



USDB's Place in Utah's Special Education System

Legislative Questions

- How does USDB fit into the state public education system?
 - Is USDB's primary role to be a service provider to students through their LEA or a direct education provider to students?
 - What is the balance between the two?
- What criteria should govern direct "in-house" services to students through their LEA or a direct education provider to students?
 - While governed by the special education Individualized Education Program (IEP) process, who decides?

Individuals with Disabilities Education Action (IDEA) Requirements

- Utah/USBE: Grantee
 - General supervision
 - Monitoring and support
 - Local Education Agency (LEA) annual “Determination”
 - Free Appropriate Public Education (FAPE) for all students
 - Procedural Safeguards
 - Funding
 - Supplement not supplant
 - Data collection and reporting

IDEA Requirements

- Utah/USBE: Grantee
 - Annual Performance Report
 - Personnel qualifications
 - Interagency collaboration
 - Public participation
 - Advisory panel
 - Records retention
 - Access to instructional materials

IDEA and USBE Requirements

- School district or Charter school (LEA): Sub-grantee
 - FAPE
 - Routine check of hearing aids
 - Educator license requirements
 - Purchase of instructional materials in accessible formats



Utah/USBE Requirements

- Utah Schools for the Deaf and the Blind: Sub-grantee
 - Designated LEA
 - Service provider
 - Evaluation
 - Services and supports



Utah Special Education Process

- Child Find
 - Locate, identify, and evaluate
- Eligibility
 - 13 disability categories
- Individualized Education Program (IEP) development
- Dispute resolution
 - State complaint
 - Mediation
 - Due process hearing



IEP Development

- Required Membership
 - Parents(s)
 - Regular/general education teacher(s)
 - Special education teacher(s)/provider(s)
 - LEA representative
 - Individual who can interpret the results of an evaluation
 - Student, when appropriate

 - USDB representative, if applicable



IEP Membership from USDB

Representative of the LEA of residence

and

Representative of USDB

- When USDB is designated LEA
- When USDB is being considered as designated LEA
- When student receives 180 minutes or more of service from USDB

USDB as Service Provider

- Special education provider



IEP Development

1. Present Levels of Academic and Functional Performance (PLAAFP)
 - a. Strengths and needs
2. Goals
 - a. Annual
3. Services and supports
 - a. Specially designed instruction
 - b. Related services
 - i. Speech-language
 - ii. Transportation
 - c. Supports (including for educators and families)
 - d. Accommodations

IEP Development

4. Placement in the Least Restrictive Environment (LRE): access to services and access to peers (what you get, not where you sit)
 - a. Regular classes
 - b. Special classes
 - c. Special schools
 - d. Home instruction
 - e. Instruction in hospitals and institutions



Placement and Services Considerations for Students who are Deaf/Hard of Hearing, Blind/Visually Impaired, and Deafblind

- Communication

- Auxiliary aids and services

<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/doe-doj-eff-comm-faqs.pdf>

- American Sign Language and LRE

<https://www.ed.gov/about/offices/list/ocr/docs/hq9806.html>

- Braille

<https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-braille/>

- Expanded Core Curriculum for Students with Vision Loss

Possible Decision Points

Utah's System

- Evaluation
- Services
 - Supports
- Placement
- FAPE Standard

USDB's Role?

- Audiology, Speech, Communication, Learning media, Assistive technology
- Specially designed instruction and/or Related services
 - Transportation
- Activities
- Itinerant, Special class, Special school, Residential
- "...reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances"

