



## **BROWNWOOD INDEPENDENT SCHOOL DISTRICT SPECIAL EDUCATION OPERATING PROCEDURES: DEAF-BLINDNESS**

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-BLINDNESS**

A student who may be eligible under the category of deaf-blindness must have concurrent or coexistent hearing and visual impairments. Additionally, the combination of these impairments must cause such severe communication and other developmental and educational needs that the eligible student cannot be accommodated in a special education program solely for children with deafness or children with blindness.<sup>1</sup>

A student with deaf-blindness is one who, based on an evaluation conducted in accordance with the procedures outlined in **EVALUATIONS-EVALUATION PROCEDURES**, meets—

- the eligibility criteria for deaf or hard of hearing and visual impairment;
- 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;

A student with deaf-blindness is also one who, based on an evaluation conducted in accordance with the procedures outlined in **EVALUATIONS-EVALUATION PROCEDURES**, has—

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<sup>1</sup> 34 C.F.R. § 300.8(c)(2)

- documented hearing and visual losses that, if considered individually, may not meet the requirements for deaf or hard of hearing or visual impairment, but the combination of such hearing and visual losses adversely affects the student's educational performance; or
- a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without the provision of special education services, will adversely affect the student's educational performance.<sup>2</sup>

The group of qualified professionals conducting an evaluation of a student suspected of having deaf-blindness will conduct assessments and observations, and collect data, as necessary for the ARD Committee to make an eligibility determination.

## FOR MORE INFORMATION

In Texas, eligibility is determined by the student's Admission, Review and Dismissal (ARD) committee.<sup>3</sup> 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.<sup>4</sup> For more information, please contact Campus Diagnostician/ Special Populations Director.

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### **LEA Specific Information:**

- The Diagnostician oversees the completion of the evaluation
- The AI and VI teachers complete the appropriate evaluations
- The student must show:
  - Disability for both AI and VI, or
  - Disability for VI and hearing loss is suspected but inconclusive, or
  - Progressive hearing and vision loss, or
  - Combination of hearing and vision loss

### **STAFF RESPONSIBLE:**

**District Level:** Special Populations Director, Lead Diagnostician

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

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<sup>2</sup> 19 TEX. ADMIN. CODE §89.1040(c)(2)

<sup>3</sup> 19 TEX. ADMIN. CODE § 89.1040(b); 19 TEX. ADMIN. CODE § 89.1050(a)(5)

<sup>4</sup> 34 C.F.R. § 300.306

**TIMELINES:**

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

**EVIDENCE OF PRACTICE:**

- Training Documents
- 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