Communication PLAN FOR STUDENT WHO IS DEA/FMARD OF HEARING OR DEA/FBLIND         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, or 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       English         Mative language (ASL, Spanish etc), specify	Legal Name of Student	DOB	State Student ID (SAS	SID)	Date		
child/student's residual hearing, the ability of the parent(s) to communicate, or the child/student's experience with other communication modes. To the extent appropriate, the input about this child/student's communication and related needs as suggested from adults who are deafthard of hearing has been considered. 300.324(a)(2)(1V) 4.03(6)(A)   Language and Communication  a. The child/s/student's primary language is one or more of the following. Check at link apply.  Receptive Expressive Combination of several languages Describe:  Action Plan, if any:  b. The child/s/student's primary communication mode is one or more of the following. Supports 300.116(e). Check at link apply and if more than one apples, explain.  Receptive Combination of several language Signing Exact English' Signed English Conceptual yaccurate Signed English Conceptual signs (Pidgin Signed English) Conceptual yaccurate Signed English) Conceptual yaccurate Signed English Conceptual yaccurate Signed English Conceptual yaccurate Signed English) Conceptual yaccurate Signed English Conceptual signs (Pidgin Signed English) Conceptual yaccurate Signed English Conceptual yaccurate Signed							
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 Combination of several languages         Mative language (ASL, Spanish etc), specify         B. 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:         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:         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:       Signing Exact English/Signed English or Conceptual signs (Pidgin Signed English or Conceptual signs (Pidgin Signed English)         Pingerspelling       Gestures         Tactile/objects       Picture symbols/pictures/photographs         Conceptual signs (Pidgin Signed English)       Home signs         or Conceptual signs (Pidgin Signed English)       Pictures symbols/pictures/photographs	child's/student's residual hear communication modes. To the	ing, the ability of the parent(s e extent appropriate, the inpu	s) to communicate, or the child t about this child's/student's co	's/student's experies ommunication and	ence with other		
Check all that apply and if more than one applies, explain.         Receptive:         Auditory       American Sign Language       Signing Exact English/Signed English         Speechreading       Cued Speech/Cued English       Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)         Fingerspelling       Gestures       Conceptually Accurate Signed English)         Home signs       Picture symbols/pictures/photographs         Other, please explain       American Sign Language       Signing Exact English/Signed English         Spoken language       American Sign Language       Signing Exact English/Signed English         or Conceptual signs (Pidgin Signed English)       Fingerspelling       Gestures         or Conceptually Accurate Signed English)       Home signs       Gestures         or Conceptually Accurate Signed English)       Pictures symbols/pictures/photographs         Cued Speech/Cued English       Other, please explain         Explanation for multiple modes of communication, if necessary:         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:	1. Language and Commun         1. a. The child's/student's products of the child's/student's/student's products of the child's/student's products of the child's/student's/student's products of the child's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/student's/studen	rication rimary language is one or m ssive English Native language (ASL, Sp Combination of several lar	nore of the following. anish etc), specify nguages				
American Sign Language Signing Exact English/Signed English     Conceptual signs (Pidgin Signed English     or Conceptually Accurate Signed English)     Tactile/objects     Cued Speech/Cued English     Cued Speech/Cued English     Conter, please explain	Check all that apply and if more <b>Receptive:</b> Auditory Speechreading Fingerspelling Tactile/objects Home signs	than one applies, explain.  American Sign Languag Cued Speech/Cued Eng Gestures	ge Gigning E glish Concept Concept	Exact English/Sign ual signs (Pidgin S	ned English Signed English or		
<ol> <li>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:</li> </ol>	Spoken language Conceptual signs (Pidg or Conceptually Accur Tactile/objects	in Signed English I ate Signed English) I F	Fingerspelling Home signs Pictures symbols/pictures/photo	Gestures	ct English/Signed English		
Parent Counseling Training 300.34(8)(i) and (iii) Issues considered:	Explanation for multiple modes c	f communication, if necessary:					
Action Plan, if any:	Parent Counseling Training 300.3		cy of parents and family memb	ers in communicat	ing with the child/student?		

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

COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND				
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 <i>Opportunities considered: ECEA proposed 4.03(6)(a)(iii)</i>			
	Action Plan, if any:			
3.	An explanation has been given of all educational options provided by the administrative unit and available for the child/student. 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) <i>Considerations:</i>			
	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. <i>Considerations</i> 300.324(a)(2)(iv) Communication plan, 300.107 Non-academic settings, 300.101 FAPE:			
	Action Plan, if any:			