

OPERATING PROCEDURES

SPECIAL FACTORS—DEAF OR HARD OF HEARING

Goose Creek CISD

101911

Legal Framework: [Special Factors—Deaf or Hard of Hearing](#)

Category: Admission, Review, and Dismissal Committee

Template update Oct 2016

"A few commenters expressed concern that the regulations regarding special factors for the [individualized education program] IEP Team to consider in developing IEPs imply that particular methods, strategies, and techniques should be used. . . . The requirements in §300.324 are not intended to imply that a particular method, strategy, or technique should be used to develop a child's IEP. For example, while §300.324(a)(2)(i) requires the IEP Team to consider the use of positive behavioral interventions and supports, and other strategies, it does not specify the particular interventions, supports, or strategies that must be used." 71 Fed. Reg. 46683 (August 14, 2006).

Application Guidance

- [Sensory Impairments](#) (TEA)
- [Crossroads](#) (Region 11 ESC and TSD)
- [Texas School for the Deaf](#) (TSD)
- [Educational Resource Center on Deafness \(ERCOD\)](#) (TSD)

Through the implementation of the Goose Creek CISD policies and procedures as outlined in the [Legal Framework](#) for the Child-Centered Special Education Process, the Goose Creek CISD ensures that in the case of a child who is deaf or hard of hearing, the admission, review, and dismissal (ARD) committee considers the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode as required by the Individuals with Disabilities Education Act (IDEA) and its accompanying federal regulations, state statutes and regulations.

PERSONS RESPONSIBLE: Coordinator for the Tri-County East RDSPD

TIMELINES: 2020-2021 at each Annual ARD

MATERIALS: eSped forms

Deaf or Hard of Hearing (D/HH)

TEC §§ 29.301, 29.303, 30.004; 19 TAC §89.1050; 34 CFR § 300.324(a)(2); 20 USC § 1414(d)(3)(B)(iv);

TSD Admissions FAQs

The District shall ensure that all children with a Deaf or Hard of Hearing diagnosis has an education in which the child's unique communication mode is respected, used, and developed to an appropriate level of proficiency.

For a student who is D/HH, the ARDC must consider:

1. The child's language and communication needs;

2. The child's opportunities for direct communications with peers and professional personnel in the child's language and communication mode;
3. The child's academic level; and
4. The child's full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Students who are D/HH may receive special education services through a variety of service delivery models. Many students are appropriately serviced on their home campus with special education services; other students may need additional instructional support from a Teacher of the Deaf/Hard of Hearing. For students who need additional Deaf Education services, GCCISD participates in the Tri-County East Regional Day School Program for the Deaf (RDSPD). Students receiving direct services via the Tri-County East RDSPD may receive services according to a continuum of services based on the unique needs of the student. Continuum of services for D/HH students include the following:

1. **Monitor/consult only (Indirect service):** These are students who do not receive direct instruction from a certified Teacher of the Deaf. However, RDSPD teachers may provide indirect services to the campus teaching staff by providing support such as setting up a communication system, providing sign language resources, or suggesting strategies for a better listening environment in the classroom. All D/HH students will have a monitoring RDSPD teacher that will provide their name and contact information and a Support Packet for Teachers Working with Deaf and Hard of Hearing Students at the beginning of each school year. Additional consultation may be requested at any time by direct contact with the RDSPD teacher or RDSPD Office.
2. **Itinerant (Direct service):** These are students who receive at least *45 minutes a week of direct instruction* from a certified Teacher of the Deaf at their home campus. Any services less than 45 minutes a week are considered indirect services, "D/HH monitor only". In addition, if an itinerant D/HH student has an Assistive Listening Device (ALD) such as a FM system, the ALD is provided by the RDSPD. Personal amplification or listening devices include hearing aids, cochlear implants, and bone-anchored hearing aids (BAHA) are provided by the parent/guardian. ARD meetings for students receiving itinerant services are held at the campus the student attends and are facilitated by the campus-based staff members.
3. **Site-Based (Direct service):** These students participate in the RDSPD at one of three campuses in GCCISD: Clark Elementary, Horace Mann JR, or Lee HS. Site-based students require daily instruction from a certified Teacher of the Deaf due to their significant language and communication deficits. These ARD meetings are facilitated by the TCE RDSPD diagnostician. The criteria for placement into the Tri County East RDSPD is for a student to meet D/HH Eligibility; have language and/or academic delays due to hearing loss; educational need for instruction from a Teacher of the

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Deaf. A student is considered a member of the TCE RDSPD when they receive direct services from a Teacher of the Deaf, either itinerantly or on a GCCISD site campus location.

All ARDs for students who are Deaf or Hard of Hearing must have a Teacher of the Deaf present. In order to request a teacher of the deaf attend an ARD meeting, please complete the Professional Assistance Request and email it to the TCE RDSPD secretary and clerk at least two weeks prior to the scheduled ARD. (Nichelle.nichols@gccisd.net and Selina.hunter@gccisd.net). You may also call the RDSPD Office secretary (Nichelle Nichols) at 281-707- 73664 for additional inquiries.

A request for consultation may be made at any time through the TCE RDSPD Office or directly with the RDSPD teacher assigned to the student. A consultation may be warranted when a D/HH student who is not receiving direct RDSPD services may need D/HH services or may need recommendations for accommodations or modifications.

Procedures during the ARD process for a student who is D/HH -

- Schedule of Services-
 - a. Monitor/Consult students: Their services should be listed under “Supplementary Aids and Services” with the allotted amount of time if time is specified for consult. Nothing should be listed under “Instructional Services” or “Related Services”. A description of the D/HH services should be provided to the ARD recorder by the RDSPD teacher or representative and recorded in the Deliberations section of the ARD paperwork.
 - b. Itinerant students: The services will be listed under “Instructional Services” with the allotted amount of time. In addition, please note in the deliberations section of the ARD that “Direct instruction from the Regional Day School Program for the Deaf will be provided.” ALDs should be listed as an AT device; **however, a personal listening device such as a hearing aid or cochlear implant should not be considered AT because it is not provided by the school district.** The RDSPD teacher assigned to the student will recommend a Campus Plan for Listening Devices so there is a plan for who, where, and how equipment will be taken care of during the school day.
 - c. Site-Based (Direct service): The services will be listed under “Instructional Services” with the allotted amount of time. In addition, please note in the deliberations section of the ARD that “Direct instruction from the Regional Day School Program for the Deaf will be provided.”
- Texas School for the Deaf (TSD) Information – It is a state requirement to give this information at the initial placement ARD and at least once annually to all students with a D/HH eligibility. Typically, the RDSPD representative who attends the ARD meeting will bring the pamphlet (consult, itinerant, courtesy) unless the student is a site based student, then the TSD information is brought and presented by the TCE RDSPD diagnostician.

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- Communication Needs Supplement for Deaf and Hard of Hearing- D/HH (AI) Supplement – This required supplement is completed for all D/HH students and is part of eSped. The RDSPD representative that attends the ARD can assist special education staff with completing the form.
- RDSPD Supplement – This is a required form at the initial placement ARD and at least once annually for all students receiving direct itinerant or site-based instruction from a Teacher of the Deaf. The form is provided in Esped and is completed by the RDSPD diagnostician for site based students or can be presented by the special education case manager, Evaluation specialist, or ARD Facilitator, or by the RDSPD representative who attends the ARD meeting. The RDSPD representative that attends the ARD can assist special education staff with completing the form.

Initial and transfer ARD/IEP meetings will be held at and conducted by the student's zoned campus with RDSPD staff members in attendance (itinerant, consult, courtesy). If the student is a site -based transfer, the transfer ARD/IEP meeting will be held at the cluster site campus where the student receives site-based instruction and will be completed by the RDSPD diagnostician.

For additional information regarding the TCE RDSPD program, please refer to section 5 of the Special Education Administrative Procedures. Additional information regarding the evaluation process for students with a D/HH eligibility, can be found in Section 1 of the Special Education Administrative Procedures.