Annual Report

October 2014

Utah Schools for The Deaf and the Blind

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Mission Statement

"The mission of USDB is to educate students who are Deaf, Blind, or Deaf-Blind and to provide resources and enrichment activities for them and for their families (so they can achieve their full academic, social, and career potential)."

Vision

"USDB leads the way as a national model in providing the most responsive, caring, and innovative approach possible to meet the educational needs of our students."

Motto

"The Realization of Individual Potential"

Background and Authorization

Utah Code authorizes the Utah Schools for the Deaf and the Blind (USDB) to provide services to children with sensory disabilities from birth through age twenty-one. USDB begins instruction with infants and toddlers and coaches parents who are the primary educational facilitators for their children. This comprehensive approach to early intervention gives Utah's children a significant training and support advantage when compared to deaf, blind, or deaf-blind children in many other states. Following early intervention services, children receive appropriate school age and transitional services as outlined by individualized education or 504 plans.

Other state school systems commonly limit their programs for the deaf and the blind and provide services only in specialized schools that are separate from public schools. Utah's approach empowers USDB to deliver service options including direct instruction on USDB campuses, USDB-supported classrooms in public schools, home center-based interventions, and itinerant/outreach support for students in local school districts or charter schools. This coordinated and integrated delivery approach is a model for the nation.

> ***53A-25b-103. Utah Schools for the Deaf and the Blind created -- Designated LEA -- Services statewide.***
> *(1) The Utah Schools for the Deaf and the Blind is created as a single public school agency that includes:*
> *(a) the Utah School for the Deaf;*
> *(b) the Utah School for the Blind;*
> *(c) programs for students who are deaf-blind; and*
> *(d) the Parent Infant Program.*
> *(2) Under the general control and supervision of the board, consistent with the board's constitutional authority, the Utah Schools for the Deaf and the Blind;*
> *(a) may provide services to students statewide:*
> *(i) who are deaf, blind, or deaf-blind ….*

Reporting Requirement

This report fulfills the statutory requirement to report annually to the Legislative Education Interim Committee:

> ***53A-25b-201. Authority of the State Board of Education -- Rulemaking -- Superintendent -- Advisory Council.***
> *(6) (a) On or before the November interim meeting each year, the board shall report to the Education Interim Committee on the Utah Schools for the Deaf and the Blind.*
> *(b) The report shall be presented verbally and in written form to the Education Interim Committee and shall include:*
> *(i) a financial report;*
> *(ii) a report on the activities of the superintendent and associate superintendents;*

(iii) a report on activities to involve parents and constituency and advocacy groups in the governance of the school; and
(iv) a report on student achievement including:
(A) student academic achievement data, including longitudinal data for both current and previous students served by the Utah Schools for the Deaf and the Blind;
(B) graduation rates; and
(C) students exiting the Utah Schools for the Deaf and the Blind and their educational placement after exiting the Utah Schools for the Deaf and the Blind.

This report has been submitted to the Utah State Board of Education prior to submission to the Legislative Education Interim Committee.

Respectfully,

Joel Coleman, Superintendent
Utah Schools for the Deaf and the Blind

Executive Summary

The Utah Schools for the Deaf and the Blind (USDB) is unique among the nation's state school systems for children with sensory disabilities. USDB is one of the few state programs that provides all students with comprehensive services in all educational settings and placements from birth through age 21. USDB is also one of the few state schools for the deaf that gives families language and communication choices and provide service from birth through post high-school transition. In recent years other states have implemented similar programs and components modeled after Utah's programs.

USDB is a state educational agency that is best characterized as a provider of programs and services, rather than as a traditional school; 83% of children are in infant and toddler programs or outreach services in school districts and charter schools, while only 17% of USDB children attend USDB sponsored classes.

In 2013-2014 USDB served 2,097 students using four service patterns:

- Parent Infant Program (PIP) (infants and toddlers) – 932 children (44% of students served by USDB)
- Itinerant/Outreach services – 688 students (38% of students served by USDB)
- Campus and magnet school classes – 349 students (17% of students by USDB)
- Deaf-blind students served- 128 (6% of students served by USDB)

School for the Blind

The Utah School for the Blind (USB) provides intensive programs and services in our campus and magnet-based programs in Ogden, Salt Lake City, and Orem areas. In addition, outreach services are available throughout the state of Utah. Vision services also include services in the home or natural settings for blind or visually impaired infants and toddlers. USB Deaf-Blind services are provided statewide, offering specialized individualized and family-based support for children with dual sensory loss.

USB provides specialized instruction in all areas of the Utah Core Standards or Essential Elements (for students with significant cognitive disabilities) for campus and magnet classrooms, as well as instruction in the Expanded Core Curriculum (a specific curriculum for students who are blind or visually impaired). Instruction in the Expanded Core Curriculum includes Braille, Nemeth math, assistive technology, visual efficiency skills, career education, self-advocacy skills, daily living skills, social skills, and recreation and leisure. Our students utilize Braille and/or large print, specific to their individualized needs.

School for the Deaf

The Utah School for the Deaf (USD) provides a myriad of services for deaf or hard of hearing students throughout the state of Utah. This can vary from services in the home for families with deaf or hard of hearing infants, to outreach services for deaf or hard of hearing students in general education settings, interpreter services, specialized classrooms, and schools catering to the specific language needs of deaf or hard of hearing students.

Within the school settings students are instructed in two communication modalities: American Sign Language and English (ASL/English) or a Listening and Spoken Language (LSL) approach. In the ASL/English approach students learn the Utah Core Standards through the language of ASL. Using a LSL approach, emphasis is placed on maximizing the potential of amplification devices and the verbal skills of the student while teaching the Utah Core Standards. All settings seek to infuse specific language development strategies throughout the curriculum. Our goal is for all students to have instruction in the Utah Core Standards and align instruction with goals established by the State Board of Education in "Promises to Keep."

Deaf-Blind

USDB provides extensive services for children who have both vision and hearing loss through the Utah Deaf-Blind Project, a grant program funded by a five-year award from the United States Department of Education for Technical Assistance to State Deaf and Blind Projects. The Utah Deaf-Blind Project goals and associated activities are designed to:

A. deliver high-quality training and technical assistance,
B. promote advocacy efforts,
C. increase the use of evidence based practices, and
D. develop and implement effective policies and procedures allowing improved services and results for children who are deaf-blind and their families.

USDB Deaf-Blind Services is recognized as a premier program which serves as a national model for other states to emulate. Utah is recognized for having the foremost Communication Intervener (CI) program in the nation, and Utah also leads a national effort in the development of endorsements for teachers of students who are deaf-blind.

Financial Status

USDB has ended Fiscal Year 2014 in compliance with fiscal policy and has followed the recommendations of State Finance and Audit personnel. Through the concerted effort of the USDB Administration, USDB has managed available revenue and operated within budget while slowly building fiscal reserves. USDB has reserves in Permanent Land Grant Revenue for use during Fiscal Year 2015 and available Educational Funds for use if emergency needs arise. USDB continues to receive private donations and is in the process of establishing the Utah Schools for the Deaf and the Blind Education Foundation to assist in raising funds for special projects and additional educational opportunities for students with sensory disabilities throughout the state. The USDB end-of-year financials are found in the appendix of this report, but are not yet approved by State Finance.

USIMAC

The Utah State Instructional Materials Access Center (USIMAC) was established in January 2009 to aid schools in meeting the requirements of the Individuals with Disabilities Education Act to provide accessible instructional materials in a timely manner. The USIMAC offers opportunities for K-12 students with print disabilities (including blindness and visual impairment, physical disabilities, and other diagnosed reading disabilities) to gain increased access to the general curriculum by making available instructional materials in alternate formats. These formats include braille, large print, digital text, and audio.

The USIMAC has tripled the number of orders and production since its inception going from 531 orders the first year to receiving well over 2,000 new orders annually. During the 2013-2014 fiscal year, USIMAC has completed materials for 227 students in 45 different school districts and charter schools. The USIMAC and the USOE have developed a new cost-sharing option that LEAs can opt-into each year to help cover the costs of the program that are not covered in the $490,000 provided by the Legislature to operate USIMAC. This cost-sharing option has helped ensure that no student is without their needed materials. USIMAC provides a highly valuable service to children with print disabilities throughout the state. The full USIMAC annual report is found in the appendix.

Projects and Innovations at USDB

New Building

To enable USDB to accomplish its mission and to comply with statutory obligations, the Utah Legislature appropriated $1.5M in FY15 for planning and design work on a new facility in Salt Lake County, where the highest number of students are served. A consolidated USDB Salt Lake Center is a necessary replacement for worn out, undersized, and severely dilapidated buildings and leased office space currently used for operations along the Wasatch Front. Because USDB is a state agency, legislative assistance is critical to providing adequate facilities for student who are deaf, blind or deaf-blind to be educated, and USDB has requested funding for the construction phase beginning next spring. It is simply unacceptable to expect children with disabilities to have substandard accommodations when compared to their non-disabled peers.

Database

This past year, USDB completed the process of procuring a student database and other agency tools necessary to establish the comprehensive plan for data use and longitudinal analysis. Superintendent Coleman prioritized this as a critical need and will be implementing a data-driven approach to program oversight.

Communications & Outreach Plan

The new USDB website and master communications plan will allow USDB to more effectively showcase its innovative and exemplary model for education services to the deaf and the blind. The master communications plan includes social media and targeted outreach efforts to parents and other key partners regarding our successes. Superintendent Coleman has directed the renovation of USDB's online resources, including its website and internal tools to facilitate "High Quality Instruction," one of the three pillars in the mission statement of the State Board of Education. The goal is for USDB to establish itself as a vital resource for families and stakeholders in the communities served. This plan includes leveraging improved relationships with institutions of higher education, legislators and other elected officials, deaf, blind, and deaf-blind consumer groups, and other state agencies.

Critical Capital Needs & Infrastructure Plan

Under the direction of the Superintendent, Scott Jones (CFO) and Jared Felt (CIO) have developed USDB's first comprehensive sustainability plan for IT infrastructure, capital facilities and equipment, and infrastructure maintenance. With a network spanning the entire state, including itinerant service providers in rural areas, an overarching master plan is necessary for efficient and effective deployment of resources.

Leadership Training Emphasis & Professional Development

One significant challenge for USDB's diverse workforce is to bring the various divisions together to establish a unified culture based on shared values of constant improvement, professional commitment to excellence, and personal willingness to offer and receive candid feedback. This year Superintendent Coleman will emphasize establishing those high expectations while also striking a reasonable balance with the limitations that come in a state agency with finite resources. The leadership training emphasis is focused on maximizing the potential of each employee to develop initiative, competency, and self-reliance within the scope of his or her respective duties.

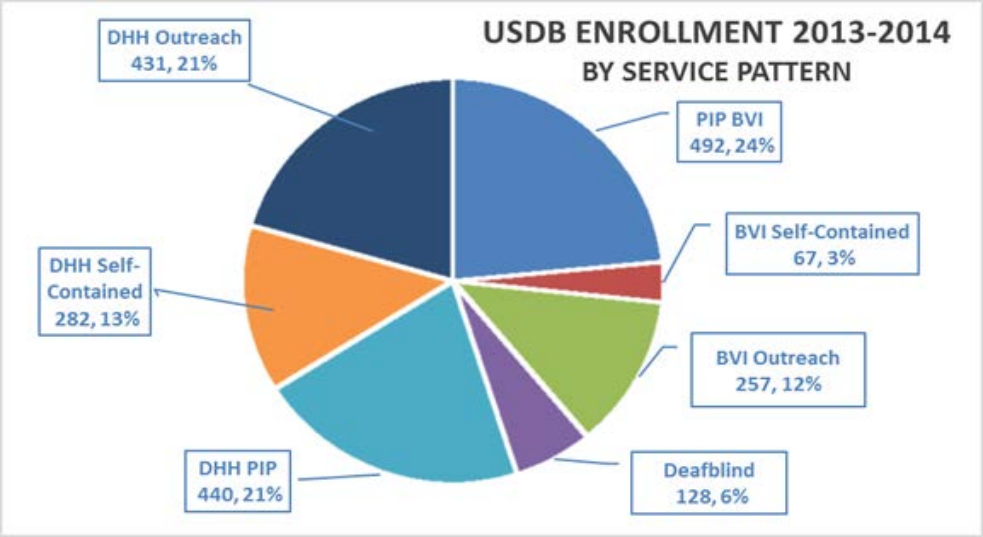
Student Enrollment

Number of Students Served Through USDB Programs and Services

USDB serves children who are deaf, blind, or deaf-blind through three different service patterns:

1. Early intervention services provided to infants and toddlers in natural environments through the Parent Infant Programs (PIP).
2. Classroom services provided to school-age students at USDB campuses or USDB magnet classrooms housed in local school districts.
3. Itinerant/Outreach services provided to children in their neighborhood school or charter school.

With the implementation of Utah Administrative Rule R277-800 in December 2009, school districts with greater than 3% of the total school-age population must provide itinerant services for students with sensory loss or contract with USDB to do so. USDB provides itinerant/outreach services at cost to children with sensory disabilities in these school districts.

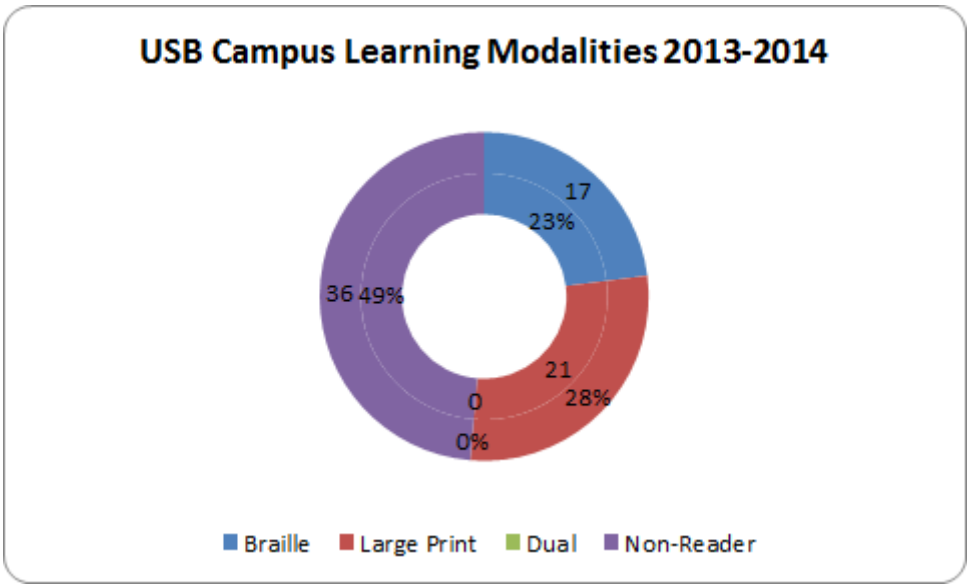


During the 2013-14 school year, USDB served 2,097 students:

- Infants and toddlers receiving PIP consisted of 44% of enrollment (932).
- Students receiving itinerant outreach services comprised 38% (688)
- Students receiving services in USDB classrooms (Campus and Magnet Schools) included 17% of USDB enrollment (349).
- Deaf or hard of hearing (DHH) students were 55% (1,151) of the enrollment.
- Blind or visually impaired (BVI) students were 39% (816) of the enrollment.
- Deaf-Blind students were 6% (128) of the enrollment.

Utah Schools for the Blind Enrollment Breakdown Information

The Utah School for the Blind (USB) serves children who are blind, visually impaired, or deaf-blind. Students may utilize Braille or may be dual media learners (both Braille and large print). The following chart provides a breakdown of learning media:

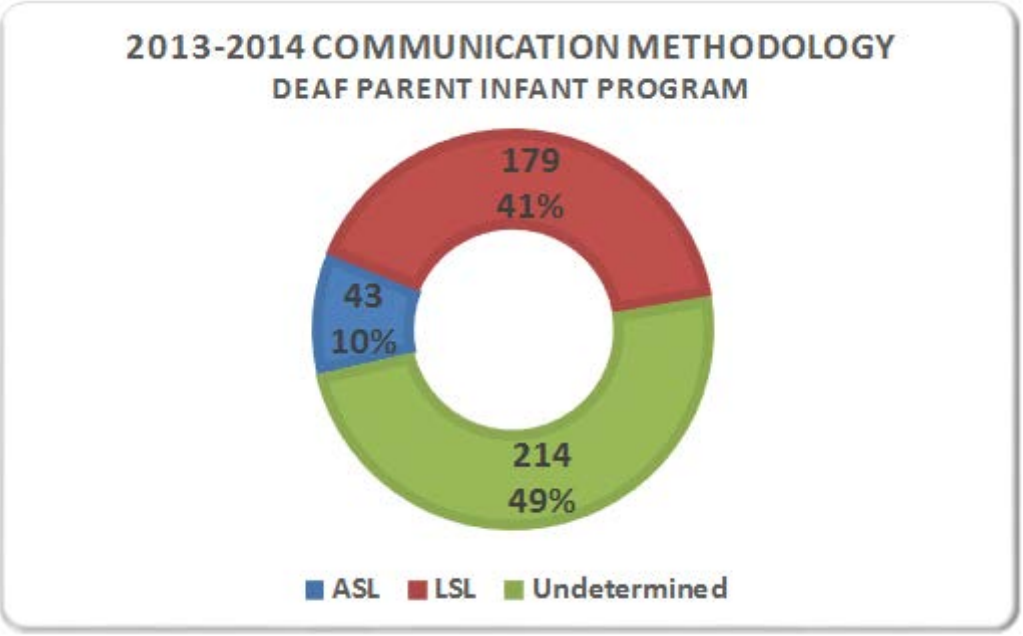


Utah Schools for the Deaf Enrollment Breakdown Information

The Utah School for the Deaf (USD) serves children with hearing loss in two primary language and communication modalities.

- Listening and Spoken Language (LSL)
    - 179 students using LSL in PIP (41% of enrollment).
    - 112 students using LSL in Preschool to Post High classrooms (42% of enrollment).
- American Sign Language/English (ASL/English)
    - 43 students using ASL/English in PIP (10% of enrollment).
    - 156 students using ASL/English in Preschool to Post High Classrooms (58% of enrollment).
- Parent Infant Program
    - Parents select the language or communication choice for their child after a comprehensive orientation process.
    - 214 students were still undetermined regarding language modalities upon exiting PIP (49% of enrollment).

Below is a chart that represents the language modalities that families have chosen by date of exit from PIP services. Please note that some families still have not chosen a language preference when they exit our program. These are students that typically transition into Part B school district programs.



Description of Services

Service	Personnel	Students
Teacher DHH Classroom	47 FTE	282
Teacher DHH Itinerant	18 FTE	431
Teacher DHH PIP	13 FTE	440
Teacher BVI Classroom	11 FTE	67
Teacher BVI Itinerant	15 FTE	257
Teacher BVI PIP	15 FTE	492
Educational Service Aide	2 FTE	55
Deafblind Teacher	11 FTE	128
Deafblind Intervener	73 FTE	73
Deaf Mentor	4 FTE	68
Interpreter (ASL/English, Oral, Cued Speech)	22 FTE* 2 FTE 2 FTE*	ASL/English 61 students Oral Transliterator Cued Speech
Orientation and Mobility	8.5 FTE	313
Occupational Therapy	2 FTE	117
Physical Therapy	1 FTE	66
Speech Language Pathology	4 FTE	171
Aural Habilitation	6 FTE	105
Psychology / Counseling	4.27 FTE	Provides social skills training to all self-contained classes and provides assessments as needed to all self-contained students and some itinerant students
Nursing	8 FTE	Provides 1-to-1 care on several, care plans for 175 students and health care/screenings for all self-contained students
Audiology	6 FTE	Test all self-contained students and do rural testing, and assist state agencies and school districts in testing infants who fail newborn screenings or school-age screenings
Low Vision	1 FTE	Assess as needed
Assistive/Adaptive Technology	3 FTE	80 In addition provides educational technology and assistive technology to all self-contained students and consultation to all school districts and charter schools. We had one full time person and had a contract with another to provide direct services
Adaptive Physical Education	1 FTE	374

DHH= Deaf/Hard of Hearing BVI= Blind/Visually Impaired PIP= Parent Infant Program
ASL/English= American Sign Language FTE= Full Time Equivalent

*5 of the 22 interpreters and 2 Cued Speech are paid under district contracts

Student Outcomes

"Promises to Keep" at USDB

Consistent with the "Promises to Keep" mission statement of the Utah State Board of Education, the Utah Schools for the Deaf and the Blind (USDB) are committed to effective assessment to inform high quality instruction and accountability. USDB has focused on effectively tracking academic achievement on a school-wide basis for the past several years.

Most USDB children who achieve grade-level or age-level proficiency leave USDB classrooms and are mainstreamed into their neighborhood schools or into public charter schools and are assessed thereafter based on the state standards and procedures in their local school.

Students who remain at USDB participated fully the Student Assessment of Growth and Excellence (SAGE) and were all included in the Utah Comprehensive Accountability System (UCAS) and School Grading Accountability Systems during the 2013-2014 school year. Some students participated in the Utah Alternate Assessment (UAA).

- 38% of students served by USDB are receiving outreach services and are tested in their school districts or charter schools as part of the statewide assessment system.
- 17% of USDB students attend USDB campus or magnet schools; over half of these are in preschool or early childhood programs.

Although USDB complies with state requirements for testing and accountability, UCAS scores do not appropriately assess the performance of a majority of students at USDB. Students in USDB classrooms display a wide range of differences in not only age but also intellectual levels, sensory impairments, and additional disabilities. As a result, in addition to UCAS, individualized diagnostic achievement and performance measures were administered to students attending USDB. Our testing measures focused on language, Braille reading fluency, communication areas for the deaf-blind student, as well as assessments that monitor the Expanded Core Curriculum. The scores that we attained this year indicate that our students continue to make progress in many areas (scores are provided in each reporting section).

It is the goal of special education to provide specialized instruction and intensive services for students with the ultimate goal of placement in their least restrictive environment (LRE). A clear understanding of the students we serve and the effectiveness of our interventions will guide us in the development of plans for program improvement.

Intensive services from USDB assist in providing successful outcomes for children with sensory disabilities. For some children USDB services may begin at birth through USDB Parent Infant Programs and continue well into their school years.

A measure of success for the Utah Schools for the Deaf and the Blind programs is the number of students that are prepared to enter their neighborhood schools.

- A substantial majority of children with hearing loss (43%) or vision loss (79%) returned or remained in their neighborhood schools in the early childhood years (preschool or kindergarten).
- Before the age of three, 176 children who are deaf or hard of hearing were exited from PIPDHH with 7% of these children served having language skills that were equivalent or better than their hearing peers, so they were no longer eligible for special education services.
- Before the age of three, 61% of children who were visually impaired were exited with 10% no longer eligible for special education services, including vision services.

Program success is also measured by the growth of students who stay in USDB classrooms as they progress to graduation or transition to adulthood. Students who remain in USDB programs through high school make satisfactory growth.

Our students continue to make progress in many areas of the core and in their individualized education plans. In some specific instances, significant growth has occurred (see section reports). As a result of the new Student Assessment of Growth and Excellence (SAGE) testing, new baseline scores are needed to provide future longitudinal data trends.

Many of our children transition to their neighborhood schools early in their educational career while students in the ASL/English program remain in USD programs until graduation so they can participate in a learning environment that is rich in visual language and communication.

USDB Graduation Rate

Because the majority of our students, other than ASL/English students, exit before high school, the number of graduating seniors is minimal at USDB. During the 2013-2014 school year, 13 deaf and blind student graduated from USDB with a diploma. A small number of student received certificates of completion. In addition, a small number of students entered our post high school transition program, the Supported Transition Extension Program. We had no students drop out of high school during the 2013-2014 school year.

Utah Schools for the Blind

The Utah School for the Blind provides services to blind, visually impaired, and deaf-blind students across the state through a variety of programs. USB is comprised of four divisions, the Parent Infant Program, the Deaf-Blind division, Educational Services division, and the Outreach Services division. Comprehensive services provide a variety of service options to meet the diverse needs of children, birth through 22 years of age across the state.

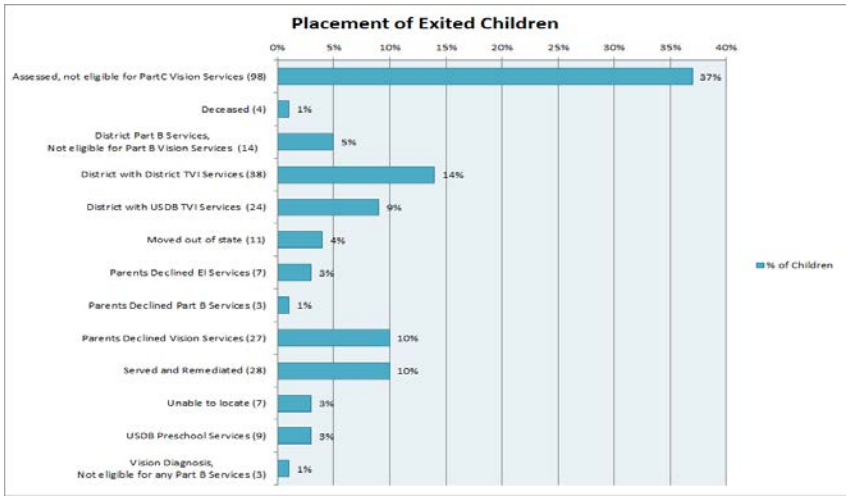
Parent Infant Program for the Blind or Visually Impaired (PIPBVI)

Student Progress

The Parent Infant Program for the Blind or Visually Impaired (PIPBVI) serves children aged birth to three and their families. In partnership with the Health Department's statewide Baby Watch Early Intervention Program (BWEIP), PIPBVI served 492 children and their families between June 1, 2013 and May 31, 2014. In accordance with IDEA, children are served in their homes, in daycare locations, and other natural environments.

Close relationships with pediatric ophthalmologists, other eye care professionals, and BWEIP agencies throughout the state, provide for reciprocal referrals. PIPBVI received 260 referrals between June 1, 2013 and May 31, 2014; 145 of these children were found to be eligible for services. During this same period 268 children exited from PIPBVI.

The following chart illustrates the disposition of those children who left PIPBVI. The highlights include a total of 61% (186) who turned three and were exited from PIPBVI vision services. Of those who turned three, 33 continued with USDB services. Ten percent of the children who exited were remediated, meaning they functioned visually at age or developmentally appropriate levels.

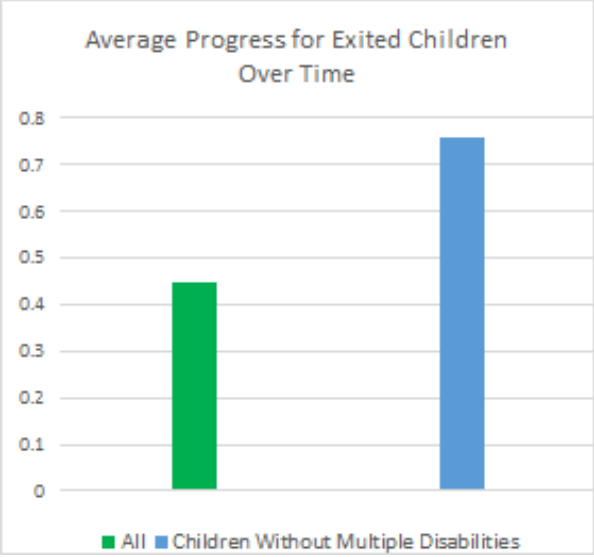


To measure child outcomes, the Parent Infant Program for the Blind or Visually Impaired does testing at least annually of each child enrolled in its program. Testing instruments used are the *Oregon Project for Visually Impaired and Blind Preschool Children* and the *Insite Developmental Checklist: A Comprehensive Developmental Checklist for Multihandicapped Sensory Impaired Infants and Young Children.*

PIPBVI children are making steady progress. As a group, the children make two thirds of a month of progress for every month of service. Many factors affect the amount of progress a child will make. One of those factors is the degree of disability. PIPBVI has created five scenarios to help deepen the understanding of the children's progress.

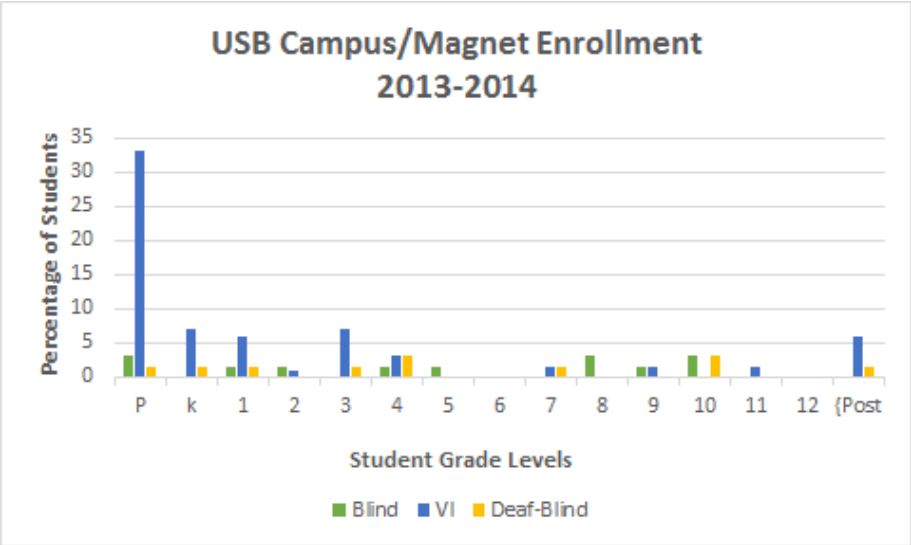
- Scenario 1: Totally Blind--Visual acuity of 20/200 or worse and developmental equivalent of 71-100% of chronological age.
- Scenario 2: Low Vision--Visual acuity of 20/70-20/100 and developmental equivalent of 71-100% of chronological age.
- Scenario 3: Mildly Multiply Disabled--Blind or low vision and developmental equivalent of 51-70% of chronological age.
- Scenario 4: Severely Multiply Disabled-- Blind or low vision and developmental equivalent of 50% or less of chronological age.
- Scenario 5: DeafBlind--Eligible for intervention by DeafBlind Services.

Reviewing data for all children served at least six months in PIPBVI who have left the program, children were served an average of 18 months and made about half a month of progress for each month served. Progress for those children who exited who do not have multiple disabilities shows an average of 17 months served with three quarters of a month's progress for each month served. It is clear to see that the amount of progress is influenced by the severity of disability.



Self-Contained and Magnet Classrooms:

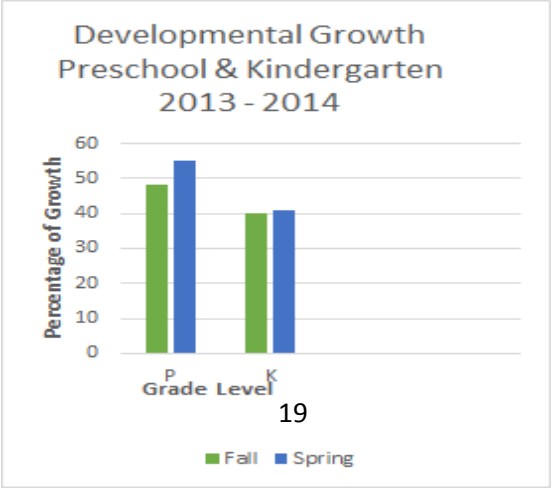
Children who continue their journey from the Parent Infant Program to a preschool placement at USB receive intense specialized services, specifically in early preparatory Braille skills (literacy), numeracy, visual efficiency, and communication modes. USDB offers a campus in Ogden (campus classrooms), in Salt Lake City (a magnet classroom which is a USDB classroom embedded within a local school), and in Orem (a magnet classroom).



** No sixth or twelfth grade students enrolled*

Preschool - Kindergarten Student Achievement

USB preschool and kindergarten students were assessed using the *Oregon Project* (an assessment designed specifically for blind or visually impaired students) to gauge developmental achievement gains in specific domain areas. Those areas include vision, gross motor, fine motor, self-help, cognition, and social/emotional. The chart below combines domain scores for early childhood students:

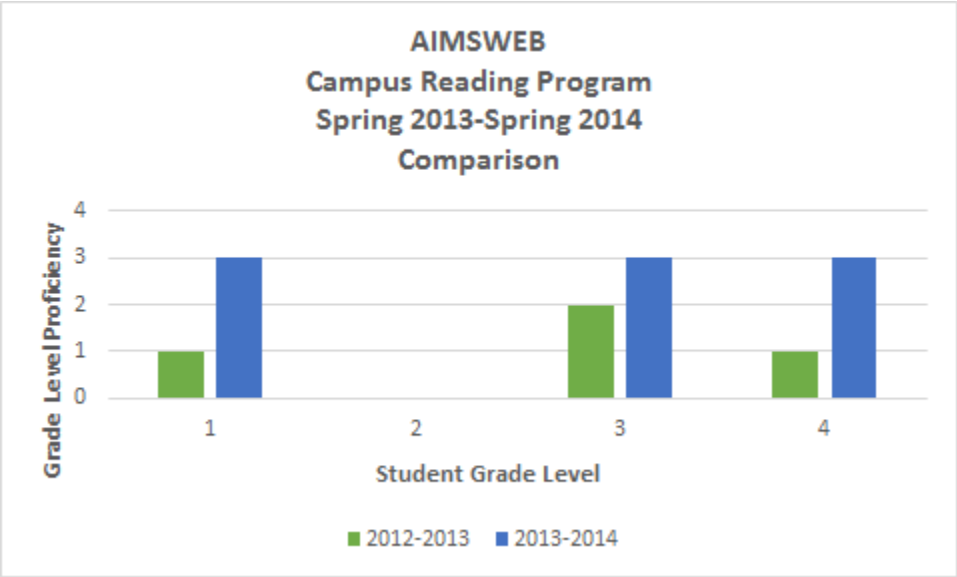


1st Grade - Post High Student Achievement

USB embraces the Utah Core Standards as the foundation for learning in the classrooms. The standards describe what students should know and be able to do at each grade level from K-12. Although some students may require some modification or adaptations to the Standards due to additional disabilities, programs are designed to provide optimal learning environments for students who require intensive services from a teacher of the visually impaired throughout their school day.

Specific to R277-403, USB participated in board-approved reading benchmark assessments for students in grades first through third (USB also tested fourth grade students). USB students in Ogden were assessed using *Aimsweb*; the magnet students participated in the *DIBELS* with scores reported through that school district. These benchmark assessments consisted of each student reading three grade level passages for one minute each, providing a summary of the reading, and participating in other phonological, phonemic, and comprehension measures appropriate to grade level composite testing.

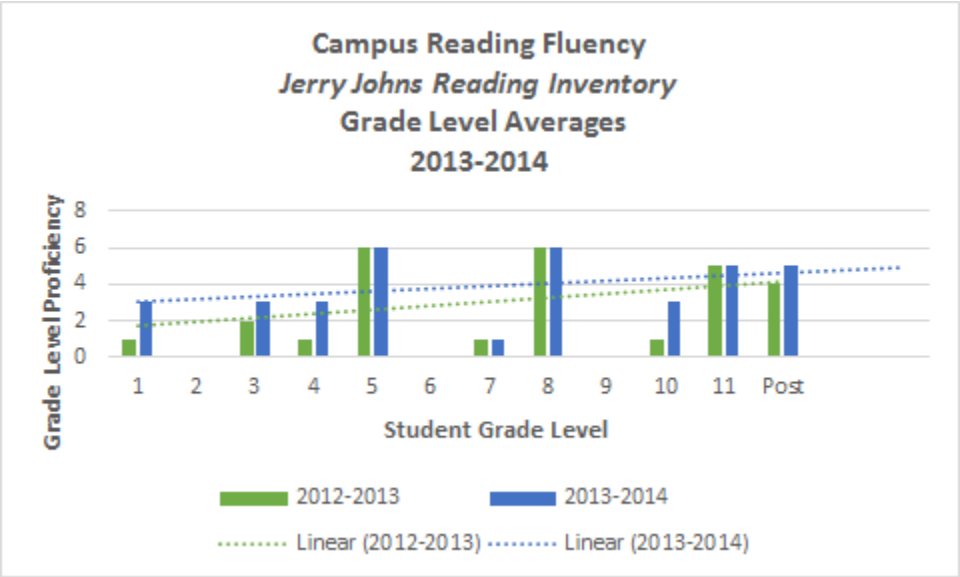
USB has had a strong focus on improving student achievement scores in the area of literacy. USB has partnered with the University of Utah Reading Clinic to implement a new reading program, *Early Steps, Next Steps, Higher Steps*, a research-based reading program which USDB tailored specifically for the blind or visually impaired students using both Braille and large print materials. This year our students have made phenomenal gains in their reading fluency scores!



** No second grade students enrolled*

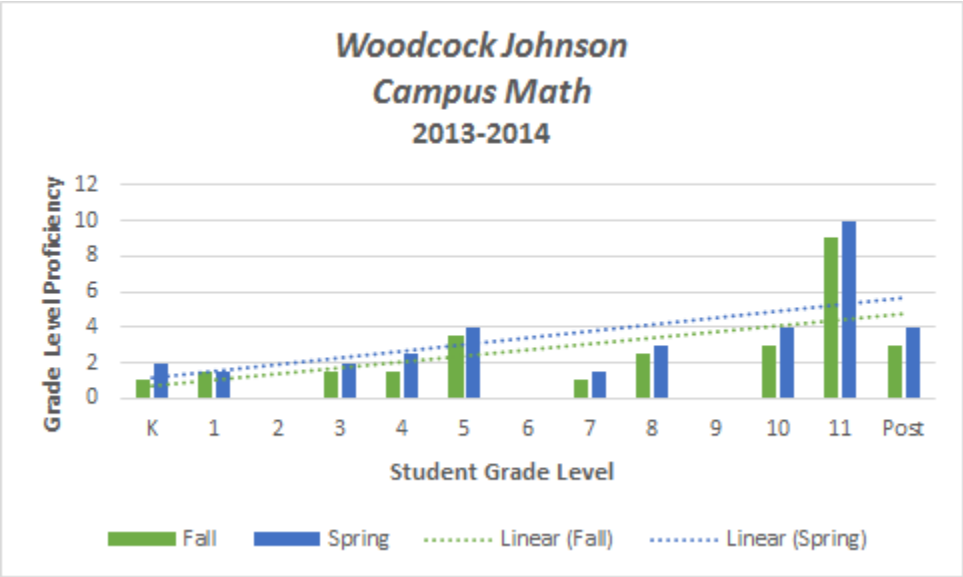
In addition, USB has monitored and assessed students using the *Jerry Johns Basic Reading Inventory,* an individually administered informal reading assessment, which was given to the kindergarten through post high students served directly on campus and in outreach programs. The *Jerry Johns* assesses five core components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The following chart indicates grade level reading proficiency for each grade level. Note that some students increased their reading fluency by two or more grade levels (third, fourth and tenth grades). The trend lines indicate a continual growth pattern.



** No second, sixth or ninth grade students enrolled*

USB also provided intensive instruction in mathematics, including instruction in the Nemeth math code. Numeracy skills assist students at USDB to use mathematics confidently and effectively in everyday life. These skills are important to solve problems and make sense of time, number, patterns and shapes. Additionally, students become prepared for adult life in activities of cooking, map reading, and financial literacy. The chart below shows the average percentage of growth in math assessments. Each grade has shown improvement in the area of math, although minimal. USB is invested in implementing a new research-based math program this next school year that will address this deficit.

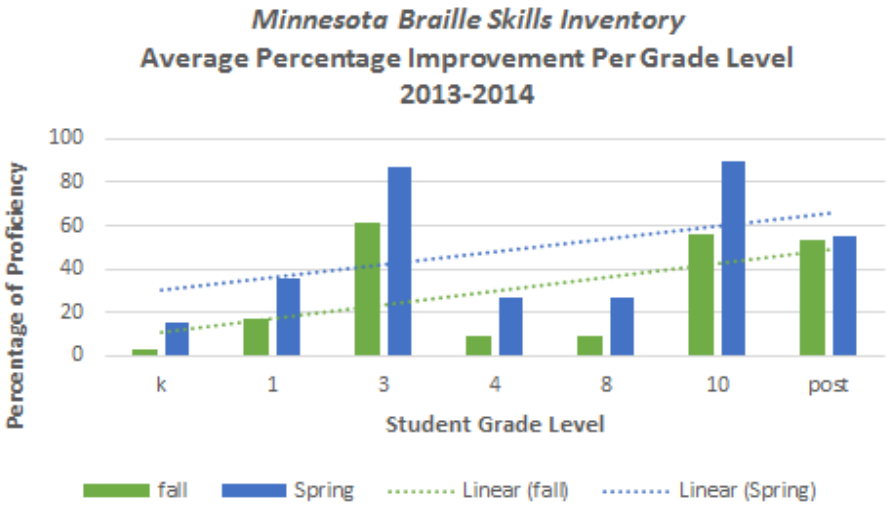


Braille Instruction

USB follows federal Office of Special Education Programs (OSEP) guidance and Utah Code to thoroughly assess and consider a student's future need for Braille. According to Utah Code 53A-25a-103,104, students who are blind or visually impaired must be regularly assessed to determine appropriateness of Braille as a reading medium. Based on a learning media assessment, some students at USB will use Braille as their primary reading medium, some will use large print or regular print with low vision aids, and others will use a combination of print and Braille (dual readers). The use of appropriate reading media will significantly impact a student's reading fluency. USB places significant emphasis on reading fluency and lifelong learning.

Intensive Braille instruction is provided, as appropriate, to students in USB classrooms. Braille instruction typically begins with pre-Braille readiness skills and advances to Braille reading and writing, with an emphasis on fluency and comprehension. USB is committed to providing quality instruction with high expectations to produce positive student outcomes.

USB utilized the Minnesota Braille Skills Inventory to assess and monitor student progress in Braille. This assessment documents a student's knowledge and progress in reading and writing braille and to determine a student's strengths and needs. The Minnesota Braille Skills Inventory chart indicates the growth of students in campus or magnet classrooms in Braille. Each grade indicated a significant growth in Braille skills.



** Some students in some grades use large print media*

State Assessments for Campus Based/Magnet Classrooms

Even though most academic students with vision loss have exited USB campus classrooms by the third grade, those students who do remain participate in required state testing. Therefore, the number of USB students taking statewide assessments is small. This year the state of Utah implemented the Student Assessment for Growth and Excellence (SAGE). Students for whom SAGE was appropriate participated. At this time, scores are not available for students in the state of Utah.

Students with significant cognitive disabilities participated in the Utah Alternate Assessment. Previous data for the 2012-2013 school year indicated 53.8% of our students tested at proficient levels in areas of English Language Arts, Math, and Science; 19.2% tested at sufficient levels, 3.8% tested at insufficient levels, and 23% tested at minimal levels. At this time, scores for the 2013-2014 school year are not available for comparative purposes.

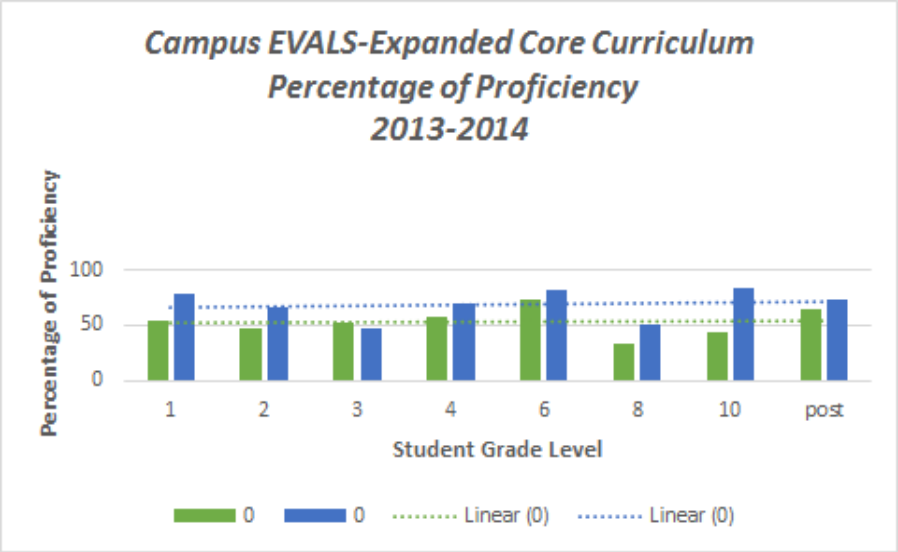
Expanded Core Curriculum

Although the Utah Core Standards provide the foundation for almost all learning of Utah students, including those who are blind or visually impaired, most professionals and advocacy groups in the field of vision hold a strong position that there is a vital need for an Expanded Core Curriculum. Social practices and concepts casually and incidentally learned by sighted students must be systematically and sequentially taught to the blind or visually impaired student. These additional skills are embedded in the Expanded Core Curriculum (ECC).

Blind or visually impaired students will use these skills in future academic endeavors and to achieve their highest level of independent living. In addition, many of these skills and concepts are necessary for a successful transition into post-secondary education and/or the workforce. To become independent contributing members of society, the student needs to have the skills to succeed in the competitive world of work.

Expanded Core - Classrooms/Magnet Programs

The chart below combines three areas assessed through the *EVALS* curriculum and monitored for growth this school year. These areas include (1) Independent Living including, but not limited to housekeeping, cooking, time management, shopping, laundry, and budgeting. Independent Living may also include social and/or recreational activities such as utilizing leisure time; (2) Social Skills, which include the abilities necessary to get along with others and to create and maintain satisfying relationships; and (3) Technology, which has removed many barriers to education and employment for visually impaired individuals. Students who are blind or visually impaired can complete homework, do research, take tests, and read books along with their sighted classmates, thanks to advances in technology. According to the chart below, within the 2013-2014 school year, our students made progress in ECC assessed areas.



**Some students did not complete either pre or post assessments*

Expanded Core - Supported Transition Extension Program - Ogden Campus

The Supported Transition Extension Program (STEP) is designed for young adults (ages 16-21) who are currently enrolled in a high school or post high school program who require additional instruction in areas of the Expanded Core Curriculum. The program is designed to provide students with college and

career readiness by providing the instruction, practice and tools needed to gain competence and confidence in managing personal independence whether educationally driven or employment driven.

Qualified students must be able to demonstrate competency in routine activities of daily living and have an expected outcome of independent living or independence with minimal supports.
Last year USB provided a STEP placement for several students. Students begin their STEP program in a residential cottage on the Ogden Campus in order to access classroom ECC instruction and specially designed programs within the community. As they progress, students are placed in a setting with only minimal supports in order complete further independent living experiences.

Expanded Core - Short Term Programs/After School Programs

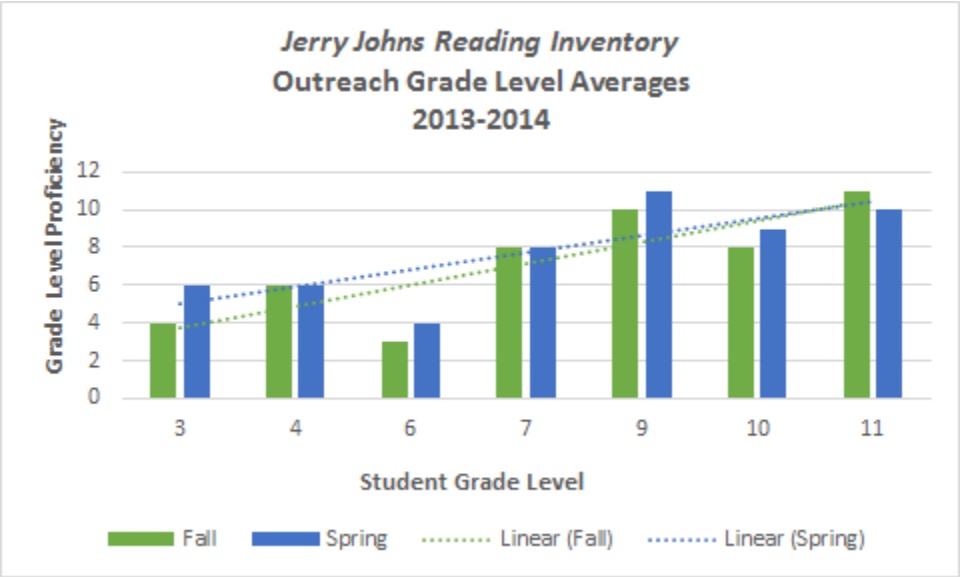
Campus and outreach based students can also access USB's Short Term Programs (held at the Ogden and SLC campuses) and after school ECC programs (Ogden campus only) that are offered throughout the school year. These programs specifically teach the areas of the ECC and allow students the opportunity to associate with other students on campus. Specialized instruction mingled with specially designed activities provide an ECC benefit for students, grades three through post high.

Outreach Services

USB's thirteen outreach teachers served 257 students in 27 school districts and twelve charter schools throughout the state of Utah. Teachers are based in different areas throughout the state and travel to various schools to work one-on-one with students who are blind or visually impaired. USB students are served either directly or through consultation with other educators. Each teacher has the responsibility of adapting environments in local schools so students who are blind or visually impaired can access the general education curriculum. They also have the responsibility of assessing student skills and creating lesson plans that will help them accomplish annual goals based on the student's individual needs. Outreach teachers are considered part of the local school district or charter related services division and collaborate with members of each student's IEP team.

Student Achievement

Teachers of the visually impaired who provide direct services in Braille instruction are responsible to collect data and monitor Braille fluency. Using the *Jerry John Reading Inventory Assessment*, outreach teachers provided the following student Braille fluency data.



Expanded Core Curriculum for Outreach Students

Similar to students who are campus based, outreach students also require specialized instruction in the ECC to prepare them for successful outcomes. Specialized instruction provided by a teacher of the visually impaired, hones student skills in nine different categories: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, technology, sensory efficiency skills, and self-determination.

Outreach teachers take every opportunity to incorporate the ECC within a student's school day, in community settings or in collaboration with the IEP team, including parents, classroom teacher(s), and other community partners. These experiences provide a broad base of knowledge for students to access the Utah Core Standards.

Short Term Programs

Students had the option of participating in the ECC through USB's Short Term Programs, offered throughout the school year or during summer camps for students grade three through post high. Specialized ECC instruction this past year included orientation and mobility, career preparation, independent living skills, compensatory skills that included a Braille camp, recreation and leisure that included skiing, camping, swimming, and arts camp. These short term programs and summer camps not only focused on areas of the ECC, but provided students the opportunity to associate with other children who were blind or visually impaired.

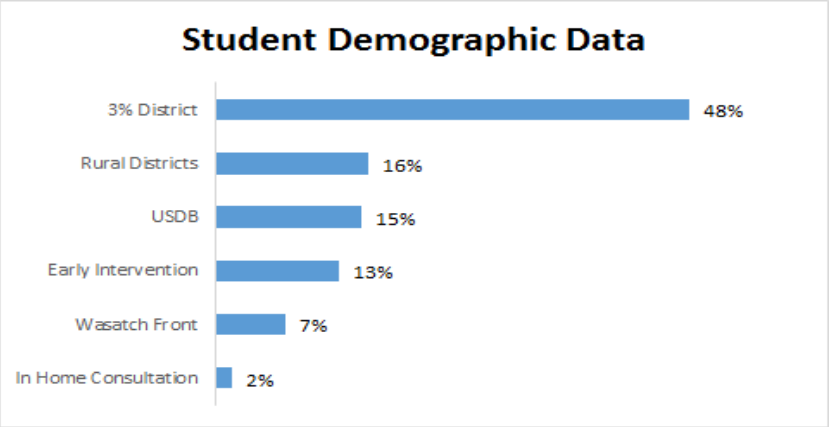
Monthly Short Term Programs and summer camp programs were well attended, especially elementary programs. USDB collaborated and partnered with the Utah Foundation for the Blind for summer camp programs.

Deaf-Blind Services

Deaf-Blind Services is a statewide program with 11 full time Deaf-Blind teachers. Deaf-Blind teachers are available to provide direct and consultative services for all children, aged birth-22, who are deaf-blind throughout the state. Interveners, specially trained paraprofessionals who work one-on-one with a student who is deaf-blind, are available based on individual student need as determined by the educational or early intervention team, including the parents.

Deaf-Blind Services provided educational programming for approximately 135 children, during the 2013-2014 school year. Of those children, more than a dozen were infants/toddlers. Most school-aged children who are deaf-blind are served within their home districts or charter schools with support from Deaf-Blind Services. About twenty students are in USDB campus or magnet school programs. Support services were provided for approximately 60 school-aged students who are not included in other USDB enrollment numbers. As required by Utah Administrative Code R277-800, all children with dual sensory impairment, from every school district or charter school regardless of size, are eligible for USDB Deaf-Blind Services at no cost to the Local Education Agency (LEA).

Demographics for deaf-blind students ages 3-22, as of May 31, 2014:



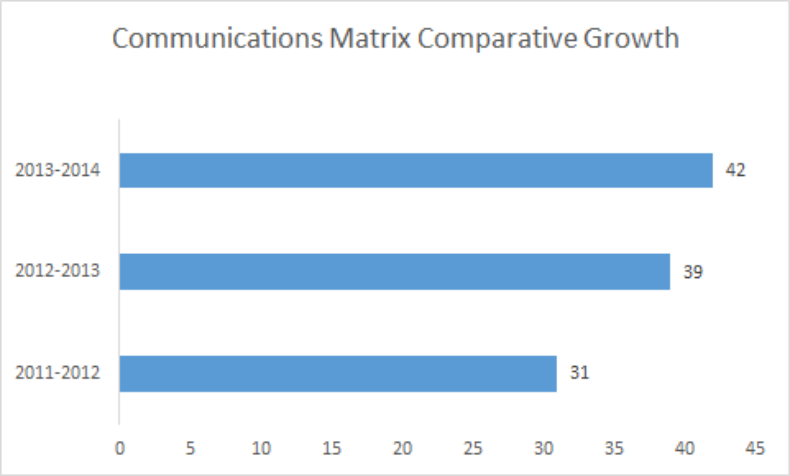
As of May 31, 2014, there are approximately 75 children with deaf-blindness for whom the IEP team has determined the service of a communication intervener is appropriate. In some instances, the LEA has opted to employ a team of interveners. USDB reimburses the LEAs for their salaries. Additionally, several students have full time nursing services. The Utah Deaf-Blind Project has trained several of these nurses. A few students have interpreter/interveners, certified interpreters who have also been trained by the Utah Deaf-Blind Project as interveners. Teachers from Deaf-Blind Services support and mentor the individuals providing these various services.

Deaf-Blind Services prides itself in involving parents, both in the education of their own children, but also with each other. A new focus on supporting parents in effective advocacy is evident; at least two

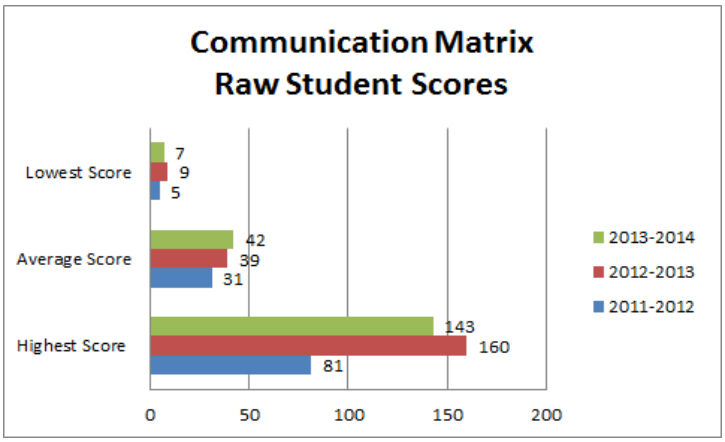
parents of children who are deaf-blind testified before legislative committees, one parent is a member of the National Deaf-Blind Coalition, and another parent received specialized training in effective advocacy with support from the Utah Deaf-Blind Project.

Individuals who are deaf-blind represent a heterogeneous, low-incidence population. Because of the varying levels of vision and hearing loss, additional disabilities and cognitive capacity, there is no single assessment that would be appropriate for all students with deaf-blindness. Neither are there standardized tests for those with deaf-blindness. The most common assessment utilized by our state deaf-blind teachers is the *Communication Matrix. Communication Matrix* data was gathered by student raw scores and sorted by assessment date. Data was collected across three school years. Comparative data reflects yearly growth. Students with deaf-blindness may vary in the level of growth or even regression during the school year due to varying levels of disabilities. As a result, scores may fluctuate significantly at any given time.

The following chart depicts the comparison of growth of students assessed across three school years:



The following chart shows the highest, average, and lowest raw score for each year:



These wide ranges are indicative of the diversity of the population. A few students have degenerative conditions. The support provided to families and teams by Deaf-Blind Services in these situations is particularly critical in determining and implementing supports to mitigate the effects of these difficult situations. Conversely, spurts of growth, improvements in health, a change in service pattern, or a change in educational environment may result in incredible growth for a student

Fewer than 5% of enrolled students left Deaf-Blind Services during the year. Those who did leave services moved out of state or passed away. However, the total number of children served by the program has increased by 6%. Increasing numbers of students are being identified at an earlier age. Careful collaboration with the USDB Parent Infant Programs and access to the BabyWatch child and data tracking system are responsible for this increase in early identification.

The motto of Utah's Deaf-Blind Services "The main thing is to keep the MAIN THING (the children) the main thing." To better understand children who are deaf-blind, the following link has been provided.

Catch a glimpse of the Main Thing: http://animoto.com/play/0d1wgyuR6mTnVZBZ6DLlng

Utah Schools for the Deaf

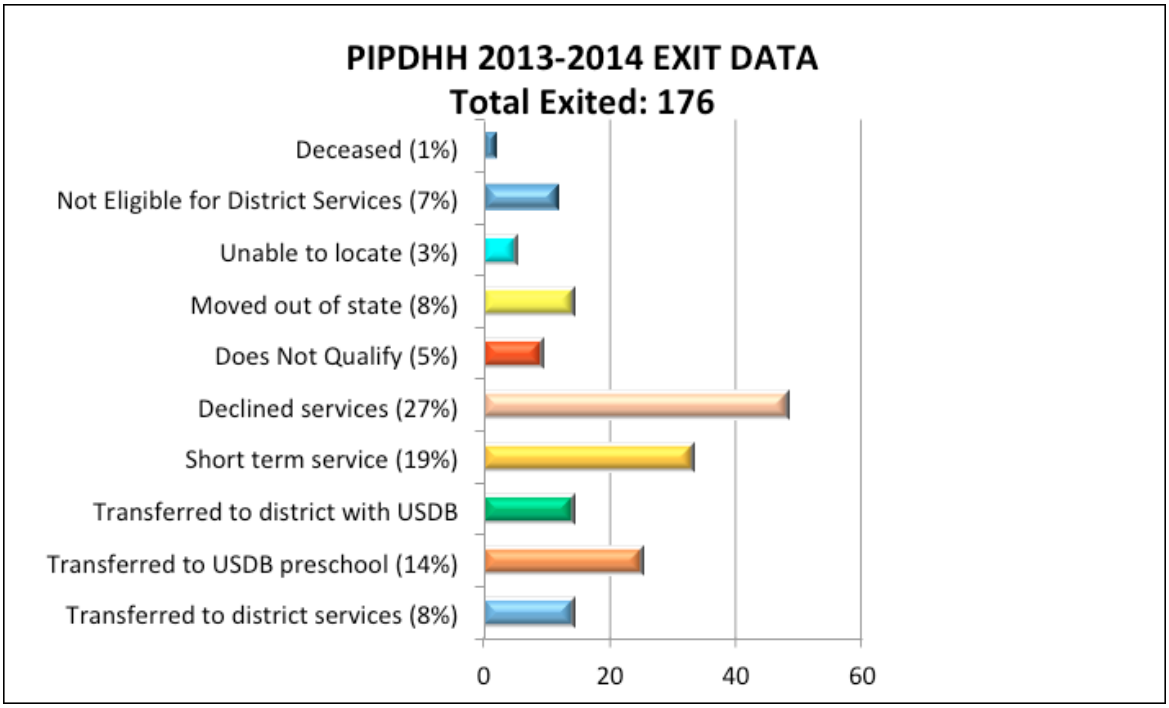
The Utah Schools for the Deaf (USD) provides services to deaf or hard of hearing students throughout the state through a variety of programs. USD is comprised of five very diverse programs. The Parent Infant Program (PIPDHH) provides services in the home to families of infants who have a hearing loss across the state. Deaf South provides services for school age children living from Orem, eastern Utah, to the southernmost point of the state. This program provides services through itinerant teachers and self-contained classrooms in district classrooms. Because of the vast geographic range, this program must address students with diverse communication modalities. Deaf Central focuses on a Listening and Spoken Language approach in magnet classrooms that draw upon students using a spoken language approach for communication from throughout the Salt Lake Valley. Deaf Central also provide itinerant services within the local districts for students in mainstream settings. The Salt Lake Campus/Jean Massieu School of the Deaf (JMS) is a campus based dual language program in the Salt Lake Valley focused on meeting the needs of deaf students utilizing American Sign Language/English for all instruction. Value is placed on a Deaf identity and interacting in both the deaf and hearing environments. Finally, the Ogden Campus/Kenneth Burdett School of the Deaf (KBS) provide services for the northern part of the state. KBS has campus based, magnet classrooms, itinerant services and post high school/residential students. As you can see, USD offers comprehensive services from birth to 22 in a variety of formats that are necessary to meet the diverse needs of deaf or hard of hearing students throughout Utah.

The Parent Infant Program for the deaf or hard of hearing (PIPDHH)

The Parent Infant Program for the deaf or hard of hearing serves children who are deaf or hard of hearing children ages zero to three and their families throughout the state of Utah. PIPDHH serves each family through collaboration with Baby Watch Early Intervention system according to IDEA Part C federal regulations. PIPDHH has the unique privilege to provide Deaf Mentor services to families and children who feel that ASL/English is the most effective communication approach for their child and family. This service is provided to children who started Deaf Mentor services while enrolled in PIPDHH and continues for a total of three years, serving children even after their third birthday to ensure that a full three years of ASL/English instruction is provided to any family who is using ASL/English with their child.

PIPDHH also works in collaboration with the Newborn Hearing Screening Committee and hospital staff/Audiologists to follow-up on children identified by the initial well-baby hearing screening and initial neonatal intensive care unit (NICU) or in-hospital screenings. Other audiology services are provided for the early intervention population through an ongoing collaboration between private medical providers and USDB related service providers as well as clinical support through the Children with Special Healthcare Needs initiative. PIPDHH also receives referrals from Early Intervention programs, doctors, audiologists, and private parties. PIPDHH averages more than 23 referrals each month.

During the time period of June 1, 2013 to May 31, 2014 PIPDHH served 440 children and their families. PIPDHH exited a total of 176 children. Below is a graphic representation of the exit data collected for the program. The reason for exit is given by each color designation.



USD Outreach Services

USD has 18 outreach teachers serving 431 deaf or hard of hearing students throughout the state. These teachers provide direct services to students on a regular basis, while meeting the needs of others through a consultant model.

Outreach teachers provide in-service training to general educators, consult with district personnel, support peer interactions, provide specialized materials, and collaborate with parents and families. Their services also include administering assessments, attending IEPs, preparing appropriate lessons to meet IEP goals, and collecting data to monitor progress. Outreach teachers are certainly an important part of the USDB program.

Assessment data for these students are tracked by the school district or charter school in which they are enrolled.

Post High School (STEPs) /Residential Program

Supported Transition Extension Program (STEP) is designed to teach independent life skills needed for personal growth while preparing for a career or college. USDB's Transition Program serves students ages 16 to 21. The program is designed to help deaf and blind students become contributing members of society while developing positive relationships within the community. The STEP program is intricately weaved into the residential program with many classes, activities, and learning opportunities being held after school hours. The STEP program has one full time instructor and one job coach for the deaf/hard of hearing students. The Residential program employs 5 DIA II positions and one transition counselor.

To monitor student progress the implementation of a formative assessment was given fall semester to determine a baseline of student abilities in the areas of budgeting, application/resume writing, work ability, cooking, community travel, and higher education placement. With constant evaluation and utilizing this assessment tool, the STEP/Post High teacher, job coach, and all residential staff were able to track progress of each student and work with each student on an individual basis to facilitate growth. Students were given a summative test during the spring semester to show student achievement in the designated areas. Overall, there was a 40% increase of student achievement from the 2012-2014.

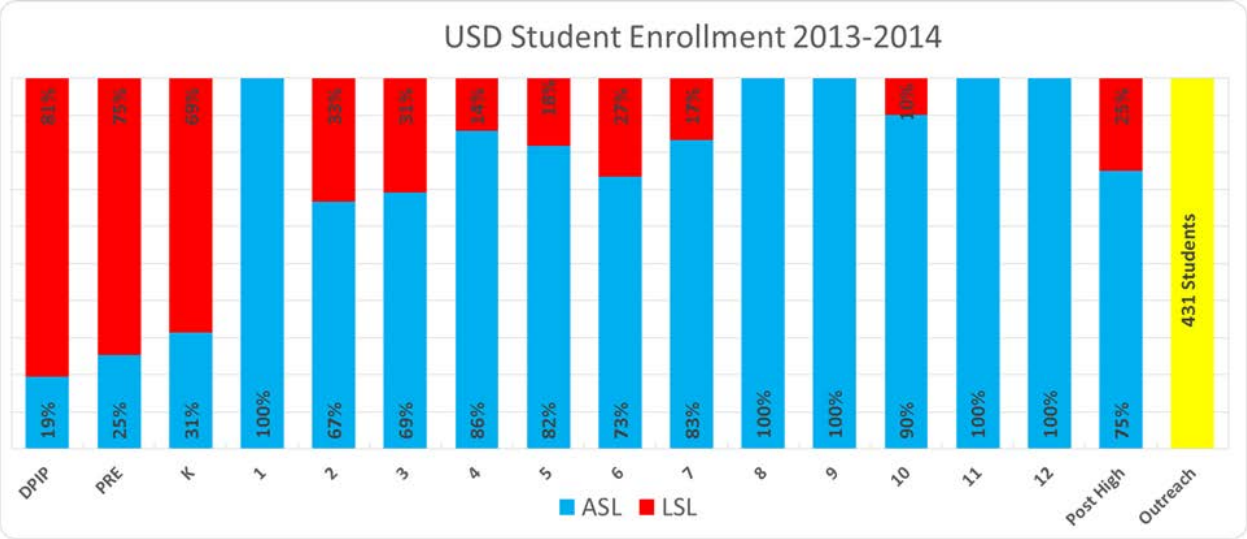
Self-Contained and Magnet Classrooms

Self- contained and magnet classrooms are located within KBS, JMS, Deaf Central, and Deaf South programs. Some of these classes use an ASL/English approach and others use a Listening and Spoken Language (LSL) approach. These populations are discussed holistically and by modality below.

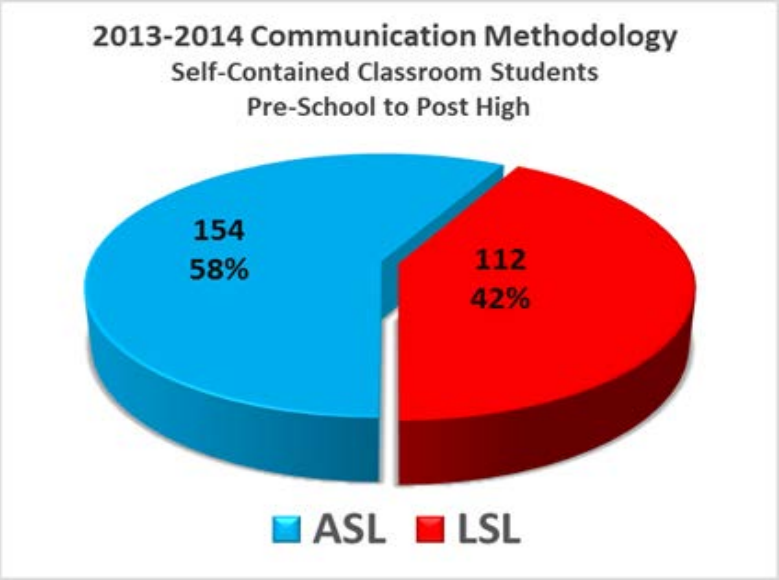
One measure of success for the Utah School for the Deaf (USD) programs is the number of students that are on competitive grade level and functioning comparable to their hearing peers.

The majority of children using LSL transition out of intensive USDB services by 5th grade and have either mainstreamed back to their neighborhood schools or transferred to an ASL/English classroom.

The chart below is a representation of our current enrollment; which reflects this trend:



The goal for the American Sign Language/English (ASL/English) program is to develop socially well-adjusted adults that meet college and career ready standards and are successful in the world around them. Therefore, students often maintain placement within USDB throughout their educational career in order to receive academic instruction in their first language, promote a Deaf culture and identity, and have direct communication with their teachers and peers. The chart below reflects enrollment in the self-contained Preschool through Post High School classrooms based on communication modality throughout the state.



USD Campus and Magnet Classrooms Student Outcomes

Consistent with the "Promises to Keep" initiative of the Utah State Board of Education, USD is committed to effective assessment to inform high quality instruction and accountability.

In addition to individualized diagnostic and achievement testing, USD students were all involved in the Utah Comprehensive Accountability System (UCAS) and School Grading Accountability Systems. Some students participated in the Utah Alternative Assessment (UAA). Students receiving itinerant services are tested as part of the district-wide assessment system. Students attending USD campus or magnet schools are assessed and tracked by USD.

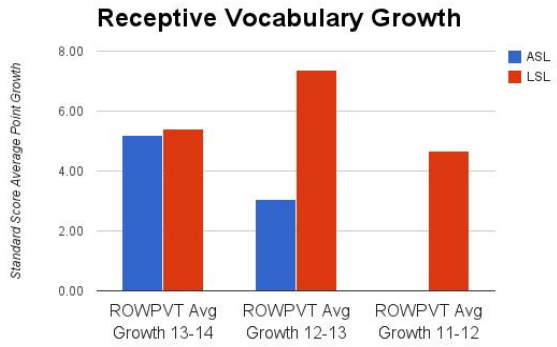
Students in these classrooms receive services through an Individualized Education Program or 504 plan with a focus on the Utah Core Standards. Students who are deaf or hard of hearing are encouraged to engage in ASL/English development, LSL training, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. The educational program for each student is customized to meet their unique learning needs. USD monitors student growth in language, reading, and math.

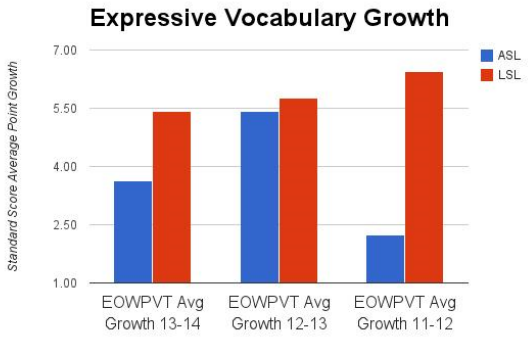
Language Vocabulary Assessment

Academic competency is contingent upon language proficiency. USD measures language development on an on-going basis. A majority of USD students are enrolled in the early childhood and early elementary grades.

Expressive and receptive language vocabulary for each child is measured to determine language growth. Other aspects of language are measured individually with informal measures that assist in deriving individual language outcomes and vary from student to student based need, age and communication modality. Because of the diversity of these assessment tools, they will not be reported here. Some standardized measures have included the *Oral and Written Language Scales (OWLS)*, *Preschool Language Scales - 5th edition (PLS-5), Preschool-Clinical Evaluation of Language Fundamentals (CELF-P), Bracken* and *Peabody Picture Vocabulary Test (PPVT).* Informal measures have included ASL Developmental Rubrics, the *MacArthur Communication Development Inventory: Words, Gestures, and Sentences*, *SKI-HI Language Development Scale and Cottage Acquisition Scales for Listening*, *Language and Speech (CASLLS)* and the *Teacher Assessment of Spoken Language (TASL).* These measures are used to show student growth and to assist teachers in writing specific language goals for each child.

The following charts illustrate vocabulary development trends using the *Receptive One-Word Picture Vocabulary Test (ROWPVT)* and the *Expressive One-Word Picture Vocabulary Test (EOWPVT)*. Each chart illustrates how our students are doing in comparison to grade level expectations. Using a standard score, if a student makes one years growth in one years time. The standard score would remain static. If





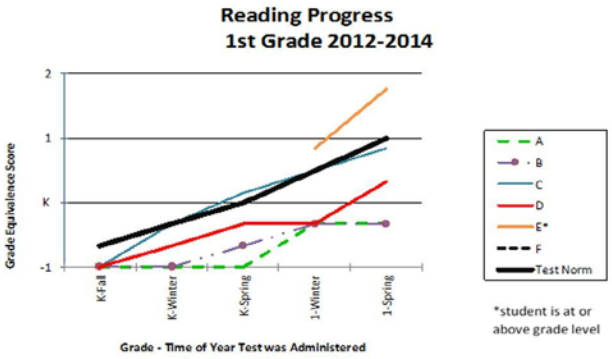
a student makes more growth than what is expected, then the standard score increases. In the graphs below you will note that students have made more than one years growth in one years time in the area of receptive and expressive vocabulary every year since 2011.

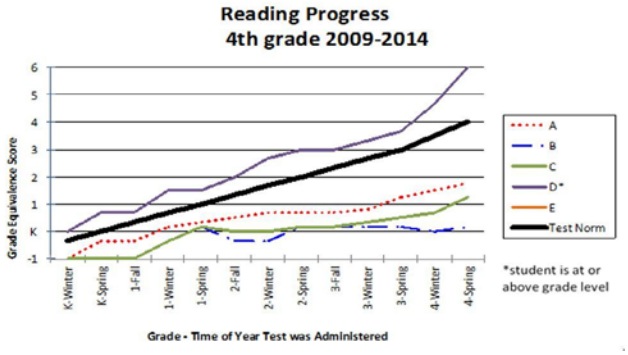
During the 2012-2013 school year USD implemented the "*Measures of Academic Progress" (MAP)* assessments. This assessment is administered in the fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in mathematics, reading, and writing. As noted by the trend lines, students are making continual progress and growth in the areas of reading, language usage (writing), and math.

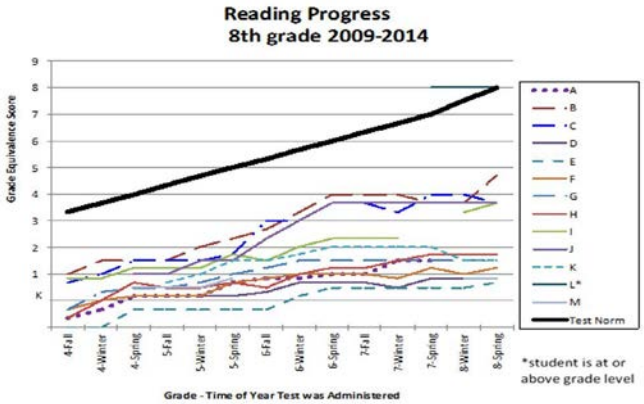
Literacy

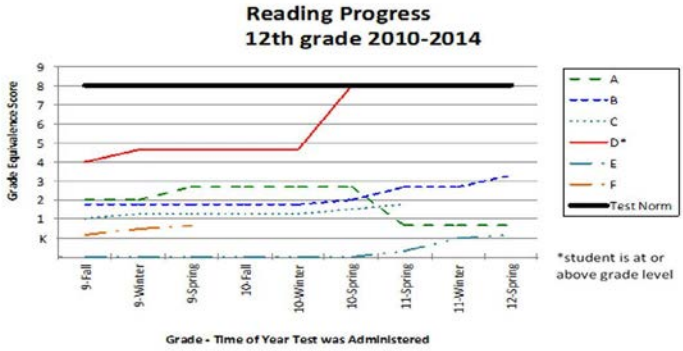
Literacy is the desired outcome for every student in our programs. In accordance with Utah State Code and State Board Rule, USD evaluates the reading levels of students throughout the year. For those students in a LSL program teachers are able to use the D*ynamic Indicators of Basic Early Literacy Skills (DIBELS)* assessment tool. The ASL/English programs use the *Fountas & Pinnell Reading Inventory*. These tools provide an in-depth understanding of the students' abilities in reading. These scores are monitored and reported throughout the year by USD.

Because of varying abilities between students and the small number of students' in each grade level for any division, an average score for student growth can be misleading.





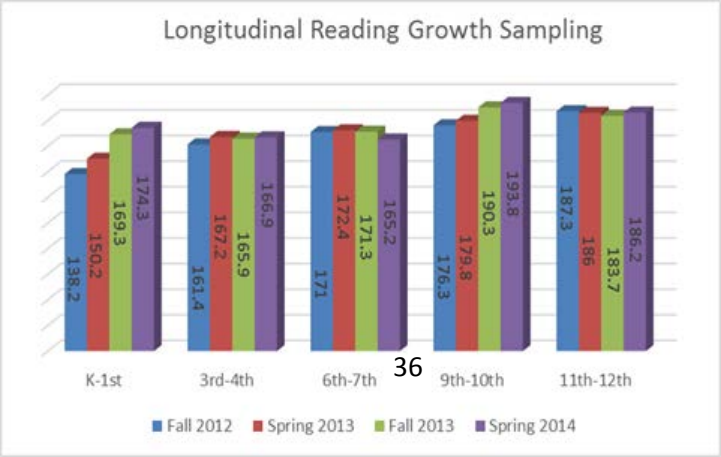


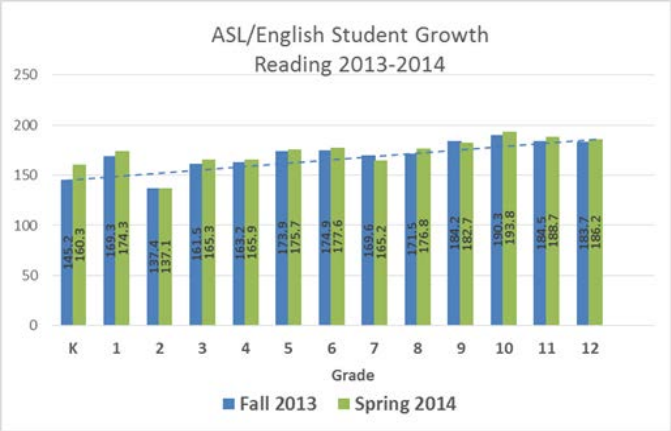


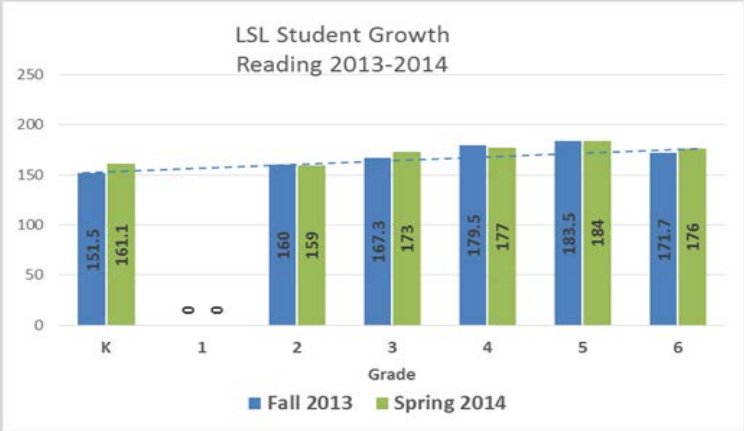
These graphs are samples of individual reading data collected over a number of years for in one program. Each line represents a student's reading level in comparison to grade level expectations for a given year. You will note that all students are making progress, although at varying rates.

In addition to these measures, the *Measures of Academic Progress (MAP)* evaluated the reading and language usage (writing) of our students. The following charts reflect longitudinal growth over two years by groups of students beginning in the fall of 2012 through the spring of 2014 using this tool.

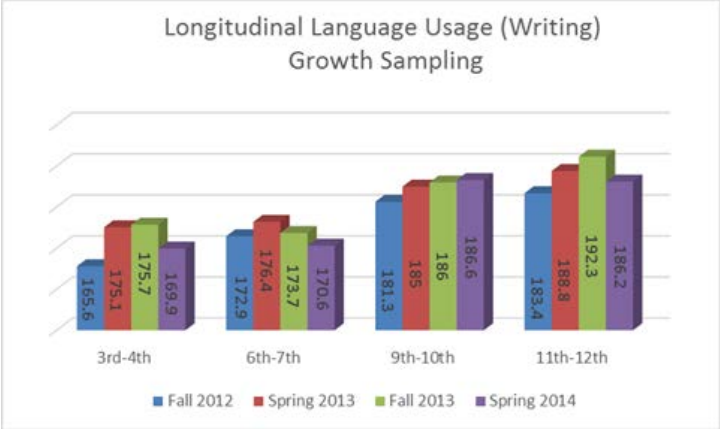
Reading testing includes phonics, vocabulary, and comprehension of Purposes and Strategies and Features of Text. You will note that there is an overall upward trend in reading skills as measured by this assessment tool.

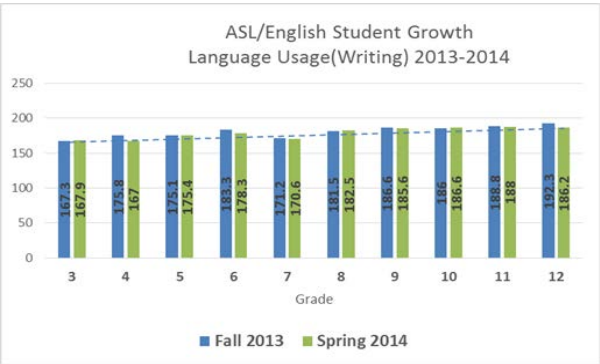


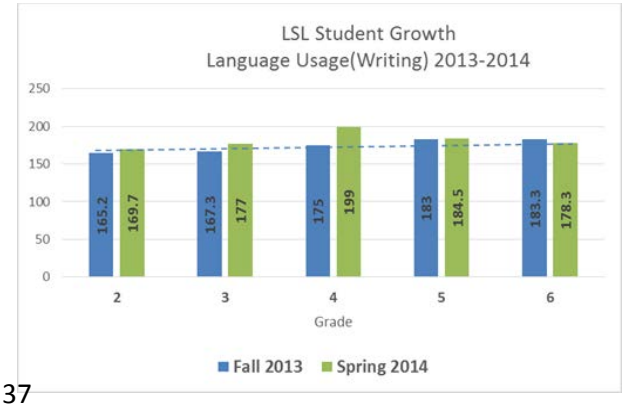




Language Usage testing includes writing to communicate, pre-writing, revising, editing, grammar and a study of literary texts. You will note there is some variability in progress in the area of writing. This is traditionally the most difficult area for deaf or hard of hearing students. Students need a solid foundation in language and good reading skills to promote strong language usage skills in the area of writing.

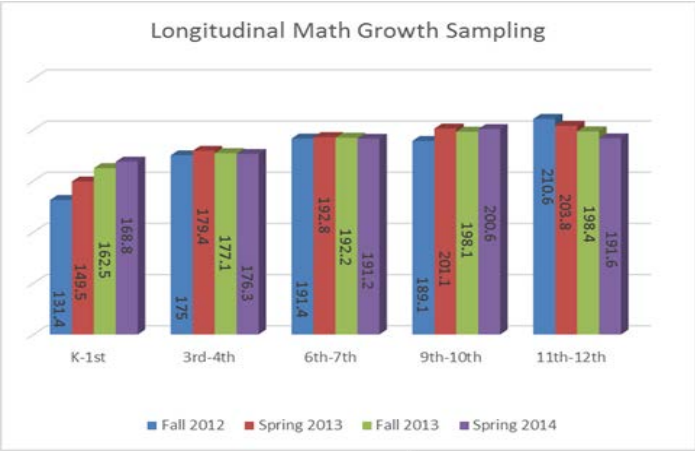


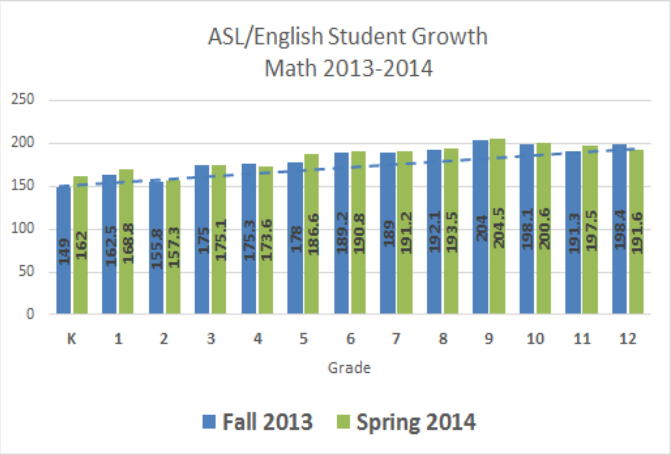


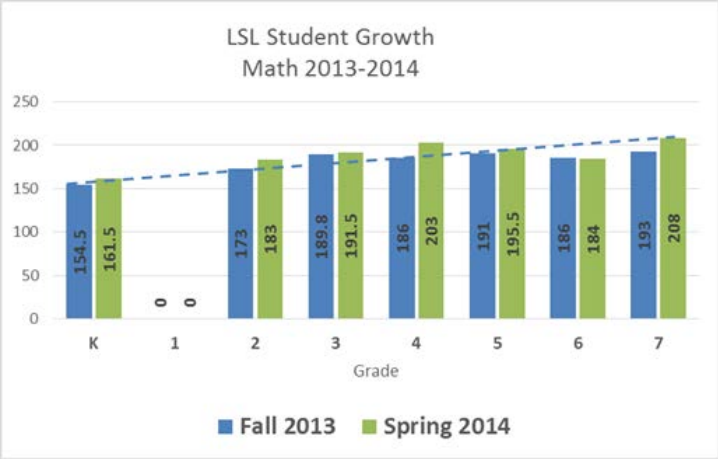


Math:

For our students to be competitive in the job market, it is crucial that our students show academic achievement in the area of math. Our deaf or hard of hearing students are exhibiting growth in this area as noted by the charts below.







Math testing includes Number and Operations, Patterns and Algebra, Geometry, Measurement, and Data Analysis and Probability. As these charts reflect, USD students are making steady growth in the area of math.

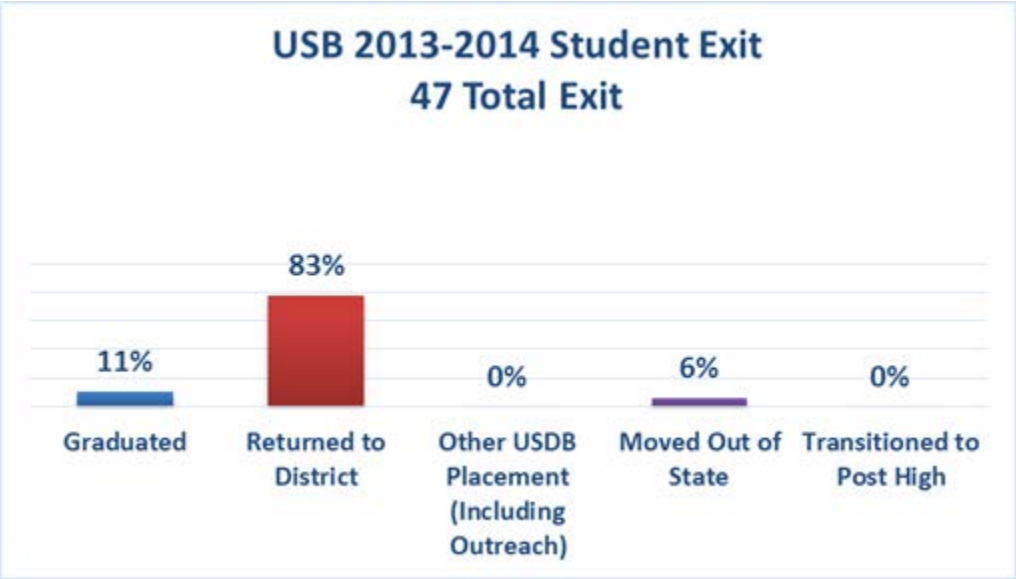
Student Exit Data

Students exit USDB services for a variety of reasons. In many situations services continue through outreach services in their neighborhood schools. Some students remain at USDB in order to receive the intensive instruction that cannot be provided in any other setting or to access the LRE. USDB continues to provide a supportive campus-based transition program for students who are 16 years and older. These USB and USD programs, appropriately called Supported Transition Extension Program (STEP), provide older students opportunities to live on campus and attend local high schools, community colleges, or work experiences specific to their independent living goals.

School Age USB Exit Data

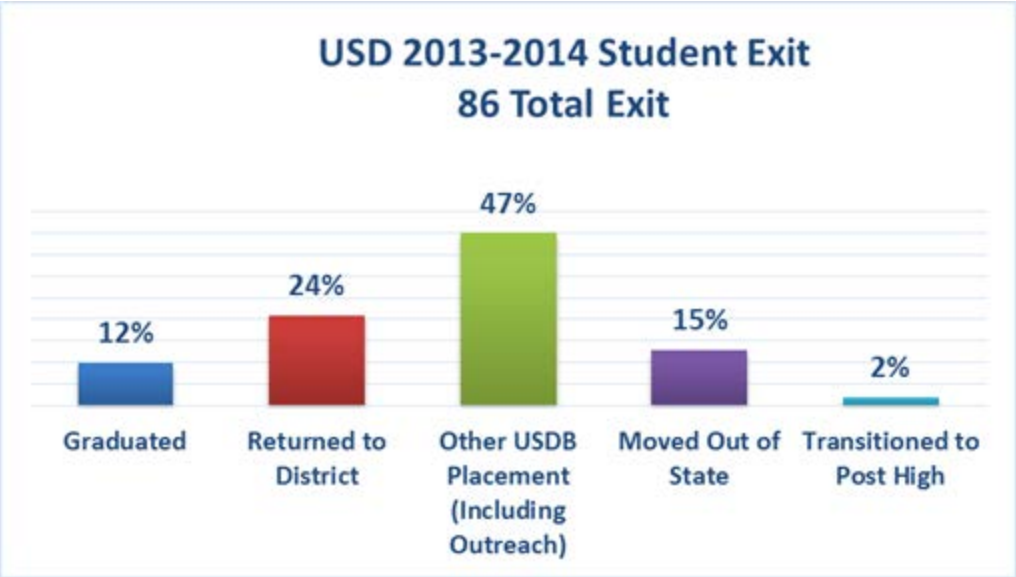
The majority of students exiting the USB program return to a school district or charter school classroom in the LRE, close to home. Some students return to the general education classroom with some school district or charter school special education support, other students return with no special education support required, and some are placed in a special education classroom with full supports.

The graph below is a representation of students exiting our program or transitioning to another USB program during the 2013-2014 school year.



School Age USD Exit Data

The majority of children using Listening and Spoken language who are deaf or hard of hearing transition out of intensive USDB services by 5th grade and have either mainstreamed back to their neighborhood schools or have transitioned to one of our ASL/English programs. The goal for our ASL/English students is to become socially well-adjusted adults that able to thrive in the hearing and deaf environments. Therefore, most students maintain their placement with USDB throughout their educational career in order to receive academic instruction in their first language and have direct communication with teachers and peers.



Exit and Transition Survey Information

Implemented during the 2012-13 school year, the new *USDB Exit & Transition Survey* provides valuable information from students and families across the state. Surveys were designed to supply feedback about USDB services, provide information on the progress of past USDB students, and to act as an avenue for student/parent comments and suggestions. Survey solicitations were sent to students who exited, graduated, or transitioned from USDB services during the last four school years.

During the 2013-14 school year, the schools reviewed the USDB Exit & Transition Surveys and are currently in the process of gathering additional information from former students and families who graduated, moved or transitioned to other district or charter school programs.

The following input was provided by exited USDB students:

“I was a USDB student my whole life, I had a TVI in Salt Lake and an O&M instructor. I attended the USDB short term, summer camp and junior blind Olympics every year. USDB has taught me many things, to take control of your own education and to take initiative.”

“I learned Braille and also learned how to use a cane. They brought us skiing, sledding, horseback riding and swimming. I learned how to cook and do my own laundry and many more things. “

“I am at the University of Utah studying to be a teacher of the blind, I'm helping out with short term and hoping to one day help out with summer camps and get more students involved because USDB saved me.”

“USDB got me to come out of my shell and do theater, Goalball, choir and many other things, the staff was there to cheer me on throughout my schooling and they are still there if I have any questions.”

“I met my best friend through the summer camp and I have so many people I look up to there. I want to give back to USDB and help as much as I can.”

“[PIPBVI provider] has been amazing for me and my daughter. She has provided many suggestions and activities to help her. She has also been an amazing support system. [Provider] is kind and patient and works really hard to help [my daughter] make improvements. We love her!”

“We were given a number of exercises to use on him that seem to motivate and enhance his ability to see. She was great at explaining what each exercise did and gave us recommendations around the house to enhance his interactions with us. (PIPBVI)”

“[PIPBVI provider] is excellent! We really enjoy when she comes out to work with [our son]. We are also very optimistic about his progress…he has improved significantly. Many thanks to the wonderful people I have met and will continue to work with during this journey.”

Future Tracking of USDB Students

Nearly all children beginning services with USDB in the Parent Infant Program (PIP) transition to their local schools. USDB considers children who began their educational programs in PIP as our “alumni.” We are interested in their growth as they proceed through their educational careers, to see if the foundation provided by USDB contributes to student success.

Infants and Toddlers enrolled in USDB PIP program are part of the Utah Department of Health, BWEIP and are given a student ID number. Through the efforts of the Special Education Section of USOE, USDB “alumni” are now being tracked as they proceed through statewide testing.

USDB will be implementing longitudinal tracking for students who participate in the Student Assessment of Growth and Excellence (SAGE). Our students participated this year in the first testing sequence of SAGE and we will begin monitoring student achievement data. Longitudinal data will be available after the second year of SAGE testing.

Some USDB students participated in the Utah Alternate Assessment if they are considered a student with significant cognitive disabilities. Scores for 2013-2014 are unavailable at this time. Once scores become available, we will be able to provide a comparative analysis for student achievement in this area.

Description of the Activities of the Superintendent, Associate Superintendents, and Collaboration & Cooperation Efforts

Superintendent:

CONFERENCES & ASSOCIATIONS:

- American Association of School Administrators (AASA) - attended national convention and training, superintendent member
- University of Utah forum for the engaged executive director - selected and attended Fall 2013
- Conference Educational Administrators of Schools and Programs for the Deaf (CEASD) – attended national conference and training, superintendent member
- Utah Special Education Law Conference – Ogden, UT
- Deaf-Blind conference – Salt Lake City, UT
- Alexander Graham Bell Association for the deaf or hard of hearing – member
- Utah School Superintendent's Association – attends monthly meetings and scheduled trainings

COLLABORATIONS & COMMUNITIES:

- Utah Schools for the Deaf and the Blind Advisory Council – facilitates, attends, and reports at monthly meetings
- Coordinating Council for People with Disabilities (CCPD) – attends monthly meeting, incoming chair
- Utah Foundation for the Blind – attended annual fundraising event
- Utah State Office of Education (USOE) – Executive Leadership Team, weekly – Leadership Council, monthly – Leadership Briefings, monthly
- Legislative Coalition for People with Disabilities (LCPD)
- Deaf-Blind Advisory Council – three meetings per year
- Utah State University/USDB collaboration meetings – quarterly

OTHER ACTIVITIES:

- Utah Legislature – advocates and reports on behalf of USDB, attends interim education committee meetings
- Liaison with all other state agencies and divisions
- Utah State Board of Education – reports quarterly, attends all meetings
- Utah State University, U of U and USDB collaboration meetings – completed memorandums of understanding
- USDB Education Foundation – establishment and development

Associate Superintendent for the Blind, Visually Impaired and Deaf-Blind:

CONFERENCES & ASSOCIATIONS:

- American Printing House for the Blind (APH) - Ex-Officio Trustee- Louisville, Kentucky
- Council of Schools for the Blind (COSB) – Louisville, Kentucky
- Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) - state fall conference
- Utah Deaf-Blind Project Advisory Committee
- Braille Literacy Advisory Committee
- Utah Special Education Administrators Meetings (USEAM)
- National Federation for the Blind – State Conference
- Utah Council for the Blind – State Conference
- Utah Special Education Law Conference
- Utah Personnel Development Center (UPDC)
- Utah Coalition for Educational Technology (UCET)

COLLABORATIONS & COMMUNITIES:

- USDB School Community Council
- USDB & Parent Curriculum Review Committee
- Utah Personnel Development Center
- Utah State Office of Education
- University of Utah, Department of Special Education - collaborations and Memorandum of Understanding
- Utah Foundation for the Blind
- National Federation of the Blind - Bell Program
- Utah Work Initiative Network
- Utah Industries for the Blind
- Division of Services for the Blind and Visually Impaired Collaboration and Memorandum of Understanding
- Utah Education Network
- Moran Eye Center (Ophthalmological Exams)
- Utah Parent Center

OTHER ACTIVITIES

- AIR/SAGE review for Braille/low vision accessibility
- Utah State Board of Education & USDB Sub-Committee Meeting
- Utah State Office of Education Sponsored Trainings and Professional Development
- Utah Health Department Baby Watch collaboration meetings
- Baby and Toddler Online Tracking System (BTOTS) Training
- Teachers of the Visually Impaired Trainings for Classroom and Itinerant Teachers

Associate Superintendent for the Deaf or Hard of Hearing:

CONFERENCES & ASSOCIATIONS:

- Council for Exceptional Children (CEC) Conference - Philadelphia, PA
- Alexander Graham Bell Association for the Deaf – Orlando, FL
- Utah Personnel Development Center (UPDC)
- Utah Council of Administrators of Special Education (UCASE)
- Utah Special Education Law Conference - Ogden, UT
- National Summit on Deaf Education / CEASD – Tucson, AZ
- Early Hearing Detection and Intervention (EHDI) – Jacksonville, FL
- Mountain States Deaf Education Summit- Ogden, UT (USDB hosted)

COLLABORATIONS & COMMUNITIES:

- Utah Special Education Administrators Meeting (USEAM) – attends regularly scheduled meeting
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
- USDB Community Council – School Land Trust committee
- Legislative Coalition for People with Disabilities (LCPD)
- UPDC collaboration meetings with USDB Directors & UPDC personnel
- USU collaboration meetings – quarterly
- U of U collaboration meetings
- Met quarterly with Utah Association for the Deaf (UAD), JMS Director meets monthly.
- PTA at JMS and KBS
- Utah Special Education Administrators Meetings (USEAM) - attends regularly scheduled meetings.

OTHER ACTIVITIES:

- USDB Advisory Council – attends and reports at monthly meeting
- Northwest Accreditation Commission (NWAC)– awarded 5 year accreditation
- University of Utah, Department of Special Education – collaborations and Memorandum of Agreement
- Mountain States Deaf Education Summit – Will be held on an annual basis beginning summer 2013 (Utah, Colorado, Montana, Arizona, Idaho, and Wyoming)
- Hands and Voices Utah Chapter
- USBE & USDB Committee Meeting
- Discovery trips to The Moog Center for the Deaf and the Central Institute for the Deaf (St. Louis) and The Anchor Center for the Blind (Denver)
- Utah Valley University presentation
- Salt Lake Community College presentation
- Student Tracking Meeting with Glenna Gallo
- Utah Health Department Baby Watch
- Baby and Toddler Online Tracking System (BTOTS) Training
- Utah Personnel Development Center Consortium Meetings
- AIR/SAGE review for accessibility
- Round table BVI and DHH in Salt Lake City (USOE & UPDC)

Parent, Constituency and Advocacy Group Activities

Utah Code 53A-25b-201 requires USDB to report on activities involving parents, constituency and advocacy groups in the governance of the school. USDB continually strives to involve and collaborate with parents, constituency and advocacy groups through various councils, committees, associations as well as through collaboration efforts. These have included:

- School Community Council that approves the School Improvement Plan, the School Land Trust Plan, reading achievement plans and professional development plans.
- Curriculum review committees, and participate in parent/teacher associations.
- Involvement of parents in special programs and activities held throughout the school year and summer months.
- USDB's Advisory Council involves constituency groups such as; parents of students who are blind, deaf and deaf-blind; representatives from the blind, deaf, and deaf-blind communities; as well as colleges and university programs, district representatives and professionals in associated fields, as well as a USDB teacher representative.
- USDB works with the Utah Association of the Deaf and the Deaf-Blind Project Advisory Committee in order to combine efforts to strengthen outcomes for the students.
- Braille Literacy Advisory Committee to promote braille literacy statewide.
- Collaboration and partnerships with advocacy groups.

Appendix

USIMAC Annual Report

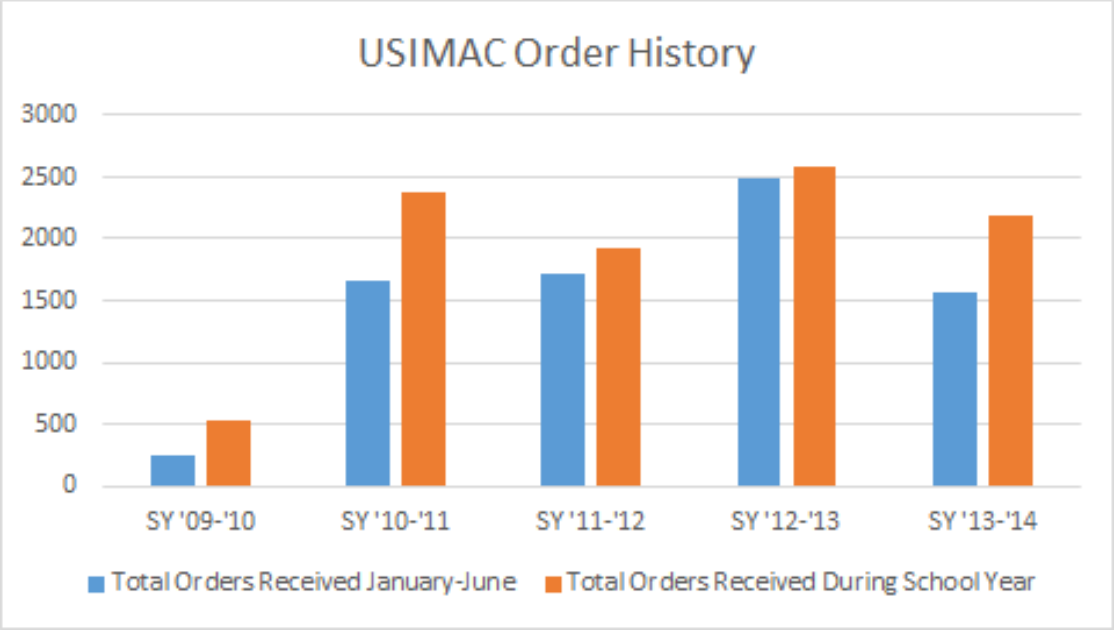
The Utah State Instructional Materials Access Center (USIMAC) has been established to aid local education agencies in meeting the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) for the provision of accessible instructional materials. The USIMAC offers opportunities for students with print disabilities (including blindness and visual impairment, physical disabilities, and other diagnosed reading disabilities) to gain increased access to the general curriculum by making available instructional materials in alternate formats.

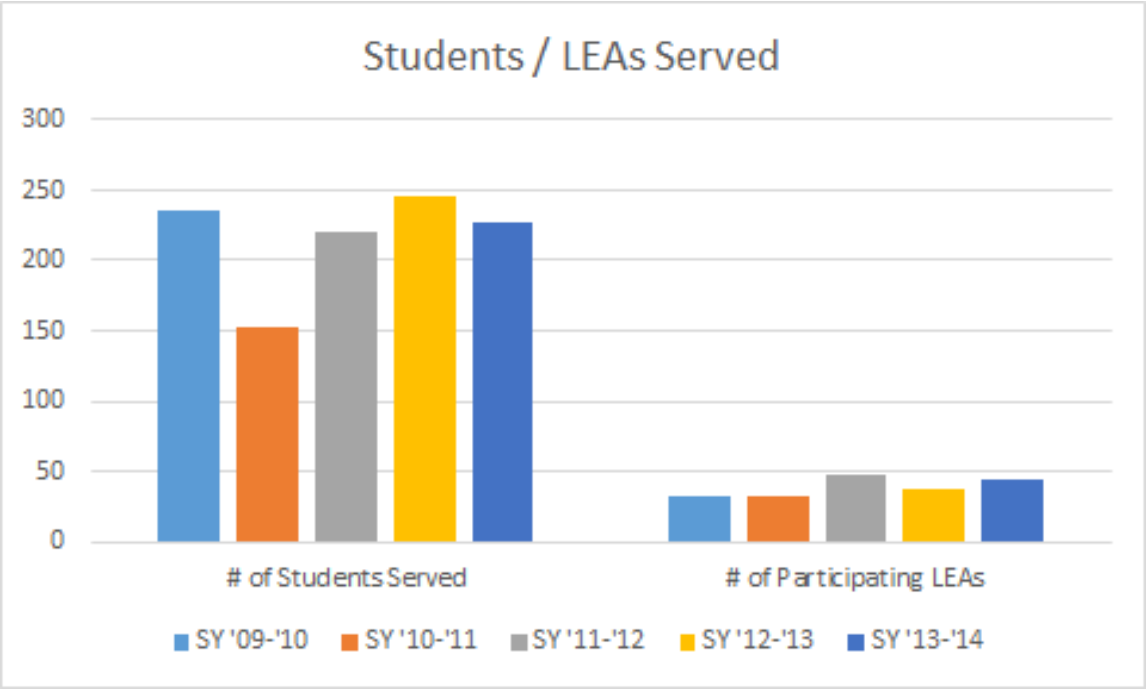
USIMAC services are available to K-12 students throughout the state of Utah. Once a student has been verified as eligible for accessible instructional materials, all of their textbooks are available in the format that best fits their learning need. During the 2013-2014 Fiscal Year, USIMAC has completed materials for 227 students in 45 different school districts and charter schools.

USIMAC produces textbooks in a variety of formats, with staff specially trained for the requirements of each production type. USIMAC employs three LOC Certified Braille Transcribers, two Braille Proofreaders, four Braille Proofreader Aides, one Alternate Format technicians, one Project Coordinator/Tactile Graphic Producer, one Tactile Graphic Producer, two Customer Service Reps, one Shipping Technician, and one Ordering Assistant. USIMAC has also developed a Preferred Braille Network (PBN) which includes Braillists from all over the country who aide in the production of textbooks on an as-needed basis to assist with demand. While that network grew to 33 Braille transcribers at one point last year, we have since weeded the list down to work only with those who produce the highest quality of Braille. We have set a standard throughout the country on the quality of our Braille and require all those working for USIMAC to meet that standard.

Since the USIMAC program first began, the demand for materials continues to increase annually. The Utah State Office of Education stepped in during the 2011-2012 school year to provide a “Test Period” for orders needed during the 2012-2013 school year. During this test period LEA’s could receive their needed materials for the upcoming school year at no cost if materials were ordered between January 2012 and June 2012. This proved to be a great service for LEAs as many of the USIMAC materials are very costly. As a result of this “Test Period,” more students needing USIMAC services were identified and had their needs met. Since the successful “Test Period,” USIMAC and the USOE have developed a new cost-sharing option that LEAs can opt-into each year to help cover the costs of the program that are not covered in the $490,000 provided by the Legislature to operate USIMAC. This cost-sharing option has helped ensure that no student is without their needed materials.

Moving forward, the USIMAC is looking to expand the ability to serve students more quickly and efficiently. We have added the use of the SAP Business One software and Data Collect production module to assist with more effective production, better tracking of orders, and higher quality of customer service. The USIMAC will be working towards having an online ordering module in place before the next ordering season to streamline the time consuming order entry process and provide customers with a more regular update of their orders. The USIMAC has also begun the process to work with the Utah Prison in developing a Prison Braille Program. This will help to cut costs of Braille production and speed up the turnaround time that customers can expect from their orders.





Educational Resource Center (ERC)

The Educational Resource Center (ERC) provides information, technology, materials, instructional support, and professional learning opportunities which assist Utah children with sensory impairments in reaching their maximum potential. The ERC works to facilitate access to materials, information and training for teachers and parents of children with sensory impairments throughout the state of Utah.

The ERC serves 790 patrons throughout the state. Accounts are available to all USDB employees and students, to teachers of students with sensory disabilities working in Utah districts and charter schools, to university students, and to parents. The total ERC collection contains 67,992 items. The ERC has a yearly circulation of 28,392 items checked out to Patrons with requests coming in daily.

In addition to providing materials, the ERC provides support on the selection and use of curriculum, instructional supports, and instructional materials to meet the unique needs of students with sensory disabilities. The ERC responded to over 2,000 of these support requests during the year. The ERC also conducts a special weekly sensory story time that follows the Utah Core Standards for library skills as well as a weekly library time. There are currently 70+ students attending these per week.

USDB End of Year Financials

Utah Schools for Deaf and the Blind
Statement of Net Position
June 30, 2014

	Operations FUND 9215	Donation FUND 9214	FY 2014 YTD
ASSETS			
Current Assets			
Cash and Cash Equivalents	$ 3,442,387.71	$ 481,932.25	$ 3,924,319.96
Accounts Receivables, net	650,933.05	-	650,933.05
Due From Primary Government	121,170.51	-	121,170.51
Total Current Assets	4,214,491.27	481,932.25	4,696,423.52
Noncurrent Assets:			
Capital Assets:			
Vehicles	16,031.95	-	16,031.95
Buildings and Improvements	18,794,036.12	-	18,794,036.12
Machinery and Equipment	2,494,458.92	-	2,494,458.92
Software	45,142.00	-	45,142.00
Less Accumulated Depreciation	(7,768,789.86)	-	(7,768,789.86)
Total Capital Assets	13,580,879.13	-	13,580,879.13
Total Noncurrent Assets	13,580,879.13	-	13,580,879.13
Total Assets	17,795,370.40	481,932.25	18,277,302.65
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Liabilities	1,633,301.31	-	1,633,301.31
Due To Primary Government	313,228.05	-	313,228.05
Unearned Revenue	81,558.51	-	81,558.51
Total Current Liabilities	2,028,087.87	-	2,028,087.87
Total Liabilities	2,028,087.87	-	2,028,087.87
NET POSITION			
Net Investment in Capital Assets	13,580,879.13	-	13,580,879.13
Unrestricted	2,186,403.40	481,932.25	2,668,335.65
Total Net Position	$ 15,767,282.53	$ 481,932.25	$ 16,249,214.78

Utah Schools for Deaf and the Blind
Statement of Cash Flows
For the Fiscal Year Ended June 30, 2014

	Operations FUND 9215	Donation FUND 9214	FY 2014 YTD
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from Title XIX Services	$ 967,210.46	$ -	$ 967,210.46
Receipts from Sales and Charges for Services	5,620,488.00	-	5,620,488.00
Payments for Personal Services and Benefits	(22,122,798.82)	-	(22,122,798.82)
Payments for Contracted Services	(1,226,858.45)	-	(1,226,858.45)
Payments for Pupil Transportation	(3,357,407.65)	-	(3,357,407.65)
Payments to Suppliers/Other Services	(2,964,133.42)	(67,075.95)	(3,031,209.37)
Net Cash Provided (Used) by Operating Activities	(23,083,499.88)	(67,075.95)	(23,150,575.83)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
Receipts From Trust Land Distributions	1,107,080.31	-	1,107,080.31
Receipts From State Appropriations	23,283,200.00	-	23,283,200.00
Federal Grants and Contributions	152,784.58	195,382.18	348,166.76
Net Cash Provided (Used) by Noncapital financing Activities	24,543,064.89	195,382.18	24,738,447.07
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Acquisition and Construction and Capital Assets	(109,756.00)	-	(109,756.00)
Repayment to Energy Revolving Loan Fund	(275,491.41)	-	(275,491.41)
Grant from Office of Energy Development		-	-
Net Cash Provided (Used) by Capital and Related Financing Activities	(385,247.41)	-	(385,247.41)
CASH FLOWS FROM INVESTING ACTIVITIES			
Receipts of Interest and Dividends from Investments	-	1,777.27	1,777.27
Net Cash Provided (Used) by Investing Activities	-	1,777.27	1,777.27
Net Cash Provided (Used) - All Activities	1,074,317.60	130,083.50	1,204,401.10
Cash and Cash Equivalents - Beginning	2,368,070.11	351,848.75	2,719,918.86
Cash and Cash Equivalents - Ending	$ 3,442,387.71	$ 481,932.25	$ 3,924,319.96
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES			
Operating Income (Loss)	$ (24,414,987.44)	$ (67,075.95)	$ (24,482,063.39)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:			
Depreciation Expense	645,368.64	-	645,368.64
Miscellaneous Gains, Losses, and Other Items	-	-	-
Net Changes in Assets and Liabilities:			
Accounts Receivable/Due From Primary Governm	618,756.66	-	618,756.66
Accrued Liabilities/Due to Primary Government	2,118.26	-	2,118.26
Unearned Revenue	65,244.00	-	65,244.00
Net Cash Provided (Used) by Operating Activities	$ (23,083,499.88)	$ (67,075.95)	$ (23,150,575.83)

Utah Schools for Deaf and the Blind
Statement of Revenues, Expenses, and Changes in Net Position
For the Fiscal Year Ended June 30, 2014

	Operations FUND 9215	Donation FUND 9214	FY 2014 YTD
OPERATING REVENUES			
Sales and Charges for Services	$ 4,931,731.56	$ -	$ 4,931,731.56
Title XIX Services	967,210.46	-	967,210.46
Miscellaneous	4,755.78	-	4,755.78
Total Operating Revenues	5,903,697.80	-	5,903,697.80
OPERATING EXPENSES			
Personal Services – Salaries	14,403,092.54	-	14,403,092.54
Personal Services – Benefits	7,802,937.27	-	7,802,937.27
Contracted Services	1,226,858.45	-	1,226,858.45
Pupil Transportation	3,357,407.65	-	3,357,407.65
Travel - In State	707,170.73	-	707,170.73
Travel- Out of State	58,028.81	-	58,028.81
Educational Supplies	253,142.36	-	253,142.36
Training	146,963.22	-	146,963.22
Support Services	215,421.06	-	215,421.06
Other Expenses:			
Rentals and Leases	201,643.92	-	201,643.92
Utilities	263,045.83	-	263,045.83
Facility Maintenance and Operation	352,162.39	-	352,162.39
Data Processing	452,957.73	-	452,957.73
Office Supplies and Equipment	95,989.86	-	95,989.86
Other Administration	136,494.78	67,075.95	203,570.73
Depreciation	645,368.64	-	645,368.64
Total Operating Expenses	30,318,685.24	67,075.95	30,385,761.19
Operating Income (Loss)	(24,414,987.44)	(67,075.95)	(24,482,063.39)
NONOPERATING REVENUES			
Investment Earnings		1,777.27	1,777.27
Trust Lands Distributions	1,107,080.31	-	1,107,080.31
Federal Grants and Contributions	152,784.58	-	152,784.58
Private Contributions		195,382.18	195,382.18
Total Nonoperating Revenues (Expenses)	1,259,864.89	197,159.45	1,457,024.34
Income (Loss) before State Appropriatior	(23,155,122.55)	130,083.50	(23,025,039.05)
State Appropriations	23,283,200.00	-	23,283,200.00
Change in Net Assets	128,077.45	130,083.50	258,160.95
Net Position - Beginning	15,639,205.08	351,848.75	15,991,053.83
Net Position - Ending	$ 15,767,282.53	$ 481,932.25	$ 16,249,214.78

Average Estimated Cost Per Student

UTAH SCHOOLS FOR THE DEAF AND THE BLIND
Average Estimated Cost per Student

		School Year 2013-2014
(Dec. 1 counts)		
Self-Contained		349
Outreach		1748
Total Students Served		2097
Self-Contained Direct Costs		
	Instruction	22,199.85
	Related Services	9,209.60
	Transportation	8,999.16
Self Contained Direct Cost per Student		**40,408.61**
Outreach Direct Costs		
	Instruction	2,787.22
	Related Services	288.13
Outreach Direct Cost per Student		**3,075.35**
Indirect Costs		
	Administration	1,035.36
	Facility	908.18
	Support Service	1,136.35
Indirect Cost per Student		**3,079.88**
Total Cost per Self-Contained Student		**43,488.49**
Total Cost per Outreach Student		**6,155.24**