

1 STATE OF OKLAHOMA

2 1st Session of the 57th Legislature (2019)

3 COMMITTEE SUBSTITUTE  
4 FOR

5 SENATE BILL 154

By: Simpson

6  
7 COMMITTEE SUBSTITUTE

8 An Act relating to education; creating the Language  
9 Equality and Acquisition for Deaf Kids (LEAD-K) Task  
10 Force until certain date; providing purpose;  
11 providing for appointment of members; naming cochaIRS  
12 of the task force; requiring appointments to be made  
13 by certain date; requiring an organizational meeting  
14 by certain date; requiring a quorum to approve  
15 certain actions; specifying quorum; prohibiting  
16 members from receiving compensation or travel  
17 reimbursement; subjecting the task force to certain  
18 act; providing for staff support; establishing duties  
19 of the task force; requiring submission of certain  
20 report by certain date; providing for codification;  
21 providing an effective date; and declaring an  
22 emergency.

23 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

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

A. There is hereby created until December 31, 2020, the  
Language Equality and Acquisition for Deaf Kids (LEAD-K) Task Force  
to develop a resource for parents to monitor and track deaf or hard

1 of hearing children's expressive and receptive language acquisition  
2 using American Sign Language, English or both, and developmental  
3 stages toward English literacy and developing a framework for  
4 assessing children who are deaf or hard of hearing to determine  
5 their competencies in language and literacy skills for the purpose  
6 of ensuring they have the opportunity to achieve kindergarten  
7 readiness in an equitable manner.

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

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

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

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

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

22 5. An early intervention specialist who works with infants and  
23 toddlers who are deaf or hard of hearing using American Sign  
24

1 Language and spoken English appointed by the President Pro Tempore  
2 of the Senate;

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

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

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

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

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

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

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

1        13. One member of the House of Representatives appointed by the  
2 Speaker of the House of Representatives;

3        14. One member of the Senate appointed by the President Pro  
4 Tempore of the Senate;

5        15. The director of the Department of Rehabilitation Services  
6 or his or her designee;

7        16. The State Superintendent of Public Instruction or his or  
8 her designee;

9        17. The superintendent of the Oklahoma School for the Deaf or  
10 his or her designee.

11        C. The cochairs of the task force shall be the State  
12 Superintendent of Public Instruction or his or her designee and the  
13 director of the Department of Rehabilitation Services or his or her  
14 designee.

15        D. Appointments to the task force shall be made within thirty  
16 (30) days after the effective date of this act. The task force  
17 shall conduct an organizational meeting no later than August 31,  
18 2019.

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

22        F. Members of the task force shall receive no compensation or  
23 travel reimbursement.  
24

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

3 H. The State Department of Education and the Department of  
4 Rehabilitation Services shall provide staff support to the task  
5 force.

6 I. The task force shall study and make recommendations  
7 regarding the development of a framework for assessing children who  
8 are deaf or hard of hearing and selecting language developmental  
9 milestones from existing standardized norms. The framework shall  
10 consider children with congenital or acquired hearing loss,  
11 unilateral and bilateral hearing loss, all degrees of hearing loss  
12 from minimal to profound and all types of hearing loss. When  
13 conducting analysis and making recommendations, the task force shall  
14 be impartial with regard to language and modalities to teach  
15 children who are deaf or hard of hearing. The task force shall:

16 1. Review and make recommendations regarding existing tools or  
17 assessments for educators to use to assess the language and literacy  
18 development of children who are deaf or hard of hearing. The tools  
19 or assessments shall be:

- 20 a. standardized, norm-referenced and validated,  
21 b. able to track such children's expressive and receptive  
22 language and cognitive abilities compared to peers who  
23 are not deaf or hard of hearing, and  
24

1           c.    able to be used to establish or modify a child's  
2               individualized education program (IEP) developed in  
3               accordance with the Individuals with Disabilities  
4               Education Act (IDEA) or an individual Family Service  
5               Plan developed through the SoonerStart program;

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

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

13           a.   a resource for use by parents and educators to monitor  
14               and track such children's expressive and receptive  
15               language acquisition,

16           b.   able to be used to ensure that such children meet  
17               developmental milestones toward English literacy, and

18           c.   evaluated by the use of existing formalized, evidence-  
19               based assessments;

20       4.   Identify procedures and methods for reporting language  
21   acquisition, assessment results, milestones, assessment tools used  
22   and progress of such children to parents or legal guardians,  
23   teachers and other professionals involved in their early  
24   intervention and education; and

1        5. Make recommendations relative to ensuring that state law and  
2 state and local policies are adequately addressing the language  
3 developmental needs of such children.

4        J. The task force shall submit a report of its findings and  
5 recommendations by December 31, 2020, to the Governor, the President  
6 Pro Tempore of the Senate, the Speaker of the House of  
7 Representatives, the chairs of the education committees of the  
8 Senate and House of Representatives and the chairs of the health  
9 committees of the Senate and House of Representatives.

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

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

15  
16       57-1-1886       EB       2/13/2019 4:58:22 PM  
17  
18  
19  
20  
21  
22  
23  
24