

Senate Bill 203 (2019) Advisory Committee Recommendations

**Presentation to the State Board of Education
January 28, 2021**

Presenters

❖ **Will Jensen**, Director, Office of Inclusive Education

❖ **Candace Emerson**, Chair, Senate Bill 203 Advisory Committee and Advocacy, Support, and Training Coordinator at Nevada Hands and Voices

Alignment to STIP

- ❖ **Goal 1:** All children, birth through third grade, have access to quality early care and education
- ❖ **Goal 3:** All students experience continued academic growth
- ❖ **Goal 4:** All students graduate future-ready and globally prepared for secondary success and civic life

Senate Bill (SB) 203 Overview

- ✓ SB 203 was signed into law in 2019 following the 80th session of the Nevada State Legislature
- ✓ This legislation is multifaceted and intended to improve services for the language development of children who are deaf, hard of hearing, blind, or visually impaired

SB 203 Requirements

- The Superintendent of Public Instruction shall establish within the Nevada Department of Education (NDE) the Advisory Committee on Language Development for Children Who Are Deaf, Hard of Hearing, Blind, or Visually Impaired
- The Advisory Committee shall make recommendations to the Nevada State Board of Education:
 - **Criteria for parents or guardians to evaluate the development of language and literacy skills of children who are deaf, hard of hearing, blind, or visually impaired, under the age of six**
 - **The Board shall evaluate recommendations from the Committee and approve or revise**
- Upon approval of the Advisory Committee's recommendations, NDE will begin the regulatory process

SB 203 Advisory Committee

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|----------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Jeff Beardsley | Individual who is deaf, hard of hearing, blind or visually impaired |
| Penni Echols | Parent of student who is deaf, hard of hearing, blind or visually impaired |
| Candace Emerson | Parent of student who is deaf, hard of hearing, blind or visually impaired |
| Maureen Fradianni | Individual who is deaf, hard of hearing, blind or visually impaired |
| Todd Gardner | Individual who is deaf, hard of hearing, blind or visually impaired |
| Robin Kinkaid | Parent of student who is deaf, hard of hearing, blind or visually impaired |
| Casey McCullough | Individual who is deaf, hard of hearing, blind or visually impaired |
| Nicole Paris | Individual who specializes in teaching or providing services to students who are deaf, hard of hearing, blind or visually impaired |
| Kelly Sapyta | Individual who specializes in teaching or providing services to students who are deaf, hard of hearing, blind or visually impaired |
| Franchesca Soriano | Individual who specializes in teaching or providing services to students who are deaf, hard of hearing, blind or visually impaired |
| Laura Thompson | Individual who is deaf, hard of hearing, blind or visually impaired |
| Aliceandrea Untalan | Parent of student who is deaf, hard of hearing, blind or visually impaired |
| Sherlee Williams | Individual who specializes in teaching or providing services to students who are deaf, hard of hearing, blind or visually impaired |
| | <u>Office of Inclusive Education staff in support of the Advisory Committee</u> |
| Will Jensen | Director, Office of Inclusive Education |
| Daina Loeffler | Education Programs Professional, Office of Inclusive Education |
| Kim Boles | Secretary to the Advisory Committee |

Advisory Committee Recommendations

1. The Committee has identified numerous assessment tools but does not endorse any one tool. Rather, the Committee suggests that providers in consultation with families ***use the instrument that will most accurately measure the child's strengths and skills in the development of language and literacy.***
2. The Committee has listed comprehensive and skill specific tools because it is important to ***understand the global development of the child in relationship to language acquisition.***
3. The Committee recommends that providers, including school districts, Local Education Agencies (LEAs), and Part C (early intervention) representatives in Nevada should ***formally assess the language milestones of children in a manner that takes into consideration the child's strengths and abilities,*** aligned with age or peer expected skills, and early learning standards for the target population, regardless of communication mode.

Advisory Committee Recommendations, cont'd

4. The Committee recommends that ***assessments are only performed by trained and licensed professionals*** for the specific instrument being used. The ***results of the assessment(s) must be accessible to families in a timely manner*** upon completion and in a format, which is easily understood by parents or guardians.
5. The Committee recommends ***any method of assessment and/or evaluation should be sensitive to the child and family's mode of communication when feasible***. Communication modes can include, but are not limited to, spoken or written English, the use of visual supplements, American Sign Language or braille.
6. The Committee recommends ***culturally, individualized and developmentally appropriate evaluation methods*** that consider the whole child in the context of their home and community.

Next Steps

- Collaborate with the Department of Health and Human Services (DHHS)
- Begin the regulatory process
- Develop a written resource guide regarding language development for children who are deaf, hard of hearing, blind, or visually impaired
- Develop targeted systemic training for parents/guardians', other State agencies, and school districts

Contact Information

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