

Louisiana Believes

Act 250 (2015) Implementation
July 2015

Deaf Child Bill of Right Act 250 (2015)

- Revisions to the Louisiana Deaf Child Bill of Rights will go into effect August 1, 2015
- Key revisions to the law include language that:
 - Clarifying IDEA protections for students who are deaf, hard of hearing, or deaf-blind
 - Mandates that all deaf, hard of hearing, or deaf-blind students have a communication plan included in their Individual Education Program (IEP) or, where appropriate, Individual Accommodations Plan (IAP)
- The new law may be accessed [here](#).

Communication Plan

A Communication Plan is a method for assuring the needs of a student who experiences communication barriers and is receiving special education or 504 services are met. The components of this plan should be included in a student's IEP or IAP as part of the overall plan for supporting the student's academic success.

Relevant Laws

IDEA (2004) §300.324 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;

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(7) Public schools shall include a communication plan in the Individualized Education Program of every student with an exceptionality who is deaf, hard of hearing, or deaf-blind. Where appropriate, public schools shall include a communication plan in the Individual Accommodation Plan for a student who is deaf, hard of hearing, or deaf blind.

Communication Plan- Implementation

When determining how to appropriately plan for a child's communication needs, the IEP team should consider factors including (but not limited to):

Student Communication Needs	Student Language Needs	Full Range of Needs
<ul style="list-style-type: none">• What is student's the current communication mode (home and school)?• What technology does this student use?• Is the student's skill level in the chosen mode of communication adequate for grade-level achievement?• How are tests administered in the classroom? Orally? In writing?	<ul style="list-style-type: none">• How have we objectively measured the child's language to determine areas of strength and areas of need?• Have the language needs of the child impacted their access to the curriculum?• Has poor communication inaccessibility created language deficits that have been compounded year after year?• Is the student's communication mode effective in resulting in academic progress?	<ul style="list-style-type: none">• Is there communication access at school-sponsored activities?• How can we make sure that the student knows not only what the teacher is saying, but also what questions the other students are asking?• Is the child benefiting adequately from the communication mode or language he or she is using?• Is the child showing signs of emotional stress or depression?• Is the student experiencing the same rewards and consequences of his or her actions as everyone else?

Communication Plan- Implementation

- After the team has considered the communication needs of the child they must develop a plan that contains:
 - Goals for the student's communication and language development
-and-
 - An outline of how the student will communicate with others and how others will communicate back with the student
- This information should be included in the students IEP or IAP under the communication needs section and when appropriate, communication goals

Communication Plan in SER

General Student Information (continued)

Consideration of Special Factors

Behavior:

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Limited English Proficient:

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Communication Needs of Child:

Communication plan must be described here
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Guidance from SER General Student Information Help Document:

The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode should be outlined in this section.

Act 250 Next Steps

- In order to be in compliance with Act 250, which goes into effect August 1, 2015, IEPs of all students classified as deaf, hard of hearing, and deaf blind must have a communication plan included in the communication needs section.
- To address the need for additional guidance on creating high quality communication plans, the Department is working with stakeholders to update the state handbook for personnel working with students who are deaf or hard of hearing.