

Utah State Board of Education
 USDB Legislative Workgroup Update
 June 13, 2008

Summary of Recommendations

On May 28, 2008, the USDB Legislative Workgroup arrived at the following recommendations. The workgroup expressed general support for most issues. There is still some disagreement in terms of future organization of USDB and eligibility criteria for students to be served by USDB.

Question	Recommendation
<p>Should the USDB continue as one agency or should it be split to have an independent School for the Deaf and a separate School for the Blind?</p>	<p>Because of the estimated costs of creating two separate agencies and other administrative-related issues, the group recommends that USDB remain one state agency with the following administrative structure:</p> <ul style="list-style-type: none"> • One Superintendent with demonstrated administrative expertise and an understanding of special education law who serves as the Chief Executive Officer of the USDB, with <ul style="list-style-type: none"> - An Assistant Superintendent over the School for the Deaf who has expertise in deaf education; and - An Assistant Superintendent over the School for the Blind who has expertise in blind education and an understanding of the unique needs of educating deafblind students.
<p>Should the state of Utah change the eligibility criteria for students who are served by USDB?</p>	<p>The USDB Legislative Workgroup recommends that students who are deaf, blind, or deafblind in Utah be eligible for USDB services.</p> <ul style="list-style-type: none"> - Students qualifying for Special Education would have eligibility and placement decisions made through the IEP process. - Students in need of accommodations under Section 504 of the Rehabilitation Act of 1973 would have eligibility and placement decisions made through the 504 plan process. <p><i>Note: This change would allow students who are deaf, blind, or deafblind who are achieving at or above grade level to be eligible for services or placement with USDB if it is determined that it is in the best interest of the student.</i></p> <p>The USDB Legislative Workgroup also considered the inclusion of an admissions policy/procedure in statute, but determined that any such language should be either in USBE Rule or USDB Policy.</p>

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<p>What should be the role/responsibilities of the Utah State Board of Education?</p>	<p>The USDB Legislative Workgroup recommends that proposed statute simplify language that maintains the same roles, responsibilities, and authority of the Utah State Board of Education.</p>
<p>What should be the role/responsibilities of the USDB Institutional Council?</p>	<p>The USDB Legislative Workgroup recommends that the name of the USDB Institutional Council be changed to USDB Advisory Council. All roles and responsibilities would remain as currently defined under state statute.</p>
<p>What would be the fiscal impact of any proposed changes to USDB?</p>	<p>Yet to be determined. The Finance Committee will develop estimates based on proposed changes, including the impact of new eligibility criteria that would allow students achieving at or above grade level in need of a Section 504 Accommodation Plan and the additional cost of a new Assistant Superintendent.</p>
<p>Should the State Legislature change the mechanism by which USDB is funded?</p>	<p>No specific recommendation has been reached yet.</p>
<p>How should the state of Utah ensure that all students who are deaf, blind, or deafblind are identified and reported?</p>	<p>The USDB Legislative Workgroup recommends that the USBE establish rules requiring all LEAs to annually identify and report to the USOE all students who are deaf, blind, or deafblind.</p>

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<p>How should the state ensure that students who are deaf, blind, or deafblind receive the educational services they need?</p>	<p>The USDB Legislative Workgroup recommends that the USBE establish rules outlining the services that USDB and LEAs are to provide to meet the educational needs of students who are deaf, blind, or deafblind. It is proposed that the recommendations outlined in the USDB Ad Hoc Agreement serve as the framework for language that would be included in USBE Rule outlining the educational and related services to be provided by USDB and local education agencies in accordance with IEP determinations. The agreement outlines:</p> <ul style="list-style-type: none"> - Services USDB provides to USDB students - Services USDB provides to local education agencies
<p>What are the appropriate relationships between USDB and local school districts in meeting the educational needs of students who are deaf, blind, or deafblind?</p>	<p>It is proposed that the recommendations outlined in the USDB Ad Hoc Agreement serve as the framework for language that would be included in USBE Rule outlining the relationship between USDB and local education agencies. The agreement outlines:</p> <ul style="list-style-type: none"> - Recommendations for how IEP teams consider the appropriateness of USDB in making placement determinations - Determinations of who holds the IEP - Processes for ensuring smooth transitions for students entering or leaving USDB placements - Agreements between local superintendents and USDB when USDB classes are located in neighborhood schools - Relationship between USDB and LEAs with regards to development of accessible print materials as defined through NIMAS and IDEA
<p>How should the state of Utah ensure that all students who are deaf, blind, or deafblind are identified and reported?</p>	<p>The USDB Legislative Workgroup recommends that the USBE establish rules requiring all LEAs to annually identify and report to the USOE all students who are deaf, blind, or deafblind.</p>