**State of Maine Part B Communication Plan for Students who are Deaf or Hard of Hearing**

IDEA 2004, §300.324 (a)(2)(iv)-(v) Development, review, and revision of IEP.

(2) Consideration of special factors. The IEP Team must--

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) Consider whether the child needs assistive technology devices and services.

The IEP team has considered each item below:

**I. Consider the child's language and communication needs**

1. The student’s primary language (home language) is one or more of the following (check all that apply):

Receptive Expressive

☐ ☐ American Sign Language (ASL)

☐ ☐ English

☐ ☐ Signed language other than ASL \_\_\_\_\_\_\_\_\_\_

☐ ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The student’s **primary** communication approach is one or more of the following (check all that apply):

**Receptive:**

☐ American Sign Language

☐ Auditory/Listening

☐ Cued Speech

☐ Gestures

☐ Fingerspelling

☐ Signed English (e.g. Manually Coded English, or Signing Exact English)

☐ Tactile

☐ Other, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Expressive:**

☐ American Sign Language

☐ Cued Speech

☐ Gestures

☐ Fingerspelling

☐ Oral/Spoken Language

☐ Signed English (e.g. Manually Coded English, or Signing Exact English)

☐ Tactile

☐ Other, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IIA. Consider opportunities for direct\* communications with peers and professional personnel and opportunities for instruction in the child's language and communication mode**

\* *Direct language/communication/instruction occurs person-to-person, not through an additional source e.g. educational interpreter or captioner.*

The IEP  team has considered:

1. ☐ Opportunities for direct\* communication with peers.

Describe opportunities:

2. ☐ Opportunities for direct\* communication with professional staff and other school personnel.

Describe opportunities:

3. ☐ Opportunities for direct\* instruction.

Describe opportunities:

**IIB. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student?**  *Family Training and Counseling: CFR § 300.34(8)(i) and (iii)*

Issues Considered:

Action Plan, if any:

**IIIA. Consider Educational Placement (ages 3-5)**

*The IDEA mandates that the placement for each student with a disability be only as restrictive as the student’s individual needs require. The basic regulatory requirement is that students are only removed from regular education classrooms if they cannot be educated satisfactorily in regular classes with the use of supplementary aids and services. Placement determination: CFR § 300.115 300.116, LRE: CFR § 300.114*

1. Was an accurate and complete explanation of the continuum of educational placement options provided and considered?

* Were the following options presented?

☐ General Education Classroom

☐ Special Education Classroom

☐ Program within a school district for students who are deaf /hard of hearing

☐ Special school for students who are deaf /hard of hearing

Issues Considered:

**IIIB. Consider academic level (K-12+)**

1. Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?

☐ Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?

☐ No: What supports are needed to increase the student’s proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

2. What language and communication supports are needed for the student to participate in and make progress in the general education curriculum?

☐ General education curriculum delivered directly by a teacher proficient in the language(s) and communication modality(s) identified in **Section I.2**. *(Teachers and other specialists, such as a Teacher of the Deaf delivering the plan to the child/student have demonstrated proficiency in and are able to accommodate for the children/students primary communication mode or language.)*

☐ General education curriculum delivered through use of a certified educational interpreter (***see section V***).

Action plan, if any:

**IV. Consider full range of needs**

☐ The team has considered the full range of needs

1. Does the child have access to all educational components of the school (e.g., regular education classes, specialized instruction and classes, related services, guidance counseling, recess, lunch, assemblies, extracurricular activities, etc.)?

If not, what supports are needed to allow for access?

2. Are adult language models available who communicate in the student’s language/communication mode?

3. What accommodations/modifications are being provided? What additional accommodations/modifications were considered?

**V. Consider assistive technology devices and service needs** (5. *SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))*

☐ Personal Remote Microphone System

☐ Classroom Soundfield System

☐ Communication Access Realtime Translation (CART)

☐ C-Print

☐ TypeWell

☐ Note taking

☐ Captioned media

☐ Certified Educational Interpreter:

☐ American Sign Language Interpreting

☐ Signed English Transliterating

☐ Cued Speech Transliterator

☐ Oral Transliterating

☐ Tactile Interpreting (Intervener for a student who is deafblind)

☐ Other, please explain: