



Unapproved Minutes

Newborn Hearing Screening Advisory Committee

August 11, 2026

9:00 am to 10:30 am

Join Zoom Meeting: <https://utah-gov.zoom.us/j/81874078388>

Meeting ID: 818 7407 8388

Passcode: X9i33b*@

Join instructions

<https://utah-gov.zoom.us/meetings/81874078388/invitations?signature=JxuQmbYKhb5MoQIMwMzACG0t76uyLXOs524W615JP8>

Committee Members Present:

Alisha Reece	Annette Stewart	Ashleigh Sorenson	Aubri Ogden
Brittany Chandler	Charlene Frail-McGeever	Erin Zinkhan	Fara Bitter
Karl White	Kevin Baird	Lara Waite	Nicole Pilling
Sally Ormsby	Sarah Cordingly	Stephanie Morgan	Taunya Paxton
Taylor Enochson	Todd Huffman		

Excused/Absent:

Adrienne Johnson	Chris Furner	Dorie Noll	Eliza Hintze
Eric Christensen	Jeff Jackson	Jenny Pedersen	Jordan Schramm

Staff:

Holley Ezzell	Jacinda Merrill	Krysta Badger	Max Sidesinger
Shannon Wnek	Stephanie McVicar		

Guests:

Bailee Goddard-Hymas	Sara Williams	Jennifer - ASL Interpreter	DeeDee - ASL Interpreter
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Minutes: Alexis Weight, Secretary



Topic	Discussion
Welcome	Ashleigh Sorensen opened the meeting at 9:05 am and welcomed the Committee. Krysta Badger assisted in taking attendance.
Approval of Minutes	The minutes from the May 11 th , 2026, meeting were reviewed. <i>Karl White made the motion to approve the minutes as written.</i> <i>Taunya Paxton seconded the motion. The motion passed unanimously.</i>
Public Comment	No public comments
Membership	Introduction - Dorie Noll, the new Committee member, was unwell and did not attend. Open Seats - Family Physician - Public Health Nurse
Language and Communication Plans	Sara Williams, from the Disability Law Center, presented <u>Rights of Deaf & Hard of Hearing Children in Education</u> . Slides from this presentation can be found on the <u>Utah Public Notice website</u> . - Disability Law Center focus areas: Community Access & Inclusion, Education, Employment, Fair Housing, Institutional Rights, Guardianship, Transportation, Voting Rights, Abuse and Neglect. - Presentation Agenda - Background on Legal Frameworks: IDEA, ADA, and Section 504. - General Provisions: Standards of FAPE. - Provisions Specific to D/HH Children. - Language and Communication Plans. - Part 01: Federal Laws at Play Section 504 of the Rehabilitation Act (1973): Prohibits disability discrimination in all programs receiving federal funding. Americans with Disabilities Act (ADA, 1990): Expands non-discrimination protections to all areas of public life. - Scope: Both Section 504 and the ADA apply to public schools. Individuals with Disabilities Education Act (IDEA, 1975): Special education law establishing due process rights and services designed to meet unique student needs.



- Part C: IFSP (Individualized Family Service Plan) for ages 0–3.
- Part B: IEP (Individualized Education Program) for ages 3–22.
- *Legal Precedent:* References Mills v. Board of Education.
- Part 02: General Provisions (Standards of FAPE)
 - **FAPE under IDEA:** Focuses on the individual child. Evaluates whether the child is making appropriate progress based on unique needs and circumstances.
 - **FAPE under Section 504:** Evaluates via side-by-side comparison whether the needs of a student with a disability are addressed as well as nondisabled peers.
 - **FAPE under ADA:** Does not explicitly discuss FAPE but applies a comparative analysis like Section 504.
- Part 03: Specific Provisions for D/HH Children
 - IEP Special Factors to Consider for D/HH Children:
 - Child's language and communication needs.
 - Opportunities for direct communications and direct instruction with peers and staff in the child's language and communication mode.
 - Academic level and full range of needs.
 - Needs for assistive technology devices and services.
 - Key Considerations: Focus on effective communication, primary consideration, and auxiliary aids/services.
- Part 04: Language and Communication Plans (LCP)
 - Current Process in Utah:
 - Uses IEP checkbox system indicating whether communication needs are addressed in the IEP.
 - Multidisciplinary team includes parents, student, teachers, LEA representative, audiology staff, teacher of the deaf, speech-language pathologist, ASL interpreter supervisor, and ASL interpreters.
 - Recent Policy Changes in Utah:
 - H.B. 1 (2025 General Session) directs the State Board of Education to study a fee-for-service plan recovering outreach costs from LEAs, with a report due by August 15, 2027.
- Functions of Language & Communication Plans:
 - Operationalizes legal protections.



- Serves as an advocacy tool for parents and students.
- Provides easy-to-reference guidance for teachers of low-incident disabilities.
- Break down service provider silos through data sharing.
- Helps school districts maintain student-focused compliance.
- Five Impact Areas:
 1. Collaborative team development of the LCP for shared understanding.
 2. Increased communication and language access across instruction, staff, peers, and extracurriculars.
 3. Increased student/parent engagement and self-advocacy.
 4. Improved mental health, safety, and sense of belonging.
 5. Improved literacy and language outcomes.
- Adoption in Other States:
 - Timeline of states implementing similar policies (1996 Colorado through 2025 Texas).
 - Examples of state forms and guides (e.g., Louisiana, Indiana, New Hampshire, North Carolina).
- Components of the [Sample Utah LCP Form](#):
 - Student Information: Basic demographics, hearing loss severity per ear, additional disabilities impacting communication.
 - Language & Communication Needs: Frequency tracking (Always, Often, Sometimes) across environments (Home, Instruction, Non-Instructional) for expressive and receptive language/modes.
 - Services & Assistive Technology: Evaluation of services (CART, interpreters, SLP), hearing tech (BAHA, cochlear implants, hearing aids, classroom systems), and level of independence.
 - Visual/Auditory Accommodations & Expanded Supports: Seating, lighting, captioned media, noise reduction, direct communication opportunities with peers/staff, and direct instruction.
 - Glossary of Terms: Definitions for key technical terms (ASL, BAHA, CART, Cochlear Implant, Fingerspelling, etc.).
- Questions? Contact:
 - Email: swilliams@disabilitylawcenter.org
 - Call/Text: (801) 924-3367



Discussion

Data and Efficacy of Language Communication Plans

- Dr. Stephanie McVicar inquired whether other states have published data showing the efficacy of LCPs to support arguments in favor of them.
- Sara Williams noted that while fully polished data is still limited, Connecticut—which passed its plan in 2012—is currently attempting to gather data through a governor's office commission on over a decade of its implementation. Ms. Williams is currently waiting to hear back on those findings.

Supporting and Promoting LCPs

- Ms. Williams outlined efforts to educate parents, encourage them to reach out to local special education directors (who make district-level opt-in/opt-out decisions), and urge them to bring LCPs to IEP or 504 meetings.
- Ms. Williams is creating self-advocacy resources, including a video series and IEP meeting sheets, to distribute across Utah. She welcomed opportunities to present to groups or assist with individual parent support.

District Opt-In vs. Parent Requests

- Dr. Karl White asked whether parents could still request an LCP if their school district had opted out.
- Ms. Williams clarified that all districts start as "opted out" until they choose to opt in. However, there is no law preventing an IEP team from using an LCP if requested. While teams may push back, the LCP simply organizes considerations schools are already legally required to make.

Application to Section 504 Plans and Non-IEP Students

- Dr. White raised concerns that many hard-of-hearing children do not qualify for an IEP because they perform well academically, or they may lack a Section 504 plan entirely.
- Ms. Williams responded that the broad definition of disability under Section 504 and the ADA should qualify virtually any deaf or hard-of-hearing child for at least a Section 504 plan.
- While Utah's pilot program primarily tracks IEPs due to state-level monitoring structures, Ms. Williams emphasized that ADA and Section 504 protections (including effective communication requirements) still fully apply, and she wants parents and schools to utilize LCPs for students on 504



	plans. Early Intervention (Part C) and Next Steps • Dr. White asked if LCPs could be used under Part C with IFSPs for children under age 3. • Ms. Williams noted the immense potential value of using LCPs during the transition meeting from Part C to Part B (IEPs). She expressed interest in working with early intervention professionals to better understand parent decisions during the first three years. • Stephanie Morgan shared that she recently read an article about informal language plans for Part C and offered to forward it to the committee to explore how to support younger, non-school-age children.
Parent Consultants' Updates	Ashleigh Sorenson went over parent updates: • Family contact calls (initial contacts & birthday check-ins): ○ June: 39 calls ○ July: 34 calls ○ August: 21 calls • Summer Activities ○ Co-hosted with PIP and Parent Volunteer Network. ○ 17 Activities throughout the state. ○ Field trips, ASL in the Park, Art in the Park, Carnivals at USDB, and playdates at families' homes. • PIP/EHDI Fall Activity ○ Will occur in Salt Lake or Utah County ○ Flyer coming soon • Parent Volunteer Network: ○ Always looking for parents to join ○ Help plan and attend events, connect with other families, help monitor GroupMe, spotlight for newsletter ○ Flyer with joining info can be found on the Utah Parent Center EHDI social media pages (@utahEHDI) and the Utah Public Notice Website. • Utah EHDI Parents Support GroupMe ○ Space for parents of Deaf and Hard of Hearing children in Utah to connect, share experiences, and support one another ○ Flyer with joining info can be found on the Utah Parent Center EHDI



	social media pages (@utahEHDI) and the Utah Public Notice Website. • Youth/Young Adult Ambassador Program ○ D/HH Teens and Young adults (ages 14 - 25) ○ A flyer is available on the Utah Parent Center EHDI social media pages (@utahEHDI) and the Utah Public Notice Website to download and share in offices or with Youth/Young Adults that would be interested in volunteering • EHDI Parent Newsletter ○ August Issue: ▪ English – sent to 965 email addresses ▪ Spanish – sent to 169 email addresses ○ Newsletters go out at the beginning of every other month ▪ Next issue in October ○ If you would like to be added to the newsletter mailing list, email: ehdiparents@utah.gov • EHDI Parent Consultants new flyer ○ Ashleigh Sorenson 385-275-4916, ashleigh@utahparentcenter.org ○ Aubri Ogden 385-419-2156, aubri@utahparentcenter.org ○ Social Media Pages: @utahEHDI
NCHAM Updates	Dr. Karl White provided NCHAM updates: • 2027 EHDI Conference ○ Location: Bellevue, Washington. ○ Schedule Shift: The 2027 conference will begin on a Monday evening instead of the usual Sunday evening start. ○ Call for Abstracts: The submission process for presentation and poster abstracts is open at ehdiconference.org • Journal of Early Hearing Detection and Intervention ○ A new issue of the free journal released mid-August ○ Issues can be downloaded at jehdi.usu.edu • 2027 CMV Conference



	• Date: September 2027 • Host Sites: Applications for potential host sites are currently available on their website.
Future Agenda Items	The committee discussed guests and topics of interest for upcoming meetings: • Shelley Lawrence for November • Craig Buckman • Ranae and Katie on hearing aid fitting barriers
Next Meeting	November 10, 2026
Adjourn	Sally Ormsby made a motion to adjourn the meeting. Taunya Paxton seconded the motion. The meeting adjourned at 10:23 am.
Minutes Approved	

Note: These minutes are not intended to be a verbatim transcript but are to record the significant features of the business

conducted in this meeting. Discussed items are not necessarily shown in the chronological order they occurred.