



# IOWA HOUSE DEMOCRATS

## AMMENDMENT SUMMARY

### HF 2539

## Lead-K, Deaf Hard-of-Hearing School Services

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**Status of Bill:** On House Floor

**Committee:** Education (22- 0)

**Research Analyst:** David Epley [david.epley@legis.iowa.gov](mailto:david.epley@legis.iowa.gov) (515) 281-6367

**Lead Democrat:** Gaines

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### **H-8067, Strike After to HF 2539**

By Salmon, Gassman, Hanusa and Jacobsen

#### ***Language Development Consultant***

The DE Director is required to appoint a Language Development Consultant. They will work with the state school for the deaf, the early hearing detection and intervention program in the Department of Public Health, school districts and Area Education Agencies (AEA's), and are required to select language developmental milestones from existing standardized norms for a resource to be used by parents or guardians to monitor and track deaf and hard-of-hearing children developmental stages towards American sign language and English literacy. The Language Developmental Consultant is to consider recommendations from the advisory committee. Their duties, at a minimum, will include the following:

1. Developing and managing language milestones for each age levels one through eight in American sign language and English.
2. Staffing the advisory committee, including but not limited to organizing and facilitating the advisory committee meetings.
3. Developing and distributing resources for parents pertaining to language development, which would include the educator tools and assessments to AEA's, school districts, accredited nonpublic schools and the school for the deaf.
4. Developing and distributing resources for early interventionists, educators, hospitals, and health care providers pertaining to language development.
5. Supervision over follow up contracts with parents and guardians regarding the need for valid and reliable language assessments and distribution of resources toward language development in American sign language and English.
6. Planning a parent-friendly procedure for outreach and follow-up.
7. Supervision over annual and biannual, at the consultant's discretion, milestone assessments for deaf and hard-of-hearing children.
8. Managing and summarizing data outcomes for parents, guardians, and partner agencies to use, including the annual report.

9. General Supervision over the appropriate training for language assessment personnel.
10. Maintaining valid and reliable two-fold language assessment approach, utilizing both American sign language and English, in selecting milestones, compiling data, employing qualified personnel, and distributing resources.

### ***Parent Resources***

Parent resources would include American sign language and English developmental milestones, with clearly written and appropriate for use with deaf and hard-of-hearing children from birth to eight years of age who use American sign language or English, or both. The milestones would be presented in terms of typical development of all children; with clarity for parents or guardians to use; be aligned to the state's existing infant, toddler, and preschool guidelines, standards for evaluating eligibility and progress for early intervention or special education under federal law, and state standards for English language arts. Under the bill, the term "federal law" means the federal Individuals with Disabilities Education Act (IDEA), as amended. The resources will also clearly specify that it is not a formal assessment of the child, and a parent or guardian may bring the parent resource to an Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP) meeting to share their observations.

### ***Selection of Educator Tools and Assessment***

The Language Development Consultant, in consultation with other agencies serving deaf and hard-of-hearing children, the early hearing detection and intervention program in the Department of Public Health, school districts and AEA's, must select existing tools or assessments for educators that can be used to assess the language and literacy development of deaf and hard-of-hearing children from birth to eight years of age.

The educator tools and assessment would need to be in a format that shows stages of language development, and be appropriate in both content and administration for deaf and hard-of-hearing students. The tools and assessment could be used by the IFSP or IEP team to track the student's progress in improving expressive and receptive language skills and to establish or modify IFSP plans or IEP's.

### ***Dissemination***

The Early Language Development Consultant will disseminate the parent resources to parents and guardians of deaf and hard-of-hearing children and, consistent with federal law. They will disseminate the tools and assessments to early hearing detection and invention programs, AEA's, school districts, accredited nonpublic schools, and the state school for the deaf for use in the development and modification of IFPS and IEP's. They will provide materials and training on the use of such materials to assist deaf and hard-of-hearing children in kindergarten readiness using American sign language or English, or both, from birth through age eight.

The plan modification requirements in the bill are eliminated in the amendment. They will be developed by the advisory committee.

### ***Advisory Committee***

DE is required to establish an advisory committee for the purposes of gaining input from experts on language development milestones for deaf or hard-of-hearing students that are equivalent to those students who are not deaf or hard-of-hearing. The Language Development Consultant will provide the committee with a list of existing language development milestones along with any relevant information held by the department that could be included in the parent resources.

The advisory committee may make recommendations on the section and use of the educator tools and assessments to be selected. They will advise DE, including its consultants, on the content and administration of existing evaluation and assessment tools and procedures used for the assessment pursuant to federal law, and make any recommendations regarding future research to improve the measurement of progress of deaf and hard-of-hearing students in language and literacy development. They will develop a process, in compliance with federal law, for plan modifications if a deaf or hard -of-hearing student does not demonstrate adequate yearly progress in improving expressive and receptive language skills as measured by the educator tool or assessment.

The majority of the advisory committee will be deaf or hard-of-hearing, and all of whom will have experience or involvement within the field of education for the deaf and hard-of-hearing or relating directly to deaf and hard-of-hearing children. It will be made up of the following seven members:

1. One parent or guardian of a child who is deaf or hard-of-hearing and who uses both American sign language and English or who uses spoken English.
2. One licensed teacher who uses American sign language and English.
3. One licensed teacher who uses spoken English.
4. One person who shall be the parent or guardian of a deaf or hard-of-hearing child or an interpreter, speech pathologist, teacher of the deaf, human rights advocate, child advocate, or licensed education administrator.
5. One advocate for the deaf or an advocate of American sign language.
6. One American sign language specialist, American sign language professor, or native signer recommended by the Iowa association of the deaf and the office of deaf services of the department of human rights.
7. One speech pathologist whose expertise is in spoken English, or an early interventionist who uses spoken English.

The Early Language Development Coordinator must convene the advisory committee by March 1, 2021, and thereafter may convene the committee as the director deems necessary. The advisory committee is required to submit recommendations to the state board of education by July 1, 2021, and is required to submit recommendations thereafter as the DE Director deems necessary.

All DE implementations in this bill will be consistent with the federal IDEA for the assessment of children from birth to eight years of age.

### ***Annual Report***

DE is required under the bill to annually compile, and publish on the department's internet site, a report using existing data reported in compliance with the state performance plan on pupils with disabilities, required under the federal IDEA, that is specific to language and literacy development of deaf and hard-of-hearing children from birth to eight years of age, inclusive, including those children who are deaf or hard-of-hearing and have other disabilities, relative to the children's peers who are not deaf or hard-of-hearing.

**Estimated Fiscal Impact:**

<b>Estimated Impact of HF 2539</b>	
	<b>FY 2021</b>
DE Early Language Coordinator Position (0.5 FTE)	\$ 54,000
DE Reporting Database	100,000
Task Force Meeting Costs	25,000
Development of Parent Resources	75,000
Development of Educator Resources	75,000
Dissemination of Parent Resources	25,000
Dissemination of Educator Resources	25,000
<b>Grand Total</b>	<b>\$ 379,000</b>

Epley, David [LEGIS]\G:\Caucus Staff\depley\20 Session\Education\Bill Summary\03-04-20 HF 2539 Amendment Summary LEAD K.docx\March 4, 2020\1:53 PM