# Group Evaluation Summary Report and Prior Written Notice of Eligibility Determination: Deafblindness

(USBE Rules II.J.3.; and IV.C.)

District/School: Date of Meeting:

Student Name: DOB: Grade:

**Definition:** Associated 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 students with deafness or students with blindness.

## All Requirements of USBE Rules II.J.3. Must be Documented Below or Attached

### Areas of Assessment for Evaluation

Indicate measurement (formal and informal), date, and results for each area below.

| **Area** | **Date** | **Measurement Tool/Method** | **Results** |
| --- | --- | --- | --- |
| Audiological evaluation from a qualified professional (clinical and functional) |  |  |  |
| Vision evaluation from a qualified professional (ophthalmological and functional) |  |  |  |
| Other areas of suspected deficit: |  |  |  |

Describe the impact of the combined vision and hearing losses:

### Other Areas Considered, As Appropriate, by the Group

Indicate measurement (formal and informal), date, and results for each area assessed. Mark N/A if the group determined it was not appropriate to assess the area.

| **Area** | **Date** | **Measurement Tool/Method** | **Results** |
| --- | --- | --- | --- |
| Language and communication needs |  |  |  |
| Current and future needs for instruction in braille or the use of braille |  |  |  |
| Orientation and Mobility (O&M) needs |  |  |  |
| Accommodations and modifications necessary to access the general curriculum and other activities |  |  |  |
| Assistive technology needs |  |  |  |

Parent input:

## Prior Written Notice of Deafblindness Eligibility Determination

1. Is there prior documentation by qualified health professionals (USBE Rules I.E.41.) that the student has associated hearing and visual impairments the combination of which meet the definition above in the student record (USBE Rules II.J.3.b.(1))? Yes No
2. Did the group determine the student meets the criteria for deafblindness (USBE Rules II.J.3.b.(1))?Yes No
3. Did the group determine the deafblindness adversely affects the student’s educational performance (USBE Rules II.J.3.b.(2))? Yes No
4. Did the group determine the student requires special education and related services (USBE Rules II.J.3.b.(3))? Yes No
5. Did the group determine a lack of appropriate instruction in reading is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(1))? Yes No
6. Did the group determine a lack of appropriate instruction in mathematics is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(2))? Yes No
7. Did the group determine limited English proficiency is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(3))? Yes No

All the above are “Yes.” The group determines the student ***is eligible*** for special education and related services under the categorical classification of deafblindness.

At least one of the above is “No.” The group determines the student ***is not eligible*** for special education and related services under the categorical classification of deafblindness.

The following options were considered and rejected for the following reasons:

Other factors that are relevant to this eligibility proposal:

Parents and students who are adults must be provided prior written notice (PWN) in language understandable to the general public in their native language or other mode of communication before the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your student/you, or the provision of a free appropriate public education (FAPE) to your student/you (USBE Rules IV.C.).

The Procedural Safeguards under Part B of the Individuals with Disabilities Education Act (IDEA) afford you protection. If you do not have a copy, you may request one from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal/director or special education teacher.

Was a translator/interpreter provided to enable the parent(s)/student who is an adult to participate in the eligibility meeting?

No, translator/interpreter not needed

Yes (translator/interpreter should sign below as a participant)

[ ]  Your native language or other mode of communication is ***not*** a written language.

**Therefore:**

[ ]  The notice was translated orally or by other means in your native language or other mode of communication on[date]: by[person]: **AND**

[ ]  You verified with the translator/interpreter that you understand the content of this notice.

[ ]  The student is not currently enrolled in the district/charter school. Under Child Find requirements this student’s eligibility determination entitles the student to a free appropriate public education (FAPE) if the student is enrolled in an LEA. Under Utah Special Education Rules VI.B., if the student is enrolled in a nonprofit private school, the student is eligible to receive equitable services, as determined through consultation between the district and the private school. The student may also be eligible for the Carson Smith Scholarship or the Special Needs Opportunity Scholarship Program. If the student receives a scholarship, the student continues to be eligible for equitable services.

## Signatures Below Denote Participation in Eligibility Determination and Acknowledge Receipt of Copy

Special Education Professional Date Parent/Student who is an Adult Date

Signature/Title Date Signature/Title Date

Signature/Title Date Signature/Title Date

**Note:** If signature of parent or student who is an adult is missing, then parent or student who is an adult:

Did not attend (document efforts to involve); **OR**

Participated via telephone, video conference, or other means; **AND**

[ ]  Copy of this document was mailed to parent/student who is an adult on[date]: