



Rep. Michelle Mussman

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1 AMENDMENT TO HOUSE BILL 1783

2 AMENDMENT NO. _____. Amend House Bill 1783 by replacing
3 everything after the enacting clause with the following:

4 "Section 1. Short title. This Act may be cited as the
5 Language Equality Acquisition for Deaf, Hard of Hearing, or
6 DeafBlind Children Act.

7 Section 5. Findings and goal.

8 (a) The General Assembly finds that there is an urgent and
9 substantial need to do all of the following:

10 (1) Develop a State-recognized language needs and
11 monitoring program for deaf, hard of hearing, or DeafBlind
12 children with language and communication developmental
13 milestones to assist parents, guardians, and educators in
14 determining the language and communication needs and goals
15 of deaf, hard of hearing, or DeafBlind children.

16 (2) End language deprivation in children who are deaf,

1 hard of hearing, or DeafBlind through proper assessment,
2 monitoring, and tracking of language and communication
3 developmental milestones.

4 (3) Provide access to primary languages to be used at
5 home, including, but not limited to, American Sign
6 Language, English, or Protactile, all of which are
7 essential in the development of cognition, communication,
8 literacy, and language in deaf, hard of hearing, or
9 DeafBlind children and in enhancing preschool and
10 kindergarten readiness.

11 (4) Maximize resources associated with early
12 intervention services by ensuring deaf, hard of hearing,
13 and DeafBlind children have the necessary language
14 foundation to communicate, learn, and achieve their
15 maximum potential.

16 (5) Enhance deaf, hard of hearing, or DeafBlind,
17 children's independence, linguistic proficiency,
18 productivity, and socialization with peers, family, and
19 the community, as well as maximize the potential for these
20 children to thrive in childhood, adolescence, and
21 adulthood.

22 (b) The General Assembly declares that the goal of this
23 State is for deaf, hard of hearing, or DeafBlind children to
24 enter public and nonpublic schools in this State prepared for
25 learning, able to communicate with peers and staff, and with
26 access to resources to help these children succeed.

1 Section 10. Definitions. As used in this Act:

2 "Advisory committee" means the advisory committee
3 established under Section 25.

4 "American Sign Language" means a complete, visual, and
5 manual sign language with its own grammar and syntax that is
6 used by many deaf or hard of hearing individuals.

7 "Communication" means the process of exchanging
8 information between individuals or groups that involves the
9 transmission of ideas, feelings, or facts from one person, the
10 sender, to another, the receiver, and may be verbal or
11 nonverbal and plays a crucial role in human interaction.

12 "DeafBlind" means concomitant hearing and vision
13 impairments, the combination of which causes such significant
14 communication, developmental, or educational needs that they
15 cannot be accommodated solely for children with deafness or
16 low-vision blindness.

17 "English" means a method of human communication consisting
18 of the use of English words in a structured and conventional
19 way, including spoken English, written English, and English
20 with or without the use of visual or tactile supplements or
21 dual language services.

22 "English literacy" means the ability to read and write in
23 English.

24 "Kindergarten readiness" means language, communication,
25 early reading and math literacy, and social skills development

1 for each language of the home that is consistent with
2 age-related peers by kindergarten.

3 "Language" means the age-appropriate development of human
4 communication, spoken, written, or signed, consisting of the
5 use of words and signs in a structured and conventional way.

6 "Language and communication developmental milestones"
7 means milestones of development measured by validated
8 instruments used to meet the requirements of federal law for
9 the assessment of children from birth to 5 years of age.

10 "Protactile" means the value of touch-based interactions
11 for the purposes of communication for individuals who are
12 DeafBlind that has its own grammar and syntax and that allows
13 for individuals to connect with the world around them and
14 fosters greater independence for those with multisensory
15 impairments.

16 Section 15. Applicability.

17 (a) This Act applies to children from birth to 5 years of
18 age.

19 (b) This Act is subject to appropriation.

20 Section 20. Language needs and monitoring program for
21 deaf, hard of hearing, or DeafBlind children.

22 (a) The Department of Human Services, in consultation with
23 the Illinois School for the Deaf, the Deaf and Hard of Hearing
24 Commission, the Department of Early Childhood, the State Board

1 of Education, and the Department of Public Health, shall
2 establish a language needs and monitoring program for deaf,
3 hard of hearing, or DeafBlind children. The scope of the
4 program shall include language and communication developmental
5 milestones in American Sign Language, English, Protactile, or
6 the primary language used in the home. The purpose of the
7 program is to assess, monitor, and track the language and
8 communication developmental milestones of children who are
9 deaf, hard of hearing, or DeafBlind and develop a resource for
10 use by parents and guardians to monitor and support deaf, hard
11 of hearing, or DeafBlind children's expressive and receptive
12 language acquisition and developmental stages toward English
13 literacy and kindergarten readiness.

14 (b) The resource developed under subsection (a) shall:

15 (1) consider the language and communication
16 developmental milestones recommended by the advisory
17 committee;

18 (2) be appropriate for use, in both content and
19 administration, with deaf, hard of hearing, or DeafBlind
20 children who use American Sign Language, English,
21 Protactile, or the primary language used in the home;

22 (3) include and present evidence-based language and
23 communication developmental milestones for typically
24 developing children, by age range; language and
25 communication development milestones shall be aligned with
26 this State's infant, toddler, preschool-age, and

1 school-age guidelines, as well as federal laws and State
2 standards in English language arts and related programs;

3 (4) be provided in English, American Sign Language,
4 Protactile, and the primary language used in the home for
5 clarity and ease of use by parents, guardians, health care
6 professionals, interventionists, and educators;

7 (5) be consistent with State and federal guidelines on
8 early intervention, identification, diagnosis, and early
9 childhood education;

10 (6) inform parents and guardians of their right to
11 choose their preferred language that will be used to
12 communicate and provide a language-rich learning
13 environment for their child, including English, American
14 Sign Language, Protactile, or the primary language used in
15 the home;

16 (7) inform parents and guardians that they may bring
17 the resource to an individualized family service plan,
18 individualized education program, or federal Section 504
19 plan meeting for purposes of supporting their choices and
20 observations regarding their child's language and
21 communication development; the resource shall include
22 evidence-based and comprehensive information about
23 American Sign Language, English, Protactile, or the
24 primary language used in the home, as well as available
25 services and programs; and

26 (8) make clear that the resource is a checklist of

1 language and communication developmental milestones that
2 has been created from evidence-based resources and
3 completed by a parent or guardian and professionals
4 together and may have similarities and differences from
5 standardized testing presented at an individualized family
6 service plan, individualized education program, or federal
7 Section 504 plan meeting; the parent or guardian shall be
8 made aware that the school district is not required to use
9 the resources, language and communication developmental
10 milestones, or specific assessments in this subsection and
11 subsection (a) that are recommended by the advisory
12 committee for the purpose of developing the individualized
13 family service plan, individualized education program, or
14 federal Section 504 plan.

15 (c) The Department of Human Services, in consultation with
16 the Illinois School for the Deaf, the Deaf and Hard of Hearing
17 Commission, the Department of Early Childhood, the State Board
18 of Education, and the Department of Public Health, shall
19 consult with subject matter experts on the advisory committee
20 in selecting from lists of validated tools or assessments for
21 interventionists and educators to be used in the assessment of
22 language, communication, and preliteracy development for deaf,
23 hard of hearing, or DeafBlind children, in accordance with
24 assessment requirements under the federal Individuals with
25 Disabilities Education Act and Section 10-65 of the Department
26 of Early Childhood Act. The selection of the tools or

1 assessments shall:

2 (1) be in a format that shows language and
3 communication developmental milestones;

4 (2) take into consideration the recommendations of the
5 advisory committee to measure the development of deaf,
6 hard of hearing, or DeafBlind children's expressive and
7 receptive language acquisition and language and
8 communication developmental milestones toward literacy;

9 (3) be selected from a list of tools or assessments
10 used to assess the development of all children; and

11 (4) be appropriate, in both content and
12 administration, for use with deaf, hard of hearing, or
13 DeafBlind children.

14 The tools or assessments may be used, in addition to the
15 assessments required by federal law, by a child's
16 individualized family service plan or individualized education
17 program, as applicable, to track a deaf, hard of hearing, or
18 DeafBlind child's progress and to establish or modify an
19 individualized family service plan or individualized education
20 program. Children with federal Section 504 plans shall be
21 assessed to ensure appropriate services are provided. The
22 tools or assessments may reflect the recommendations of the
23 advisory committee.

24 (d) The Department of Human Services, in consultation with
25 the Illinois School for the Deaf, the Deaf and Hard of Hearing
26 Commission, the Department of Early Childhood, the State Board

1 of Education, and the Department of Public Health, shall
2 disseminate the resource developed under subsection (a) to the
3 parents or guardians of deaf, hard of hearing, or DeafBlind
4 children and, pursuant to federal law, the Department of Human
5 Services shall disseminate the tools and assessments selected
6 under subsection (c) to early intervention entities and school
7 districts for consideration in the development and
8 modification of individualized family service plans,
9 individualized education programs, and federal Section 504
10 plans.

11 (e) The Department of Human Services shall make available
12 to parents and guardians materials and training on the tools,
13 assessments, and resources for deaf, hard of hearing, or
14 DeafBlind children.

15 (f) Beginning on July 1, 2028, an annual language
16 assessment shall be offered to the parent or guardian of each
17 child who is deaf, hard of hearing, or DeafBlind, in
18 accordance with the federal Individuals with Disabilities
19 Education Act and Section 10-65 of the Department of Early
20 Childhood Act. The language assessment shall be administered
21 by a credentialed or licensed professional who meets the
22 qualifications established by the test developer and
23 demonstrates proficiency in the language being assessed.

24 A deaf, hard of hearing, or DeafBlind newborn child shall
25 be screened by the time the child turns one month old,
26 diagnosed no later than 3 months of age, and referred to an

1 early intervention program by the time the child turns 6
2 months old. Following the referral to an early intervention
3 program, the initial evaluation, assessment, and
4 individualized family service plan meeting shall occur within
5 45 days. Services shall begin no later than 30 days after the
6 consent of the parent or guardian is obtained as required by
7 the federal Individuals with Disabilities Education Act and
8 Section 10-65 of the Department of Early Childhood Act.

9 A deaf, hard of hearing, or DeafBlind child with late
10 onset hearing loss shall be diagnosed no later than 3 months
11 after a suspected hearing loss and immediately referred to
12 services after diagnosis.

13 If a deaf, hard of hearing, or DeafBlind child is referred
14 to an early intervention program, a formal assessment shall be
15 offered, in person or virtually, by a developmental
16 therapist-hearing or discipline-specific credentialed
17 provider upon program entry and at yearly intervals, in
18 accordance with the federal Individuals with Disabilities
19 Education Act and Section 10-65 of the Department of Early
20 Childhood Act. Developmental therapists-hearing and
21 discipline-specific credentialed providers shall be expected
22 to refer out as appropriate for children whose primary
23 language is American Sign Language or Protactile to ensure
24 assessments of children are completed by individuals with the
25 ability to accurately conduct such assessments.

26 A deaf, hard of hearing, or DeafBlind child entering

1 school with an individualized education program or federal
2 Section 504 plan shall receive a formal assessment implemented
3 by a licensed teacher of the deaf or discipline-specific
4 licensed teacher. Licensed teachers of the deaf or
5 discipline-specific licensed teachers shall be expected to
6 refer out as appropriate for children whose primary language
7 is American Sign Language or Protactile to ensure assessments
8 of children are completed by those individuals with the
9 ability to accurately conduct such assessments.

10 The advisory committee shall recommend the criteria that
11 may be used to identify those individuals who are qualified to
12 conduct accurate American Sign Language or Protactile
13 assessments.

14 In accordance with the federal Individuals with
15 Disabilities Education Act and Section 10-65 of the Department
16 of Early Childhood Act, if a deaf, hard of hearing, or
17 DeafBlind child does not demonstrate progress in expressive
18 and receptive language skills, the child's individualized
19 family service plan, individualized education program, or
20 federal Section 504 plan team shall be responsible for
21 identifying areas not meeting or progressing toward the
22 language and communication developmental milestones. Data
23 collected on children with disabilities in addition to hearing
24 loss, nonnative English speakers, and children with unilateral
25 or bilateral hearing loss shall be extrapolated and analyzed
26 independently to ensure data efficacy is not compromised. The

1 individualized family service plan, individualized education
2 program, or federal Section 504 plan team, including the
3 parents or guardians, shall consider specific strategies,
4 services, and programs to assist the child's success toward
5 learning the child's parent's or guardian's preferred
6 language. A follow-up meeting shall be scheduled within 30 to
7 60 days or as deemed appropriate by the individualized family
8 service plan, individualized education program, or federal
9 Section 504 plan team to determine the effects of the
10 recommendations.

11 (g) All activities in implementing this Section shall be
12 consistent with federal and State law regarding the education
13 of children with disabilities and the privacy of pupil
14 information.

15 Section 25. Advisory committee.

16 (a) An advisory committee on language needs and monitoring
17 shall be established. The advisory committee shall be composed
18 of subject matter experts, consumers, and parents or guardians
19 supporting deaf, hard of hearing, or DeafBlind children.

20 (b) The advisory committee shall consist of all of the
21 following voting members, each appointed by the Secretary of
22 Human Services, in consultation with the Illinois School for
23 the Deaf and the Deaf and Hard of Hearing Commission:

24 (1) One parent or guardian of a child who (i) is 18
25 years of age or younger at the time of the appointment,

1 (ii) is deaf, hard of hearing, or DeafBlind, and (iii)
2 uses the dual languages of American Sign Language and
3 English.

4 (2) One parent or guardian of a child who (i) is 18
5 years of age or younger at the time of the appointment,
6 (ii) is deaf, hard of hearing, or DeafBlind, and (iii)
7 uses primarily spoken English, without sign support.

8 (3) One expert on language outcomes for deaf and hard
9 of hearing children who use American Sign Language and the
10 English language.

11 (4) One licensed teacher of deaf and hard of hearing
12 children from a spoken English-only school or one expert
13 on language outcomes for deaf and hard of hearing children
14 using spoken English, with or without visual supplements.

15 (5) One licensed teacher of deaf and hard of hearing
16 children whose expertise is in curriculum and instruction
17 in American Sign Language and English, with or without
18 visual supplements, or one licensed teacher of deaf and
19 hard of hearing children whose expertise is in American
20 Sign Language and English language assessments, with or
21 without visual supplements.

22 (6) A psychologist with expertise in assessing deaf
23 and hard of hearing children who use or are fluent in
24 American Sign Language and English.

25 (7) One developmental therapist-hearing who works with
26 deaf and hard of hearing infants and toddlers who use the

1 dual languages of American Sign Language and the English
2 language.

3 (8) One licensed speech-language pathologist who has
4 expertise in working with children and who uses listening
5 and spoken language methodologies.

6 (9) One licensed speech-language pathologist who has
7 expertise in working with children who use American Sign
8 Language.

9 (10) One deaf person who represents the deaf
10 community.

11 (11) One DeafBlind individual, specialist, or educator
12 whose expertise is in DeafBlind advocacy or education.

13 (12) One licensed teacher of deaf and hard of hearing
14 children who also has significant experience in working
15 with deaf, hard of hearing, or DeafBlind children with
16 other educational disabilities.

17 (13) One licensed pediatric audiologist with working
18 knowledge of American Sign Language and English.

19 (c) The advisory committee shall consist of all of the
20 following ex officio, nonvoting members:

21 (1) The State Superintendent of Education or the State
22 Superintendent's designee.

23 (2) The Director of the Deaf and Hard of Hearing
24 Commission or the Director's designee.

25 (3) The Secretary of Early Childhood or the
26 Secretary's designee.

1 (4) The Director of Public Health or the Director's
2 designee.

3 (5) The Superintendent of the Illinois School for the
4 Deaf or the Superintendent's designee.

5 (6) The Secretary of Human Services or the Secretary's
6 designee.

7 The ex officio, nonvoting members shall provide support to
8 the advisory committee.

9 (d) The Secretary of Human Services, in consultation with
10 the Illinois School for the Deaf and the Deaf and Hard of
11 Hearing Commission, shall select a chairperson from among the
12 voting appointed members. The Department of Human Services
13 shall call an inaugural meeting of the advisory committee
14 within 120 days of the effective date of this Act. The advisory
15 committee may meet at any time in person or virtually at the
16 call of the chairperson.

17 (e) Members of the advisory committee shall serve without
18 compensation or travel reimbursement. Communication access
19 accommodations, such as interpreters and captioning, must be
20 provided at all meetings to ensure full participation.

21 (f) A quorum of the advisory committee shall consist of a
22 simple majority of the members of the advisory committee,
23 voting and nonvoting. All actions and recommendations of the
24 advisory committee must be approved by an advisory committee
25 vote of the members appointed.

26 (g) Any vacancy in the advisory committee shall be filled

1 in the same manner as the original appointment.

2 (h) The Department of Human Services shall provide the
3 advisory committee with administrative support.

4 (i) On or before December 31, 2027, the advisory committee
5 shall submit to the Department of Human Services specific,
6 recommended action plans, timelines, anticipated costs, and
7 proposed rules necessary to fully implement language and
8 communication tools, assessments, and resources. The advisory
9 committee may:

10 (1) solicit input from experts on the selection of
11 language and communication developmental milestones
12 related to the resources, tools, and assessments;

13 (2) review and monitor the use of language and
14 communication assessments for children who are deaf, hard
15 of hearing, or DeafBlind;

16 (3) recommend criteria for qualified American Sign
17 Language and English experts who can support the initial
18 and periodic individualized family service plan,
19 individualized education program, or federal Section 504
20 plan team meetings; and

21 (4) recommend methods for documenting, monitoring, and
22 submitting to all State agencies, child-specific
23 information on language and communication assessment
24 results, language and communication developmental
25 milestones, assessment tools, and the progress of a child.
26 The periodic assessment results and longitudinal progress

1 ultimately implemented by the Department of Human Services,
2 considering the recommendations of the advisory committee and
3 in consultation with the Deaf and Hard of Hearing Commission,
4 the Department of Early Childhood, the State Board of
5 Education, and the Department of Public Health, shall be made
6 available on the child-specific level to each State agency and
7 to the parent or guardian of the child, teachers, and other
8 professionals involved in the early intervention and education
9 of the child.

10 (j) The specific recommended action plans and proposed
11 rules developed by the advisory committee shall include, but
12 are not limited to, all of the following:

13 (1) Language and communication assessments that
14 include child-specific data collection and timely tracking
15 in a statewide data system of a child's development to
16 provide information about the child's receptive and
17 expressive language compared to the child's typically
18 developing, age-related peers who are not deaf, hard of
19 hearing, or DeafBlind.

20 (2) Language and communication assessments conducted
21 in accordance with the federal Individuals with
22 Disabilities Education Act and Section 10-65 of the
23 Department of Early Childhood Act, as well as standardized
24 procedures and timelines to monitor and track language and
25 communication developmental milestones in both receptive
26 and expressive language acquisition by language and

1 communication developmental milestones toward
2 kindergarten readiness for all children who are deaf, hard
3 of hearing, or DeafBlind.

4 (3) Language and communication assessments delivered
5 in American Sign Language, English, Protactile, or the
6 primary language used in the home that have been validated
7 for the specific purposes for which each assessment is
8 used and appropriately normed.

9 Language and communication assessments shall be
10 administered by individuals who are proficient and have
11 expertise in the language and communication developmental
12 stages of American Sign Language, English, Protactile, or the
13 primary language used in the home.

14 Language and communication assessment results may be used
15 to guide individualized family service plan, individualized
16 education program, or federal Section 504 plan teams for the
17 purpose of reviewing a child's progress in language and
18 communication development.

19 Language and communication assessment results shall be
20 reported to the parent or guardian of a child. Child-specific
21 data, in accordance with federal and State laws, shall be
22 reported to the Department of Human Services, which shall
23 ensure it is available to appropriate staff at the Deaf and
24 Hard of Hearing Commission, the Department of Early Childhood,
25 the State Board of Education, and the Department of Public
26 Health. One designated State agency shall publish annual

1 reports related to this Act.

2 Language and communication assessment results shall be
3 reported annually to the child's individualized family service
4 plan, individualized education program, or federal Section 504
5 plan team to assist the individualized family service plan,
6 individualized education program, or federal Section 504 plan
7 team in ensuring that appropriate language and communication
8 development remains a priority and continues to be monitored.

9 (k) This Section is repealed on January 1, 2028.

10 Section 30. Joint action plan on deaf, hard of hearing, or
11 DeafBlind children. On or before July 1, 2028, the Department
12 of Human Services, in consultation with the Illinois School
13 for the Deaf, the Deaf and Hard of Hearing Commission, the
14 Department of Early Childhood, the State Board of Education,
15 and the Department of Public Health, shall publish a joint
16 action plan that considers the recommendations of the advisory
17 committee and may propose legislation and rules necessary to
18 implement this Act. The joint action plan may include
19 recommendations on all of the following:

20 (1) Evidence-based and research-supported tools to
21 help identify deaf, hard of hearing, or DeafBlind
22 children.

23 (2) The development of evidence-based resources and
24 training for parents, guardians, health care providers,
25 interventionists, and educators about State resources

1 available to deaf, hard of hearing, or DeafBlind children
2 of school age.

3 (3) Ways to connect deaf, hard of hearing, or
4 DeafBlind adults with families supporting children in need
5 of support.

6 (4) Training and resources for physicians and other
7 health care providers on how to connect deaf, hard of
8 hearing, or DeafBlind children and their parents or
9 guardians to resources and support.

10 Section 35. Reporting. On or before January 1, 2030 or 2
11 years after the tools and assessments under Section 20 are
12 implemented, whichever is later, the Department of Human
13 Services, in consultation with the Illinois School for the
14 Deaf, the Deaf and Hard of Hearing Commission, the Department
15 of Early Childhood, the State Board of Education, and the
16 Department of Public Health, shall publish aggregate
17 deidentified data on (i) the number of children from birth to 3
18 years of age who have been diagnosed as deaf, hard of hearing,
19 or DeafBlind, (ii) the number and scope of individualized
20 education programs written for children aged 3 to 5 years who
21 are enrolled in public preschool programs and who are deaf,
22 hard of hearing, or DeafBlind, and (iii) the number and scope
23 of individualized education programs for children in
24 kindergarten and first grade who are deaf, hard of hearing, or
25 DeafBlind. The Department of Human Services, in consultation

1 with the Illinois School for the Deaf, the Deaf and Hard of
2 Hearing Commission, the Department of Early Childhood, the
3 State Board of Education, and the Department of Public Health,
4 may add additional data reporting recommendations. The data
5 must be shared within the requirements of the federal Family
6 Educational Rights and Privacy Act of 1974, the Illinois
7 School Student Records Act, and the Personal Information
8 Protection Act.

9 Section 40. Information sharing.

10 (a) For the purposes of documentation and the coordination
11 of medical care, intervention, or educational services, the
12 Department of Human Services, the Illinois School for the
13 Deaf, the Deaf and Hard of Hearing Commission, the Department
14 of Early Childhood, the State Board of Education, and the
15 Department of Public Health may, after obtaining consent,
16 share screening, diagnosis, intervention, education,
17 assessment, and monitoring information with other State
18 agencies or a child's parent or guardian.

19 (b) For the purposes of documentation and the coordination
20 of medical care, intervention, or educational services, the
21 Department of Human Services, the Illinois School for the
22 Deaf, the Deaf and Hard of Hearing Commission, the Department
23 of Early Childhood, the State Board of Education, and the
24 Department of Public Health may, after obtaining consent,
25 share screening, diagnosis, intervention, education,

1 assessment, and monitoring information in accordance with
2 applicable State and federal laws. Medical care facilities,
3 health care providers, early interventionists, local health
4 departments, and the University of Illinois at Chicago
5 Division of Specialized Care for Children may submit relevant
6 information or reports about newborn, infant, and child
7 screening, diagnosis, intervention, education, assessment, or
8 follow-up services for those services provided. To the extent
9 practicable, reporting shall be done as soon as possible after
10 the date of service or an inquiry from a State agency. Reports
11 shall be in a format determined by the reporting State agency.

12 (c) The Department of Human Services, in consultation with
13 the Illinois School for the Deaf, the Deaf and Hard of Hearing
14 Commission, the Department of Early Childhood, the State Board
15 of Education, and the Department of Public Health, may
16 exchange, in adherence with confidentiality and nondisclosure
17 requirements, child-specific data for children who are deaf,
18 hard of hearing, or DeafBlind only in order to support
19 children and their families and assist in the transition and
20 continuity of care and for the purposes of this Act.

21 (d) Except in cases of willful or wanton misconduct, no
22 health care provider, hospital, or medical facility acting in
23 compliance with this Section is civilly or criminally liable
24 for any act performed in compliance with this Section,
25 including furnishing information required under this Section.

1 Section 90. Rulemaking. The Department of Human Services,
2 in consultation with the Illinois School for the Deaf, the
3 Deaf and Hard of Hearing Commission, the Department of Early
4 Childhood, the State Board of Education, and the Department of
5 Public Health, may adopt any rules necessary to implement this
6 Act.

7 Section 99. Effective date. This Act takes effect upon
8 becoming law."