

29-LS0169A  
Glover  
12/8/14

**HOUSE BILL NO.**

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-NINTH LEGISLATURE - FIRST SESSION

**BY REPRESENTATIVE LEDOUX**

**Introduced:**

**Referred:**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act relating to public school students who are deaf or have a hearing impairment."** 2

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

3 \* **Section 1.** AS 14.30.276 is amended by adding a new subsection to read: 4 (b)  
Notwithstanding (a) of this section, for a child who is deaf and whose 5 primary language or method  
of communication is determined to be sign language 6 under AS 14.30.278(d), the least restrictive  
environment is in an educational 7 environment with other students whose primary language or  
method of 8 communication is sign language. The department shall establish by regulation a state 9  
school for the deaf that provides an educational environment that satisfies this 10 subsection.

11 \* **Sec. 2.** AS 14.30.278 is amended by adding new subsections to read:  
12 (d) An individualized education program for a child who is deaf or has a 13 hearing impairment  
must include a language and communication plan that 14 (1) identifies the primary language or  
method of communication most 15 effective and appropriate for the child;

1 (2) provides opportunities for direct communication with peers and 2 professional personnel in the primary language or method of communication identified 3 under this subsection;

4 (3) describes the education program options available to the child; 5 (4) describes the necessary qualifications, including fluency in the 6 primary language or method of communication identified under this subsection, of the 7 teacher and other professional personnel who will implement the program for the 8 child;

9 (5) addresses access limitations to academic instruction, school 10 services, and extracurricular activities for the child;

11 (6) provides for assistive devices and services; and

12 (7) requires accommodations for the child in communications with, 13 and the physical environment of, the school.

14 (e) To determine, under (d) of this section, the primary language or method of 15 communication most effective and appropriate for a child who is deaf or has a hearing 16 impairment, a school district shall

17 (1) provide for an assessment of the child's aptitude for acquiring sign 18 language, conducted by a sign language specialist with a degree from an accredited 19 college, university, or postsecondary institution;

20 (2) consider the child's prognosis for hearing loss throughout the 21 child's developmental years;

22 (3) consider the primary language or method of communication of the 23 child's primary household and family members;

24 (4) consider the child's natural tendency to use a language or method 25 of communication when interacting with other children.

26 (f) The individualized education program developed for a child who is deaf or 27 has a hearing impairment and whose primary language or method of communication is 28 determined to be sign language under (d) of this section must require that speech 29 services be provided separately from instruction in core subjects.