

**Utah State Board of Education  
USDB Legislative Workgroup Report  
10-5-07**

Summary of Parent and Community Correspondence

Between September 18 and October 2, 2007 Superintendent Patti Harrington received correspondence from 30 parents or community members with comments regarding the work of the USDB Legislative Workgroup. Two letters were sent from individuals representing the blind/visually impaired; 28 letters from individuals representing deaf/hard of hearing. Those letters received by the time of printing were included in the USBE packet. The rest are included in this supplemental packet. The following summarizes key issues identified.

<b>Issue</b>	<b>Input/Recommendation</b>	<b>#</b>
USDB eligibility	Allow students who are at or above grade level to attend USDB, not just those who have an IEP	27
USDB services	Provide instructional and placement options for parents	24
USDB services	Continue to offer opportunities for instruction in ASL	16
USDB services	Establish a residential campus for deaf students	15
USDB services	USDB needs to be more than a statewide agency that serves school districts; it needs to be a school	12
USDB services	Provide challenging instruction that meets individual needs	9
USDB services	Concern about the quality of interpreting services; needs to improve	6
USDB services	Consolidate USDB classes into one building instead of classrooms across many different schools (where classroom space is uncertain)	3
USDB eligibility	Focus efforts of USDB on students who are deaf, blind, or deafblind – not multiply disabled	3
Workgroup Process	Take time to research other state models and incorporate what is effective into Utah's proposed model	3
USDB services	Increase USDB staff skills to meet the needs of students	2
USDB services	Provide more intense Braille instruction and Orientation and Mobility training to blind students	2
USDB services	Replace interpreter services in mainstream classes with ASL classroom instruction	2
USDB services	Define Least Restrictive Environment (LRE) in terms of meeting student needs	2
USDB services	Provide related services more frequently to support USDB students	1
USDB eligibility	Consider other state eligibility criteria such as California	1
USDB eligibility	Allow students who use sign language, but who do not have a hearing loss, to attend USDB	1
USDB eligibility	USDB should continue to serve students who are deaf or blind with multiple disabilities	1

List of Individuals Providing Written Input  
Concerning the USDB Legislative Workgroup

<b>Name</b>	<b>Representing</b>
Mindi Allen	Parent of deaf child(ren)
Emily Beech	Deaf Interpreter
Lauri Buzianis	Parent of deaf child(ren)
Cheralyn Braithwaite Creer	Blind individual, Parent of blind child(ren)
Bryan Eldredge	Professional serving deaf, relative who is deaf
Holly George	Parent of deaf child(ren)
James Goff	Deaf Individual, Parent of deaf child(ren)
Sharelle Goff	Deaf Individual, Parent of deaf child(ren)
Kimberly and Ramon Gonzalez	Deaf Individuals, Parent of deaf child(ren)
Melissa Jensen	Parent of deaf child(ren)
Catherine Holt	Parent of deaf child(ren)
Petra and Kester Horn-Marsh	Parents of deaf child(ren), Professionals serving deaf
Mark Jones	Deaf Individual, Professional serving deaf
J. Freeman King	Professional serving deaf
Jodi Kinner	Deaf Individual, Parent of deaf child(ren)
Juliet McCullough	Parent of deaf child(ren)
Tony Milewski	Deaf Individual
Suzanne Morrison	Parent of deaf child(ren)
Marla Palmer	Parent of blind child(ren)
Jeff Pollock	Deaf Individual
Chris Robinson	Parent of deaf child(ren)
Lisa Roush	Deaf Individual
Courtney Ruff	Deaf Interpreter
Robert Sanderson	Deaf Individual
Catherine Scott	Parent of deaf child(ren)
Lynell Smith	Parent of deaf child(ren)
Laurel Stimpson	Deaf Individual
Jennifer Storrer	Professional serving deaf, Deaf Interpreter
Minnie Mae Wilding-Diaz	Deaf Individual, Parent of deaf child(ren)
Sari Williams	Deaf Individual, Parent of deaf child(ren)