

6A-6.03022 Exceptional Student Education Eligibility for Students with Dual Sensory Impairments.

(1) Definitions.

(a) Dual sensory impairment is defined to mean concomitant hearing and visual impairments, or an etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

(b) Functional blindness is defined to mean that the physical structures of the eye may be functioning, but the student does not attend to, examine, or utilize visual information. This may include cortical visual impairment.

(c) Functional hearing loss is defined to mean that parts of the auditory system may be functioning but the student does not attend to, respond, localize, or utilize auditory information. This may include cortical hearing impairment or auditory neuropathy or auditory dyssynchrony.

(2) General education interventions and activities. Prior to referral for evaluation the requirements in subsection 6A-6.0331(1), F.A.C., must be met.

(3) Evaluation. In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the minimum evaluation procedures for determining eligibility shall include all of the following:

(a) A medical eye examination by an ophthalmologist or optometrist licensed in Florida in accordance with Chapters 458 or 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(e), F.A.C., describing: etiology, diagnosis, treatment regimen, prognosis, near and distance vision, corrected and uncorrected acuity measures for left eye, right eye, and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate;

(b) An audiological evaluation;

(c) A comprehensive assessment of skills known to be impacted by hearing and vision impairments, to include: functional hearing assessment; an assessment of social development; evaluation of receptive and expressive communication by a speech and language pathologist; functional vision evaluation; learning media assessment; and, if appropriate, orientation and mobility assessment and sign language assessment; and,

(d) If available, a medical report from a physician licensed in Florida in accordance with Chapters 458 or 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(e), F.A.C., describing the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss.

(4) Criteria for eligibility. A student with a dual sensory impairment is eligible for exceptional student education when either of the following criteria is met.

(a) For students diagnosed with a medical condition having the potential for dual sensory loss:

1. A medical report from a physician licensed in Florida in accordance with Chapter 458 or 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(e), F.A.C., confirming the existence of such a diagnosis, its prognosis, and the potential for dual sensory loss; and,

2. The student needs special education as defined in Rule 6A-6.03411, F.A.C.; or

(b) For students with vision and hearing impairments:

1. The student meets criteria listed in subsection 6A-6.03014(4), F.A.C., or has functional blindness;

2. The student meets criteria listed in subsection 6A-6.03013(4), F.A.C., or has functional hearing loss; and,

3. The student needs special education as defined in Rule 6A-6.03411, F.A.C.

(5) Students identified with a dual sensory impairment shall be included in the state's annual census report for the national child count of children and youth who are both deaf and blind and be registered to receive materials from the Florida Instructional Materials Center for the Visually Impaired.

(6) Reevaluation shall occur at least every three (3) years and shall include, a comprehensive assessment of skills known to be impacted by hearing and vision impairments, to include: functional hearing assessment; an assessment of social development; evaluation of receptive and expressive communication by a speech and language pathologist; functional vision evaluation; learning media assessment; and, if appropriate, orientation and mobility assessment and sign language assessment.

Rulemaking Authority 1003.01, 1003.57, 1003.571 FS. Law Implemented 1003.01, 1003.57, 1003.571 FS. History—New 7-2-79, Formerly 6A-6.3022, Amended 10-3-91, 12-15-09, 12-23-14.

