



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Directors of Special Education/Pupil Personnel Services
Directors of Regional Educational Service Centers
Directors of Approved Private Special Education Programs
Directors of Incorporated or Endowed Academies
Directors of Charter Schools

FROM: Bryan Klimkiewicz, Special Education Division Director *BK*

DATE: August 22, 2019

SUBJECT: Language and Communication Plan for Deaf or Hard of Hearing Students

Federal Individuals with Disabilities Education Improvement Act Requirement:

Section 300.324(a)(2)(iv) of the Code of Federal Regulations pursuant to the IDEA requires that the planning and placement team (PPT) consider the following areas regarding the communication needs of a child who is deaf or hard of hearing:

- The child's language and communication needs;
- Opportunities for direct communication with peers and professional personnel in the child's language and communication mode;
- The child's academic level;
- The child's full range of needs including opportunities for direct instruction in the child's language and mode of communication; and
- Whether the child needs a technology device and/or service(s).

Background:

The Connecticut State Department of Education (CSDE) initially made the language and communication plan (LCP) available in 2009, as a best practice document for students who are deaf or hard of hearing. In 2012, the document became a requirement for identified special education students who are deaf or hard of hearing. Section 11 of Public Act 12-173, mandated that the LCP be used to document the special language and communication needs of each deaf or hard of hearing student as part of the individualized education program (IEP). The recent amendment to the Connecticut General Statutes (CGS) Section 10-76d, effective July 1, 2019, now expands that mandate to include all students with a 504 plan who are deaf or have an identified hearing loss, in addition to those students for whom an IEP is developed. The current legislation also requires that the LCP include the development of an emergency communication plan identifying procedures for alerting/informing the student in the event of an emergency and making provisions for any other specific needs of the student in an emergency situation.

The intent of the LCP is to guide meaningful discussion among all members of the PPT or 504 team related to the student's communication access, social and instructional communication needs, and the procedures necessary to alert the student in the event of an emergency. Determinations and/or action plans are documented on the LCP and are used to inform the development of an IEP or a 504 plan.

NEW: Effective July 1, 2019, Section 10-76d of the CGS is amended and now requires that any child who is deaf or hard of hearing with an IEP or a 504 plan, must have an LCP developed by the child's PPT or 504 team. The amended legislation also requires that the LCP include an emergency communication plan that outlines procedures for alerting the student to an emergency situation as well as other specific needs of the student during the course of the emergency. Any child with an identified hearing loss, regardless of whether deafness or hard of hearing is the primary disability category, must have an LCP that documents the considerations and/or actions discussed and identified by the child's PPT or 504 team.

Effective July 1, 2019, the LCP must address:

- The primary language or mode of communication chosen for the child;
- Opportunities for direct communication with peers and professional personnel in the primary language or mode of communication for the child;
- Educational options available to the child;
- The qualifications of teachers and other professional personnel administering the child's LCP including the teachers' or professionals' proficiency in the primary language or other mode of communication for the child;
- The accessibility of academic instruction, school services and extra-curricular activities for the child, and communication and accommodations in the physical environment for the child; and
- **NEW:** An emergency communication plan.

A revised [LCP](#) is posted on the CSDE web site. To assure that the unique needs of each student who is deaf or hard of hearing are identified and considered in the development of an IEP or 504 plan, the LCP must be developed at the initial PPT or 504 planning meeting, included as part of the IEP (Consideration of Special Factors section) or 504 plan, and must be reviewed at least annually and revised as needed.

Questions regarding the LCP can be directed to Colleen Hayles at 860-713-6922 or via email at colleen.hayles@ct.gov.