



# Deaf Education

## What's Required

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The local educational agency (LEA) must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled ([34 CFR 300.114\(a\)\(2\)\(i\)](#) and [20 USC 1412\(a\)\(5\)\(A\)](#)).

The LEA must ensure that special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily ([34 CFR 300.114\(a\)\(2\)\(ii\)](#) and [20 USC 1412\(a\)\(5\)\(A\)](#)).

The LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services ([34 CFR 300.115\(a\)](#)).

The ARD committee must specify the appropriate instructional arrangement/setting as set forth in [19 TAC 89.63\(c\)](#).

## What We Do

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The child must be assessed in all areas of suspected disability.

In Texas, the group of qualified professionals that determines whether the child is a child with a disability and the educational needs of the child is the child's ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE.

The local educational agency (LEA) must comply with the EVALUATION PROCEDURES framework.



For the child from birth through two years of age who deaf or hard of hearing, an individualized family service plan meeting must be held in place of an admission, review, and dismissal committee meeting and the LEA must comply with the AGES 0-5 framework. Children birth through two years of age are provided services through the district's Shared Service Agreement (SSA) with the Capital Area Regional Day School Program for the Deaf (CARDSPD). Students are enrolled at their home campus and provided services in the home setting by itinerant staff from CARDSPD.

The terms hearing impairment, and hard of hearing are all referred to in Texas law and have the same meaning while federal law generally uses the term hearing impairment.

### **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 a group of qualified professionals in connection with the determination of the child's disability based on an deaf and hard of hearing must include:

- An otological examination performed by an otolaryngologist, or by a licensed medical doctor with documentation that an otolaryngologist is not reasonably available;
- An audiological evaluation performed by a licensed audiologist; including a description of the implications of the hearing loss in a variety of circumstances with or without recommended amplification; and
- An assessment of the child's potential for communication through a variety of means, including: Oral (spoken) and Aural (hearing), Fingerspelling, and/or Sign Language.

### **Eligibility Criteria**

A deaf and/or hard of hearing child is one who has been determined to meet the criteria for deafness or for hearing impairment.

Deafness means a hearing impairment that is so severe that the child is impaired with processing linguistic information through hearing, with or without amplification, that adversely affects the child's educational performance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness.



## **What We Provide**

### **A full continuum of services based on the individual needs of each student**

- General education classroom with consultative support from a deaf ed certified teacher
- General education classroom with direct instructional services from a deaf ed certified teacher
- A combination of general education and self-contained special education classes with consultative and/or direct instructional services from a deaf ed certified teacher
- Self-contained special education classroom with the consultative and/or direct instructional services from a deaf ed certified teacher

### **Students Who Need More Intensive Instruction Such As**

- Daily direct instruction from a deaf ed certified teacher at a Regional Day School Program for the Deaf (RDSPD) cluster site placement
- Access to educational interpreters at an RDSPD cluster site
- Receive services through the CARDSPD.

### **Components of Services For Students Who are Deaf or Hard of Hearing**

- Determined by the ARD/IEP Committee
- Based upon individual needs of each student as identified by a full evaluation and/or PLAAFP
- May include related services such as Audiological Management, Speech Therapy, and/or Interpreting Services as determined by the ARD/IEP Committee
- May include assistive technology support
- May include individualized accommodations and/or modified instruction

### **Personnel Have Knowledge and Competencies in the Following Areas**

- Extent to which significant hearing loss impacts access to the general curriculum, social skills and skills for daily living
- Specially designed instruction
- Specialized skills for developing language skills through a variety of communication modes (simultaneous communication, listening and spoken language)
- Accommodations and modifications
- Technology supports including but not limited to Hearing Assistive Technology, cochlear implants, hearing aids



## Parent Resources

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[Capital Area RDSPD & RRISD](#)

[ESC 13 Resources](#)

[Texas DHH Ed Statewide Website](#)

[TEA Sensory Impairment Resources](#)

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The links below are for internal use only. Requests for access are undeliverable.

Related Services Information