

House Bill 2669

Sponsored by Representative SANCHEZ, Senator PATTERSON; Representatives GOMBERG, GRAYBER, HUDSON, LEVY B, NELSON, REYNOLDS, SMITH G, Senators CAMPOS, GELSER BLOUIN, JAMA (Pre-session filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Declares children who are deaf, hard of hearing or deaf-blind have same rights and potential as children who are not deaf, hard of hearing or deaf-blind.

Requires school districts to provide children who are deaf, hard of hearing or deaf-blind with hearing and vision screenings and assessments, communication and language support and access to relevant services and programs at earliest possible age and throughout education experience.

A BILL FOR AN ACT

1
2 Relating to the rights of students who have limited hearing capabilities.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. Section 2 of this 2023 Act shall be known and may be cited as the Deaf**
5 **Students' Bill of Rights.**

6 **SECTION 2. (1) As used in this section, "school district" means a common or union high**
7 **school district, an education service district, a state-operated school or any legally consti-**
8 **tuted combination of such entities.**

9 **(2) The Legislative Assembly finds and declares that children who are deaf, hard of**
10 **hearing or deaf-blind who utilize one or more modes of communication have the same rights**
11 **and potential as children who are not deaf, hard of hearing or deaf-blind.**

12 **(3) Schools districts shall:**

13 **(a) Provide children who are deaf, hard of hearing or deaf-blind appropriate screening and**
14 **assessment of hearing and vision capabilities and communication and language needs at the**
15 **earliest possible age and the continuation of screening and evaluation services throughout**
16 **the educational experience.**

17 **(b) Provide children who are deaf, hard of hearing or deaf-blind with individualized and**
18 **appropriate early intervention to support the acquisition of solid language bases developed**
19 **at the earliest possible age.**

20 **(c) Inform the parents or guardians of children who are deaf, hard of hearing or deaf-**
21 **blind about all relevant services and programs and placement considerations, including the**
22 **Oregon School for the Deaf, and provide opportunities for parents and guardians to fully**
23 **participate in the development and implementation of their child's education plan.**

24 **(d) Strive to provide children who are deaf, hard of hearing or deaf-blind opportunities**
25 **to meet and associate with adult role models who are deaf, hard of hearing or deaf-blind and**
26 **who utilize varied communication modalities to learn advocacy skills, including self-advocacy.**

27 **(e) Provide children who are deaf, hard of hearing or deaf-blind opportunities to meet and**
28 **associate with their peers in the school environment and during school-sponsored activities.**

29 **(f) Provide direct instruction to children who are deaf, hard of hearing or deaf-blind.**

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 (g) Ensure individualized education programs developed, reviewed and revised for chil-
2 dren who are deaf, hard of hearing or deaf-blind include communication and educational
3 plans.

4 (h) Provide children who are deaf, hard of hearing or deaf-blind placement that is best
5 suited to each child's individual needs including, but not limited to, social, emotional, com-
6 munication and cultural needs, with consideration for the each child's age, degree and type
7 of hearing loss, academic level, mode of communication, style of learning, motivational level
8 and amount of family support.

9 (i) Provide children who are deaf, hard of hearing or deaf-blind individual considerations
10 for free, appropriate education across a continuum of placement options required by law.

11 (j) Provide children who are deaf, hard of hearing or deaf-blind full support services
12 provided by qualified and certified professionals in their educational settings.

13 (k) Provide children who are deaf, hard of hearing or deaf-blind full communication ac-
14 cess to all programs in the child's educational settings including, but not limited to, extra-
15 curricular activities, recess, lunch, media showings, driver education and public
16 announcements.

17 (L) Ensure that parents and guardians of children who are deaf, hard of hearing or
18 deaf-blind receive information from appropriately qualified and certified professionals on the
19 medical, ethical, cultural and linguistic issues concerning individuals who are deaf, hard of
20 hearing or deaf-blind.

21 (m) Ensure that children who are deaf, hard of hearing or deaf-blind have direct access
22 to mental health and supporting services from qualified and certified providers fluent in the
23 child's primary mode of communication, including American Sign Language.
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