

PROCEDURAL HANDBOOK

SECTION

7

Low Incidence Disabilities and Services

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Updated April 2022

Low-Incidence Disabilities

The Individuals with Disabilities Education Act (IDEA) Section 1462(c) defines low-incidence disabilities as :

- a visual or hearing impairment, or simultaneous visual and hearing impairments.
- a significant cognitive impairment; or
- any impairment for which a small number of personnel with highly specialized skills and knowledge are needed for children with impairments to receive early intervention services or a free appropriate public education.

Definition of Low Incidence Disabilities

Low Incidence Disability is defined as a severe disabling condition with an expected incidence rate of less than one percent of total statewide enrollment in special education. Ed code sections relevant to Low Incidence funding and accountability are listed below.

| Code | Disability Category* |
|------|---|
| 220 | <p>Hard of Hearing (HH): Hard of Hearing means hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf" in this section.</p> |
| 230 | <p>Deafness (DEAF): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.</p> <p>Hearing Impairment (HI): Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above. (34 CFR §300.7(c)(3))250</p> |
| 250 | <p>Visual Impairment (VI): Visually Impaired, including blindness, means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (34 CFR §300.7(c)(13))</p> |
| 270 | <p>Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.); and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures)</p> |

| | |
|-----|---|
| 300 | Deaf-Blindness (DB): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR §300.7(c)(2)) |
|-----|---|

*If supporting a student with Multiple Disabilities and one eligibility is a Low Incidence disability, list the Low Incidence disability as Primary or Secondary Disability to generate funding.

Specialized Services for Low-Incidence Disabilities

Section 3051.16 Specialized Services for Low-Incidence Disabilities

(a) Specialized services for low-incidence disabilities may include:

(1) Specially designed instruction related to the unique needs of pupils with low-incidence disabilities provided by teachers credentialed pursuant Education Code section 44265.

(2) Specialized services related to the unique needs of pupils with low-incidence disabilities provided by qualified individuals such as interpreters, notetakers, readers, transcribers, and other individuals who provide specialized materials and equipment.

(b) An "educational interpreter" provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school-related activities, including extracurricular activities, as designated in a student's IEP.

An educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID), or equivalent; in lieu of RID certification or equivalent, an educational interpreter must have achieved a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter and Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification or have achieved a score of 4.0 or above on the EIPA - Cued Speech.

only (c) Specialized services for pupils with low-incidence disabilities shall be provided
or by personnel who possess a credential that authorizes services in special education
clinical rehabilitation services in the appropriate area of disability.

Low Incidence (LI) Funding

Low Incidence (LI) funds are for use on behalf of students having a low incidence (LI) primary or secondary disability through the assessment and IEP process. The funds are provided to each SELPA through the California Department of Education and are listed with other special education entitlements on the Funding Exhibits. The allocation of LI funds to the SELPA is based on the prior year CALPADS Census submission in the categories listed above. The SELPA will allocate funds to districts based on current year CALPADS Census.

Education Code Section 56836.22 provides for funds to purchase “specialized” books, materials and equipment as required under the student’s Individualized Education Program (IEP) for students with low incidence disabilities as defined in Section 56026.5

As a condition of receiving these funds, SBCSELPA and LEAs shall ensure that:

- The appropriate related service personnel, books, materials, and equipment are purchased.
- Training on the use of items is coordinated as necessary; and
- The books, materials and equipment are reassigned within SBCSELPA to other students with Low Incidence Disabilities once the student that originally received the items no longer needs them.

Low Incidence funds are for materials and/or services for students with an LI disability. SBCSELPA recommends that LEAs consider a tracking and monitoring system for equipment purchased with these funds.

ELIGIBILITY for Low Incidence Funding

Funds may be used for all students with the Low Incidence disabilities as defined in law, for both primary and secondary eligibility categories. Some students counted as having an orthopedic impairment may not be eligible because they do not have a “severe orthopedic impairment” as per the definition of Low Incidence disabilities in Education Code 56026.5. Students who have severe orthopedic impairments require highly specialized services, equipment, and materials per Education Code Section 5600.5(b).

Education Code Section 56320(g) requires that persons knowledgeable of that disability shall conduct the assessment of a student with a suspected low incidence disability. A low incidence disability does not guarantee the use of low incidence funds. The IEP team reviews assessment data and determines the most appropriate items or services needed to address the student’s unique educational needs. These items or services may or may not be “specialized.” Items, which are found in most classrooms, would not be acquired through low incidence funds.

Procedures for Purchasing Equipment and/or Services with Low Incidence Funding

The LEA may consider the following when purchasing equipment and/or funding services through LI Funding.

The equipment and services should be:

- appropriate to the eligibility category and appropriate services on their IEP required for the student to meet IEP goals and objectives.
- required for the student to access general education.
- specialized as it relates to a need or the needs of the LI disability.
- identified in a comprehensive evaluation completed by credentialed staff or a provider and who is knowledgeable of the LI disability area(s).

The Annual Budget Plan asks for estimated expenditures for:

- 1) Supplemental Aides and Services in a regular classroom (SACS Function 1130)
- 2) Low Incidence Expenditures

LEAs should consider utilizing codes to specify Low Incidence expenditures for services or personnel to have estimates for the Annual Budget Plan. There is no specific SACS code for Low Incidence, so it would need to be LEA defined.

IEP Service Codes

The IEP team determines the services for the student. A student must have a service code identified in their IEP that is appropriate to the service that is being provided. A student with a specified LI disability typically has one or more of the following as noted below, all of which are allowable services to be funded with LI funds:

| Code | Service Description |
|------|--|
| 710 | Specialized Deaf and Hard of Hearing Services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18) |

| | |
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| | |
| 715 | <p>Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16)</p> |
| 720 | <p>Audiological Services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2)</p> |
| 725 | <p>Specialized Vision Services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.</p> <p>Service may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1)</p> |
| 730 | <p>Orientation and Mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.</p> |
| 735 | <p>Braille Transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by the appropriate agency.</p> |
| 740 | <p>Specialized Orthopedic Services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16)</p> |
| 750 | <p>Note Taking Services:</p> |

| | |
|-----|--|
| | Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes. |
| 755 | Transcription Services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction. |

1. Low Incidence Funding Parameters

a. Prior to requesting purchase of new equipment, the district/program should check other sources such as the SBCSELPA and Clearinghouse for Specialized Media and Technology, and district office for any availability of the equipment at <https://www.cde.ca.gov/re/pn/sm/>.

b. The purchase must relate to the unique educational needs resulting from the low incidence disability as indicated in the IEP of the eligible student.

c. Equipment purchased with LI funds is the property of the State of California and managed by the LEA and should remain within Santa Barbara County SELPA. If the equipment is specific to the student’s disability and non-transferrable, special arrangements could be made to send the LI equipment with the student to the receiving SELPA.

2. Procedures for purchasing equipment with LI funding

a. Determine Eligibility: The IEP team determines eligibility for a low incidence disability. The Low Incidence eligibility must be documented on the IEP as a primary or secondary disability.

b. Determine Student Needs: The IEP team determines the student’s educational needs for item(s) through educational assessments and/or documentation.

c. Educational Assessment: The personnel who assess the student shall prepare a written report, or reports as appropriate, of the results of each assessment. The report shall include, but not be limited to, the need for specialized services, materials, and equipment for students with low incidence disabilities consistent with guidelines established pursuant to §56136.

d. IEP Documentation: The specialized equipment must be written into the (IEP5) Special Factors page including the descriptors:

with the IEP.

- How the item will assist the student’s instruction in accordance
- How often the item will be used or is needed.
- How the item facilitates participation in the classroom.
- Specific projected student outcomes.
- Justification statement that is related to the student’s unique needs as identified in the assessment

educational information.

e. Assessments, goals, and objectives are correlated to the justification statement of need.

f. (IEP2B) Present Level of Performance indicates language that reflects assessment information and need for equipment or service support.

- Recommendation: abstain from using specific brand names for purchase.
- Recommendation: Special Factors should be addressed generically. The IEP shows the student has a unique educational need directly related to the low incidence disability and that this need can only be met with specialized books, materials, equipment, and or services.
- Goals must be written to address the unique educational needs, not the desired items or service.
- If the annual IEP goals do not specifically address this educational need, then an amendment IEP with goals that reflect the need for specialized books, materials, and equipment must be written and submitted.

3. Submission of IEP to LEA for purchase of equipment:

a. IEP Team ensures the following documents are completed to support the approval of low incidence equipment or service by the LEA Special Education Administrator:

1. (IEP2) IEP Eligibility
2. (IEP3B) Annual Goals
3. (IEP5) Special Factors page of student IEP
4. (SELPA85) Low Incidence Equipment Purchase form (Optional)

4. Submission of Low Incidence Equipment Purchase Reimbursement from LEA to SBCSELPA

a. After review of the LEA Special Education Administrator, the LEA Special Education Administrator will notify in writing the SBCSELPA Designee for approval of purchase or service using Low Incidence funding LEA Allotment.

LEAs may choose to submit the (SELPA 85) Low Incidence Purchase form to accompany the notification in writing to the SBCSELPA Designee.

the b SBCSELPA Executive Director/ SBCSELPA Designee will provide approval of LI equipment or service to the LEA Special Education Administrator via email.

c. The LEA purchases equipment and or service and provides an invoice of purchase to SBCSELPA for reimbursement using LI funding allotment.

5. Recommendation: Labeling of Low Incidence Equipment

Once the low incidence equipment is purchased and received by the LEA, the LEA could add a bar code to the equipment. It is recommended to the LEA that the bar code and equipment item be added to a low incidence inventory spreadsheet housed in the LEAs Special Education database.

Student Movement/Transfer

1. If a student moves into SBCSELPA:

When a student moves into the LEA with low incidence equipment already purchased for the student in their last placement, the new LEA will document the equipment using the existing bar code from the prior district to the low incidence inventory spreadsheet housed in the LEA Special Education database.

If no bar code exists, a bar code will be assigned to the equipment and documented to the low incidence inventory spreadsheet housed in the LEA Special Education database.

2. If a student moves to an LEA within SBCSELPA:

Arrangements from LEA to new LEA can be made to send the equipment with the student to the new LEA within SBCSELPA.

3. If a student moves out of SBCSELPA:

Per CDE FAQs about Low Incidence funds: “if the books, materials, and equipment are still needed by other students with low incidence disabilities in your SELPA, there is no requirement to send it with the student who moved. Providing these resources is the responsibility of the SELPA where the student now resides.

If, however, books, materials and equipment purchased with low incidence funds are unused, SELPAs are encouraged to plan with other LEAs in the current SELPA and neighboring SELPAs to share the unused equipment, books, and materials.

If needing to move on unused equipment, please notify SBCSELPA with a picture and description of the equipment to be determined if it could be used elsewhere by another LEA in Santa Barbara County.

4. Student graduates from high school:

A graduating high school student or student aging out of special education who has a low incidence disability cannot use the specialized equipment purchased for him by his SELPA through low incidence funds in college. To do so would be a gift of public funds which is a violation of law. Pursuant to Education Code 56822 "Books, materials and equipment purchased with low incidence funds remain the property of the state."

Since the student has graduated from high school or is aging out of special education, they are no longer eligible to receive special education services. If the LEA no has use for the books, equipment or materials, the other LEAs in the SELPA should be notified of the available equipment to be used for another student within the SELPA. If the student needs similar equipment upon graduating or aging out, he/she should contact the Department of Rehabilitation.

Equipment Maintenance

1. Lost or stolen equipment will not be replaced using low incidence funds. The LEA is responsible for replacement of equipment. Reimbursement to districts for the cost of replacing lost or stolen equipment can be requested if money is available at the end of year.
2. Item No Longer Needed: If the item(s) has been purchased for one student and is no longer being used by that student, notify the LEA Special Education office. The item can be reassigned to another student who is LI eligible. The IEP for that student must indicate the need for LI equipment.

Reference Education Codes

EC §56320(g) requires that: "The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to §56136."

EC §56327(h) states, "The personnel who assess the pupil shall prepare a written report, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following: "The need for specialized services, materials, and equipment for pupils with low incidence disabilities consistent with guidelines established pursuant to §56136."

EC §56345(b)(5) states, "When appropriate, the individualized educational program shall also include...For pupils with low incidence disabilities, specialized services, materials, and equipment, consistent with guidelines established pursuant to §56136."

EC §56206 states, "As a part of the local plan submitted pursuant to §56200, each SELPA shall describe how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve pupils in isolated sites and maximizes the opportunities to serve pupils in the least restrictive environment."

EC §56363(b)(16) states the Related Services "may include but not be limited to: Specialized services for low incidence disabilities, such as readers, transcribers, and vision and hearing services."

These services are further defined in California Code of Regulations, Title 5, §3051.16: "Specialized Services for low incidence disabilities may include: (b) Specialized services related to the unique needs of pupils with low incidence disabilities provided by qualified individuals such as interpreters, note takers, readers, transcribers, and other individuals who provide specialized materials and equipment."

EC § 56364.1 Notwithstanding the provisions of Section 56364.2, pupils with LI disabilities may receive all or a portion of their instruction in the regular classroom and may also be enrolled in special classes taught by appropriately credentialed teachers who serve these pupils at one or more school sites. The instruction shall be provided in a manner which is consistent with the guidelines adopted pursuant to Section 56136 and in accordance with the individualized education program.

FORMS TO BE USED

- (IEP2B) Present Level of Performance page of student IEP
- (IEP3B) Annual Goals
- (IEP5) Special Factors page of student IEP
- (SELPA85) Low Incidence Equipment Purchase form (Optional)

E = *ENGLISH* and S = *SPANISH*

Sample copies of all SELPA forms referenced in this handbook are included in SIRAS Systems
www.sirassystems.org

THE LAW

The regulations implementing the Individuals with Disabilities Education Act include a provision regarding the proper functioning of hearing aids and surgically implanted medical devices. This requirement states that: “Each public agency must ensure that the hearing aids and external components of surgically implanted medical devices worn in school by children with hearing impairments, including deafness, are functioning properly.” 34 CFR 300.113.

In this document, hearing aids and surgically implanted medical devices, including but not limited to cochlear implants and/or surgically implanted Bone Anchored Hearing Aids (BAHA), will here after collectively be referred to as “Hearing Devices.”

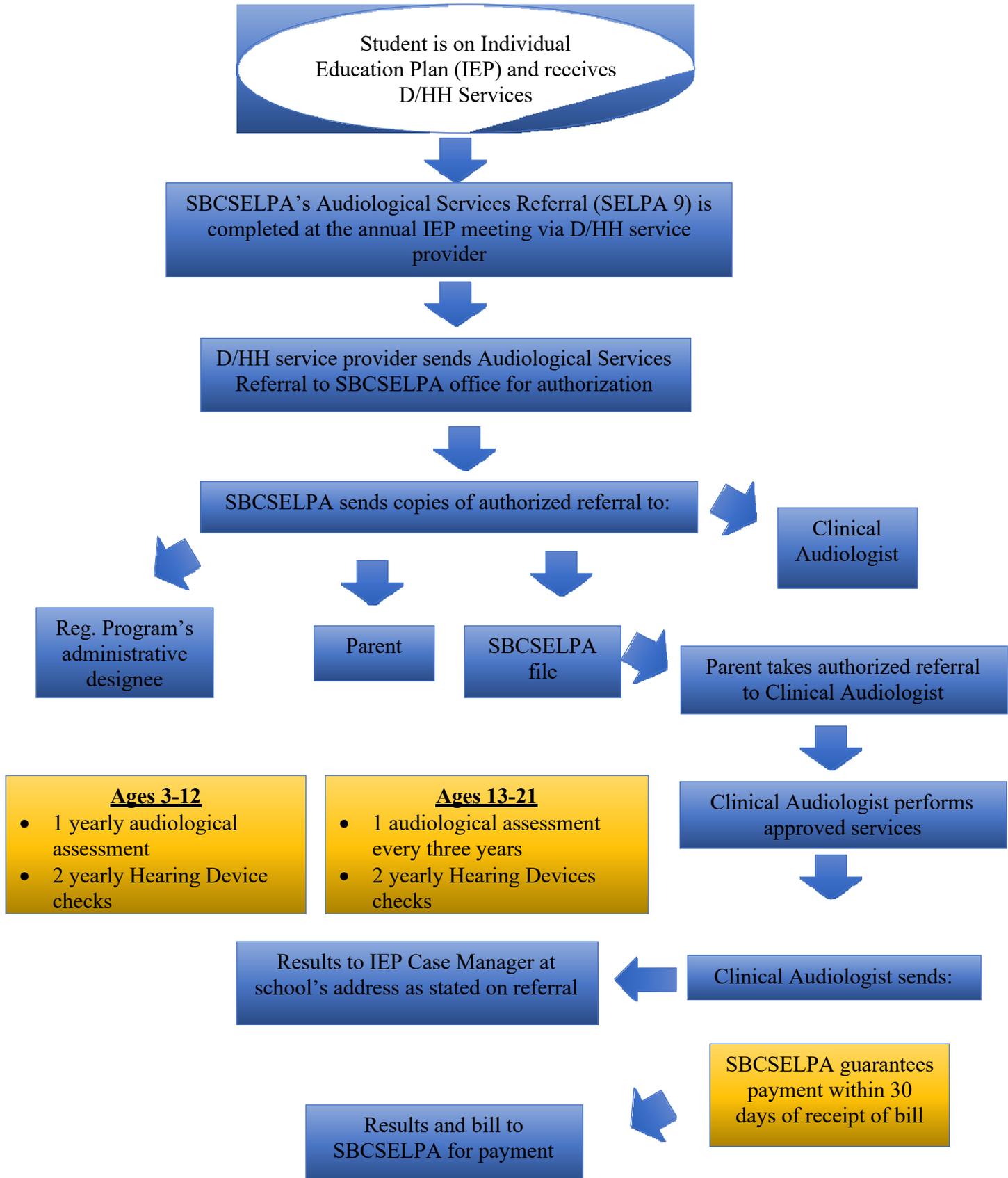
PROCEDURES FOR HEARING DEVICE CHECKS

Individual Hearing Devices worn by students with hearing loss are checked as the students arrive at school each morning. The general education or Special Day Class teacher (or designated staff member), as appropriate, is responsible for checking each morning to ensure the students’ individual Hearing Devices are functioning properly. Students with the capability to monitor their own Hearing Devices performance (generally beginning in 2nd grade) are asked if their Hearing Devices are working properly. Replacement batteries for students’ Hearing Devices will be kept at school for use as needed.

For students who receive D/HH services, the D/HH Specialist is responsible for training each child’s general education or Special Day Class teacher in the procedures to be used to check the Hearing Devices of children with hearing loss enrolled in general education or Special Day Class programs.

If a child’s Hearing Device is not working properly, it is the responsibility of the general education or Special Day Class teacher to contact the child’s D/HH Specialist as soon as possible. The D/HH Specialist and/ or the student’s case manager is responsible for notifying the child’s parent and Educational Audiologist (as needed) regarding the Hearing Device malfunction.

Annual Audiological Assessment and Hearing Device Checks Referral Process



'South' and 'North' D/HH Services in Santa Barbara County

The Santa Barbara D/HH 'South' County referral process differs from the Santa Barbara D/HH 'North' County process. Please refer to the following pages and flow charts for instructions on D/HH Services throughout 'South' and 'North' Santa Barbara County.

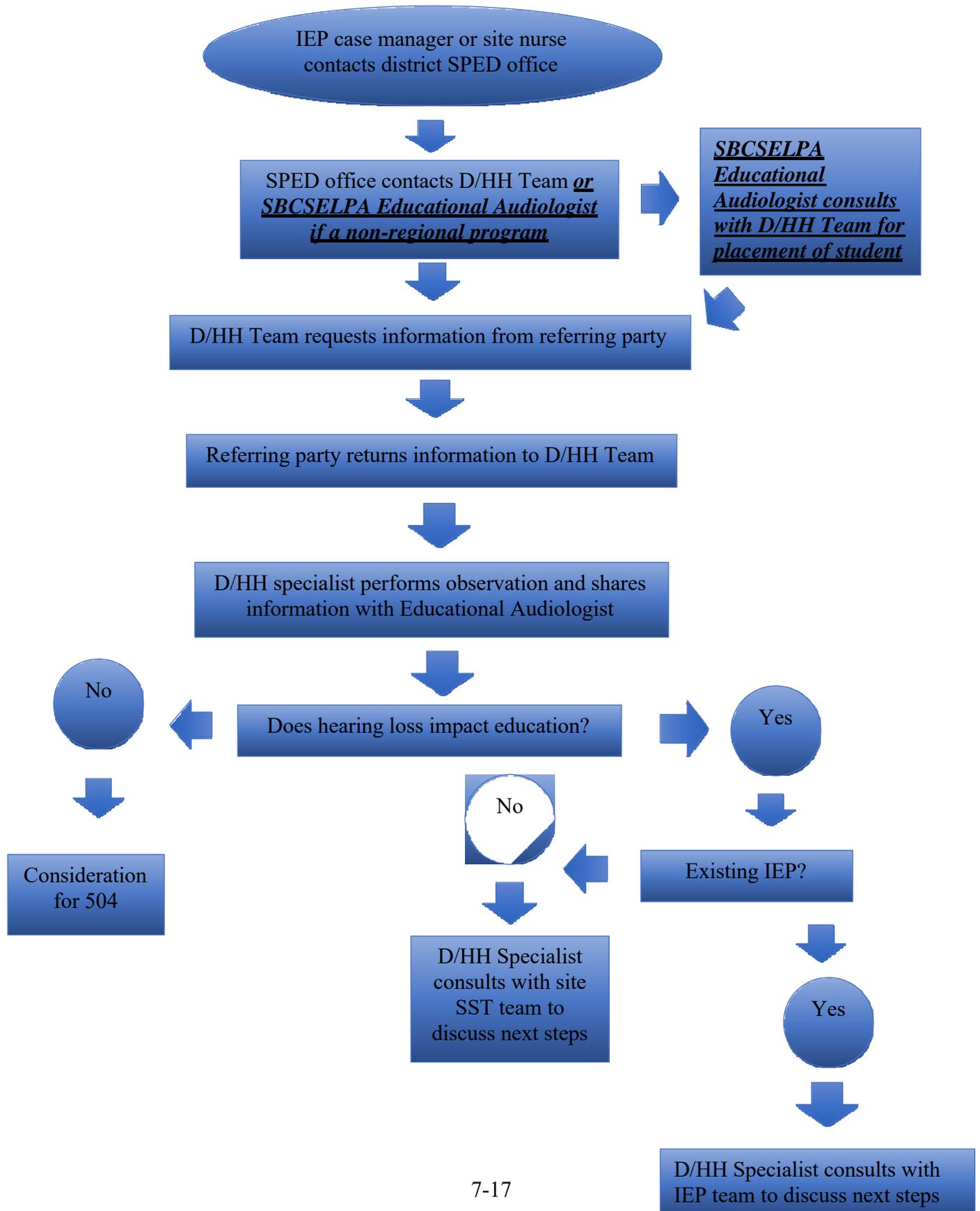
Santa Barbara 'South' County D/HH Services

Santa Barbara 'South' County encompasses the districts of Carpinteria Unified School District, Santa Barbara Unified School District, Montecito Union School District, Cold Springs School District, Adelante Charter School, Santa Barbara Charter School, Goleta Union School District, and the Santa Ynez Valley Consortium.

Santa Barbara 'North' County D/HH Services

Santa Barbara 'North' County encompasses the districts of Guadalupe Union School District, Orcutt Union School District, Santa Maria Joint Union High School District, Santa Maria Bonita School District, Lompoc Unified School District, and Cuyama Unified School District.

Santa Barbara County D/HH 'South' County Procedures: D/HH Request for Consultation (RFC)



Referral process for Deaf/Hard of Hearing (D/HH) Specialist and Educational Audiology services in 'South' Santa Barbara County

The Santa Barbara 'South' County D/HH program offers regional D/HH services through the districts' D/HH Specialists and SBCSELPA Educational Audiologist.

The Santa Barbara 'South' County Program offers a regional Total Communication Elementary Program, in addition to students being served through itinerant services on district campuses. Total Communication is an approach to communicating that aims to make use of several modes of communication such as signed, oral, auditory, written, and visual aids, depending on the needs and abilities of the student.

Upon receiving a student to a 'South' county district with D/HH Services, the IEP Case Manager or District nurse will contact the Special Education Office to notify the district of the D/HH service.

If receiving a student to a 'South' county non-regional district program, such as Cold Springs School District, Hope School District, Santa Barbara Charter School, Montecito Union School District, Adelante Charter School, the Santa Ynez Valley Special Education Consortium, or Carpinteria Unified School District, the SBCSELPA Educational Audiologist will be sent the referral (s) to review.

In collaboration with South County D/HH Specialists, the SBCSELPA Educational Audiologist will determine which D/HH Specialist will be assigned to the student (s), based on current case management and service time.

The Special Education District Office will contact the D/HH Specialists Team to share the student information. The D/HH Specialists Team requests the following information from the referring staff (case manager or nurse):

- The current IEP and Multidisciplinary Report.
- A recent audiogram from the student's physician/clinical audiologist, preferably from within the past six months, but no older than 12 months.
- Audiological/medical records.

The D/HH Specialist presents to the parent or guardian the 'Request for Deaf and Hard of Hearing Observation Consent' (SELPA41) to observe the student to gather further information on the student's academic performance with the hearing loss and their access to all environments within the school setting.

The information from the observation is shared with the Educational Audiologist as needed to collaborate on next steps for the student. Through the collaboration, the D/HH Specialist determines if the hearing loss impacts the educational performance of the student.

If the student's hearing loss does not impact the educational performance of the student, the D/HH Specialist will recommend to an SST Team the consideration of support through a 504. If there is evidence that the hearing loss does impact the student's educational performance, the following actions may occur if the student does or does not have an existing IEP:

No existing IEP:

- If there is evidence that the hearing loss may have an educational impact on the student's performance and the student does not currently have an IEP, the D/HH Specialist will contact the school's SST team to determine next steps for support of the student.

Existing IEP:

- If there is evidence that the hearing loss may have an educational impact on the student's performance and the student currently has an academic IEP, the D/HH Specialist will discuss next steps with the IEP Team.
- If there is evidence that the hearing loss may have an educational impact on the student's performance and the student currently has a Speech only IEP, an IEP meeting will need to be held to discuss the need for a psychoeducational assessment plan, to include D/HH Specialist, School Psychologist, and Special Education Teacher to determine if factors besides the hearing loss may be impacting the student's learning.

SBCSELPA Educational Audiology Services

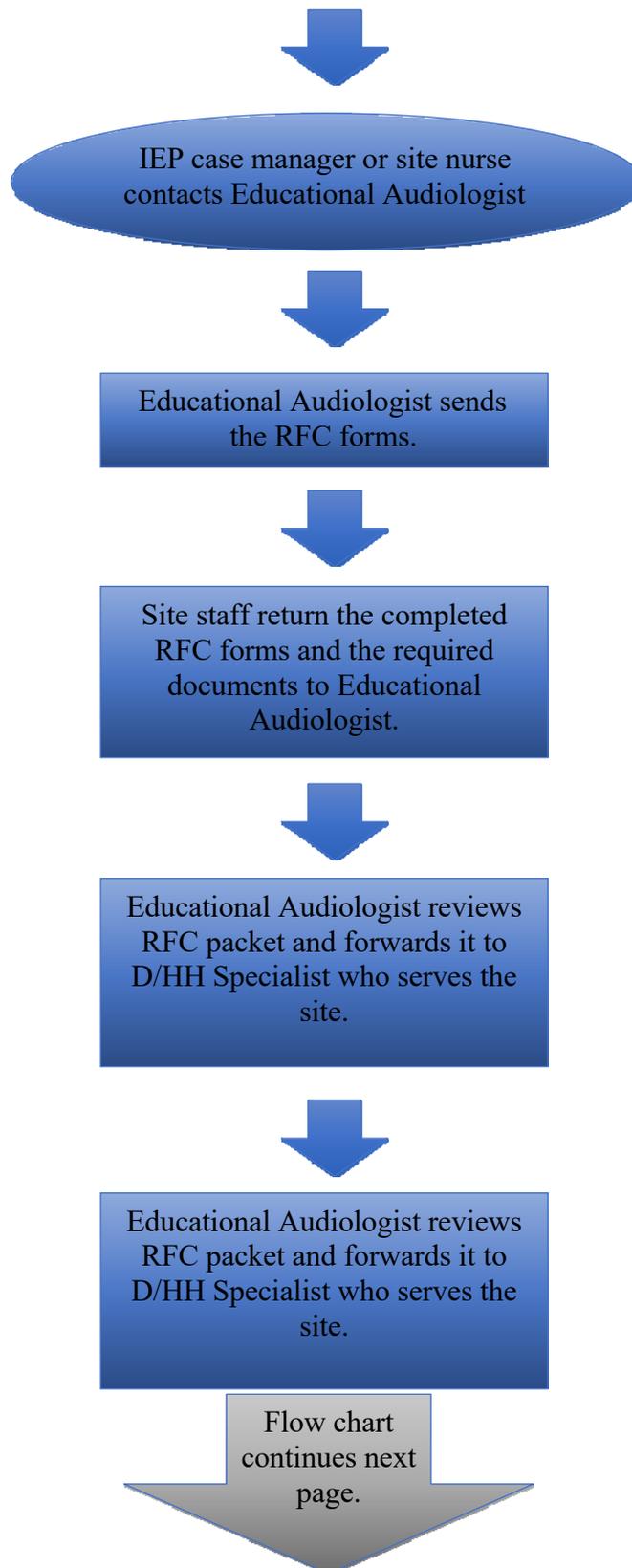
Not all students served by D/HH Specialists receive Educational Audiology services. The Educational Audiologist does not work with every student with Hearing Devices. Students who require Hearing Assistance Technology ('HAT', formerly known as 'FM equipment') to gain auditory access to the curriculum will require occasional support from the SBCSELPA Educational Audiologist.

- If a student's hearing loss is significant enough to require HAT, then the IEP Team would convene to discuss next steps for Hearing Assistance Technology (HAT) and would also include D/HH Specialist support in the IEP, due to the educational impact of the hearing loss on the student's performance.
- SBCSELPA Educational Audiology is a support service, unlike D/HH Specialist services, which is a direct instructional service. No goals are written or worked on by the Educational Audiologist, and therefore Educational Audiology cannot be a "stand alone" service in the absence of other goal-based direct instructional services.

Within Santa Barbara County, Educational Audiologist positions are funded through Special Education, and therefore the service cannot be provided to general education students or students with

504 Plans. In addition, HAT equipment is purchased with Low Incidence funding which cannot be accessed for students without Special Education service.

Santa Barbara County D/HH 'North County' SBCEO Procedures: D/HH Request for Consultation (RFC)



Flow chart continued from previous page.

D/HH Specialist and Educational Audiologist schedule and perform an observation.

Is there evidence that the hearing loss is impacting education?

No

Yes

Lack of evidence that the hearing loss is impacting education, decision made NOT to move forward.

Is there an existing IEP?

No

Yes

D/HH Specialist provides written summary for student file.

D/HH Specialist attends full-team SST meeting to discuss plan forward.

IEP team meeting scheduled to discuss need for an Assessment.

Referral process for SCBEO Deaf/Hard of Hearing (D/HH) Specialist and Educational Audiology services in 'North' Santa Barbara County

The Santa Barbara 'North' County D/HH Programs offer D/HH and Educational Audiology through SBCEO.

The Santa Barbara 'North' County Program offers a regional Total Communication Program, with D/HH Special Day Class settings from Pre-K through High School, in addition to students being served through itinerant services on district campuses. Total Communication is an approach to communicating that aims to make use of several modes of communication such as signed, oral, auditory, written, and visual aids, depending on the needs and abilities of the student.

When a student with a known hearing loss and academic performance concerns is received in a 'North' Santa Barbara County district, the student's case manager or the school site nurse would complete the 'Request for Deaf and Hard of Hearing Consultation' (SELPA40).

The parent or guardian will be asked to sign the 'Request for Deaf and Hard of Hearing Observation Consent' (SELPA41), giving permission for the D/HH Specialist and Educational Audiologist to observe the student.

The student's case manager submits the 'Request for Deaf and Harding Consultation' (SELPA40) and the 'Request for Deaf and Hard of Hearing Observation Consent' (SELPA41) to the SBCEO Educational Audiologist,

Additional information required to be included with SELPA 40, SELPA 41 would be the following:

- A recent audiogram from the student's physician/clinical audiologist, preferably from within the past six months, but no older than 12 months. The SBCEO Educational Audiologist does not do testing for the required audiogram.
- The school nurse or case manager would gather audiological/medical records.

For students with an active IEP, if an IEP meeting will be held soon, the case manager will provide the 'Request for Consult' packet forms (SELPA 40 and SELPA 41) to the parent or guardian at the meeting, discuss the forms and seek consent to the consultation and observations. Upon parent or guardian consent, the 'Request for Consult' packet will be sent to the SBCEO Educational Audiologist.

Once the SBCEO Educational Audiologist reviews the completed 'Request for Consult' packet and accompanying required documents, the packet and documents will be given to the D/HH Specialist who is assigned to the student's school site.

Upon receiving and reviewing the packet and documents, the D/HH Specialist and Educational Audiologist will observe the student. After the observation, one of the following will take place:

- If it is determined that there is a lack of evidence that the hearing loss has an educational impact on the student’s performance and therefore there is no need to move forward with possible D/HH services, a written summary will be provided for the student’s file.
- If there is evidence that the hearing loss may have an educational impact on the student’s performance and the student does not currently have an IEP, the D/HH Specialist will attend a full-team SST meeting to discuss a plan to move forward.
- If there is evidence that the hearing loss may have an educational impact on the student’s performance and the student currently has an academic IEP, the D/HH Specialist will discuss the need for an assessment plan with the case manager.
- If there is evidence that the hearing loss may have an educational impact on the student’s performance and the student currently has a Speech only IEP, an IEP meeting will need to be held to discuss the need for a psychoeducational assessment plan, to include D/HH Specialist, School Psychologist, and Special Education Teacher to determine if factors besides the hearing loss may be impacting the student’s learning.

SBCEO Educational Audiology Services

After performing the student observation, if the student appears to have issues with auditory access in the educational setting, Audiology will be added to assessment plan.

An audiological assessment includes:

- performing a classroom observation
- performing a “Functional Listening Evaluation”
- gathering input from the classroom staff

This classroom-based assessment process does not include audiometric testing that would be performed by a Clinical Audiologist.

If the Educational Audiologist’s assessment indicates that the service is indicated, Educational Audiology will be added to the IEP.

Not all students served by D/HH Specialists also receive Educational Audiology services, as some students with a hearing loss have their hearing “corrected” by their amplification devices to a degree that they have appropriate auditory access in the classroom. The Educational Audiologist does not work with every student with hearing aids.

Students who need extra help with auditory access to the curriculum, via use of Hearing Assistance Technology (‘HAT’, formerly known as ‘FM equipment’) will require Educational Audiology support. The Educational Audiologist as a rule only works with students who need or use HAT.

The Educational Audiologist does not work with students who do not have D/HH Specialist services.

- If a student's hearing loss is significant enough to require HAT, then the IEP Team would convene to discuss next steps for Hearing Assistance Technology (HAT) and would also include D/HH Specialist support in the IEP, due to the educational impact of the hearing loss on the student's performance.
- Educational Audiology is a support service, unlike D/HH Specialist services, which is a direct instructional service. No goals are written or worked on by the Educational Audiologist, and therefore Educational Audiology cannot be a "stand alone" service in the absence of other goal-based direct instructional services.

Within Santa Barbara County, Educational Audiologist positions are funded through Special Education, and therefore the service cannot be provided to general education students or students with 504 Plans. In addition, HAT equipment is purchased with Low Incidence funding which cannot be accessed for students without Special Education service.

WHAT FORMS SHOULD BE USED

The following forms should be used:

- SELPA9: Audiological Services Referral (E & S)
- IEP7A: Services (E & S)
- SELPA12: D/HH Program Components (E&S)
- SELPA40: Request for Deaf and Hard of Hearing Consultation
- SELPA41: D/HH Observation Consent Form

NOTE

E = ENGLISH and S = SPANISH

IEP Forms referenced in this handbook are included in our county's on-line SIRAS Systems www.sirassystems.org website.