

The West Virginia Schools for the Deaf and the Blind

How to Apply

The Admissions Process

Apply as a Day or Residential Student

1. Referral through Your Local School System

Please contact the Special Education Director at your local education agency early in the process, since referral through your school system is required for admission.

2. Completing the Application Packet

The parent/legal guardian of the applicant must complete the entire application packet and submit it along with the following documentation:

- Signed Acceptable Use Policy for Technology
- Copy of birth certificate
- Medical records and immunization certificate
- Educational records including evaluations, transcripts, current signed IEP, and disciplinary records if applicable
- Release of information consent
- Permission for emergency/routine medical care
- Press Consent Form

3. Admissions Interview

Once WVSDb has received a complete application packet and school system referral, the Coordinator of Special Education/Student Services will contact you to schedule a pre-placement interview with both the applicant and parent(s) or legal guardian. This will occur on the WVSDb campus or virtually. If you would like additional individuals to attend this meeting, please let us know at least one week in advance.

If any accommodations are needed, including an American Sign Language interpreter, please notify WVSDb at least two weeks in advance.

The interview will be conducted by an Admissions Committee consisting of a member of the WVSDb Admission staff, relevant WVSDb service providers, a WVSDb educational representative, and other WVSDb faculty and staff as deemed appropriate by the Coordinator of Special Education/Student Services.

A visit to the applicant's current educational site may be contacted as well.

4. The TEMP Program

All prospective students must attend a TEMP week before a final admission decision can be made. The TEMP Program allows students to attend WVSDb for one or two weeks on a trial basis. Students attend classes and experience residential living if applicable. This provides valuable insight to the student, the parent or guardian, the Admissions Committee, and the local education agency regarding the appropriateness of WVSDb as an educational placement.

5. Admission Determination and Notification

The Admissions Committee considers many factors when determining a student's admission status, including but not limited to:

- Availability of space
- Applicant's eligibility as outlined in the Admissions Criteria
- Applicant's academic, behavioral, therapeutic, emotional, physical, and medical needs, and WVSD's capacity to provide for them
- The Applicant's level of independence and daily living skills (for applicants considering living on campus)
- Insights obtained through the student's participation in **TEMP** Program

Within 10 days following the pre-admission interview and completion of the **TEMP** requirement, we will notify the applicant, the parent/guardian, and the local education agency about whether a student will be admitted. The notification will be provided in writing.

For more information, see the full text of Admission Policy and Procedures.

Contact:

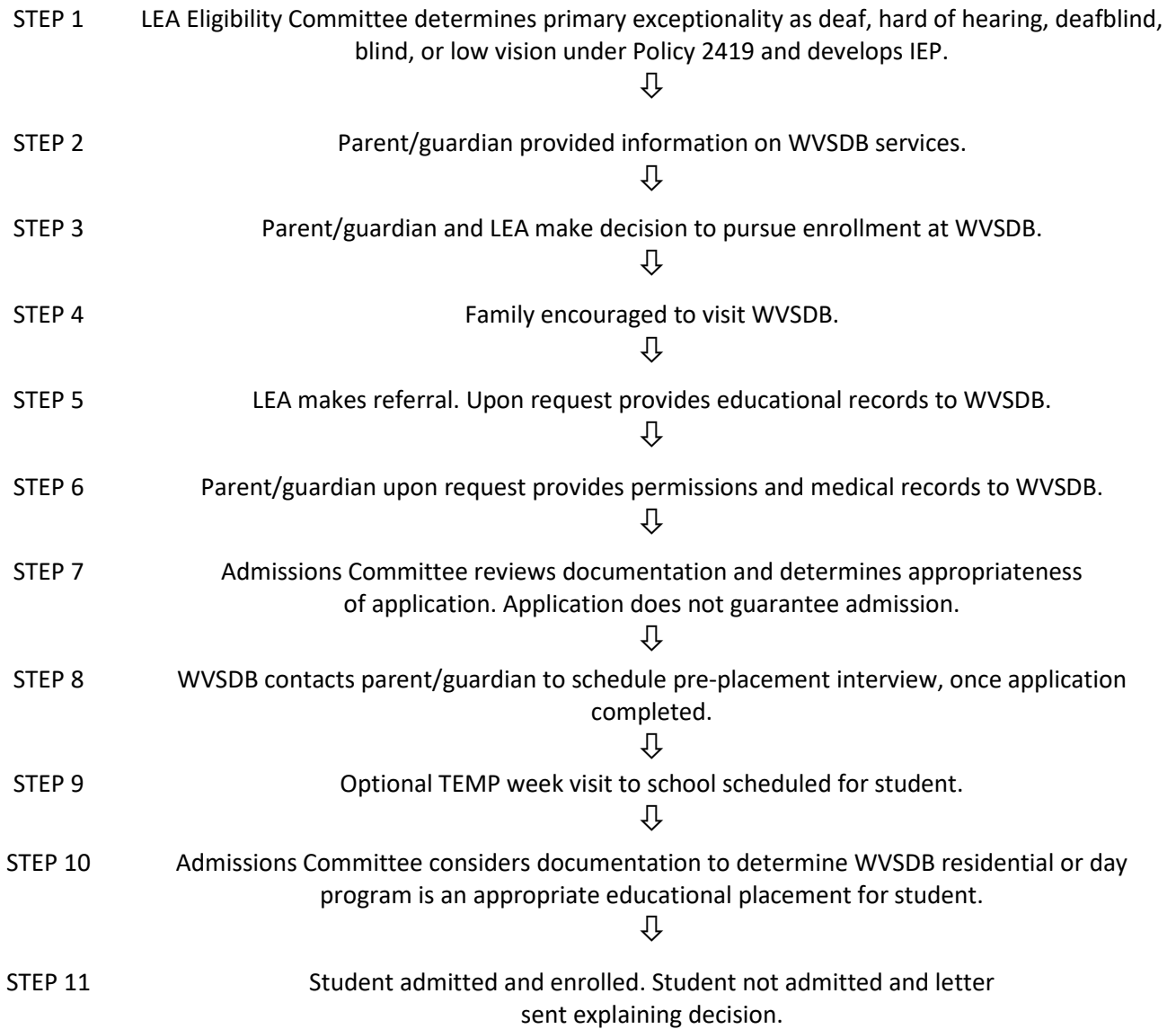
Mailing Address:

West Virginia Schools for the Deaf and the Blind
301 E. Main St.
Romney, WV 26757

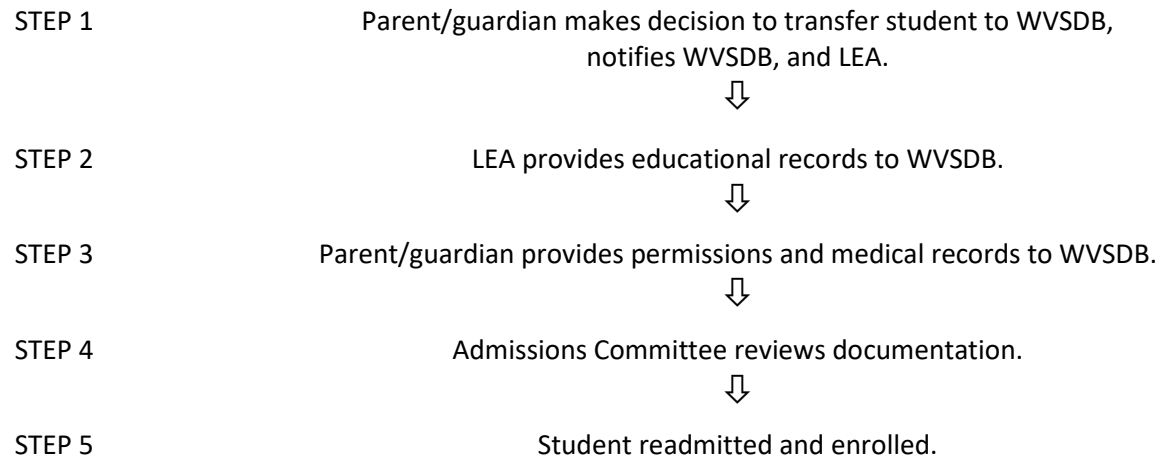
Phone: 304-822-4800

Fax: 304-461-8005

WVSDB ADMISSIONS FLOW CHART



WVSDB ADMISSIONS FLOW CHART – RE-ADMISSION



STEP 1

LEA Eligibility Committee determines primary exceptionality as a deaf, hard of hearing, deafblind, blind, or low vision under Policy 2419 and develops IEP.

WVSDB Admission: Guidelines and Procedures

In order to be evaluated for admission into the West Virginia Schools for the Deaf and the Blind (WVSDB) and its educational program and services, the applicant must be identified as a student with a primary exceptionality of deafness, hard of hearing, low vision, including blindness and/or deafblindness. **Student must have a basic level of independence and daily living skills. Eligibility does not guarantee admission.**

Admissions Criteria – Policy 2419: Regulations for the Education of Students with Exceptionalities

WV Policy 2419 describes the eligibility criteria for the disability areas of blindness and low vision, deafblindness, deafness, and hard of hearing. Students eligible for enrollment at the WVSDB must meet the criteria in one of these areas as their primary exceptionality. Additional exceptionalities may exist however it must be determined which exceptionality has the most adverse impact on the student's educational and functional performance.

Blindness and Low Vision

Definition: Blindness and low vision refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Eligibility Criteria for Blindness and Low Vision

An eligibility committee will determine that a student is eligible for special education services as a student with blindness and low vision when any criteria of 1 and criteria 2 and 3 are met:

1. The student has a documented visual impairment, not primarily perceptual in nature, as determined by an optometrist, ophthalmologist, or neurologist:
 - a. Measured acuity of 20/70 or less in the better eye with correction at distance or near;
 - b. Visual field restriction of twenty degrees or less in the better eye;
 - c. A deteriorating eye condition which will result in loss of visual efficiency (e.g., glaucoma, retinitis pigmentosa, or macular degeneration);
 - d. A visual loss caused by a disturbance of the posterior visual pathway and/or cortex with the characteristic behaviors associated with cortical visual impairment; or
 - e. Measured acuity of 20/70 or better in the better eye with correction at distance or near and a functional vision evaluation conducted by a certified teacher of the visually impaired determines the student:
 - i. Has limited ability in visually accessing program-appropriate educational media and materials including but not limited to textbooks, photocopies, chalkboards, computers, or environmental signs without modification;
 - ii. Has limited ability to visually access the full range of program-appropriate educational media and materials without accommodations including but not limited to changes in posture, body movement, focal distance or squinting;
 - iii. Demonstrates variable visual ability due to environmental factors including but not limited to contrast, weather, color, or movement, that cannot be controlled, or
 - iv. Experiences reduced or variable visual ability due to visual fatigue or factors common to the eye condition.
2. The student's physical eye condition, even with correction, adversely affects educational performance.

3. The student needs special education.

Blindness and Low Vision – Documentation the student meets ALL of the following:

1. ___ The student has a documented visual impairment, not primarily perceptual in nature, as determined by an optometrist, ophthalmologist, or neurologist:
 - a. ___ Measured acuity of 20/70 or less in the better eye with correction at distance or near;
 - b. ___ Visual field restriction of twenty degrees or less in the better eye;
 - c. ___ A deteriorating eye condition which will result in loss of visual efficiency (e.g., glaucoma, retinitis pigmentosa, or macular degeneration); or
 - d. ___ A visual loss caused by a disturbance of the posterior visual pathway and/or cortex.
 - e. ___ Functional Visual Assessment determined limited visual access or ability.
2. ___ The student's physical eye condition, even with correction, adversely affects educational performance.
3. ___ The student needs special education.

Deafblindness

Definition: Deafblindness means concomitant 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 designed solely for students with deafness or blindness or students who are hard of hearing or partially sighted.

Eligibility Criteria for Deafblindness

An eligibility committee will determine that a student is eligible for special education services as a student with deafblindness when all of the following criteria are met:

The student exhibits characteristics consistent with the definition.

1. The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, otolaryngologist, or audiologist for hearing loss
2. The student's condition adversely affects educational performance.
3. The student needs special education.

Deafblindness should be the primary eligibility for a student who meets the above criteria. In addition, a student meeting the above criteria and who also has additional impairments contributing to the student's severe educational needs may be determined eligible for deafblindness.

Deafblindness – Documentation the student meets ALL of the following:

1. ___ The student exhibits characteristics consistent with definition.
2. ___ The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, otolaryngologist, or audiologist for hearing loss.
3. ___ The student's condition adversely affects educational performance.
4. ___ The student needs special education.

Deafness

Definition: Deafness is a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

Eligibility Criteria for Deafness

An eligibility committee will determine that a student is eligible for special education services as a student who is deaf when all the following criteria are met:

1. The student exhibits characteristics consistent with the definition and relies primarily on vision to access spoken communication.
2. The student has been diagnosed by an otologist, otolaryngologist, or audiologist as having a hearing loss.
3. The student's condition adversely affects educational performance.
4. The student needs special education.

Deafness – Documentation the student meets ALL of the following:

1. ___ The student exhibits characteristics consistent with the definition and relies primarily on vision to access spoken communication.
2. ___ The student has been diagnosed by an otologist, otolaryngologist, or audiologist as having a hearing loss.
3. ___ The student's condition adversely affects educational performance.
4. ___ The student needs special education.

Hard of Hearing

Definition: Hard of hearing is an impairment in hearing, whether permanent or fluctuating, that adversely affects student's educational performance but that is not included under the definition of deafness.

Eligibility Criteria of Hard of Hearing

An eligibility committee will determine that a student is eligible for special education services as a student who is hard of hearing when all of the following criteria are met:

1. The student exhibits characteristics consistent with the definition and relies primarily on hearing to access spoken communication.
2. The student has been diagnosed by an otologist, otolaryngologist, or audiologist as having a hearing loss.
3. The student's condition adversely affects educational performance.
4. The student needs special education.

Hard of Hearing – Documentation the student meets ALL of the following:

1. ___ The student exhibits characteristics consistent with the definition and relies primarily on hearing to access spoken communication.
2. ___ The student has been diagnosed by an otologist, otolaryngologist, or audiologist as having a hearing loss.
3. ___ The student's condition adversely affects educational performance.
4. ___ The student needs special education.

STEP 2

Parent/guardian provided information on WVSDB services.

Description of Types of Services Offered

All students accepted to the WVSDB receive educational services without regard to gender, race, color, national origin, disability, religion, ancestry, marital status, sexual orientation, gender identity, genetic information, or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity.

The WVSDB provides special education and related services, diagnostic evaluations, transportation, residential services, community experiences, vocational training, work experience, and other support services, according to the student's IEP.

The WVSDB curriculum is tailored to meet the unique needs of each student's disability. The curriculum is based on the West Virginia College and Career Readiness Standards (CCRS). All students participate in West Virginia Assessments according to their program of studies. Students pursue various diploma options based on credits earned for a Standard Diploma or Alternate Diploma. The WVSDB coordinates services with the Division of Rehabilitation Services (DRS) as part of each student's transition plan.

The WVSDB provides health services by the Health Services staff in cooperation with the student's parent/guardian. Health services include emergency medical/dental care (including rescue squad and hospital services), dispensing of medication, first aid, and consultative services through health care professionals at the school. Emergency services are also provided for any student experiencing or showing signs of suicidal or homicidal thoughts, symptoms of mood or thought disorders, or other mental health problems.

The WVSDB reviews and revises placements annually through the IEPT process in cooperation with the placing local education agency. The WVSDB informs the parent/guardian and the designated representatives of the placing local education agency of the student's progress, disciplinary actions taken, investigations involving the student, and all other matters considered important to the student's well-being.

Each student's continued enrollment is subject to review at IEPT meetings or when circumstances and conditions warrant.

STEP 3

Parent/guardian and LEA make decision to pursue enrollment at WVSDB.

Students must be five (5) years of age on or before July one (1) or have not reached their twenty-first (21st) birthday by September one (1) of the current school year.

An applicant may apply for enrollment as a day student or residential student. Students are not considered for residential placement until they are in the sixth grade.

STEP 4 **Family encouraged to visit WVSDb.**

All families are encouraged to visit WVSDb and are welcome to spend a day or two as program participants. During their visit, families can tour the program facility, observe classes, meet students and staff members, and ask questions.

STEP 5 **LEA makes referral. Upon request provides educational records to WVSDb.**

Admission determinations occurs through an application process in cooperation with the referring local education agency. Only students referred by their local education agency are considered for admission. The WVSDb works cooperatively with local education agency of residence. If the parent(s) or legal guardian of the applicant contacts the WVSDb directly regarding admission, the WVSDb refers the parent(s) or legal guardian to the special education director in the local education agency in which the student resides. The WVSDb also notifies the respective local education agency of any inquiries made by the parent(s) or legal guardian regarding admission.

The local education agency must provide the following components as part of application to the West Virginia Schools for the Deaf and the Blind.

EDUCATIONAL COMPONENTS – Local Education Agency

- Admissions Application LEA
- Suspension/Expulsion, Educational Change of Placement Form
- Teacher Evaluation Report D/HH or B/LV
- Eligibility Committee Report and Reevaluation Determination Plan (RDP)
- Current Individualized Education Program (IEP)
- Transcription of Grades
- Daily Living Skills Evaluation
- DEAF/HARD OF HEARING STUDENT
 - Current (within the last year) audiological report
 - Audiological history from date of diagnosis to present, if possible
 - Hearing Technology (home, school)
 - Comprehensive Language Evaluation (CLE)
- BLIND/LOW VISION STUDENT
 - Current (within the last year) ophthalmological evaluation or eye report
 - Functional Vision Assessment (FVA) (Within 3 years)
 - Ophthalmological history from date of diagnosis
 - Learning Media Assessment (LMA) (Within 3 years)
- If Applicable
 - Psychological records
 - Discipline and behavior records
 - Functional Behavior Assessment/Behavior Intervention Plan

STEP 6

Parent/guardian upon request provides permissions and medical records to WVSDb.

In order to be considered and evaluated for admission to WVSDb, the applicant and/or the parent(s) or legal guardian of the applicant must complete an application packet and submit the application packet to the WVSDb in conjunction with the following documentation:

The parent/legal guardian of the applicant must complete the following components as part of the application to the West Virginia Schools for the Deaf and the Blind.

STUDENT COMPONENTS – Parent

- Student Information, Parent/guardian Information, Emergency Contacts
- Press Consent Form
- WVSDb Educational Purpose And Acceptable Use of Electronic Resources, Technologies, And The Internet Student Agreement
- Release of Information
- Copy of student's Social Security Card
- Parent Information Report
- Guardianship documentation (if applicable)
- Copy of prospective student's original birth record (certificate). Must be a copy of the State Registrar of Vital Statistics certificate.

MEDICAL COMPONENTS - Parent

- Medical Questionnaire
- Medical Consent Form (permission for emergency/routine medical care)
- FERPA/HIPPA Consent
- Copy of Immunization Records
- Copy of student's Insurance or Medical Card
- Copy of most recent Dental Exam (within one year of the application)
- Physical Examination Form completed by a physician or pediatrician
- Authorization for the Administration of Medication/Treatment (complete form for each medication to be given at school, signed by a physician and parent)

STEP 7

Admissions Committee reviews documentation and determines appropriateness of application. Application does not guarantee admission.

Admissions application received and reviewed for completeness in Office of Special Education. LEA and parent contacted to secure missing components. Coordinator of Health Services reviews medical components for completeness.

STEP 8

WVSDB contacts parents/guardian and LEA to schedule pre-placement interview once application completed.

Upon receipt of the completed application packet, including relevant documentation, the Coordinator of Special Education/Student Services at the WVSDB will contact the applicant's parent(s) or legal guardian and LEA to schedule a pre-placement admissions interview between the applicant and parent(s) or legal guardian and the Admissions Committee. Please note that a pre-placement admissions interview will not be scheduled without a complete application packet with required documentation on file. In addition, the parent(s) or legal guardian intending to invite additional individual(s) to attend the pre-placement admissions interview must notify the Coordinator of Special Education/Student Services at least one week prior to the pre-placement admissions interview.

If any accommodations are needed, including an American Sign Language interpreter, please notify WVSDB at least two weeks in advance.

The interview will be conducted by an Admissions Committee consisting of a member of the WVSDB Admission staff, relevant WVSDB service providers, a WVSDB educational representative, and other WVSDB faculty and staff as deemed appropriate by the Coordinator of Special education/Student Services.

A visit to the applicant's current educational site may occur as well.

STEP 9

Optional TEMP week visit to school scheduled for student.

All prospective students may attend a TEMP week prior to an admission decision being finalized. The TEMP program allows students to attend WVSDB for 1-2 weeks on a trial basis. This allows students to attend classes, experience residential living, if applicable, and provides additional information to the Admissions Committee, parent(s)/guardian(s), the student, and the local education agency regarding the appropriateness of WVSDB as an educational placement for the student.

STEP 10 **Admissions Committee considers documentation to determine WVSDb residential or day program is an appropriate educational placement for student.**

WVSDb admissions Committee along with the LEA will participate in a meeting to determine if the student's Deaf/Hard of Hearing, Blind/Low Vision, or Deafblindness eligibility is the primary impacting condition on education, language, and overall development.

The Admissions Committee consists of the WVSDb Coordinator of Special Education/Student Services, Dean of Students, Principal, relevant WVSDb service providers, and a WVSDb educational representative. The Admissions Committee may include additional WVSDb employees, such as support staff, health services staff, or Student Life staff, as deemed appropriate by the Coordinator of Special Education/Student Services. The Admissions Committee will conduct the admissions review. A visit to the applicant's current educational placement may be conducted, if appropriate.

The Admissions Committee determines that WVSDb is the most appropriate environment to provide educational services and supports to meet the student's IEP goals and objectives.

In making its determination, the Admissions Committee evaluates the application packet, including the documentation provided, pre-placement admissions interview, additional WVSDb observations, and considers the following criteria:

1. Availability of adequate and appropriate space;
2. Applicant's academic, behavioral, therapeutic, emotional, physical and medical needs, and WVSDb's capacity to appropriately provide for those needs in its established educational program and services;
3. Level of independence and daily living skills; and
4. Information obtained from the student's participation in the TEMP program.

In order for the student to qualify for services the student has to meet specific criteria that includes the following:

- Child lives too far to commute on a daily basis;
- Child must have basic self-help skills and is not a danger to themselves and others and do not engage in illegal activities;
- Student does not require one-on-one assistance or supervision and is able to follow the program's age-appropriate schedule; and
- Student is in the sixth grade.

STEP 11 **Student admitted and enrolled. Student declined admission and letter sent explaining decision.**

If WVSDb is determined to be the appropriate placement, the family will then register their child as a student of WVSDb.

Within ten (10) business days following the applicant's admissions determination, WVSDb notifies the placing local education agency, the applicant, and the applicant's parent(s) or legal guardian of WVSDb's admissions determination. The notification will be provided in writing.