



204848

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
11/02/2011	.	
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The Committee on Education Pre-K - 12 (Wise) recommended the following:

Senate Amendment (with title amendment)

Delete lines 30 - 59
and insert:

2. Children who have a hearing loss possess the same innate capabilities to acquire language as any other children. They communicate through a visual language/American Sign Language or a spoken-written language/English. Manual systems, which do not include American Sign Language, are not languages and shall be used only as a tool to teach spoken English, not as a mode of communication in the classroom. American Sign Language is a formal language as well as the preferred language of the signing



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13 Deaf community as spoken English is the preferred language of
14 the oral deaf community.

15 3. It is critical that all citizens in the state work
16 toward ensuring that:

17 a. Deaf and hard-of-hearing children, like all children,
18 have quality, ongoing, and accessible communication in their
19 preferred language, both in and out of the classroom.

20 b. Deaf and hard-of-hearing children be placed in the least
21 restrictive educational environment that is appropriate for
22 their communication modality and receive services based on their
23 unique communication, language, and educational needs, as well
24 as the culture and choices of their families, consistent with 20
25 U.S.C. s. 1414(d) (3) (B) (iv) of the Individuals with Disabilities
26 Education Act.

27 c. Deaf and hard-of-hearing children be given an education
28 in which teachers, related service providers, and assessors
29 understand the unique nature of deafness; are specifically
30 trained to work with deaf and hard-of-hearing students; and can
31 communicate spontaneously and fluidly with these children in a
32 spoken-written language/English, listening and spoken
33 language/auditory-oral, or a visual language/American Sign
34 Language, which are accessible to deaf and hard-of-hearing
35 children.

36 d. Deaf and hard-of-hearing children, like all children,
37 have the benefit of an education in which there is a sufficient
38 number of age-appropriate peers and adults with whom they can
39 interact and communicate in a spontaneous and fluid way.

40 e. Deaf and hard-of-hearing children receive an education
41 in which they are exposed to deaf and hard-of-hearing role



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42 models in their preferred communication modalities.

43

44 Delete line 101

45 and insert:

46 communication needs of a child who is deaf or hard of hearing,

47 the preferred communication modality of the child, and the

48 culture of the child's family,

49

50 ===== T I T L E A M E N D M E N T =====

51 And the title is amended as follows:

52 Delete lines 10 - 11

53 and insert:

54 Department of Education develop a communication plan

55 to be included in the individual education plan for

56 deaf and