



CGO Institute

Producing Creative People

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Equity

Diversity, Equality and Inclusion

Principals and Policy	Overview and Philosophy
We are committed to building a diverse, equitable and truly inclusive organisation and programme/s of study.	CGO is committed to nurturing an environment where diversity is celebrated, and equality of opportunity is embedded in all that we do. We seek to engage and attract a vibrant mix of people and ideas to build a programme that offers the highest standards of equality of opportunity for students, and embeds within the teaching and ethos a fundamental determination that all who leave the CGO Institute are in the vanguard of change in the world.
We believe that diversity is critical to changing old ways and creating new pathways.	CGO will inspire exploration of new pathways for invention, employment, facilitation by the producers, and for the education and enjoyment of audiences/participants in the future. We are mindful that small changes in attitudes or practice for one culture/country may be massive change in another. We cannot change the world in one giant leap, but we can help to change perceptions and practice one lesson, one student, one career at a time.
We are committed to creating a safe environment where all students feel an equal sense of belonging.	We seek to enable all students to achieve their full potential in an environment characterised by equality of respect and opportunity . Each to receive tailored support to reach their maximum potential. Within all learning and practice we seek to embed the understanding of "no harm to self, other, or space" . Whilst allowing for an open learning environment in which risk is an inherent part of the creative process.
We embrace difference. And we seek to understand and embed what we learn in our future work offered to diverse audiences.	We do not have each other's 'lived' experience, but we can use shared understanding to tell diverse stories. Respecting difference and avoiding appropriation. We do not all share a common language or culture and we honour and learn from that difference. Very specifically CGO seeks to enable students to express their knowledge in their own language, and to embrace technology to allow creative communication across language barriers.

www.chrisgrady.org

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Directors: Chris Grady and Kath Burlinson

Our contracts with each other.

The 'I': Understand yourself	To understand what I need to achieve my full potential, and ask for it clearly. Learn about myself and find appropriate ways to consider 'they' and 'we'.
'They': Listen to others	To learn by listening, and to facilitate others to achieve their full potential
'We': Understand our collective impact on the world and those around us.	To be aware of our individual and shared impact on space, environment & society, then make considered choices and To accept that we all have much to learn: to raise issues, explore through debate, and challenge where needed to elicit change.

CGO's Practical Imperatives

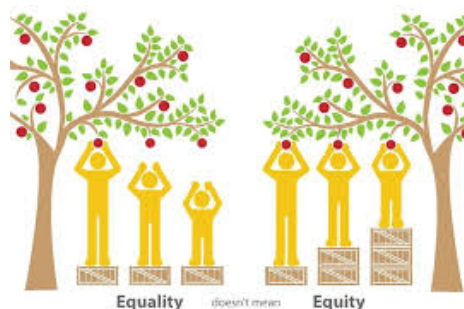
Advancing the diversity of student recruitment	Always striving for equity of attainment, and fostering an inclusive community. Leading to a diverse alumnae group who will be encouraged to change practice and structures in the future to best represent their diversity.
Promoting inclusive teaching, education and engagement	Understanding difference, exploring ancestry and past practice, and considering the changes which the next generation can, should and must make in the world Finding ever developing ways to embrace multi-lingual learning, mindful that (to start) the 'classroom' will be led in English.
Reflecting diversity amongst the CGO teaching, mentoring and tutoring community	Where everyone upholds and promote the principles of the above policies and champions equity, equality, diversity and inclusion in all our activities. We learn differently, and CGO seeks with the teachers never to presume on one expected style of assimilation.

We welcome challenges, conversations and dialogues with whoever is reading this document. This will always be work in progress, and must remain a living document and a set of policies which are practiced throughout our work. If you think something is wrong, missing, or needs improving please contact Chris Grady. You will be met with gratitude and action.

We expect all students, faculty, and those with whom CGO Institute work to uphold the values in this policy. We ask all students to call-out any incidents to help us learn, and to ensure we both say we will, and actually do, uphold the values of this policy. Thank you.

Diversity in this document encompasses the nine 'protected characteristics' under the UK Government's Equality Act 2010 as the starting point: **'age', 'disability', 'gender reassignment'** (now commonly understood as 'gender identity') **'marriage and civil partnership', 'pregnancy and maternity', 'race', 'religion or belief', 'sex', and 'sexual orientation'** - mindful as always of global and cultural legal and societal differences. Diversity extends in CGO's work to encompass those who may have restricted access caused by **financial opportunity or geographic remoteness**. [Bursary funds are being developed to assist]. It further embraces a diversity of **language and culture** - finding best ways to undertake shared learning.

Changing the landscape - Equity beyond Equality



As facilitators of career paths for the next generation of creative producers and practitioners, **CGO Institute intends to advance opportunities for students who could, in the future, adjust the under-representation of particular sectors of the UK community within the world of theatre and creative producing.**

We will actively encourage wider application for places on the Diploma programme and seek ways to provide enriched support in order that graduates from the programme have achieved an equitable position as they move towards employment or forming their own creative pathways.

What will success look like (by end 2021)

The diversity spectrum of the students and alumnae will match the diversity spectrum of the UK population as a whole by the end of 2021 (albeit that some of our alumnae will not seek to work in the UK, or be based here - but we will use this as a benchmark).

We seek the cooperation of all applicants to continue to review this aspiration through consensual monitoring. Since the sample will be small, we cannot guarantee anonymous monitoring.

(And then we will continue to work from there, as needed.)

The Guardian Group

A group of 12 arts/cultural practitioners have been gathered to offer CGO advice and guidance from their lived experience on all areas of diversity.

Over the first two years of the CGO institute, they will meet to review policy and practice. We all have a lot to learn, this group will enrich our current and future understanding.

"I am so grateful to friends who have offered to be part of the Guardian Group and bring their experience of being trans, d/Deaf, neurodiverse, bisexual, physically disabled, and identifying as BIPOC" together we will monitor how the Institute is tackling and teaching all aspects of diversity. They will challenge me and help us all do better"

Chris Grady

The names of the Guardian Group are listed on the CGO website. In time this group will include some alumnae of the programmes

Procedure for Correctional Action:	
We expect all CGO directors, staff, students, freelancers and contractors to feel empowered to challenge behaviour which may marginalise or exclude others	Report behaviours or actions that contravene this policy.
Where possible, address concerns at the time, directly with the individual/class in order to create a safer, kinder, better understood and equitable space	<p>If a 'non-marginalised' teacher or student is concerned over what they perceive as unacceptable (eg racist, sexist or phobic), someone within the marginalised group should have the opportunity to offer their say / advice, should they choose to do so, and others will offer them space and respect.</p> <p>This gives that individual the opportunity to be in control of a potentially sensitive or abusive situation. Their lead should always be taken, mindful that they do not bear the responsibility to teach others</p> <p>Time for discussion should be given in the space, if the student feels it appropriate. The teacher needs to hold space, or welcome time to revisit the issue if needed.</p>
Summation and Safety	Remember to keep a note of any conversations you have and avoid having discussions one on one without any corroborator.
First line of reporting	<p>If necessary, report the incident to Chris Grady in a recorded/written form so that appropriate intervention can be offered.</p> <p>Each student has a tutor and you may choose to raise it with them, as appropriate, and Chris Grady will be made aware.</p>
Second or alternative line of reporting	If necessary, where the above three steps are not appropriate, report the incident to the Guardian Group (see section above). This will be acknowledged, and an appropriate process of best practice will be undertaken.
Learning and the Future	Changes will be considered and made, where it is felt that best practice has been underachieved

There follow four more detailed sections on racism, gender, disability and access. These are offered to enrich the policy and offer a basis for discussion and development. The sections include definitions and sourced terminology/philosophy. During the courses and the consideration of the Guardian Group much of this may be reshaped.

Anti-racist policy

To become a better ancestor

As we begin CGO Institute we have gathered material from other arts organisations and texts to inform and focus us. We welcome revisions and challenge.

"To be anti-racist is to acknowledge the permanence of racism through organizations, industries and communities, and to recognize that racism is a system of disproportionate opportunity and penalties based on skin colour,"

Laura Morgan Roberts,
University of Virginia Professor of Business Practice,

"There is no way to sugar coat it. White supremacy is evil. It is a system of oppression that has been designed to give you benefits at the expense of the lives of BIPOC [Black, Indigenous, People of Colour], and it is living inside you as unconscious thoughts and beliefs. The process of examining it will necessarily be painful... You have to decide what is going to be the anchor that keeps you committed to this work, whether it is a commitment to anti-oppression and the dignity of BIPOC, your commitment to your own healing, your commitment to being a better friend or family member to BIPOC, or your commitment to your own personal or spiritual values. What keeps me going is my commitment to truth, love, and being a good ancestor."

Layla F Saad,
"Me and White Supremacy"

CGO commits to the following:

We will work from the stance that racism is a real, prevalent, systemic and historic issue in the UK and globally, and we will work with our students and faculty to understand more to be better global citizens and future ancestors.

We will not question racism's existence or prevalence. We will not 'gaslight' experiences of racism felt by any person of colour on our teams (for example, by saying 'I don't think they were being racist', 'I don't think it's as bad in the UK as it is in America', 'they didn't mean it like that' or 'I think you are being overly sensitive').

We will not confuse or conflate racism with other forms of oppression or injustice. We also recognise that racial and cultural diversity are not the same.

We commit to engaging with anti-racism as a global political movement which exists inside and outside of the theatre and performing arts industry. We will support movements that share our broader aims of inclusion and access, and which bring us closer to an anti-racist society. We will not be afraid to use our platform as an educational and coaching organisation to encourage positive changes in UK and internationally.

We will use the most direct and respectful language we can find. We won't shy away from specificity. We will say the word 'racist' when we mean racist. We recognise that people from different races and cultures experience racism differently, including in terms of anti-blackness, islamophobia, anti-Semitism, xenophobia. We will use specific language where appropriate when we discuss instances of racism.

We recognise that in theatre, the phrase 'It's not what you know, it's who you know' is still prevalent, and that we have been guilty of upholding this system, which so often excludes BIPOC even being considered before it is given to somebody 'we know'. We work to change that in our own practice and in the industry as a whole.

We will always evaluate and reflect in terms of equal opportunity for BIPOC. If an aspect of our work does not reflect racial and cultural diversity, we will always examine why. We commit to a more intersectional approach when considering all protected characteristics.

We will consider new ways in which we can support BIPOC to secure paid jobs, training, mentorship, fundraising support and opportunities to promote engagement beyond our current work and open more doors into the industry which have historically been closed.

We will not assume that people of colour in our networks will undertake any additional work (within or outside of agreed hours) in order to help us reach these goals. We will always welcome, listen to and respond to leadership and input from people of colour (regardless of role) and amplify and prioritise their ideas as to how we deliver anti-racism.

Gender and Sexuality Freedoms

Whilst acknowledging global differences and persecutions.

Oxfam (2016) stated that *"today there are still 75 countries and 5 entities that criminalize homosexuality, and in 6 countries and parts of Nigeria and Somalia homosexuality is punishable by death. Discrimination, violence and exclusion on the grounds of sexual orientation and/or gender identity are a violation of human rights, a barrier to active citizenship and gender equality, and a contributing factor to the perpetuation of poverty and marginalisation."*

As an institute offering training to global citizens aspiring to work in the creative arts, we embrace the following rights of all people free of coercion, discrimination and violence:

- To seek, receive and impart credible, evidence-based information related to sexuality;
- To privacy regarding matters of sexuality.
- To choose their sexual orientation and sexual partner or partners;
- To decide to be sexually active or not;
- To participate in consensual sexual relations; and to pursue a satisfying, safe and pleasurable sexual life.
- To freedom of gender identity and expression.
- To freedom of thought, opinion, expression and association regarding issues of sexuality, gender identity and sexual rights, without arbitrary intrusions or limitations based on dominant cultural beliefs or political ideology, or discriminatory notions of public order, public morality, public health or public security.

We need to be aware that there are four main types of sexual orientation discrimination.

Direct discrimination; Breaks down into three different sorts of direct discrimination of treating someone 'less favourably' because of:

- their actual sexual orientation (ordinary direct discrimination)
- their perceived sexual orientation (direct discrimination by perception)
- the sexual orientation of someone with whom they associate (direct discrimination by association).

Indirect discrimination; Can occur where there is a policy, practice, procedure or workplace rule which applies to all employees, but disadvantages people of a particular sexual orientation. We seek help from all participants to highlight any time where this could be inadvertently causing distress.

Harassment; When unwanted conduct related to sexual orientation has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Victimisation; Is when someone suffers what the law terms a 'detriment' - something that causes disadvantage, damage, harm or loss - because, for example, they have made or supported a complaint about sexual orientation discrimination.

'Coming out' at work/class

When someone tells other people about their sexual orientation this is known as 'coming out'. This process is personal and different for everyone. While many lesbian, gay and bisexual people are 'out' in their personal lives, they may not want to 'come out' at work or in class.

If someone is limiting who they tell, they also need to decide whether they want those people to keep the details of their sexual orientation confidential. If someone reveals a person's sexual orientation to others against that person's will, this may be seen as:

- harassment and/or
- a breach of the Data Protection Act (if details are stored as confidential data) and/or
- a breach of any of the employer's relevant regulations or policies.

Trans Rights

We understand and respect that there can be differences between assigned sex and gender identity and expression and we relish working with everyone whether identifying within or outside of the gender binary. We have a zero tolerance approach to discrimination, victimisation or harassment on the basis of a person's gender identity.

We aim to provide a welcoming and supportive environment for people to explore and to be who they are', irrespective of their gender identity. We will also seek to provide a supportive environment for people who are considering, undergoing or who have undergone transition, as provided for under the Equality Act 2010.

We acknowledge the following truths, welcoming the opportunity to learn more and explore issues of gender and sexuality in creative discussion:

- Transgender is an umbrella term and there are many different identities that fall under this term, including trans men, trans women, people who cross-dress on an occasional basis and other people who may identify as neither male nor female (non-binary). A non-binary person is somebody whose gender identity does not fit into the gender binary of male or female. A non-binary person may be neither male nor female, or both, or sometimes male and sometimes female. Someone who identifies as intersex may or may not also identify as Trans.
- Each will use an appropriate pronoun. Some will use non-gendered pronouns, such as "they", "ze", or "qui". Providing space for all people in a workshop to add their pronoun, for example on Zoom, is acknowledgement and helpful to all participants in referring to colleagues.
- A "gender fluid" person is someone who fluctuates between more than one gender or between having a gender and not having one. A person may identify as a male, female, neutral, non-binary, or a combination of identities, depending on the day. It is not related to a person's sexual orientation.
- People have the right to self-identify and many people reject the whole idea of binary tick-boxes and describe themselves in non-binary, or more wide-ranging terms such as pan-gender, poly-gender, third gender and genderqueer.

Through our related policies and procedures, CGO will strive to support all trans and gender non-conforming people who either work or study with us, ensuring that our faculty are well trained and

supportive. We will seek to ensure that explicitly gendered language is not used if it is not needed and will provide guidance on how to use trans friendly pronouns.

We will treat anybody's gender identity with dignity and respect, regardless of the law. Although "gender reassignment" is one of the nine protected characteristics as provided for under the Equality Act 2010, we aim to go above and beyond the protection of people undergoing gender reassignment. We extend our commitment by supporting and protecting trans faculty and students from harassment, discrimination and victimisation which has occurred or is occurring due to their gender identity. This will include people who do not live full time in their identified gender, those who do not intend to undergo gender reassignment and intersex people (born with a wide range of natural variations in sex characteristics that do not fit the typical definition of male or female.)

Considering everyone's right to their chosen gender identity it is important to identify some examples of transphobia which highlight areas where we must be attentive: - Speculating about someone's gender identity is inappropriate in any context - Purposefully ignoring someone's pronoun undermines their gender identity and sense of self - Refusing to use someone's pronoun is disrespectful - Disclosure of someone's trans history - and proceeding with Inappropriate questioning.

And finally we will work with students to explore how their work and future creative practice can further the aspirations of sexual and gender freedom in those countries and regions where it is restricted, and how the creative and performing arts can be used for good in furthering the policy statements above.

Access and Disability

And understanding diverse learning

Under the Disability Discrimination Act 2005 (Disability Discrimination (Northern Ireland) Order 2006) a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term, adverse effect on his or her ability to carry out normal day-to-day activities. Impairment resulting from or consisting of mental illness is covered by the Act: this is likely to include depression or anxiety, if long-term. In addition, the effects of progressive conditions such as cancer, HIV infection and multiple sclerosis are regarded as substantial for the purposes of the Act immediately on diagnosis.

CGO seeks to use the advantages of cloud-based learning, and minimise the challenges for individuals through screen based work, to maximise the opportunities for all students. We seek to understand more, to make changes as possible, and to enrich the teaching further in order to create the next generation of creative practitioners. We aspire to help to cause change in the industry as a whole recognising the talent in each individual.

The Stage Newspaper reported in 2018; "*Last year, just 1% of graduates from major drama schools declared a physical impairment – covering mobility, sight or hearing impairments. The most up-to-date government figures, from 2016, state that 11% of people in the general population declared a mobility impairment, 3% declared a vision impairment and 3% had a hearing impairment.*" We suspect this is reflected in all training for all disciplines in the theatre and performing arts, and not substantially better when considering non-visible forms of impairment.

"It is refreshing but still rare to see a physically disabled person playing a role where that feature of their being is not an essential part of the character. It is wonderful to see companies like Ramps on the Moon casting for talent and then working creatively to have choreography which works just as well for a dancer on 2 wheels as 2 legs. In developing the next generation of creative producers, we will explore the opportunities and challenges to enrich the diversity on stage especially across physical and invisible disability. We will actively seek applicants who are

registered disabled to be part of the cohort and create practical access support to make the Diploma work for everyone' Chris Grady

CGO fully supports the principle of equal opportunities in training and employment and opposes all forms of unlawful or unfair discrimination on the grounds of disability. No learner or faculty member shall receive less favourable treatment because of disability. It is in the interest of CGO and the creative industries to ensure that all available human resource, talents and skills are considered when opportunities arise.

We will ensure that people with disabilities will receive equal treatment in learning and development. The organisation will take account of any reasonable adjustments a disabled member of staff or student needs to perform the requirements of the course and will take account of these in setting and measuring the objectives and outcomes for that individual.

All staff and learners have a personal responsibility to adhere to and apply this policy. We will regularly review and monitor this policy to ensure its implementation and effectiveness.

Online Learning

Equitable & Discriminatory Challenges

The Diploma programme will be taught in an online classroom (Zoom provisionally) where aspects of Equality of opportunity and diversity of engagement will need to be reviewed as we progress. Early research studies suggest that there are grounds for concern around discrimination. Four areas will be considered as our policies develop;

1. Access to suitable bandwidth/speed to fully engage with the classes. Where this is a challenge we will look at solutions which could be offered.
2. There is a real difference between entering a formal classroom environment on campus, and undertaking classroom study from a real-life setting (bedroom, busy flat, 'quiet' space). As we develop we must be sure not to discriminate based on environment and support where we can.
3. Screen tiredness and challenges for neuro-divergent participants. Here we will monitor lesson length, breaks, advice from the participants themselves, and guidance from our Faculty and the Guardian Group. We have all learned much in the lockdown 6 months and this needs to be embedded into the processes of class.
4. Where a participant needs a support worker (for example a BSL Interpreter) we will work to make this possible.

We seek to ensure that this cloud-based opportunity has far more advantages than disadvantages, and will ensure kind and collective support systems are in place, as we learn together.

Respect of Self and Other in a Zoom world

And finally, from an experienced current facilitator: *"We ask for respectful environment rules. 1) The laptop on a desk or working surface that isn't a bed or sofa. 2) Having to think about their lighting so you can be properly seen. 3) Setting the terms with their family/housemates so we're not interrupted. 4) agreeing when the whole group can be on camera and not. 5) not attempting to attend class away from the desk - eg signing in from a car or on their phone walking the dog"*

Draft prepared 14th July 2020 / Detailed re-working / v4 Issued to all Guardians 11th October after revisions. This version, prior to further changes, circulated to Faculty and first cohort.

Three Addenda - Definitions and Expansion

The following sections have been drawn and adapted from more standard policy documents to help with definitions and detail.

FORMS OF DISCRIMINATION

The following are forms of discrimination that this policy aims to avoid:

Direct Discrimination occurs when a person is treated less favourably because of a protected characteristic that they either have or are thought to have. Direct discrimination can also occur by way of association, which is when a person is treated less favourably because, for example, their spouse or partner or other relative has the protected characteristic.

Indirect Discrimination occurs when a provision, criterion or practice is applied equally to everyone, but has a disproportionately adverse effect on people who share a particular protected characteristic. A person with the protected characteristic who is disadvantaged in that way has the right to complain. To be justified the provision, criterion, or practice must be necessary for legitimate business reasons in circumstances where less discriminatory alternatives are not reasonably available.

Victimisation occurs where someone is treated unfavourably because he/she/they has raised a complaint under this policy or taken legal action, in relation to any alleged act of unlawful discrimination, against the Company or because he/she/they has supported someone else in doing this.

Harassment is unwanted conduct that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can take many different forms and may involve inappropriate actions, behaviour, comments, emails or physical contact that causes offence or are objectionable. Harassment may involve a single incident or persistent behaviour that extends over a period of time and can occur even if someone did not mean to cause offence. It also means that a person can be subjected to harassment by behaviour that is not aimed at them directly but which they nonetheless find unpleasant. Harassment is always unacceptable and where it relates to a protected characteristic it will amount to an unlawful act of discrimination.

Discrimination arising from Disability - In addition to the above, it is unlawful to treat a person unfavourably because of something that is the result, effect or outcome of their disability, unless the treatment is necessary and can be objectively justified. Furthermore, employers have a duty to make reasonable adjustments to ensure that disabled applicants, employees or other workers are not substantially disadvantaged.

WHAT DO WE MEAN BY RACISM?

White Supremacy - The belief that white people are superior to other races. The upholding of white power. The assumption that white people should maintain the level of leadership there is now.

Institutional Racism - racial discrimination that has become established as normal behaviour within a society or organisation.

Systemic Racism - Referring to the rules, practices and customs once rooted in law. These may have changed over time, resulting in a facade of "equality," but the residual effects reverberate throughout entire societal systems, including in the arts.

Individual Racism - Racist beliefs and actions held or acted upon by an individual.

Overt prejudice/ bias - A negative belief about somebody which is formed on the basis of their race or culture.

Microaggressions - Actions which are less likely to be detected as overt/ blatant racism, but which other and alienate people based on race - often perpetuated by people who do not identify as racist.

Slurs and derogatory language - Use of racialised or offensive language/ words by people who are not part of that particular race or culture, no matter what the intention.

Unconscious bias - Unconscious bias recognises that we have grown up in a racist society, and our cultural understanding may be unconsciously racist, without us fully realising or unpicking it.

Tokenising of people of colour - In the arts, we can be guilty of tokenising artists of colour as a way to 'prove' how inclusive we are. This is in itself a form of racism. Our work must be deeper than this.

13 FORMS OF DISABILITY

Source [understood.org](https://www.understood.org)

Please note CGO has not adapted the language here. It is child centered.

1. Specific learning disability (SLD) The umbrella term "SLD" covers a specific group of learning challenges. These conditions affect a child's ability to read, write, listen, speak, reason, or do math. Here's what could fall in this category: Dyslexia, Dysgraphia, Dyscalculia, Auditory processing disorder, Nonverbal learning disability. SLD is the most common category under IDEA. In 2018, 34 percent of students who qualified did so under this category.

2. Other health impairment; The umbrella term "other health impairment" covers conditions that limit a child's strength, energy, or alertness. One example is **ADHD**, which impacts attention and **executive function**.

3. Autism spectrum disorder (ASD); **ASD** is a developmental disability. It covers a wide range of symptoms, but it mainly affects a child's social and communication skills. It can also impact behavior.

4. Emotional disturbance; Various mental health issues can fall under the "emotional disturbance" category. They may include **anxiety** disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and **depression**. (Some of these may also be covered under "other health impairment.")

5. Speech or language impairment; This category covers difficulties with **speech or language**. A common example is stuttering. Other examples are trouble pronouncing words or making sounds with the voice. It also covers language problems that make it hard for kids to understand words or express themselves.

6. Visual impairment, including blindness; A child who has eyesight problems is considered to have a visual impairment. This category includes both partial sight and blindness. If eyewear can correct a vision problem, then it doesn't qualify.

7. Deafness; Kids with a diagnosis of deafness fall under this category. These are kids who can't hear most or all sounds, even with a hearing aid.

8. Hearing impairment; The term "hearing impairment" refers to a hearing loss not covered by the definition of deafness. This type of loss can change over time. Being hard of hearing is **not the same thing** as having trouble with auditory or language processing.

9. Deaf-blindness; Kids with a diagnosis of deaf-blindness have both severe hearing and vision loss. Their communication and other needs are so unique that programs for just the deaf *or* blind can't meet them.

10. Orthopedic impairment; An orthopedic impairment is when kids lack function or ability in their bodies. An example is cerebral palsy.

11. Intellectual disability; Kids with this type of disability have below-average intellectual ability. They may also have poor communication, self-care, and social skills. Down syndrome is one example of an intellectual disability.

12. Traumatic brain injury; This is a brain injury caused by an accident or some kind of physical force.

13. Multiple disabilities; A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that can't be met in a program designed for any one disability.