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.
      
      **Receptive**
      - [ ] English
      - [ ] Native language (ASL, Spanish etc), specify ___________________
      - [ ] Combination of several languages
      - [ ] Minimal language skills; no formal primary language

      **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).
      
      **Receptive:**
      - [ ] Auditory
      - [ ] Speechreading
      - [ ] Fingerspelling
      - [ ] Tactile/objects
      - [ ] Home signs
      - [ ] Other, please explain ____________________________________________

      **Expressive:**
      - [ ] Spoken language
      - [ ] Conceptual signs (Piggin Signed English or Conceptually Accurate Signed English)
      - [ ] Tactile/objects
      - [ ] Cued Speech/Cued English
      - [ ] Other, please explain ____________________________________________

      **Explanation for multiple modes of communication, if necessary:**

1/16/08
1. **c. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student?**

   **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.**

   **Issues considered:**

   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 the child/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.**

   **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: