Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child's/student's residual hearing, the ability of the parent(s) to communicate, nor the child's/student's experience with other communication modes. To the extent appropriate, the input about this child's/student's communication and related needs as suggested from adults who are deaf/hard of hearing has been considered. 300.324(a)(2)(IV) 4.03(6)(A)

1. Language and Communication

1. a. The child's/student's **primary language** is one or more of the following.

Check all that apply.

Receptive	***Expressive***
☐	☐ English
☐	☐ Native language (ASL, Spanish etc), specify _____
☐	☐ Combination of several languages
☐	☐ Minimal language skills; no formal primary language

Describe:

Action Plan, if any:

1. b. The child's/student's **primary communication mode** is one or more of the following. Supports 300.116(e).

Check all that apply and if more than one applies, explain.

Receptive:

- ☐ Auditory
- ☐ Speechreading
- ☐ Fingerspelling
- ☐ Tactile/objects
- ☐ Home signs
- ☐ Other, please explain _____
- ☐ American Sign Language
- ☐ Cued Speech/Cued English
- ☐ Gestures
- ☐ Picture symbols/pictures/photographs
- ☐ Signing Exact English/Signed English
- ☐ Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)

Expressive:

- ☐ Spoken language
- ☐ Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
- ☐ Tactile/objects
- ☐ Cued Speech/Cued English
- ☐ American Sign Language
- ☐ Fingerspelling
- ☐ Home signs
- ☐ Pictures symbols/pictures/photographs
- ☐ Other, please explain _____
- ☐ Signing Exact English/Signed English
- ☐ Gestures

Explanation for multiple modes of communication, if necessary:

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1. c. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student? Parent Counseling Training 300.34(8)(i) and (iii)

Issues considered:

Action Plan, if any:

2. Describe the child's/student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the child's/student/s communication mode or language. Document who on the team will be responsible for arranging for adult role model connections and opportunities to interact with peers. (Section 3. 22-20-108 CRS II) 300.116 Placement Determination

Opportunities considered: ECEA proposed 4.03(6)(a)(iii)

Action Plan, if any:

3. An explanation of all educational options provided by the administrative unit and available for thechild/student has been given. Placement determination 300.115 and 300.116

Placements explained:

Describe how the placement options impact the child's communication access and educational progress:

4. Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for, the child's/student's primary communication mode or language. ECEA 3.04(1)(f)

Considerations:

Action Plan, if any:

5. The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified. The team will consider the entire school day, daily transition times, and what the child/student needs for full communication access in all activities.

Considerations 300.324(a)(2)(iv) Communication plan, 300.107 Non-academic settings, 300.101 FAPE:

Action Plan, if any:

1. Does the student's behavior impede the student's learning or the learning of others? ☐ Yes ☑ No

   If Yes, IEP committee **must provide** positive behavioral strategies, supports and interventions, or other strategies, supports and interventions to address that behavior.

   ☐ Addressed in IEP.

2. Does the student require assistive technology devices and services? ☐ Yes ☑ No

   If Yes, IEP committee **must determine** nature and extent of devices and services

   ☐ Addressed in IEP.

3. Does the student have limited English proficiency? ☐ Yes ☑ No

   If Yes, IEP committee **must consider** the following (check box if IEP committee considered the item):

   ☐ Language needs of the student as those needs relate to the student's IEP.

4. Is the student blind or visually impaired? ☐ Yes ☑ No

   If Yes, IEP committee must evaluate reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or use of Braille) and **must provide** for instruction in Braille and use of Braille unless determined not appropriate for the student.

   ☐ Braille instruction and use of Braille is not appropriate for student.

   ☐ Braille instruction and use of Braille is addressed in IEP.

5. Is the student deaf or hard of hearing? ☑ Yes ☐ No

   If Yes, IEP committee **must consider** the student's language and communication needs and consider the following (check box if IEP committee considered the item):

   ☑ The related services and program options that provide the student with an appropriate and equal opportunity for communication access.

   ☑ The student's primary communication mode.

   ☐ The availability to the student of a sufficient number of age, cognitive, academic and language peers of similar abilities.

   ☐ The availability to the student of adult models who are deaf or hearing impaired and who use the student's primary communication mode.

   ☑ The availability of special education teachers, interpreters and other special education personnel who are proficient in the student's primary communication mode.

   ☑ The provision of academic instruction, school services and direct access to all components of the educational process, including, without limitation, advanced placement courses, career and technical education courses, recess, lunch, extracurricular activities and athletic activities.

   ☑ The preferences of the parent or guardian of the student concerning the best feasible services, placement and content of the student's IEP.

   ☑ The appropriate assistive technology necessary to provide the student with an appropriate and equal opportunity for communication access.