# BROWNWOOD INDEPENDENT SCHOOL DISTRICT
# SPECIAL EDUCATION OPERATING PROCEDURES:
# DEAF OR HARD OF HEARING

**BROWNWOOD ISD Board Policy along with these *Special Education Operating Procedures* constitute the Policies and Procedures of BROWNWOOD ISD, designed to be consistent with the State policies and procedures developed pursuant to the IDEA. BROWNWOOD ISD *Special Education Operating Procedures* are not to be for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act ("IDEA"), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA. These *Special Education Operating Procedures* will be posted on BROWNWOOD ISD's website. These *Special Education Operating Procedures* should be interpreted consistent with the IDEA. BROWNWOOD ISD's *Special Education Operating Procedures* are reviewed and updated, as needed, on at least an annual basis. BROWNWOOD ISD will make timely changes to policies and procedures in response to IDEA amendments, regulatory or rule changes, changes to state policy, or new legal interpretation as are necessary to bring BROWNWOOD ISD into compliance with the requirements of IDEA. BROWNWOOD ISD maintains systems to ensure that all students with disabilities residing in the District, including students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and provided a free appropriate public education. BROWNWOOD ISD maintains systems to ensure that students with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.**

## DEAF OR HARD OF HEARING

A student may be eligible for special education and related services as a student who is deaf or hard of hearing[1] if the hearing impairment is so severe that it impairs the processing of linguistic information through hearing with or without amplification, and that adversely affects educational performance.[2]

The group of qualified professionals must ensure that the evaluation data includes—

- an audiological evaluation performed by a licensed audiologist,
- a communication assessment completed by the multidisciplinary team, and
- a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended hearing assistive technology.[3]

A child under 3 years of age meets the criteria for deaf or hard of hearing if the student's record indicates that the child is experiencing a developmental delay because of hearing loss or

[1] The terms *deaf or hard of hearing* are referenced in Texas law while federal law typically references the terms *deafness* and *hearing impairment.*
[2] 34 C.F.R. § 300.8(c)(3)
[3] 19 TEX. ADMIN. CODE §89.1040(c)(3)(A)


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impairment, or the child has a physical or mental condition that has a high probability of resulting in a developmental delay and a sensory impairment.[4]

The group of qualified professionals conducting an evaluation of a student suspected of being deaf or hard of hearing will conduct assessments and observations, and collect data, as necessary for the ARD Committee to make an eligibility determination. The group should consider the student's unique mode of communication when conducting the evaluation.[5]

**FOR MORE INFORMATION**

In Texas, eligibility is determined by the student's Admission, Review and Dismissal (ARD) committee.[6] The phrase *multidisciplinary team* refers to the group of District staff tasked with using a variety of assessment tools and strategies to gather relevant functional, academic and developmental information about the student, including information provided by the parent, as part of the special education evaluation process.[7] For more information, please contact Campus Diagnostician/ Special Populations Director.

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***LEA Specific Information*:**

- The diagnostician oversees the evaluation and completes any cognitive or academic testing needed, as recommended by the AI teacher
- The AI teacher completes the evaluation
- The SLP completed the speech evaluation
- The district obtains copies of the most recent ENT report and Audiological exam

**STAFF RESPONSIBLE:**

**District Level:** Special Populations Director

**Campus Level:** Campus Special Education Evaluation Staff

**TIMELINES:**

- 45 school days from consent for completion of the FIE
- Re-evaluations are completed by the due date

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[4] 19 TEX. ADMIN. CODE §89.1040(c)(3)(B)
[5] Tex. Ed. Code § 29.303
[6] 19 TEX. ADMIN. CODE § 89.1040(b); 19 TEX. ADMIN. CODE § 89.1050(a)(5)
[7] 34 C.F.R. § 300.306


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- 30 calendar days from the date of the FIE for completion of the ARD meeting

**EVIDENCE OF PRACTICE:**

- Training Documents
- Compliance Calendar within Student Special Education System
- Indicator Timeline Reports
- Multi-Tiered Systems of Support or Response to Intervention Data
- Student specific data collection and monitoring
- Observation data
- Evaluation Reports
- Collection of information from parents and independent service providers
- ARD committee reports


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