

## Deaf Child's Bill of Rights Worksheet

The "**Deaf Child's Bill of Rights Act**" (O.C.G.A. § 20-2-152.1) is a Georgia law requiring school districts to take into account the specific communication needs of deaf students, related services and program options in developing an IEP for children who are deaf or hard of hearing. Specific considerations relative to these children's IEP include the following:

- The child's individual communication mode or language, including one or more of the following: American Sign Language, English-based manual or sign systems; or oral, aural, or speech-based training;

*Considerations & Action Plan:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The availability to the child of a sufficient number of age, cognitive, and language peers of similar abilities;

*Considerations & Action Plan:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The availability to the child of deaf or hard-of-hearing adult models of the child's mode of communication or language;

*Considerations & Action Plan:* \_\_\_\_\_

\_\_\_\_\_

---

---

---

---

---

- The provision of appropriate, direct, and ongoing language access to teachers of the deaf and hard of hearing and interpreters and other specialists who are proficient in the child's primary communication mode or language; and

*Considerations & Action Plan:* \_\_\_\_\_

---

---

---

---

---

---

- The provision of communication-accessible academic instruction, school services, and extracurricular activities.

*Considerations & Action Plan:* \_\_\_\_\_

---

---

---

---

---

---

- The requirement that the school district must explain to parents of deaf or hard of hearing children all of the educational options available to the child at the time the child's IEP is prepared.

*Considerations & Action Plan:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The understanding that, given their unique communication needs, deaf and hard-of-hearing children would benefit from the development and implementation of state and regional programs for children with low-incidence disabilities.

*Considerations & Action Plan:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- The assurance that a deaf student shall not be denied the opportunity for instruction in a particular communication mode or language because (1) the child has some remaining hearing; (2) the child's parent or guardian is not fluent in the communication mode or language being taught; or (3) the child has previous experience with some other communication mode or language.

*Considerations & Action Plan:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

---

- The assurance that children who are deaf or hard of hearing may receive instruction in more than one communication mode or language as detailed in their IEP.

*Considerations & Action Plan:* \_\_\_\_\_

---

---

---

---

---

---

---

---

Authority O.C.G.A. § 20-2-152.1