

Communication Plan Training

1. The plan must include a statement identifying the child's primary language or communication mode as one or more of the following: Spoken English, Other Spoken Language, American Sign Language, English Based Sign System. **The IEP team cannot deny instructional opportunity based on the amount of the child's residual hearing, the ability of the parent(s) to communicate, nor the child's experience with other communication modes.**
2. The Plan must include a statement documenting that the IEP team, in addressing the child's needs considered the availability of DHH role models and DHH peer groups. ***When considering this, the team should take into account regional gatherings for DHH students, national groups such as Hands and Voices, distance-learning opportunities with students, extracurricular activities and community activities for students.***
3. The Plan must include a statement documenting that an explanation was given of all educational options provided by the school district and available to the child. ***When considering these options, the team should take into account the LRE for the child, regional classrooms and statewide programs.***
4. Teachers, interpreters and other specialists developing and overseeing the communication plan on behalf of the student must have demonstrated proficiency in and be able to accommodate for, the student's primary language or communication mode. ***When considering this factor, the team should take into account training and mentoring for staff, accommodations utilized for student as well as specific strategies used by the staff.***
5. The communication accessibility of academic instruction, school services and extracurricular activities the student will receive have been identified. ***When considering this, the team should take into account assistive technology for the student, access to communication in extension programs (field trips), support personnel available.***