

1 **SENATE FLOOR VERSION**

2 February 13, 2019

3 COMMITTEE SUBSTITUTE  
4 FOR

5 SENATE BILL NO. 154

6 By: Simpson

7 [ education - Language Equality and Acquisition for  
8 Deaf Kids (LEAD-K) Task Force - codification -  
9 ~~effective date -~~ ~~emergency~~

10  
11 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

12 SECTION 1. NEW LAW A new section of law to be codified  
13 in the Oklahoma Statutes as Section 13-117 of Title 70, unless there  
14 is created a duplication in numbering, reads as follows:

15 A. There is hereby created until December 31, 2020, the  
16 Language Equality and Acquisition for Deaf Kids (LEAD-K) Task Force  
17 to develop a resource for parents to monitor and track deaf or hard  
18 of hearing children's expressive and receptive language acquisition  
19 using American Sign Language, English or both, and developmental  
20 stages toward English literacy and developing a framework for  
21 assessing children who are deaf or hard of hearing to determine  
22 their competencies in language and literacy skills for the purpose  
23 of ensuring they have the opportunity to achieve kindergarten  
24 readiness in an equitable manner.

1 B. The task force shall be comprised of seventeen (17) members  
2 to be appointed as follows:

3 1. A parent or legal guardian of a child who is deaf or hard of  
4 hearing and proficient in American Sign Language and English  
5 appointed by the President Pro Tempore of the Senate;

6 2. A parent or legal guardian of a child who is deaf or hard of  
7 hearing and uses only spoken English appointed by the Speaker of the  
8 House of Representatives;

9 3. A teacher of children who are deaf or hard of hearing whose  
10 expertise is in curriculum and instruction in American Sign Language  
11 and English appointed by the President Pro Tempore of the Senate;

12 4. A teacher of children who are deaf or hard of hearing whose  
13 expertise is in curriculum and instruction in English appointed by  
14 the Speaker of the House of Representatives;

15 5. An early intervention specialist who works with infants and  
16 toddlers who are deaf or hard of hearing using American Sign  
17 Language and spoken English appointed by the President Pro Tempore  
18 of the Senate;

19 6. An administrator of an early intervention program for  
20 children who are deaf or hard of hearing appointed by the Speaker of  
21 the House of Representatives;

22 7. A parent of a child using a cochlear implant appointed by  
23 the President Pro Tempore of the Senate;

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1           8. A speech-language pathologist with experience working with  
2 children who are deaf or hard of hearing on the development of  
3 spoken English, with or without the use of visual supplements  
4 appointed by the Speaker of the House of Representatives;

5           9. A school psychologist with experience working with students  
6 who are deaf or hard of hearing and with knowledge in conducting and  
7 interpreting cognitive assessments for such students appointed by  
8 the President Pro Tempore of the Senate;

9           10. A licensed or certified mental health professional who  
10 works with children who are deaf or hard of hearing and their  
11 families appointed by the Speaker of the House of Representatives;

12           11. An adult who is deaf or hard of hearing and is proficient  
13 in American Sign Language and English appointed by the President Pro  
14 Tempore of the Senate;

15           12. An adult who is deaf or hard of hearing who uses spoken  
16 English without visual supplements appointed by the Speaker of the  
17 House of Representatives;

18           13. One member of the House of Representatives appointed by the  
19 Speaker of the House of Representatives;

20           14. One member of the Senate appointed by the President Pro  
21 Tempore of the Senate;

22           15. The director of the Department of Rehabilitation Services  
23 or his or her designee;

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1 16. The State Superintendent of Public Instruction or his or  
2 her designee;

3 17. The superintendent of the Oklahoma School for the Deaf or  
4 his or her designee.

5 C. The cochairs of the task force shall be the State  
6 Superintendent of Public Instruction or his or her designee and the  
7 director of the Department of Rehabilitation Services or his or her  
8 designee.

9 D. Appointments to the task force shall be made within thirty  
10 (30) days after the effective date of this act. The task force  
11 shall conduct an organizational meeting no later than August 31,  
12 2019.

13 E. A quorum of the task force shall be required to approve any  
14 final action of the task force. For purposes of this section, nine  
15 members shall constitute a quorum.

16 F. Members of the task force shall receive no compensation or  
17 travel reimbursement.

18 G. The meetings of the task force shall be subject to the  
19 Oklahoma Open Meeting Act.

20 H. The State Department of Education and the Department of  
21 Rehabilitation Services shall provide staff support to the task  
22 force.

23 I. The task force shall study and make recommendations  
24 regarding the development of a framework for assessing children who

1 are deaf or hard of hearing and selecting language developmental  
2 milestones from existing standardized norms. The framework shall  
3 consider children with congenital or acquired hearing loss,  
4 unilateral and bilateral hearing loss, all degrees of hearing loss  
5 from minimal to profound and all types of hearing loss. When  
6 conducting analysis and making recommendations, the task force shall  
7 be impartial with regard to language and modalities to teach  
8 children who are deaf or hard of hearing. The task force shall:

9 1. Review and make recommendations regarding existing tools or  
10 assessments for educators to use to assess the language and literacy  
11 development of children who are deaf or hard of hearing. The tools  
12 or assessments shall be:

- 13 a. standardized, norm-referenced and validated,
- 14 b. able to track such children's expressive and receptive  
15 language and cognitive abilities compared to peers who  
16 are not deaf or hard of hearing, and
- 17 c. able to be used to establish or modify a child's  
18 individualized education program (IEP) developed in  
19 accordance with the Individuals with Disabilities  
20 Education Act (IDEA) or an individual Family Service  
21 Plan developed through the SoonerStart program;

22 2. Determine how often the tools or assessments reviewed  
23 pursuant to paragraph 1 of this subsection should be used for  
24 children from birth to age five (5);

1           3. Identify language development milestones for children who  
2 are deaf or hard of hearing by consulting with professionals trained  
3 in the language development and education of such children. The  
4 milestones shall be all of the following:

- 5           a. a resource for use by parents and educators to monitor  
6                 and track such children's expressive and receptive  
7                 language acquisition,
- 8           b. able to be used to ensure that such children meet  
9                 developmental milestones toward English literacy, and
- 10          c. evaluated by the use of existing formalized, evidence-  
11                 based assessments;

12           4. Identify procedures and methods for reporting language  
13 acquisition, assessment results, milestones, assessment tools used  
14 and progress of such children to parents or legal guardians,  
15 teachers and other professionals involved in their early  
16 intervention and education; and

17           5. Make recommendations relative to ensuring that state law and  
18 state and local policies are adequately addressing the language  
19 developmental needs of such children.

20           J. The task force shall submit a report of its findings and  
21 recommendations by December 31, 2020, to the Governor, the President  
22 Pro Tempore of the Senate, the Speaker of the House of  
23 Representatives, the chairs of the education committees of the  
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1 Senate and House of Representatives and the chairs of the health  
2 committees of the Senate and House of Representatives.

3 ~~SECTION 2. This act shall become effective July 1, 2019.~~

4 ~~SECTION 3. It being immediately necessary for the preservation~~  
5 ~~of the public peace, health or safety, an emergency is hereby~~  
6 ~~declared to exist, by reason whereof this act shall take effect and~~  
7 ~~be in full force from and after its passage and approval.~~

8 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS  
9 February 13, 2019 - DO PASS AS AMENDED

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