

# OPERATING PROCEDURES

## DEAF BLINDNESS

Goose Creek CISD

101911

Template update May 2020

Legal Framework: Deaf Blindness

[Related Resources](#)

Broad Category: EVALUATION

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### PROCEDURES:

#### DEAF-BLINDNESS (DB)

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34 CFR §300.8(c) (2); 19 TAC §§ 89.1040(c) (2), 89.1050(b), 89.1050(c) (3) (C); TEC § 29.310(c)

*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.

#### Evaluation Procedures

The procedures and materials used for the assessment and placement of the child who is deaf or hard of hearing must be in the child's preferred mode of communication. The evaluation data reviewed by the ARDC in connection with the determination of the child's disability based on deaf-blindness must comply with the evaluation procedures of Deaf or Hard of Hearing and Visual Impairment.

#### Eligibility Criteria

A student with deaf-blindness is one who has been determined to meet the criteria for deaf-

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blindness in 34 CFR § 300.8(c) (2). A student with deaf-blindness is one who, based on the evaluations specified in 34 CFR §§ 300.8(c) (3) (Auditory Impairment) and 300.8(c) (12) (Visual Impairment):

1. Meets the eligibility criteria for Deaf or Hard of Hearing in 34 CFR § 300.8(c)(3) and visual impairment in 34 CFR §§ 300.8(c) (12);
2. Meets the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected;
3. Has documented hearing and visual losses that, if considered individually, may not meet the requirements for auditory impairment or visual impairment, but the combination of such losses adversely affects the student's educational performance; or
4. Has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance.

### **Admissions, Review, and Dismissal Committee (ARDC)**

For a student with a suspected or documented deaf-blindness, the ARDC must include a teacher who is certified in the education of students with deaf or hard of hearing and a teacher certified in the education of students with visual impairments.

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### Students (0-2)

For a student from birth through two years of age with visual impairments and/or deaf or hard of hearing, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR §§ 300.320-300.325, and the memorandum of understanding between the Texas Education Agency and the Department of *Assistive and Rehabilitative Services*. For students three years of age and older, school districts must develop an IEP.

### STAFF RESPONSIBLE:

**District Level:** Coordinator for Assessment, Initial Team Evaluators, Audiologist, AI and VI Teachers

**Campus Level:** Campus Based Evaluators

### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluation timelines apply
- Reevaluations – REED meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.

### EVIDENCE OF PRACTICE:

- eSped Forms
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations