

- 2) the availability of deaf/hard of hearing adult role models and a peer group of the student's communication mode or language.

Determination/Action plan

Identify settings/situations (academic settings, extracurricular activities and clubs, etc.) which provide opportunities for direct interaction between the student and peers and between the student and his/her instructor without the use of interpretation, transliteration or captioning. If unable, the team considers opportunities to promote direct communication with peers and adults in the development of the IEP.

- 3) all educational options available for the student, the explanation of which has been provided by the PPT.

Options discussed

Consider the least restrictive and most appropriate educational options available, ensuring the full implementation of the specialized instruction, accommodations, modifications, supports and services determined through the development of the IEP by the PPT. These considerations are reflected in the determination of the instructional site and when justifying the removal from general education program, if appropriate.

IDEA requires placement of students eligible for special education in general education classrooms "to the maximum extent appropriate" with the use of supplementary aids and services. The decision as to whether any particular student should be educated in a general education classroom setting, all of the time, part of the time, or none of the time, is dependent on the needs and abilities of the student and the consideration of the unique language and communication needs of the child, as well as opportunities for direct communications with peers and professional personnel in the child's language and communication mode.

- 4) the certification and qualifications of teachers, *interpreters and other personnel, required to deliver the language and communication plan, as well as the proficiency in and the ability to accommodate for the student's primary communication mode or language.