

**National Center for Leadership in Visual Impairment
Fellows Seminar
Case Study
Louisville, Kentucky**

The Prairie High School is located in Indian Country in the southwestern part of the United States. The Prairie High School serves 99% Native American students from a wide geographical expanse in the state where PHS is located. Linda Little Owl is a freshman at PHS who moved to Prairie this fall from the State School for the Blind in Capital City. Linda was receiving services and educational options from teachers at the residential school who were prepared as Visual Impairment Specialists and content area teachers in their respective disciplines. The major reason identified by the family for leaving the residential school was the opportunity for Linda to receive an education that reflects tribal culture, language and identity in academic programs. When Linda and her parents met with the PHS Principal and the Special Education Coordinator for the Intermediate Education Agency, they were informed that one Itinerant Visual Impairment Specialist was available for six school districts that comprised the rural cooperative known as a Board of Cooperative Educational Services. The Principal and Special Education Coordinator indicated that an additional vacancy for a second VI Specialist had not been filled in over three years. The parents have provided a copy of Linda's Individual Education Plan for potential implementation at PHS. Unfortunately, the available staff time will permit less than half of the services specified on the IEP to be implemented. Linda and her parents are concerned about the lack of appropriate supports to ensure that she makes progress in her education program, however they aren't certain what to do next. You have been hired by the Board of Cooperative Educational Services as the University expert in the area of Visual Impairment to determine what to do in support of a free appropriate public education for Linda.

1. Identify the major policy issues that will ensure that Linda receives the supports necessary for an appropriate high school education?
2. What controversies do you anticipate and what strategies will you identify to address these issues?
3. What intended outcomes do you expect to produce to bridge the gulf between the previous program at the residential school and the limited rural services at Prairie High School?
4. How will you address any policy differences between issues of Native American sovereignty (culture, language, identity) and IDEIA (free appropriate public education)?