

FAQ's

Language and Communication Plan

The intent:

The intent of the Language and Communication Plan (LCP) is to guide thoughtful discussion among all members of the planning and placement team (PPT) who review a student's needs based on language and communication skills and access. Section 300.324(a)(2)(iv) of the Code of Federal Regulations (300 C.F.R. 324(a)(2)(iv)) pursuant to the Individuals with Disabilities Education Improvement Act requires that the PPT consider the following items regarding 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 primary language and communication mode;
- academic level;
- full range of needs, including opportunities for direct instruction in the child's primary language and communication mode; and
- whether the child needs assistive technology devices and services.

The LCP is not a checklist. Rather, it is required documentation that the PPT has deliberated regarding the individualized special communication considerations that are reflected in the child's individualized education program (IEP). This discussion informs the development or revision of the student's current levels of performance as well as other areas outlined in the student's IEP, including modifications, accommodations and specially designed instruction identified in the goals and objectives.

Do all students with an identified hearing loss have to have an LCP as part of their IEP?

All students with an identified hearing loss, regardless of the primary disability indicated on the IEP for the purposes of special education eligibility, must have an LCP, that documents the considerations and/or actions discussed by the PPT and informs the development of each student's IEP.

What about students who are deaf or hard of hearing who are receiving services or accommodations through a 504 Plan?

Section 11 of Public Act 12-173 speaks solely of students who have been identified as requiring special education services and have an IEP in place. However, the use of the LCP in driving the discussion around the special considerations for a student who is deaf or hard of hearing is recommended as a best practice in identifying the necessary accommodations for a deaf or hard of hearing student that requires a 504 plan.

Who completes the form?

Following thoughtful discussion and deliberation by parents and appropriate professionals, the LCP can be completed by any member of the PPT and must ensure that all pertinent elements of the discussion provided by the team are appropriately documented.

When should this plan be completed and how often should the plan be revised?

To assure that each student's unique needs are identified and considered in the development of an appropriate IEP, this plan must be developed at the initial PPT for each student who is deaf or hard of hearing, reviewed at least annually and revised as appropriate.

Additional Resources

http://www.handsandvoices.org/articles/education/law/complan_faq.htm