

**MEETING MINUTES OF THE UTAH STATE BOARD OF EDUCATION
ACTING AS THE GOVERNING BOARD FOR THE
UTAH SCHOOLS FOR THE DEAF AND THE BLIND**

December 7, 2018

A meeting of the Utah State Board of Education Acting as the Governing Board for the Utah Schools for the Deaf and the Blind was held December 7, 2018 at the Utah State Board of Education Building, 250 East 500 South, Salt Lake City, Utah. Chair Mark Huntsman presided.

Members Attending:

Chair Mark Huntsman	Member Lisa Cummins
First Vice Chair Brittney Cummins	Member Jennifer Graviet
Second Vice Chair Alisa Ellis	Member Linda B. Hansen
Member Laura Belnap	Member Carol Barlow Lear
Member Michelle Boulter	Member Kathleen Riebe
Member Janet A. Cannon	Member Joel Wright

Members Absent:

Member Scott B. Neilson	Member Terryl Warner
Member Spencer F. Stokes	Member Joel Wright

USDB Staff Attending:

Jennifer Salazer, Utah School for the Deaf
Brandon Watts, Utah School for the Blind
Carl Empey, Finance Director

Others Attending:

Katy Snow; Brooke Grossinger; Adam Janisieski—Utah Association for the Deaf; Morgann Smith; Sydnee Dickson, Scott Jones, Angie Stallings, Patty Norman, Emilie Wheeler—USBE staff; Michelle Beus, Bryan Quesenberry—Attorney General’s Office

Call to Order

Chair Mark Huntsman called the meeting to order at 12:45 p.m. He excused USDB Superintendent Joel Coleman and Associate Superintendents Michelle Tanner and Carolyn Lasater. Jennifer Salazar, Listening and Spoken Language Director for the School for the Deaf,

and Brandon Watts, Director of Outreach Vision Services for the School for the Blind, were introduced as representatives of USDB.

Approval of Meeting Minutes

MOTION was made by Member Boulter and seconded that the Board approve the minutes of the November 2, 2018 USDB Board meeting.

Motion carried unanimously.

Public Comment

Adam Janieski, deaf and hard of individual representing bilingual American Sign Language (ASL) and spoken English education - explained that he grew up in a home using simultaneous communication which means to speak and sign at the same time. This method gives students an opportunity to figure out how they fit in with the non-deaf population at large. He expressed that the integration of both spoken language as well as sign language has been instrumental in his development of personal identity and self-growth, and not being able to do one or the other would make him feel he wasn't in the loop with either community. He promoted USDB continuing to provide sign and spoken language.

Brooke Grossinger – gave background that she is from a deaf family with parents and grandparents who are deaf, and that her husband is deaf as well with a similar background. They have one deaf child and one non-deaf child, and when it was determined that her non-deaf child was hearing, she was at a loss for how to tell him to communicate with them. Now at school he learns how to speak English and at home he learns sign language. She made the point that a child's initial growth period is instrumental in language development and takes time at home and at school. American Sign Language isn't a bad language, and provides a great opportunity to be inclusive of deaf and non-deaf populations. Research has shown that once children learn sign language it can help them learn spoken language.

Heather Aldridge – provided background that she grew up using an aurolist method to communicate and didn't learn sign language until she was ten. Initially it was incredibly hard for her to follow any form of a group conversation where there was an overlap of dialogue, and it

was very hard for her to receive any kind of access to communication. When she started to learn sign language she started to gain access to comments and language. Her brother was also born deaf and had a very hard time learning how to verbalize with his spoken voice. The more she learned to use sign language with her brother, the more she saw the light in his eyes. She has a deaf son and in her home they are giving him the opportunity to verbalize and sign and let him decide when the time comes what he wants to do. Providing both languages gives the best opportunity for deaf children.

Katy Snow – has two daughters that are hard of hearing, and the younger daughter has been in the USDB Parent Infant Program (PIP) and participating in the toddler group. It has been eye opening having both American Sign Language (ASL) and listening and spoken language (LSL) used in that toddler group. Her family doesn't use sign language, and it has been fun to see sign language in action and to have her daughter engage in the group with other children trying to do sign language. The family has taken the approach of being tourists in the ASL world and participation in the toddler group has allowed them to learn some sign language and bring it home.

Morgann Smith – graduated from USDB with a story that is similar to many deaf students who grew up here and learned to speak and sign. Through the help of USDB she and her sister were able to be successful students; however, she acknowledged that it was a struggle to attend a mainstream school without sign language and wished there had been an interpreter there. As an adult knowing how complex human emotion, identity, relationships, mental processes, and language are, she wishes that both ASL and LSL were afforded to her. She doesn't see sign language as something that takes away from anyone, but sees the benefits in building identity and growth.

Monthly Budget Report

Finance Director Carl Empey gave the budget report for the period ending October 31. He reported on revenue and expenditures, number of students served, balance in the land grant enrichment fund, and donated fund balance.

Recodification of USDB Code

Brandon Watts, Jennifer Salazar, and Carl Empey reviewed proposed recodification of USDB in Utah Code 53E-8-101.

Board members made the following comments:

- The word “achievement” has been removed from lines 252 and 253 and replaced with “performance,” which is a little vague.
- On line 252 it should be clarified that “performance” means “academic performance.”
- It is unclear on line 312 if PIP is a program or process, and might be better to use a descriptor of a program rather than the specific name.

Chair Huntsman directed that as the changes proposed are significant, USBE staff do another review of the language and come back in the next meeting with recommendations. It was noted that the Board’s attorneys have reviewed the recodification in terms of procurement and have reviewed the changes with USDB Superintendent Coleman. It was also reported that a bill file has been opened by Representative Pulsipher to facilitate the changes.

Adjournment

MOTION was made by Member Riebe and seconded that the meeting adjourn. The meeting adjourned at 1:30 p.m.

Lorraine Austin, Board Secretary
Minutes approved January 9, 2019