, ALL OF THE EDUCATIONAL OPTIONS PROVIDED BY THE SCHOOL DISTRICT AND AVAILABLE TO THE CHILD AT THE TIME THE CHILD'S INDIVIDUAL EDUCATIONAL PROGRAM IS PREPARED SHALL BE EXPLAINED TO THE PARENT.

(c) NO DEAF OR HARD-OF-HEARING CHILD SHALL BE DENIED THE OPPORTUNITY FOR INSTRUCTION IN A PARTICULAR COMMUNICATION MODE OR LANGUAGE SOLELY BECAUSE:

- (I) THE CHILD HAS SOME REMAINING HEARING;
- (II) THE CHILD'S PARENTS ARE NOT FLUENT IN THE COMMUNICATION MODE OR LANGUAGE BEING TAUGHT; OR
- (III) THE CHILD HAS PREVIOUS EXPERIENCE WITH SOME OTHER COMMUNICATION MODE OR LANGUAGE.

(d) NOTHING IN THIS SUBSECTION (4.7) SHALL PRECLUDE INSTRUCTION IN MORE THAN ONE COMMUNICATION MODE OR LANGUAGE FOR ANY PARTICULAR CHILD. ANY CHILD FOR WHOM INSTRUCTION IN A PARTICULAR COMMUNICATION MODE OR LANGUAGE IS DETERMINED TO BE BENEFICIAL SHALL RECEIVE SUCH INSTRUCTION AS PART OF THE CHILD'S INDIVIDUAL EDUCATIONAL PROGRAM.

(e) NOTWITHSTANDING THE PROVISIONS OF SUBPARAGRAPH (II) OF PARAGRAPH (a) OF THIS SUBSECTION (4.7), NOTHING IN THIS SUBSECTION (4.7) MAY BE CONSTRUED TO REQUIRE THAT A SPECIFIC NUMBER OF PEERS BE PROVIDED FOR A CHILD WHO IS DEAF OR HARD-OF-HEARING.

(f) NOTHING IN THIS SUBSECTION (4.7) SHALL ABROGATE PARENTAL CHOICE AMONG PUBLIC EDUCATIONAL PROGRAMS AS PROVIDED IN SECTION 22-20-109 OR ARTICLES 30.5 OR 36 OF THIS TITLE OR AS OTHERWISE PROVIDED BY LAW.

(g) NOTHING IN THIS SUBSECTION (4.7) SHALL REQUIRE A SCHOOL DISTRICT TO EXPEND ADDITIONAL RESOURCES OR HIRE ADDITIONAL PERSONNEL TO IMPLEMENT THE PROVISIONS OF THIS SUBSECTION (4.7).

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Approved: March 18, 1996

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

*Kansas Ad Hoc Committee on the Deaf and Hard-of-Hearing Children's Educational Bill of Rights "Implementing the Deaf Child's Bill of Rights: Guidelines For Schools. Final draft June 5, 2007.

1 Johnson, CD, Benson, P, & Seaton, J. 1997. Educational Audiology Handbook, Appendix

Amended by the Kansas Ad Hoc Committee for D/HH Children's Bill of Rights, 2007. June 2009 Appendix B Guide to Education of Children Communication Plan Template, KSDE Who Are Deaf or Hard-of-Hearing



ACCOMMODATIONS AND MODIFICATIONS CHECKLIST

IEP Checklist: Recommended Accommodations and Modifications for Students Who Are D/HH

<p>Amplification Options</p> <p><input type="checkbox"/> Personal hearing device (hearing aid, tactile device)</p> <p><input type="checkbox"/> Personal FM system (hearing aid + FM)</p> <p><input type="checkbox"/> FM system/auditory trainer (without personal hearing aid)</p> <p><input type="checkbox"/> Walkman-style FM system</p> <p><input type="checkbox"/> Sound-field FM system</p> <p>Assistive Devices</p> <p><input type="checkbox"/> TDD/TTY</p> <p><input type="checkbox"/> Open or closed captioning</p> <p><input type="checkbox"/> Video phone</p> <p><input type="checkbox"/> Other</p> <p>Communication Accommodations</p> <p><input type="checkbox"/> Specialized seating arrangements:</p> <p><input type="checkbox"/> Obtain student's attention prior to speaking</p> <p><input type="checkbox"/> Reduce auditory distractions (background noise)</p> <p><input type="checkbox"/> Reduce visual distractions</p> <p><input type="checkbox"/> Enhance speech reading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)</p> <p><input type="checkbox"/> Present information in simple, structured, sequential manner</p> <p><input type="checkbox"/> Clearly enunciate speech</p> <p><input type="checkbox"/> Allow extra time for processing information</p> <p><input type="checkbox"/> Repeat or rephrase information when necessary</p> <p><input type="checkbox"/> Frequently check for understanding</p> <p><input type="checkbox"/> Educational interpreter (ASL, signed English, cued speech, oral)</p> <p><input type="checkbox"/> Direct Communication</p> <p><input type="checkbox"/> Computer Assisted Note-Taker</p>	<p>Instructional Accommodations</p> <p><input type="checkbox"/> Use of visual supplements (overheads, interactive whiteboards, chalkboards, charts, vocabulary lists, lecture outlines)</p> <p><input type="checkbox"/> Captioning or scripts for television, videos, movies, filmstrips</p> <p><input type="checkbox"/> Buddy system for notes, extra explanations/directions</p> <p><input type="checkbox"/> Check for understanding of information</p> <p><input type="checkbox"/> Down time/break from listening</p> <p><input type="checkbox"/> Extra time to complete assignments</p> <p><input type="checkbox"/> Step-by-step directions</p> <p><input type="checkbox"/> Tutor</p> <p><input type="checkbox"/> Note-taker</p> <p><input type="checkbox"/> Interactive TV</p> <p>Curricular Modifications</p> <p><input type="checkbox"/> Modify reading assignments (shorten length, adapt or eliminate phonics assignments)</p> <p><input type="checkbox"/> Modify written assignments (shorten length, adjust evaluation criteria)</p> <p><input type="checkbox"/> Pre-tutor vocabulary</p> <p><input type="checkbox"/> Provide supplemental materials to reinforce concepts</p> <p><input type="checkbox"/> Provide extra practice</p> <p><input type="checkbox"/> Alternative curriculum</p> <p>Evaluation Modifications</p> <p><input type="checkbox"/> Reduce quantity of tests</p> <p><input type="checkbox"/> Use alternative tests</p> <p><input type="checkbox"/> Provide reading assistance with tests</p> <p><input type="checkbox"/> Allow extra time</p> <p><input type="checkbox"/> Other modifications:</p>
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<p>Physical Environment Accommodations</p> <p><input type="checkbox"/> Noise reduction (carpet & other sound absorption materials)</p> <p><input type="checkbox"/> Specialized lighting</p> <p><input type="checkbox"/> Room design modifications</p> <p><input type="checkbox"/> Flashing alarms for fire, weather, lockdown</p>	<p>Other Needs/Considerations</p> <p><input type="checkbox"/> Supplemental instruction (speech, language, pragmatic skills, auditory , speechreading skills)</p> <p><input type="checkbox"/> Counseling</p> <p><input type="checkbox"/> Sign language instruction</p> <p><input type="checkbox"/> Vocational services</p> <p><input type="checkbox"/> Family supports</p> <p><input type="checkbox"/> Parent Counseling & Training</p> <p><input type="checkbox"/> Role models who are D/HH</p> <p><input type="checkbox"/> Recreational/Social opportunities</p> <p><input type="checkbox"/> Financial assistance</p> <p><input type="checkbox"/> Transition service</p>
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An audiologic criterion for efficiency in hearing sensitivity which is educationally significant is one of the following:

- An average pure-tone hearing loss in the speech range (500-4000 Hz) of at least 20dB hearing loss in the better ear which is not reversible within a reasonable period of time.
- An average high frequency, pure-tone hearing loss of at least 35dB hearing loss in the better ear for two or more of the following frequencies – 2000, 3,000, 4000, 6000 Hz
- A unilateral average pure-tone hearing loss of 35 dB hearing loss (5-4000 Hz) or greater, which is not reversible within a reasonable period of time.

DETERMINATION OF ELIGIBILITY

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
DETERMINATION OF ELIGIBILITY: HEARING IMPAIRMENT, INCLUDING DEAFNESS			
<p>Definition: A child with Hearing Impairment, Including Deafness shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where, even with the help of amplification, the child is prevented from receiving reasonable educational benefit from general education. ECEA 2.08(2)</p>			
<p>The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(2)</p>			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)</p> <p>2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)</p> <p>3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)</p> <p style="padding-left: 20px;"><input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction</p> <p style="padding-left: 20px;"><input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and</p> <p style="padding-left: 20px;"><input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.</p>	
<p>To be eligible as a child with a Hearing Impairment, Including Deafness, there must be evidence of a "deficiency in hearing sensitivity" of one of the following criteria, as measured by behavioral or electrophysiological audiological assessments: ECEA 2.08(2)(a)</p>			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Three frequency, pure tone average hearing loss in the speech range (500 – 4000 Hertz {Hz}) of at least 20 decibels Hearing Level (dBHL) in the better ear which is not reversible; or</p> <p>A high frequency, pure tone average hearing loss of at least 35 dBHL in the better ear for two or more of the following frequencies: 2000, 3000, 4000 or 6000 Hz; or</p> <p>A three frequency, pure tone average unilateral hearing loss in the speech range (500 – 4000Hz) of at least 35 dBHL which is not reversible; or</p> <p>A transient hearing loss, meeting one of the criteria above, that is exhibited for three (3) months cumulatively during a calendar year (i.e., any three months during the calendar year) and that typically is caused by non-permanent medical conditions such as otitis media or other ear problems.</p>	
<p>The Hearing Impairment, Including Deafness, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by one or more of the following criteria: (check all that apply) ECEA 2.08(2)(b)</p>			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Delay in auditory skills and/or functional auditory performance including speech perception scores (in quiet or noise), which demonstrates the need for specialized instruction in auditory skill development or assistive technology use; and/or</p> <p>Receptive and/or expressive language (spoken or signed) delay including a delay in syntax, pragmatics, semantics, or if there is a significant discrepancy between the receptive and expressive language scores and/or function which adversely impacts communication and learning; and/or</p> <p>An impairment of speech articulation, voice and/or fluency; and/or</p> <p>Lack of adequate academic achievement and/or sufficient progress to meet age or state-approved grade-level standards in reading, writing, and/or math; and/or</p> <p>Inconsistent performance in social and learning environments compared to typically developing peers; and/or</p> <p>Inability to demonstrate self advocacy skills or utilize specialized technology/resources to access instruction.</p>	
<input type="checkbox"/>	<p>This box should be checked, in the event that a child who is Deaf-Blind does not meet the above requirements for Hearing Impairment, Including Deafness, but the combination of an existing hearing loss and the documented visual loss adversely affects the child's educational performance.</p>		
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.</p>		

GLOSSARY OF TERMS

Accommodations: Services or supports used to enable a student to fully access the subject matter and instruction; does not alter the content or expectations, instead is an adjustment to instructional methods

Adaptation: Involves an adjustment to the instructional content or performance expectations of the student with a disability from what is expected or taught to students in general education

Adaptive Skills: Necessary skills for daily functioning i.e. communication, self-care, social skills

Alternate Assessments: Alternate assessment are used to determine educational accountability for all students with disabilities; assessment participants are those students with disabilities who are unable to participate in regular assessments even with accommodations

Assistive Technology: Technology that promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks

Augmentative Communication: Alternative methods of communications for those that are unable to effectively or functionally communicate verbally; tactics range from low tech systems, i.e. sign language or picture exchange to high tech systems, i.e. voice output systems

Behavior Support/Intervention Plans: Behavior Intervention Plan takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior

Case Manager: The teacher or service provider that coordinates the students' communication and educational needs between service providers, the parents or guardian, and the school environment

Community Based Education (CBE): Structured opportunities for students to build awareness, develop, practice, and generalize communication, social, functional math, and leisure skills within the students' community

Community Centered Board (CCB): Community Centered Boards (CCB) are responsible for community services for children with developmental delays and disabilities and adults with developmental disabilities; currently there are 20 CCBs who serve approximately 11,000 individuals and families across the state of Colorado; Foothills Gateway Rehabilitation serves persons in Larimer County

Collaborative planning: Research-based professional dialogue between two or more staff members working interdependently to develop and achieve common goals that are focused on: continuous improvement of student performance, professional practice, and/or the achievement of school improvement goals

Co-teaching: Two or more educators share instructional responsibility for a single group of students, primarily in a single classroom or workspace for a specific content, with mutual ownership

Criterion Referenced Tests: A test in which questions are written according to specific criteria. A student knows what the standards are for passing and only competes against him or herself

Curriculum: Collective description of teaching, learning, and assessment materials available for a given course of study

Curriculum Based Measurement: A method teachers use to find out how students are progressing in basic academic areas

Differentiation: The adaptation of classroom learning to suit each student's individual needs, strengths, preferences, and pace

English Language Acquisition (ELA): An educational approach in which English Language Learners (ELL) are instructed in the development of the English language

Expressive Language: Being able to produce speech or communicate a message

Extended Evidence Outcomes (EEO): Provide the alternate standards in mathematics, science, social studies, and reading, writing, and communicating for students with significant cognitive disabilities, who qualify for the alternate assessment; alternate expectations are directly aligned to the grade level expectations for students

Extended Readiness Competencies (ERC): Underlying skills students need to reach specific indicators for content standards, life outcomes, career membership, and community memberships

Fine Motor Skills: Fine motor skills are the coordination of small muscle movements which occur e.g., in the fingers, usually in coordination with the eyes; in application to motor skills of hands (and fingers) the term dexterity is commonly used

Functional Academics: Using reading, writing, and math skills in everyday life

Functional Behavioral Assessment (FBA): Comprehensive and individualized assessment to identify the purpose or function of a student's problem behavior(s)

Gross Motor Skills: Motor skills involving large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting; a person's gross motor skills depend on both muscle tone and strength

High Tech Communications Systems: Communication devices using specialized technology that produce speech or communication

Inclusion: A term used to describe the ideology that each child, to the maximum extent appropriate, should be educated in the school and classroom he/she would otherwise attend involves bringing support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students)

Inclusive Practices: Strategies to ensure that students with disabilities participate meaningfully in the general education curriculum beginning at the earliest age

Individualized Education Plan (IEP): A legal document designed by a multidisciplinary team that outlines the child's learning/behavior goals and objectives; must be updated at least every 12 months, includes description of the child's present level of educational performance and identifies annual goals and objectives along with methods for assessing progress; also outlines any necessary supports, accommodations, adaptations, and/or related services Interpersonal Skills ability to interact with others, sometimes referred to as "people skills"

Interventions: Team-based problem-solving decision making that supports student success in academics and/or behaviors that use a combination of high quality, culturally and linguistically responsive instruction; assessment; and are evidence-based

Intrapersonal Skills: Ability to understand one's self and how others perceive you

Low Tech Communication Systems: Not using technology, i.e. communication book, picture exchange or sign language

Modifications: Involves an adjustment to the instructional content or the performance expectations of students with disabilities from what is expected or taught to students in general education

Multidisciplinary Team: A group composed of members with varied but complimentary experience, qualifications, and skills that contribute to the achievement of the team's specific objectives; in the school setting this might be a special education teacher, general education teacher, school psychologist, speech/language pathologist, occupation therapist, etc.

Multiple Modalities: The sense modalities used in learning, i.e. visual, auditory, aural or tactical

Natural Supports: Personal associations and relationships typically developed in the community that enhance the quality and security of life for people

Nonverbal Communication: Communication by means other than using words, see augmentative communication

Paraprofessionals: A classified employee who supports students in the school setting and are an integral part of the Integrated Services team

Parent Liaison: A resource for parents and guardians to answer questions and assist them in: understanding the special education process, when needing support in working with their child's school, accessing community resources, and/or are moving into Poudre School District

Positive Behavior Intervention and Support (PBIS): A decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students

Professional Development: Skills and knowledge attained for both personal development and career advancement; professional development encompasses all types of facilitated learning opportunities

Progress Monitoring: The scientifically based practice of assessing student's academic performance on a regular basis for three purposes: 1) to determine whether children are profiting appropriately from the instructional program, including the curriculum; 2) to build more effective programs for the children that do not benefit; and, 3) to estimate rates of student improvement

Receptive Language: Is the comprehension or understanding of language listening and understanding what is communicated

Related Services (Itinerants): Related services are intended to address the individual needs of students with disabilities, in order that they may benefit from their educational program; occupational and physical therapy, vision, school health services, and special transportation assistance are just some examples of related services that can help eligible students with disabilities participate more fully and successfully in the learning process

Scope and Sequence: The breadth and depth of a specific curriculum; for example, the scope is how much you are going to teach of a subject over the course of a semester or year, the sequence is the order you are going to teach the lesson in

Service Delivery Models: A three-tiered approach to providing universal and supplemental and/or modified instruction and behavior supports designed to provide a continuum of services to all students

Social Skills: Maintaining interpersonal relationships, understanding emotions and social cues, understanding fairness and honesty, and obeying rules and laws

Special Education Advisory Committee (SEAC): SEAC brings together parents, professionals and community members interested in collaborative efforts that support and assist PSD in providing the best education for all students; SEAC meets monthly during the school Standardized Tests a test that is administered or scored in a consistent manner and that provides accurate and meaningful information on student's level of performance relative to others at their age or grade levels

Standards Based Education: The creation of curriculum frameworks which outlines specific knowledge or skills which students must acquire based on state content standards SWAAAC State Wide Augmentative Assistive Alternative Communication

Transition: A set of activities and services that assist students with disabilities to successfully move from the school environment to the post-school environment, such as employment, postsecondary education, or vocational training

Transition Assessments: Ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments; assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Plan Transitional IEPs: IEPs written when a student is 15 years or in 9th grade to address and develop postsecondary goals and life after the individual turns 21; goals and services include education/training, employment, and independent living

Universal Design: Broad-spectrum ideas meant to produce buildings, products, and environments that are inherently accessible to both people without disabilities and people with disabilities

Vertical Alignment: Planning curriculum across the grade levels from kindergarten to high school building upon instruction based upon standards; correct vertical alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts



TRANSITION: HIGH SCHOOL PROGRAMS

Alternative Cooperative Education (ACE): Provides work experience, related classroom instruction, and employment-related transition planning. Students develop personal and career skills, preparing them to live and work independently as vital, contributing members of their community.

Professional and Community Experience (PaCE): Offers an opportunity for any student to step outside the school walls and explore various career options. The community experience allows students to gain on-the-job training in areas of career interest.

Front Range Career and Technical Education Programs: Career and Technical Education is a coordinated system of programs, activities and learning experiences that connect school and work. Career and Technical Education provides a framework for connected learning paths that all students can follow as they move from school to postsecondary education or employment.



POST HIGH SCHOOL PROGRAMS

Community Connections: Assists students with significant learning needs in the Poudre School District transition from high school to adult living / postsecondary education.

Cooper Home: A collaborative effort between students, parents and the community to assist students in moving toward natural supports within the community and the work site while fostering independence.

Supported Employment Alternative Cooperative Education (ACE): Provides job coaches and other supports for students with significant challenges as they develop vocational and related skills through job trials, internships, paid work and other hands on community work experiences.

Project Search: A community partnership program designed to help students with special needs develop career skills that they can use in the workplace after they finish school. Students who participate in Project Search will attend classes, learn employment-related skills and work at internships where they are supported through on-the-job coaching and work site accommodations.

School to Work Alliance Program (SWAP): Provides counseling and guidance, job development, job placement, on-the-job training and jobsite support to assist young people with disabilities to become employed and self-sufficient.

Please visit www.pdschools.org/departments/integratedservices for more information