

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

Advisory Council Agenda
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84114

Board Room

Date: October 23, 2013

Agenda

(Tab 1)

GENERAL SESSION

4:30 – 4:45 p.m.

1. Welcome and Pledge of Allegiance

4:45 – 5:00 p.m.

2. Public Comments
See footnote for guidelines

ACTION ITEMS

5:00 - 5:15 p.m.

3. CONSENT CALENDAR APPROVAL ACTION ON:
 - A. Advisory Council Retreat Minutes of September 25, 2014 and Advisory Council General Session minutes of September 25, 2014 (Tab 2)
Contact Tamara Flint (801) 629-4712 or tamaraf@usdb.org for more information.
 - B. Vacancy Report for September, FY 15 (Tab 3)
Contact Scott Jones (801) 629-4723 or scottj@usdb.org for more information.
 - C. Donated Account Summary for September, FY 15 (Tab 4)
Contact Scott Jones (801) 629-4723 or scottj@usdb.org for more information.

It is recommended that Advisory Council review and approve the Advisory Council Retreat minutes of September 25, 2014, the Advisory Council General Session minutes of September 25, 2014, the Vacancy Report for September FY 15, and the Donated Account Summary for September FY 15.

5:15 – 5:30 p.m.
4. Trekker Breeze Purchase (Tab 5)

INFORMATION ITEMS

5:30 – 5:45 p.m.
5. FY 16 Building Blocks (Tab 6)

5:45 – 6:15 p.m.
6. Budget (Tab 7)

6:15 – 6:45 p.m.
7. Recruitment Process – Higher Education Chris Bischke

6:45 – 7:00 p.m.
8. Interagency Agreement (Tab 8)

7:00 – 7:10 p.m.
9. Future Agenda Items

7:10 – 7:15 p.m.
10. Other

7:15 – 7:45 p.m.
11. Executive Session (Tab 9)

Public Comment

Individuals are welcome to address Advisory Council. Please advise Tamara Flint (801) 629-4712 or tamaraf@usdb.org in advance with your name and the group you represent. Each person will be limited to three minutes. Total time allotted for public comments will be 15-minutes. Anyone needing more time should make that request in writing and arrange to be on the agenda at the next meeting.

Notice of Procedure to Get on the USDB Advisory Council Agenda

Anyone interested in being on the agenda should contact Chairperson Tony Jepson at (801) 209-8492 / tony@ufbvi.org, Superintendent Joel Coleman at (801) 629-4712 / joelc@usdb.org, or Tamara Flint at (801) 629-4712 / tamaraf@usdb.org. Please do so by the Friday of the week prior to the meeting to allow time for agenda printing and for ample time for brailing materials if needed. Packets are emailed the Monday prior to the meeting.

Notice of Special Accommodation at Public Meetings

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Tamara Flint (801) 629-4712 or tamaraf@usdb.org at least three working days prior to the meeting.

UTAH SCHOOLS FOR THE DEAF AND THE BLIND
Advisory Council Minutes

Utah Schools for the Deaf and the Blind
742 Harrison Blvd.
Ogden, Utah 84404
Conference Room

Date: September 25, 2014

4:30 p.m. - General Session

Attending: Suzy Blackham, Non-Voting Member
Chris Bischke, Voting Member
Richard Gurgel, Voting Member
Melanie Hooten, Voting Member
Tony Jepson, Chair & Voting Member
Donald Liveley, Voting Member
Jenifer Lloyd, Voting Member
Dan Mathis, Voting Member
Sandra Ruconich, Voting Member

Also Attending:

Joel Coleman, USDB Superintendent
Tamara Flint, Executive Assistant

Interpreters:

Andrea Rathbun
Adrienne Davis

Administrative Staff Present:

Jared Felt, IT Director
Tami Gear, Director of Related Services
Scott Jones, Director of Finance
Carolyn Lasater, Associate Superintendent of USB
Hollie Murdock, ERC/USIMAC Director
Michelle Tanner, Associate Superintendent of USD

Also attending:

Lori Bodily, USDBEA
Charity Diven, Parent
Meme Kerr, UAD
Philippe Montalette, UAD
Dr. Larry Taub, UAD

1. Welcome and Pledge of Allegiance

Chair Mr. Jepson welcomed everyone in attendance and had Ms. Lloyd lead the assembly in the Pledge of Allegiance.

2. Public Comments

Philippe Montalette, President of Utah Association of the Deaf provided a handout for Advisory Council members to review regarding the wording in the USDB Vision and Mission statements. Mr. Montalette noted that UAD is here to help and work with USDB. His hope is that USDB will choose to favor the proposals that were recommended.

Meme Kerr, UAD, expressed concerns from community members regarding all the recent changes in the Administrative Staff at USDB. Other concerns relate to Superintendent Coleman's serving in both roles as USDB Superintendent and as the Interim State Superintendent. She also asked what was being done to permanently fill the position of State Superintendent.

Superintendent Coleman noted that over the past months the State Board of Education has gone through a very deliberate process and they have interviewed many different candidates. The Board of Education has narrowed down the candidates to four individuals. Final interviews will take place on Thursday, October 9, 2014. An announcement could be made as early as October 10, 2014. Superintendent Coleman appreciates his staff stepping up during this time, but would like to remind everyone that this is a short term situation.

ACTION ITEMS

3. Consent Calendar

Ms. Lloyd moved to accept the Advisory Council minutes of August 28, 2014, the Vacancy Report for August FY 15 and the Donated Account Summaries for August FY 15. Ms. Bischke seconded. Motion carried.

Dr. Ruconich clarified that there was one change to the minutes regarding the database and accessibility for blind/visually impaired people. Dr. Ruconich will submit the change to Ms. Flint.

INFORMATION ITEMS

4. Budget

Mr. Jones reviewed the Advisory Council Board Report. He notified the Council that USDB is operationally capable as of August 31, 2014, with 13% of the budget spent and 83% of the school year remaining. The Cost Data report was reviewed during the retreat earlier today along with function definitions to help Council members understand the report. Mr. Jones asked the Council if they had any questions regarding the Cost Data report. There were no questions or concerns from the Council.

Mr. Jones reviewed the status of enrichment funds. He noted that there was a large jump in expenses between July and August due to events that took place at the end of FY 14 that have come through in Period 2 of FY 15. Mr. Jones asked the Council if they had any questions or concerns regarding the Enrichment Funds status report. There were no questions or concerns from the Council.

Mr. Jepson thanked Mr. Jones for always being so clear and concise when it comes to the USDB financial statements.

5. Mental Health Presentation

Ms. Stephanie Mathis, ACMHC, and Dustin Bassett, LCSW, presented a powerpoint to the Advisory Council. This presentation defined the importance of school psychologists, school counselors, school social workers and mental health counselors and defined the differences and capabilities of each role. They feel there is a need for one full-time social worker to serve at both the Ogden and Salt Lake USDB locations. A three-phase plan was also provided describing how to make this happen.

A copy of this power point was sent out to each Advisory Council member following the presentation.

6. USDB Vision Statement

Superintendent Coleman appreciates all of the input from various people and organizations regarding the USDB vision statement and will incorporate some of the language that was recommended.

7. Future Agenda Items

Higher Education - Recruitment Process

Mr. Jepson adjourned the meeting at 6:00 p.m.

Tamara A. Flint, Executive Assistant
Utah Schools for the Deaf and the Blind

UTAH SCHOOLS FOR THE DEAF AND THE BLIND
Advisory Council Minutes

Utah Schools for the Deaf and the Blind
742 Harrison Blvd
Ogden, Utah 84404
Conference Room

Date: September 25, 2014

9:00 a.m. - Advisory Council Retreat

Attending: Suzy Blackham, Non-Voting Member
Chris Bischke, Voting Member
Richard Gurgel, Voting Member
Melanie Hooten, Voting Member
Michael Jensen, Non-Voting Member
Tony Jepson, Chair & Voting Member
Donald Liveley, Voting Member
Jenifer Lloyd, Voting Member
Dan Mathis, Voting Member
Sandra Ruconich, Voting Member

Also Attending:

Joel Coleman, USDB Superintendent
Tamara Flint, Executive Assistant

Interpreters:

Jenifer Jackson
Adrienne Davis

Administrative Staff Present:

Karen Borg, Director of PIPBVI
Jared Felt, Director of IT
Tami Gear, Director of Related Services
Gloria Hearn, Director of USB
Mike Hillstrom, Director of KBS
Scott Jones, Director of Finance
Carolyn Lasater, Associate Superintendent of USB
Marilyn Madsen, Director of USD South
Hollie Murdock, Director of ERC/USIMAC

Susan Patten, Director of Deaf-Blind Services
Paula Pittman, Director of PIPDHH
Jennifer Salazar, Director of LSL Central
Michelle Tanner, Associate Superintendent of USD

1. Welcome and Pledge of Allegiance

Chair Mr. Jepson welcomed everyone in attendance and also led the assembly in the Pledge of Allegiance. Mr. Jepson asked the Council to introduce themselves and to provide a little background information.

2. Role of Advisory Council Members

Mr. Jepson reviewed the bylaws, UT Code and USBE Rule and discussed the roles and responsibilities of being a USDB Advisory Council member. He noted the Council's role is to help and assist in the education of all USDB students across the State of Utah and to advise the Superintendent and the State Board of Education. It is important to remind everyone that they are not at all obligated to follow the Council's advice, but instead to listen and attempt to accommodate the Council's recommendations.

Mr. Jepson referred the Council to Article VI (Ethical Standards) of the bylaws and asked each member to read through it if they have not had the opportunity to do so. Mr. Jepson also reviewed a document shared with him by Glenna Gallo, Director of the Utah State Office of Education, describing the difference between advisory and advocacy roles. The document explains that it is the responsibility of each Council member to advise and not to advocate. To advise is to inform, counsel, recommend, suggest, or guide. To advocate is to plead your case or position, or to favor an individual case or argument. The Advisory Council should provide advice based on data, facts, and good judgment. He also referred to consensus building, which is described as a process for decision-making that involves all members, and the final decision is one that all members can live with and publicly support. This ultimately means that Council members should focus on coming to a consensus instead of debating.

Mr. Jepson also noted that he has asked Dr. Ruconich to be the Council parliamentarian to assist the Council in staying on track during meetings and in following the meeting agenda.

Mr. Jepson reminded the Council that we are still short an Advisory Council member. Ms. Flint has sent out a nomination form with a deadline date of October 14, 2014. The Council will be discussing nominations received during the executive session of the October 23, 2014 Council meeting.

3. Description of USDB Programs

The following Directors gave a brief description of their division to help familiarize the Council with the services provided in each division:

Deaf-Blind Services - Susan Patten, Director

Parent Infant Program for the Blind/Visually Impaired - Karen Borg, Director

Blind Educational Services – Gloria Hearn, Director

Blind Outreach Services- Carolyn Lasater, Associate Superintendent of the Blind (presented for Brandon Watts, Director of Outreach Vision Services)

Deaf ASL/LSL Educational Services - Michelle Tanner, Associate Superintendent of the Deaf

Listening and Spoken Language - Jennifer Salazar, Director

Deaf South - Marilyn Madsen, Director

Jean Massieu School (JMS) for the Deaf - Michelle Tanner, Associate Superintendent of the Deaf (presented for Aimee Breinholt, JMS Director)

Kenneth Burdett School of the Deaf – Mike Hillstrom, Director

Parent Infant Program for the Deaf/Hard of Hearing - Paula Pittman, Director

Related Services, Tami Gear, Director

An attachment of the USDB Organizational Chart was also provided for Council members to review.

4. Facility Update and Improvements – Jacoby Architects

Eric and Joe Jacoby provided the Council with a thorough facility update with details about the new SLC building plans.

Jacoby Architects will be providing a USDB Schematic Design presentation to the deaf community on October 10, 2014 at the Sanderson Center for the Deaf, located at 5709 South 1500 West, Salt Lake City, Utah, from 5:00 – 6:00 pm.

Jacoby Architects will also be providing a USDB schematic design presentation to the Blind community on October 22, 2014 at the Division of Services for the Blind and Visually Impaired, located at 250 North 1950 West, Salt Lake City, Utah, from 5:00 – 6:00 pm.

Mr. Jepson is very excited about the new building and appreciates the amount of work and thought that Jacoby Architects has put into this project.

5. Annual Legislative Interim Report

Ms. Lasater and Ms. Tanner gave the Council a brief summary of the 2013-2014 Annual USDB Legislative Interim Report. The report will be posted at the bottom of the USDB website in November.

6. Tour of Ogden Campus

Ms. Lasater and Ms. Tanner provided the Council with a tour of the USDB Ogden campus, including the new activity center.

7. Understanding AC Reports

Mr. Jones noted that the Vacancy Report and Donated Account Summary are two reports that the Council votes on each month. The first page of the Donated Account Summary is the checking account and usually maintains a balance of about \$20,000. The next page is known as the PTIF page. The superintendent, associate superintendents and directors are in charge of specific funds. Council members can see what funds are spent and when they are spent.

The purpose of the Vacancy Report is to identify certain positions that have remained vacant for a long period of time. The biggest reason for prolonged vacancies is that some positions are very hard to fill. Mr. Mathis noted that he would like to see the salary levels reflect an actual teacher salary instead of an hourly range. Mr. Jones explained that is very hard to do, since teachers come in with such varying degree levels and differing endorsements.

Mr. Jones also addressed the AC Board Report. There is 83% of the year remaining and 13% of the budget spent. There was also an increase in the overall budget by \$1,062,920 due to an FY 14 Carry Forward of \$812,298 and also the additional \$250,000 from Enrichment Funds. Mr. Jones encouraged Council members to ask questions regarding spending throughout the year if they have questions or concerns.

Mr. Jepson indicated that although this descriptions of the Vacancy Report and Donated Account Summary were provided by Mr. Jones, it is the Council's responsibility to acquaint themselves with these financial reports to learn and become more familiar with the purpose of each report.

Dr. Ruconich also noted the importance of new Council members visiting different USDB locations (e.g., JMS, Orem and Millcreek) to better understand the services that are provided by USDB.

8. FY 14 Year End Close Budget Overview

The Statement of Net Position; Statement of Cash Flows; and Statement of Revenues, Expenses, and Changes in Net Position as of June 30, 2014 were provided for the Council's review. Mr. Jones asked the Council if they had any questions or concerns and there were none.

9. Recruitment Process

This agenda item has been moved to the October Advisory Council meeting due to a lack of time.

Mr. Jepson adjourned the meeting at 3:45 p.m.

Tamara A. Flint, Executive Assistant
Utah Schools for the Deaf and the Blind

VACANCY REPORT-October for September 2014

AGENCY: 400

Position #	Unit	Sch	Job Title	Salary Range	Comment	Vacancy Date
40050318	DEAF SOUTH (5330) (No Change)	AH	INSTRUCTOR, USDB	\$34,505-\$41,160	Additional Funded Position (.51 FTE)	7/1/2014
40050147	DEAF (JMS)-5340)	AH	INSTRUCTOR, USDB	\$71,200-\$78,230	Vacated by Aimee Breinholt (New Director)	8/1/2014
40050238	PIP-BLIND (5500) (No change)	AH	INSTRUCTOR, USDB	\$5,000-\$12,000	.15 FTE	7/1/2014
40050775	PIP-BLIND (5500) (No change)	AH	INSTRUCTOR, USDB	\$18,000-\$25,000	.46 FTE	7/1/2014
40050701	PIP-DEAF (5510) (No change)	AH	INSTRUCTOR, USDB	\$20,000-\$27,000	.49 FTE	7/1/2014

DHRM:

40050088	STEPS (6220) (No Change)	IN	DIA II	\$10.41-\$10.41	Incumbent left for a new position	7/1/2014
40050910	USIMAC (6370) (No change)	B	INSTRUCTIONAL MATERIALS SUPERVISOR	\$17.05-\$21.12	Incumbent left for a new position	9/5/2014
40050909	USIMAC (6370) (No Change)	IN	BRAILLE PROOFREADER AIDE	\$8.00-\$8.00	Incumbent left for a new position	7/1/2014
40050404	Campus Operations (6730) (No Change)	IN	CUSTODIAN I	\$8.37-\$8.37	Incumbent left for a new position	7/1/2014
40050404	Campus Operations (6730)	IN	GENERAL MAINTENANCE WORKER II	\$10.41-\$10.41	Incumbent left for a new position	7/1/2014
40050188	IT/USIMAC (6900/6370) (No Change)	B	TECH SUPPORT SPECIALIST III	\$26.26-\$26.26	Incumbent left for a new position	7/1/2014

ON-GOING RECRUITMENTS

4 Postions (One less than last report)	AH	EDUCATIONAL INTERPRETER, USDB	\$11.29-\$29.17	CONTINUOUS
2 Positions (No Change)	IN	TEACHER AIDE	\$9.60-\$11.42	CONTINUOUS
	AE	SUBSTITUTE INSTRUCTOR, USDB	\$9.608-\$99.99	CONTINUOUS
	AE	SUBSTITUTE TEACHER AIDES, USDB	\$9.60-\$99.99	CONTINUOUS
3 Posiitons (No change)	AJ	DEAF MENTOR, USDB	\$10.41-\$15.64	CONTINUOUS
10 Posiitons (Three less than last report)	IN	INTERVENER, USDB	\$12.93-\$20.50	CONTINUOUS

11:28 AM

10/14/14

Utah Schools for the Deaf and the Blind
Reconciliation Summary
Donated Checking Account 0301, Period Ending 10/07/2014

	<u>Oct 7, 14</u>
Beginning Balance	25,164.22
Cleared Transactions	
Checks and Payments - 8 items	-2,399.53
Deposits and Credits - 1 item	9,671.58
Total Cleared Transactions	<u>7,272.05</u>
Cleared Balance	<u><u>32,436.27</u></u>
Uncleared Transactions	
Checks and Payments - 6 items	-744.22
Total Uncleared Transactions	<u>-744.22</u>
Register Balance as of 10/07/2014	<u><u>31,692.05</u></u>
New Transactions	
Checks and Payments - 2 items	-599.22
Total New Transactions	<u>-599.22</u>
Ending Balance	<u><u>31,092.83</u></u>

11:22 AM

10/14/14

Utah Schools for the Deaf and the Blind
Reconciliation Summary
Donated PTIF Account 0742, Period Ending 09/30/2014

	<u>Sep 30, 14</u>
Beginning Balance	454,846.10
Cleared Transactions	
Deposits and Credits - 1 item	<u>178.20</u>
Total Cleared Transactions	<u>178.20</u>
Cleared Balance	455,024.30
Register Balance as of 09/30/2014	<u>455,024.30</u>
Ending Balance	455,024.30

UTAH SCHOOLS FOR THE DEAF AND THE BLIND
DONATION ACCOUNT BALANCES

Department	9-Sep-14 Balance	Doc # or Date	Deposits	Encum- brances	Withdrawals	Donor/Explanation	7-Oct-14 Balance	Program Balance
ALTERNATIVE FUNDING	860.59						860.59	860.59
AUDIOLOGY								
*Loaner Hearing Aid Bank Pre99	2,853.71	3866	458.50			Pancake Breakfast Proceeds	3,312.21	
*Christophous Foundation	0.00						0.00	
*FM Systems Deaf Central 2013	0.00						0.00	3,312.21
BLIND SOUTH REGION								
*Summer Camp 2005	21.11						21.11	21.11
BLIND NORTH REGION								
*Lions Club Fund 2002	138.62	5138			30.00	Kangaroo Zoo	2,623.92	
*Karen Fredrickson's Class 2002	0.00						0.00	
*M Hollinger's Class 2011	230.37						230.37	
*C Spotted Elk 2011	12.45						12.45	
*G Hearm's Braille Trail 2003	2,000.00						2,000.00	
*K Hadley Class 2007	102.38						102.38	
*Orientation & Mobility Pre99	59.63						59.63	
*P Wilson's Class 2003	163.00						163.00	
*Daily Living 2010	101.99						101.99	
*G Ward Class 2006	1.84						1.84	
*The Memory Box Pre99	3,420.40						3,420.40	
*Sales Tax Payable	23.21					Sales Tax Due	23.21	8,877.81
BLIND OLYMPICS								
	11,897.58						11,897.58	11,897.58
BLIND CENTRAL REGION								
*C Clawson's Class Pre99	487.90						487.90	487.90
	60.00	5144			60.00	Wheeler Farms	0.00	

Department	9-Sep-14 Balance	Doc # or Date	Deposits	Encum- brances	Withdrawals	Donor/Explanation	7-Oct-14 Balance	Program Balance
DEAFBLIND	2,200.00						2,200.00	
*Clicker Software/Nursing 2007	3,070.94						3,070.94	
*SL County Communication 2009	3,500.00	5157			180.00	Black Island Farms BG	3,500.00	8,770.94
DEAF NORTH REGION	4,570.89						4,390.89	
Davis County Preschool 2011	628.75						628.75	
*Art Access/Book Fair 2003	2,838.22						2,838.22	
*T Rouche 2007	115.45	5139			50.00	Zallinger Farms BG	65.45	
*D Clements Class 2006	100.00						100.00	
*Art Acct 2002	7.12						7.12	
*Fieldtrip Fund 2012	11.36	3862	20.00			Green Donation	31.36	
*V Pitcher's Classroom 2007	128.30						128.30	
*Science Camp 2002	489.86						489.86	
*Hillcrest Deaf/ Logan 2002	679.36						679.36	
*Signing Naturally 2011	1,683.50						1,683.50	
*Adaptive Equipment Grove 2012	270.02						270.02	11,312.83
DEAF SOUTH REGION	250.00						250.00	
*C Johnson's Class 2003	27.44						27.44	
*S McComb's Class 2006	1.00						1.00	
*N Kelley ~ ClosesUp 2006	21.78						21.78	
*S Boshard 2009	23.55						23.55	
*L Ruth's Classroom Pres99	4.68						4.68	
*S Lindsey's Classroom 2009	5.70						5.70	
*Utah County Extension Pres99	16.18						16.18	
*Sevier County Area Pres99	597.40						597.40	947.73
DEAF CENTRAL REGION	4,086.49						4,086.49	
SL AGBall Chapter 2004	4,086.49						4,086.49	
DEAF CENTRAL REGION	2,477.24	5155			50.00	Peterson Family Farm	2,427.24	
*A Kimball's ClosesUp Pres99	839.73						839.73	
*Millcreek Engineering	100.00						100.00	3,366.97

Department	9-Sep-14 Balance	Doc # or Date	Deposits	Encum- brances	Withdrawals	Donor/Explanation	7-Oct-14 Balance	Program Balance
DEAF JMS	6,567.35	3861 5118	90.00		36.00	Wells Fargo Community Support This Is The Place	6,621.35	
*Student Body Government 2009	1,843.71						1,843.71	
*Jr-NAD 2013	238.10						238.10	
*D Warren 2013	300.00						300.00	
*Assoc. for Deaf Children 2009	274.27						274.27	
*Teacher Fund 2012	1,419.00						1,419.00	
*A Breinholt 2013	5,112.59	5145			95.00	Corrbelly's	5,017.59	
*Science Fund 2013	3,048.51	3864 5149	8,500.00		1,083.14	Society for Science Donation Nasco Modesto	10,465.37	
* E Hanna 2013	176.14						176.14	
*Sub for Santa	1,960.00						1,960.00	28,315.53
EDUC RESOURCE CENTER	0.00						0.00	
*Student Braille Materials Pre99	200.00						200.00	
*Eskuche Char Frdn Pre99	1,549.39						1,549.39	
*M White's Reading Prog Pre99	277.64						277.64	
*Devices f/ Blind/S/IC Pre99	1.20						1.20	
*Devices f/ Blind Pre99	1,134.89						1,134.89	
*Devices f/ Deaf Pre99	1,103.05						1,103.05	
*Technology Lending 2002	11,537.27						11,537.27	15,803.44
RELATED SERVICES								
*Prescription Glasses 2002 and Low Vision Aids Emergency Kits 2009	8,095.46 47.68	3860	25.00			NE Cane Donation	8,120.46 47.68	
Speech/Language Clawson 2012	200.00						200.00	8,368.14
PIP Blind Pre99	17,847.82						17,847.82	17,847.82
PIP Deaf Pre99	22,454.89						22,454.89	22,454.89
RESIDENTIAL CARE								
Blind STEP Program 2011	206.02	5156			100.00	Black Island Farms	106.02	6,245.61
Post High Field Trip 2011	1,045.39	3865	100.00			E Poulter Donation	1,145.39	
Adaptive Equipment 2013	501.80						501.80	

Department	9-Sep-14 Balance	Doc # or Date	Deposits	Encum- brances	Withdrawals	Donor/Explanation	7-Oct-14 Balance	Program Balance
Athletics 2009	1,451.00						1,451.00	
Academic Bowl 2009	2,544.90						2,544.90	
USDB PLAYGROUND EQUIPMENT FUND Pre99	1,800.51						1,800.51	
*Campus Outdoor Improvements 2002	3,537.02						3,537.02	5,337.53
UNDESIGNATED FUNDS...	271,951.00	9/30/2014 3858 3863 Fee	178.20 56.00 152.55			Employees Charitable Organization Target Education Bank Fee	\$272,334.75	272,334.75
FOUNDATION 2013	10,000.00						10,000.00	10,000.00
ADVISORY COUNCIL FUND	16,208.31						16,208.31	16,208.31
SUPERINTENDENT DISCRETIONARY FUND	3,586.63						3,586.63	3,586.63
*Rural Program 2012	3,000.00						3,000.00	3,000.00
ASSOCIATE BLIND SCHOOL 2012	7,524.14	5144			40.00	Wheeler Farms	7,524.14	7,524.14
ASSOCIATE DEAF SCHOOL 2012	12,157.15	5161			374.22	Smith's Deaf Summit	11,782.93	11,782.93
Space Camp 2003	2,188.36	3866 5152	269.53		805.00	Fundraiser Space Camp Registration	1,652.89	1,652.89
MEMORIAL FUNDS	15.25						15.25	
*Robert Barrett Memorial 2011	200.00						200.00	
*Hazel Barker Memorial 2011	25.00						25.00	
*Hunter Register Memorial 2008	120.00						120.00	
*Tiffany Ingram Memorial 2006	52.00						52.00	
*Barbara Hadfield Memorial 99 B	100.00						100.00	
*Edwin Lamar Bird Memorial 99 B	216.59						216.59	
*G Phillips Memorial 2004 B	7.45						7.45	
*E Fisher Memorial 2002 B	445.04						445.04	
*Clifford Ketchum Memorial 99 D	235.00						235.00	
*Lillian Fulmer Memorial 2003 D	315.00						315.00	
*Ola Jensen Memorial 2006 D	175.00						175.00	
*Florence Maxwell Memorial 2003 D	187.75						187.75	

Department	9-Sep-14 Balance	Doc # or Date	Deposits	Encum- brances	Withdrawals	Donor/Explanation	7-Oct-14 Balance	Program Balance
*Roy Thatcher Memorial 2008	50.00						50.00	
*Ashley Call Memorial 2006	67.50						67.50	
*E DeJores Clark Memorial 2009	100.00						100.00	2,311.58
TOTAL	479,772.93		9,849.78		2,906.36		486,716.35	486,716.35
Checkbook Balance as of 09/30/2014							31,692.05	
Subtotal							31,692.05	
Checkbook Adjustments bank fee								
Deposit Detail								
Checkbook Balance			31,692.05			Statement Balance	31,692.05	
Public Treasurer's Investment Fund 09/30/2014			454,846.10					
Interest as of 09/30/2014			178.20					
Transfer funds Deposit								
Medical Time Study								
Donation Account Balance			486,716.35			Donation Account Balance	486,716.35	
					50.00			

Bank Statement Balance 09/30/2014
Add - Deposits Not Yet Shown
Subtotal
Less - Checks Outstanding
5091 R Busker
5145 Cornbally's
5138 Kangaroo Zoo
5157 B Gleed
5155 Peterson Family
5161 Smith's

UTAH SCHOOLS FOR THE DEAF AND THE BLIND
REQUEST FOR DONATED FUNDS

DATE: 10-7-14

NAME: Holly Arndt

DIVISION: Related Services

PURPOSE OF REQUEST: Purchase Trekker Breezes

NUMBER OF STUDENTS: All Blind students who receive O&M services NUMBER OF STAFF: 12

DONATED ACCOUNT: Undesignated funds

COSTS: (PLEASE PROVIDE THE FOLLOWING INFORMATION)

DESCRIPTION OF COSTS	OTHER FUNDING	USDB FUNDING	TOTAL
TRANSPORTATION/FOOD/LODGING			
REGISTRATION FEES			
MATERIALS/EQUIPMENT <u>Trekker Breeze</u>		<u>\$ 7,390.00</u>	<u>\$ 7,390.00</u>
MISCELLANEOUS <u>Shipping</u>		<u>100.00</u>	<u>100.00</u>
TOTAL		<u>\$ 7,490.00</u>	<u>\$ 7,490.00</u>

PLEASE ATTACH ADDITIONAL INFORMATION SUPPORTING THIS REQUEST, INVOICES, ITINERARIES, NAMES OF STUDENTS AND STAFF, ETC.

APPROVED () DENIED [Signature] 10/16/14
SUPERVISOR DATE

APPROVED () DENIED [Signature] 10/16/14
SUPERINTENDENT DATE

button and Breeze tells you your location on the spot. When you are in a vehicle, Breeze announces all intersections, allowing you to exit when you want.

Imagine doing your neighborhood chores freely without having to always depend on other people, without having to count your steps or always worrying about getting lost... Breeze tells you where you are, where you are going and what is around, such as stores and public services. You can get more out of your neighborhood.... A new world awaits you!

Just listen and Breeze will tell you where you are and are going!

Trekker Breeze provides you with:

- Greater independence: You can move more on your own. No need to stop passersby to know where you are or to ask a bus driver for the next stop.
- The ability to quickly become familiar with new routes. You can be confident with Trekker Breeze in your hand.
- The ability to discover and benefit more from your environment.

Trekker Breeze lets you:

- Always know where you are and where you are going on foot or in a vehicle
- Know what is around in your location (public services and businesses)
- Easily retrace your steps if you get lost. Simply push a button.
- Record the routes when you learn them with sighted people so that you can use them later without assistance.
- Record landmarks along your route, for example to get to your favorite restaurant or a friend's house.
- Get the step-by-step instructions from start to end.

What's in the box

- CD Audio User's Guide
- CD Documentation
- Warranty multilingual
- Getting Started
- USB cable
- External Speaker
- Carrying Case
- Carrying strap
- AC adapter NA
- SD CARD 4GB

My cart

- [See my cart](#)

Form 4000 Incremental Budget Change Request

Submit a Form 4000 for each incremental budget change request invited by GOMB. Completed forms should be saved and uploaded to the Google Budget Site (see FY 15/ FY 16 Budget Guidelines for instructions).

Agency 400 Utah State Board of Educatic Request Title Steps and Lanes for Utah Schools for the Deaf and the Blind

Appropriation Code PVA Instruction

source of funds	FY 15 One-Time	FY 16 One-Time	FY 16 Ongoing	Sources
Unrestricted Funds	0	0	131,000	2480 (PED) Education Fund
Restricted Funds 1	0	0	0	
Restricted Funds 2	0	0	0	
Dedicated Credits 1	0	0	0	
Dedicated Credits 2	0	0	0	
Federal Funds 1	0	0	0	
Federal Funds 2	0	0	0	
Transfers	0	0	0	
Other	0	0	0	Other Source Notes
Total	0	0	131,000	

use of funds	FY 15 One-Time	FY 16 One-Time	FY 16 Ongoing
AA Personnel Services	0	0	131,000
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
Total	0	0	131,000

Brief Description of Request:

Meets requirements of Utah Code 53A-25b-402-Annual salary adjustments for educators. The amount includes a .4334 increase (shift) of the overall steps and lanes salary table.

New FTE

0

Agency Priority

1

Describe any legislation that is necessary to implement this request.

USDB requests a similar process to the FY 15 approval of steps and lanes where the amount is included as part of a legislative bill.

How will the proposed change impact QT/OE (if a Success System has not been formally designated, describe generally how this request will influence both quality throughput and operational expenses -- e.g. QT will increase X%, OE will increase Y?)

Favorable consideration and approval of this request will ensure adequate funding to meet the requirements of 53A-25b-402 including the required increase (shift) to the salary table as a result of the weighted average calculation. Approval of this request will provide necessary funding to meet the operational expenses associated with payroll and benefits for USDB educators.

Who are the stakeholders associated with this request? How will they be impacted if the request is funded? How will they be impacted if the request is not funded?

USDB educators are the primary stakeholders.

Educators will continue to receive salaries and benefits commensurate with their individual education levels, licenses, accreditations, and endorsements.

Not funding this request will adversely impact the ability of USDB to meet the requirements of 53A-25b-402 without detrimental effects to the operational budget.

Form 4000 Incremental Budget Change Request

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Agency Request Title

Appropriation Code

source of funds	FY 15	FY 16	FY 16	Sources
	One-Time	One-Time	Ongoing	
Unrestricted Funds	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="490,000"/>	<input type="text" value="2480 (PED) Education Fund"/>
Restricted Funds 1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Restricted Funds 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Dedicated Credits 1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Dedicated Credits 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Federal Funds 1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Federal Funds 2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Transfers	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	Other Source Notes <input type="text"/>
Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="490,000"/>	

use of funds	FY 15	FY 16	FY 16
	One-Time	One-Time	Ongoing
AA Personnel Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="490,000"/>
<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="490,000"/>

Brief Description of Request:

Necessary to ensure compliance with 53A-25b-103. Utah Schools for the Deaf and the Blind created -- Designated LEA -- Services statewide. USDB experienced exponential enrollment growth in the previous (2013-2014) and the current (2014-2015) school year. This funding provides necessary FTE to ensure that all services and requirements are met in accordance with 53A-25b-103.

Funding provides 6.5 FTE

(1) TVI
 (1) LSL Preschool Teacher
 (1) Vocational Rehabilitation Teacher

New FTE

6.5

Agency Priority

2

Describe any legislation that is necessary to implement this request.

Legislation to approve use of Educational Funds.

How will the proposed change impact QT/OE (if a Success System has not been formally designated, describe generally how this request will influence both quality throughput and operational expenses -- e.g. QT will increase X%, OE will increase Y%)

Favorable consideration and approval of this request will ensure adequate funding to meet the requirements of 53A-25b-103. The current and future growth amounts and the types of services required for these students necessitates additional FTEs in these instructional and related services areas. Performance measures establish that USDB educator to student ratios at one teacher to every five students (1:5). ensures quality incremental improvements in USDB student education and services. Performance measures for related services positions (such as Physical Therapy) indicate quantifiable increases in mobility of USDB students. Enrollment growth is creating a 5-10% increase in Operational Expenses due to lack of sufficient personnel to cover the growth and meet the needs of the individual student in accordance with that student's Individual Education Plan (IEP).

Who are the stakeholders associated with this request? How will they be impacted if the request is funded? How will they be impacted if the request is not funded?

USDB students are the stakeholders. USDB Educators and Student's Parents are additional stakeholders.

Approval of this request for funding will ensure that USDB meets the requirements of 53A-25b-103. These positions are critical to maintaining teacher to student ratios and providing related services in order to meet or exceed services and requirements to the individual student.

Disapproval of this funding request will result in severe adverse impacts to the USDB student population. The current and out year enrollment growth amounts and the requirement to serve students across the state will place severe strain on the current personnel array and capability of the organization to adequately meet the needs of our students. Existing educators and related service positions will have to meet the incremental caseload by reducing time and attention to existing students. Travel expenses will exponentially increase as will the costs for materials and supplies. Additionally, failure to fund this request may result in legal action by concerned

Form 4000 Incremental Budget Change Request

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Agency 400 Utah State Board of Educatic Request Title Modular Classrooms (Enrollment Growth)

Appropriation Code PVB Support Services

source of funds	FY 15 One-Time	FY 16 One-Time	FY 16 Ongoing	Sources
Unrestricted Funds	0	347,000	0	2480 (PED) Education Fund
Restricted Funds 1	0	0	0	
Restricted Funds 2	0	0	0	
Dedicated Credits 1	0	0	0	
Dedicated Credits 2	0	0	0	
Federal Funds 1	0	0	0	
Federal Funds 2	0	0	0	
Transfers	0	0	0	
Other	0	0	0	Other Source Notes
Total	0	347,000	0	

use of funds	FY 15 One-Time	FY 16 One-Time	FY 16 Ongoing
GG Capital Expenditure	0	347,000	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
Total	0	347,000	0

Brief Description of Request:

60' x 69' = 4,140 sq ft modular

Consisting of:

- 6 - classrooms
- 2 - storage rooms
- 2 - restrooms, 1 men/1 women
- 1 - utility room or staff restroom
- 1 - kitchenette, break room
- 2 - offices

Cabinets for one side of classrooms for storage and a sink for the kitchenette. Including power to unit and phone line.

New FTE

Agency Priority

Describe any legislation that is necessary to implement this request.

Legislation to approve use of Educational Funds.

How will the proposed change impact QT/OE (if a Success System has not been formally designated, describe generally how this request will influence both quality throughput and operational expenses -- e.g. QT will increase X%, OE will increase Y?)

Enrollment growth necessitates expansion to more classrooms in the Orem area. Students there are experiencing overcrowding in existing structures. Districts are experiencing the same levels of growth and asking for USDB to vacate classroom space to make more room for their students. Operational Expenses will increase in order to sustain the modular classrooms by \$4,000 to \$9,000 per year. The modular classrooms will ensure adequate space to promote the essential learning environments necessary for the USDB student.

Who are the stakeholders associated with this request? How will they be impacted if the request is funded? How will they be impacted if the request is not funded?

Provo and Orem area USDB students are the stakeholders. There is positive impact to them when this request is funded. Appropriate space for the learning environment is provided and classroom ratios are maintained to ensure the greatest level of teacher attentiveness to the individual needs of the student. The placements of the modular in proximity to existing schools promotes integration of our students with other students within the district.

Adverse impacts are created if this request is not funded. USDB will have to locate leased properties at potentially more cost over time than investment costs into the new modular systems. USDB student will likely become isolated from other students at other schools within the respective districts.

Form 4000 Incremental Budget Change Request

Submit a Form 4000 for each incremental budget change request invited by GOMB. Completed forms should be saved and uploaded to the Google Budget Site (see FY 15/ FY 16 Budget Guidelines for instructions).

Agency 400 Utah State Board of Educatic Request Title Braille Machines

Appropriation Code PVB Support Services

source of funds	FY 15 One-Time	FY 16 One-Time	FY 16 Ongoing	Sources
Unrestricted Funds	0	350,000		2480 (PED) Education Fund
Restricted Funds 1	0	0	0	
Restricted Funds 2	0	0	0	
Dedicated Credits 1	0	0	0	
Dedicated Credits 2	0	0	0	
Federal Funds 1	0	0	0	
Federal Funds 2	0	0	0	
Transfers	0	0	0	Other Source Notes
Other	0	0	0	
Total	0	350,000	0	

use of funds	FY 15 One-Time	FY 16 One-Time	FY 16 Ongoing
GG Capital Expenditure	0	350,000	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
Total	0	350,000	0

Brief Description of Request:

Three (3) Braille Machines are essential to the USIMAC operation. The current machines have reached their life cycle limits and capacities necessitating investment into new machines. The investment cost with out year maintenance and sustainment for three (3) machines is \$350,000.

New FTE

0

Agency Priority

3

Describe any legislation that is necessary to implement this request.

Legislation to approve use of Educational Funds.

How will the proposed change impact QT/OE (if a Success System has not been formally designated, describe generally how this request will influence both quality throughput and operational expenses -- e.g. QT will increase X%, OE will increase Y?)

Approval of this request ensures quality products from the USIMAC operation. Current maintenance and sustainment of the out dated machines has raised the operational expenses of the unit (USIMAC) significantly over the last two years. Periodic service and maintenance costs on the the existing machines will surpass investment levels (costs) in new machines within a one to three year period. Quality throughput and lower costs are obtained with state of the the art machines replacing life cycle expired machines.

Who are the stakeholders associated with this request? How will they be impacted if the request is funded? How will they be impacted if the request is not funded?

USIMAC customers are the stakeholders which include school districts across the state. The productivity from the machines will ensure they meet their requirements for services to blind students.

If this request is not funded there is detrimental impact to the operating budget of USDB as more funds will get diverted to paying for services and maintenance of the older machines.

**ADVISORY COUNCIL REPORT
 APPROPRIATION UNIT DEAF AND BLIND SCHOOLS
 FOR FISCAL MONTH ENDING September 30, 2014 Fiscal Year (FY) 15
 75% OF YEAR REMAINING**

CATEGORY TITLE	FY 15 BUDGET APPROPRIATION	YEAR TO DATE EXPENDITURES	ENCUMBERANCES	BUDGET BALANCE	Last Year Expenditures	% SPENT
SALARIES	15,473,666	2,864,171	-	12,609,495	2,874,547	19%
BENEFITS	8,717,100	1,692,969	-	7,024,131	1,598,083	19%
PURCHASED SERVICES	4,899,545	374,289	12,943	4,512,313	379,243	8%
TRAVEL	462,308	57,977	894	404,331	82,068	13%
SUPPIES AND MATERIALS	3,260,584	339,486	90,173	2,830,925	402,000	13%
EQUIPMENT	238,700	218,355	42,854	(22,509)	8,862	109%
CAPITAL EXPENDITURES	<u>26,000</u>	<u>-</u>	<u>-</u>	<u>26,000</u>	<u>1,600</u>	<u>0%</u>
TOTALS	33,077,903	5,547,247	146,864	27,384,686	5,346,403	17%

Notes:

(1) Equipment Budget Balance
will change with correct coding
of purchases

USDB COST DATA -- FOR FY 2015--Period 3

MAINTENANCE AND OPERATION	2015	
	2015 YTD Expenses	2014 YTD Expenses

INSTRUCTION

Salaries	\$ 1,784,615.00	\$ 1,801,285.00
Employee Benefits	\$ 997,949.00	\$ 927,730.00
Purchased Services	\$ 29,549.00	\$ 63,365.00
Supplies and Materials	\$ 20,486.00	\$ 9,318.00
Assets	\$ 7,774.00	\$ 266.00
TOTAL INSTRUCTION	\$ 2,840,373.00	\$ 2,801,964.00

SUPPORT SERVICES-STUDENTS-RELATE SERVICES

Salaries	\$ 420,040.00	\$ 516,263.00
Employee Benefits	\$ 248,026.00	\$ 279,946.00
Purchased Services	\$ 7,816.00	\$ 5,472.00
Supplies and Materials	\$ 2,353.00	\$ 5,610.00
Assets	\$ 643.00	\$ -
TOTAL SUPPORT SERV-STUDENTS-RS	\$ 678,878.00	\$ 807,291.00

SUPPORT SERVICES-TO-INSTR-STAFF

Salaries	\$ 325,593.00	\$ 288,666.00
Employee Benefits	\$ 237,263.00	\$ 210,971.00
Purchased Services	\$ 208,039.00	\$ 138,893.00
Supplies and Materials	\$ 8,740.00	\$ 10,410.00
Assets	\$ 105,496.00	\$ 1,710.00
TOTAL SUPPORT SERV-INSTR-STAFF	\$ 885,131.00	\$ 650,650.00

SUPPORT SERVICES-LAND GRANT

Salaries	\$ 29,699.00	\$ 16,418.00
Employee Benefits	\$ 10,568.00	\$ 4,401.00
Purchased Services	\$ 10,630.00	\$ 5,905.00
Supplies and Materials	\$ 6,538.00	\$ 6,081.00
Assets	\$ 2,884.00	\$ -
TOTAL SUPPORT SERV-LAND GRANT	\$ 60,319.00	\$ 32,805.00

SUPPORT SERVICES-SCHOOL ADMIN

Salaries	\$ 123,457.00	\$ 105,036.00
Employee Benefits	\$ 81,692.00	\$ 60,304.00
Purchased Services	\$ 156,056.00	\$ 173,586.00
Supplies and Materials	\$ 4,933.00	\$ 7,915.00
Assets	\$ 180.00	\$ 286.00
TOTAL SUPPORT SERV-SCHOOL ADMIN	\$ 366,318.00	\$ 347,127.00

USDB COST DATA -- FOR FY 2015--Period 3

MAINTENANCE AND OPERATION	2015	
	2015 YTD Expenses	2014 YTD Expenses
SUPPORT SERVICES-CENTRAL BUSINESS		
Salaries	\$ 61,258.00	\$ 59,771.00
Employee Benefits	\$ 47,217.00	\$ 39,267.00
Purchased Services	\$ 94,688.00	\$ 63,226.00
Supplies and Materials	\$ 2,307.00	\$ 7,725.00
Assets	\$ -	\$ -
TOTAL SUPPORT SERV-CENTRAL BUSINESS	\$ 205,470.00	\$ 169,989.00
OPERATION AND MAINTENANCE OF PLANT		
Salaries	\$ 76,980.00	\$ 70,538.00
Employee Benefits	\$ 42,556.00	\$ 37,888.00
Purchased Services	\$ 182,953.00	\$ 193,489.00
Supplies and Materials	\$ 1,970.00	\$ 625.00
Assets	\$ 314.00	\$ 1,668.00
TOTAL OPER AND MAINT OF PLANT	\$ 304,773.00	\$ 304,208.00
STUDENT TRANSPORTATION SERVICES		
Salaries	\$ 2,659.00	\$ 4,307.00
Employee Benefits	\$ 585.00	\$ 554.00
Purchased Services	\$ 113,660.00	\$ 145,308.00
Supplies and Materials	\$ -	\$ -
Assets	\$ -	\$ -
TOTAL STUDENT TRANSP SERV	\$ 116,904.00	\$ 150,169.00
SCHOOL LUNCH		
Salaries	\$ 9,661.00	\$ 10,823.00
Employee Benefits	\$ 9,550.00	\$ 10,768.00
Purchased Services	\$ 3,188.00	\$ 838.00
Supplies and Materials	\$ 11,173.00	\$ 2,009.00
Assets	\$ -	\$ -
TOTAL SCHOOL LUNCH	\$ 33,572.00	\$ 24,438.00
STEP PROGRAM / RESIDENTIAL		
Salaries	\$ 30,212.00	\$ 30,972.00
Employee Benefits	\$ 25,133.00	\$ 26,254.00
Purchased Services	\$ 165.00	\$ 493.00
Supplies and Materials	\$ -	\$ 41.00
Assets	\$ -	\$ -
TOTAL STEP PROGRAM / RESIDENTIAL	\$ 55,510.00	\$ 57,760.00
TOTALS	\$ 5,547,248.00	\$ 5,346,401.00

Advisory Council Land Grant/Enrichment Funds Status (FY15)

October for July through September 2014

	<u>JULY</u>	<u>AUGUST</u>	<u>SEPTEMBER</u>	<u>OCTOBER</u>	<u>NOVEMBER</u>	<u>DECEMBER</u>	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>JUNE</u>	
BASE Allotment	\$1,229,296.84												
Actual Expenditures	\$ 1,090.91	\$ 36,877.27	\$ 22,352.78	0	0	0	0	0	0	0	0	0	0 \$ 60,320.96
Remaining Balance:	\$1,228,205.93	\$1,191,328.66	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88	\$1,168,975.88
Remaining %	100%	97%	95%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

EXPENDITURE CATEGORIES:

PERSONNEL:	\$ 122.72	\$ 34,320.22	\$ 5,824.85										Total % Allotment Spent	5%
SUPPLIES AND MATERIALS:	\$ 968.19	\$ 2,557.05	\$ 16,527.93										Funds Remaining	1,191,328.66
	\$ 1,090.91	\$ 36,877.27	\$ 22,352.78											

PERCENTAGE OF EXPENDITURES:

PERSONNEL:	11%	93%	26%										
SUPPLIES AND MATERIALS:	89%	7%	#####										



Interagency Agreement

Between the
Utah State Office of Education,
Utah Schools for the Deaf and the Blind,
and Local Education Agencies



Martell Menlove, Ed.D., State Superintendent of Public Instruction
250 E. 500 S., P.O. Box 144200, Salt Lake City, Utah 84114-4200

August 2014

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UCAT Representative

Vacant

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Coalition of Minorities Advisory Committee

Freddie Cooper
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Phone: (801) 949-0858

USBA Advisory Appointment

R. Dean Rowley
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Phone: (801) 489-6935

The Utah State Office of Education

State Superintendent of Public Instruction

Martell Menlove

State Director of Special Education

Glenna Gallo

The Utah State Office of Education

250 E. 500 South

P.O. Box 144200

Salt Lake City, Utah 84114-4200

We would like to thank those who have contributed to this document. Staff members of many state agencies and LEAs, as well as other stakeholders have had input into this document over several years. This will be a guide to ensure the success of students with sensory disabilities as they access the general curriculum.

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Purpose of the Interagency Agreement

This document has been developed to establish procedures to ensure effective communication and relationships with the Utah State Office of Education (USOE), the Utah Schools for the Deaf and the Blind (USDB), and Local Education Agencies (LEA). The USDB is created as a single public school agency that includes the Utah School for the Deaf, the Utah School for the Blind, programs for students who are deaf-blind, and the Parent Infant Program (R277-800). This document will further explain agency roles, services for students with sensory disabilities, financial obligations to students and participating entities, and a basic process for resolving disagreements among the parties.

The USOE will coordinate a review of the Interagency Agreement at least every two years. The review process will include discussion with USOE staff, USDB administration, and LEA special education directors to ensure that all perspectives are considered and addressed prior to the completion of a new interagency agreement.

Dispute Resolution Procedure

When there is a dispute about an issue that requires outside assistance to conclude the appropriate outcome for the student or resolve a billing dispute, a resolution plan between USDB and the LEA will be laid out to describe the method and timetable for solving the conflict between them. Issues surrounding the conflict and goals of resolution should be outlined by both parties (i.e., USDB and the LEA) and submitted to the State Special Education Director no later than two weeks after the notification of the dispute.

A dispute resolution panel will be convened by the USOE to review the IEP, the individual student situation that is the root of the conflict, and any other pertinent information. The panel will consist of three members:

- A USOE-selected Compliance Officer.
- A Dispute Resolution/Hearing Officer to be chosen by the USOE from an established list of qualified persons.
- A third panelist will be selected from a pool of predetermined qualified special educators (e.g., special education directors, teachers, administrators, etc.). The respective parties (LEA and USDB) may veto the individual proposed as the third member. However, there are only two vetoes allowed. If both vetoes are used, the third proposed panelist will be final.

Within 30 days from the date of notification of the dispute, the dispute resolution panel will meet, review the submitted information, and make recommendations regarding the outcome of the dispute. All parties (USOE, USDB, and the LEA) will be informed of the dispute resolution panel's recommendations no later than two weeks after their meeting.

Responsibilities and Designation of the LEA

The LEA (i.e., school district of residence or charter school of enrollment) is the single point of entry for USDB services for students ages three through 21. No student may enroll in USDB programs or services without referral from the LEA. LEAs and the USDB will continue to consider primary and secondary disabilities and other factors (including transportation needs and length of time student would be transported daily) when making special education service and placement decisions. Students with a sensory disability may receive services under IDEA, Section 504, or a USDB Preschool Services Plan.

School District/Charter School Is the LEA

The LEA has responsibility for the design and implementation of an IEP or 504 Plan for qualifying students. Students with sensory disabilities who enroll in a Utah school district or charter school may be eligible to receive intensive services from sensory specialists employed by the USDB. In this case, the services from the USDB may be included on the IEP as specialized instruction or as a related service. For some LEAs, services from USDB staff may require payment by contract. LEAs always have the option to employ sensory specialists to meet the IEP or 504 Plan needs of enrolled students. LEAs are responsible for the development of the IEP, including any assessments necessary for initial placement, but may not commit USDB to services without USDB participation in the IEP. LEAs and USDB personnel must consider the least restrictive environment as well as the intensive service needs of the student in determining the appropriate placement.

LEAs, working with USDB staff, are responsible for the provision of internet access and technical support to permit USDB staff to access the internet through technology hardware and software. The LEA and USDB technology staff will jointly determine procedures to ensure access to LEA technology systems. USDB is responsible for the provision and maintenance of all needed hardware and software provided to USDB staff.

USDB as Designated LEA (R277-800-7(B))

In order to meet the educational needs of students, the IEP team, including representation from USDB, may decide to enroll a student in a USDB program and to designate USDB as the LEA for that student. In this situation, the USDB program is considered a placement option within the LEA continuum, and LEA staff must continue to attend the IEP meetings.

When USDB is the designated LEA, the USDB accepts responsibility for the design and implementation of the IEP or 504 Plan. The USDB accepts all responsibility for the provision of special education and related services and costs documented in the IEP. The USDB may request consultation from the LEA for the design of services that are required by the student in addition to the sensory needs.

Communication Regarding Designation of Services

(1) For students currently enrolled with the USDB as the designated LEA, the USDB will provide a list of students and their IEP due dates for the upcoming school year to the Special Education Director of the referring LEA. This list must be provided at the end of the current school year, no later than **June 30**.

(2) For students currently enrolled with the LEA and receiving USDB services through USDB Outreach Programs, the LEA will provide a list of students and their IEP due dates for the upcoming school year to the USDB Asst. Superintendent. This list must be provided at the end of the current school year, no later than **June 30**.

(3) For students currently enrolled with the LEA and receiving no services from the USDB, the LEA will invite a USDB representative to attend any meeting where USDB services may be considered for that student.

(4) When a change of placement is being considered, both parties will participate and establish a timeline to ensure a successful transition for the student.

Responsibilities of LEAs and USDB

IEP Meeting Invitation/Attendance

An LEA representative and a representative from the USDB must attend the IEP or 504 meeting when initial placement or transition from USDB to the LEA is being considered, or if the transition is from the LEA to USDB placement.

The LEA will invite USDB staff to attend all initial IEP or 504 plan meetings for all students with sensory impairments, including those for students transitioning from Part C to Part B, those moving from out of state, and/or transferring LEAs. The LEA may invite USDB staff to IEP or 504 Plan meetings when there is a possible need for USDB services and/or technical assistance. USDB services **may not** be included in the IEP or 504 plan **unless** a USDB representative is present at the meeting.

All IEP or 504 plan meetings must be held at a mutually agreed upon time and location with appropriate notification to all parties.

Interpreters

Certified Sign Language interpreters must be hired for students who require any relay of communication. If at any time an LEA or USDB employee is using sign language to inform a deaf student of what a teacher, student, or other individual has said, or vice versa, the employee is performing interpreting services and must be certified (Utah Code Annotated 53A-26a-301).

In 2012, the Office of Special Education and Rehabilitation Services (OSERS) clarified that "IDEA requires that personnel providing special education and related services to children with disabilities be appropriately and adequately prepared." The IDEA regulations specify that the State Educational Agency is responsible for establishing and maintaining qualifications to ensure that personnel necessary to make FAPE available

are appropriately and adequately prepared and trained consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing related services (§34 CFR 300.156).

LEAs are responsible to provide certified interpreters for all students needing an interpreter within the LEA, except when USDB is the designated LEA. For further information about interpreters in Utah go to: <http://utahinterpreterprogram.org/>. The USDB is responsible to provide certified interpreters for all students who are designated to attend USDB programs.

The USOE and USDB are responsible to provide ongoing interpreter training toward certification and mentoring for all interpreters, as requested by individual LEAs. This training will also provide certified interpreters with the opportunity to improve skills and move up to a higher level of certification.

An LEA may choose to contract with the USDB for interpreter services for students attending the LEA of residence or an LEA school where a USDB extension classroom is located. USDB requests notification of intent to contract as soon as possible, to allow for staffing.

Accessible Instructional Materials

The Individual with Disabilities Education Improvement Act of 2004 (IDEA) §300.210 defines requirements for states to provide textbooks and core instructional materials in accessible formats for students who are blind or print disabled in accordance with the National Instructional Materials Accessibility Standard (NIMAS).

Each LEA, including USDB as the designated LEA, is responsible for ensuring the timely provision of accessible textbooks and materials. The USOE is responsible to facilitate the process and will meet with USDB and LEAs annually to discuss the costs of accessible materials in the state and determine an equitable cost-sharing plan.

USDB Services

Utah Code (53A-25b-303) requires the USDB to provide an educational program for a student based on assessments of the student's abilities, and in accordance with the student's IEP or Section 504 accommodation plan. The USDB offers a continuum of placements available to meet the needs of students with sensory disabilities for special education and related services (§300.115).

USDB Early Intervention (EI) and Parent Infant Program (PIP) Services

Early intervention (EI) services are provided for students ages birth to three years of age under the direction of the State Department of Health. The USDB PIP and Teachers of the Deaf-blind provide services to any children birth to three years of age with vision, hearing, or dual-sensory loss confirmed by an audiologist and meeting the definition within Utah State Code and BabyWatch Guidelines. PIP specialists and Teachers of the Deaf-blind work with the EI programs on a twelve-month basis, as

noted on the Individual Family Service Plan (IFSP). Some supplemental services may be available from PIP in addition to the services detailed in the IFSP. USDB will collaborate with LEAs during the transition of students from Part C to Part B by age three.

USDB Deaf Mentor Program

The USDB Deaf Mentor program provides an adult deaf role model for hearing families of children who have a documented hearing loss and who have chosen to learn American Sign Language (ASL).

USDB Is the Designated LEA

Administration

All students enrolled with the USDB as the designated LEA are to be included in all USOE-required student enrollment reports, such as the Fall enrollment count, the Child Count of students with disabilities, and the End of Year Enrollment report.

Individual transportation needs are determined by the IEP team. When the USDB is the designated LEA, the USDB is responsible for transportation included as a related service in the IEP, or if required to implement a 504 Plan. LEAs are encouraged to combine resources with the USDB in providing within-LEA transportation whenever possible.

For students enrolled with the USDB as the designated LEA, the USDB shall annually administer, as applicable, the Utah Comprehensive Assessment System (UCAS) tests specified, except that a student may take an alternate test accordance with the student's IEP (Utah Code Annotated Section 53A-1-602, 53A-25b-304).

USDB shall develop and implement all programs, policies, and procedures required of all LEAs by the Utah State Board of Education.

USDB STEP Program

The USDB Supported Transition Extension Program (STEP) provides a structured residential environment in Ogden, Utah, which encourages individuality and responsibility in order to promote skills for college and career readiness or community involvement, including the Expanded Core Curriculum. This program is designed for students ages 16 through 21 and offers comprehensive academic, social, job readiness, college preparation, and life skill instruction designed to prepare students for independent adulthood. A variety of activities are available for students who live on campus after school hours.

USDB Special Schools

The USDB special schools consist of special classes with small groups of students with sensory disabilities, taught by teachers with appropriate endorsement(s) who are employed by USDB and, and housed in USDB facilities.

Jean Massieu School of the Deaf

The goal of the Jean Massieu School of the Deaf (JMS) in Salt Lake City, Utah, is to provide a linguistic, curricular, and cultural education for students through an American Sign Language/English Bilingual Program. ASL and written English are used for instruction and interaction. Both ASL and English are viewed as languages of equal importance. Teachers/staff use ASL to instruct and communicate directly with their students on a daily basis.

Kenneth C. Burdett School of the Deaf

The Kenneth C. Burdett School of the Deaf (KCB) in Ogden, Utah, provides quality educational programs through the classroom, community and vocational learning environments utilizing an ASL-English approach. Students have the opportunity to reach their potential through various experiences that enhance self-esteem, self-advocacy, and independence. KCB serves students with a wide range of cognitive and academic abilities. These students receive instruction in a Life Skills program that allows the students to learn and practice skills in the environments where they are likely to be used. Vocational training and transition planning are also provided.

USDB School for the Blind

The Blind Campus located in Ogden, Utah, provides educational programs utilizing the Utah Core Standards, Essential Elements, and the Expanded Core Curriculum. The Utah School for the Blind (USB) serves students with a wide range of visual, academic, and cognitive disabilities that require intensive services from a teacher of the visually impaired. Braille, technology, orientation, mobility, use of low vision equipment, and other areas of the Expanded Core Curriculum are addressed.

USDB Extension Classrooms Located in an LEA

Students who attend USDB extension classrooms are to be enrolled in the general education program of the LEA school they are attending. The LEA school should be designated as the “school of record.” These students will be submitted for general education enrollment by the LEA school or district in all required reports and data uploads (UTREx). These students will be counted in the LEA school or district total enrollment, and will be included in the calculation of all funding formulas, including Weighted Pupil Units (WPU) calculated in the Minimum School Program. Because these students participate in the funding formulas for the general education program of the school or district, it is expected that they will have access to LEA programs and services consistent with their IEP or 504 Plan, and consistent with services available to other students enrolled in the school.

Students who attend USDB extension classrooms are not to be enrolled in the special education program of the school they are attending. Students in this type of program have the USDB as the designated LEA, and so the USDB is responsible to ensure the

students receive a free appropriate public education (FAPE). The USDB accepts full responsibility for all special education and related services (including interpreting) as required on the IEP. The LEA has no obligation for special education and related services, and shall receive no state or federal special education funding related to these students. Any special education or related services needed in order to access the general education program of the school or district, is the responsibility of the USDB.

Students in the USDB extension classrooms generate general education funding for the LEA in which the USDB classroom is located and generate federal IDEA funding for USDB, as well as legislative line item funding for USDB. Any arrangements beyond those articulated in this agreement are to be determined through a written agreement between USDB and the LEA(s) providing the classroom space. These agreements should be documented by both parties, and should be reviewed at least annually.

The USDB is responsible for transportation when it is included in the IEP as a related service. LEAs are encouraged to combine resources with the USDB in providing within LEA transportation whenever possible.

School District or Charter Is the LEA

USDB Outreach Services

USDB outreach teachers provide direct special education and related service as outlined on the student's IEP or 504 Plan. The USDB outreach teacher provides input toward goals, objectives (as needed), and methodology to members of the LEA IEP team or 504 Plan.

Students who receive USDB outreach services are to be enrolled in the general education and special education program (where eligible) of the LEA school they attend. These students are included in the calculation of state special education and IDEA funds for the school district or charter school. These students are not submitted by the USDB to UTREx, and do not generate state or federal special education funding for the USDB. However, the line item appropriation received by the USDB is designed to include the costs of operating the USDB outreach programs. As such, USDB outreach teacher services will be provided to all students within LEAs with less than three percent (3%) of the total student population of the state at no cost to the LEA. LEAs with greater than three percent (3%) of the student population statewide may elect to contract with the USDB to provide outreach teacher services, as needed. During the 2014-2015 school year, USDB, USOE, and LEAs will convene to determine an alternate cost-share method to replace the 3% calculation.

Prior to initiation of services, contracts must be signed and distributed between the LEA and USDB. Timely payment from the LEA must be processed before the close of the school year; the USOE will assist with the collection of outstanding balances.

USDB Direct Service to Students

USDB provides a variety of direct services to students attending an LEA. These services are determined by the IEP or 504 team, with representatives of the LEA and

USDB in attendance. USDB participates in USDB Medicaid time studies for services provided directly by USDB; those same services should not be included in LEA Medicaid time studies. USDB participation in LEA Medicaid studies may be appropriate for the LEAs who have entered into a contractual agreement with USDB, and will be determined by both USDB and LEA administrations prior to inclusion.

Orientation and Mobility

USDB will provide Orientation and Mobility (O&M) services to all eligible Utah students at no cost to the LEA, if the LEA has provided USDB with notice of intent to use USDB O&M services prior to December 1st of the year preceding the year when the services are requested, as additional FTE requests may need additional legislative funding. LEAs may choose to provide their own O&M services. Eligibility for O&M services is determined by the IEP or 504 team, and services from the USDB must be documented in the IEP or 504 Plan.

Deaf-blind Services

The USDB will provide Deaf-blind services to all eligible Utah students at no cost to the LEA. Eligibility for Deaf-blind services are determined by the IEP or 504 team, and services from USDB must be documented in the IEP or 504 plan.

The USDB Deaf-blind teacher provides direct service to students, technical assistance, professional development, curriculum content supervision, staff supervision, mentoring, and professional development for interveners, and support for Deaf-blind services to LEA staff, families, early intervention (EI) providers, service providers, and others regarding the needs of students with Deaf-blindness. The Deaf-blind teacher must be included in processes/meetings for eligibility determination and IEP or 504 Plan development, including service determination.

Interveners are specially trained paraprofessionals who provide access to information and communication, and facilitate the development of social and emotional well-being for children who are deaf-blind (NCDB, 2013). Eligibility for intervener services is determined by the IEP or 504 team and must be documented on the IEP or 504 Plan. USDB will provide interveners for all eligible Utah students at no cost to the LEA. LEAs may choose to provide their own interveners and may receive financial support from USDB at the LEA's rate of pay for comparable paraprofessionals. Financial support from the USDB to the LEA for interveners may not exceed the amount paid for comparable paraprofessionals in the USDB salary schedule. All interveners, whether employed by USDB or the LEA, must complete the USDB intervener training program or a national certification.

An intervener works under the direction of the Deaf-blind and classroom teachers in support of the IEP. The USDB will provide a plan for the training of all interveners and substitute interveners to the LEAs annually. The USDB and the LEA will together develop a plan for the provision of a substitute intervener based

on student's unique needs. Options may include USDB hired substitute intervener, LEA hired substitute intervener, or other arrangements mutually agreed upon by the USDB and the LEA. All substitute interveners, whether employed by the USDB or the LEA must complete the USDB intervener training program or a national certification. USDB will participate in fiscal support for substitute interveners at the LEA's rate of pay for comparable paraprofessionals. Financial support from the USDB to the LEA for substitute interveners may not exceed the amount paid for comparable paraprofessionals in the USDB salary schedule. LEAs will provide documentation for reimbursement for the interveners and substitute interveners they hire according to the USDB's reimbursement schedule.

Diagnostic Services

The USDB will provide a variety of diagnostic assessment services to LEAs to support the appropriate evaluation of students with sensory impairments.

The USDB Assistive Technology Team (USDB ATT)

The USDB ATT may assist LEAs with evaluations of students facing more specialized communication challenges in addition to a sensory disability. They may suggest technology, other assistive devices and activities to assist the students' communication needs. The USDB ATT team has a lending library of equipment and is available to consult with LEAs upon request for students with sensory disabilities.

Deaf-blind Assessment and Coaching Team (DB ACT)

The USDB DB ACT is available as a resource for LEA teams serving individuals with a combined vision and hearing loss. The DB ACT may provide Deaf-blind-specific information as it relates to service providers from other disciplines, work collaboratively with LEA teams to plan and conduct assessments, and/or design appropriate interventions. Professional development for members of the DB ACT occurs regular intervals (at least every other year) supported by USDB.

Low Vision Support

LEAs who hire their own vision specialists are responsible for conducting basic eligibility assessments such as a Functional Vision Assessment after a student has failed vision screening. USDB offers low vision evaluations at no charge to all LEAs. Preliminary assessments, specifically a Functional Vision Assessment is required prior to a low vision evaluation. Parents and Teachers of the Visually Impaired are encouraged to attend the evaluation.

Audiological Support

The USDB offers audiological testing (such as hearing testing after a student has already failed an audiological screening) on an as needed basis for LEAs and

annually for USDB students, assistance with the functioning of hearing aids, and minor hearing aid repairs.

USDB Consultation to LEAs

USDB teachers and related service providers will provide occasional consultation to LEA teachers, parents, and related service providers to answer questions related to sensory impairments. This occasional consultation is available to all LEAs at no cost.

USDB specialists will provide ongoing consultation to LEA teachers, parents, and related service providers, as needed. Ongoing USDB consultative services are provided as outlined in the IEP section titled “supplementary aides and services.” The USDB specialist, in collaboration with the school team, will provide expertise about sensory impairments to answer questions and may also:

- Suggest appropriate educational strategies, accommodations, adaptations, and modifications, and assist with their implementation.
- Provide referrals to other USDB direct service providers, vendors, and resources.
- Assist in the recommendation of appropriate assessments, technology, and methodologies.
- Provide training, mentoring, and support to LEA classroom teachers.

Students receiving USDB ongoing consultation services are included in the calculation of state special education and IDEA funds for the school district or charter school. These students are not submitted by the USDB to UTREx, and do not generate state or federal special education funding for USDB. However, the line item appropriation received by the USDB is designed to include the costs of operating the USDB outreach programs, such as consultation to LEAs. As such, ongoing consultation is available at no cost to LEAs with less than three percent (3%) of the total state enrollment. LEAs with greater than three percent (3%) of the total state enrollment may choose to contract with USDB for ongoing consultation, if desired.

USDB-Contracted Direct Services to an LEA

Any arrangements beyond those articulated in this document are to be determined through a written agreement directly between the USDB and the LEA and should be reviewed at least annually. To allow USDB and the LEA to project personnel needs and costs, service needs should be initiated at least one year prior to expected service obligations. Examples of areas in which written agreement may occur include the following:

- USDB outreach services/teacher to an LEA with greater than three percent (3%) of the total state enrollment
- Related services
- ASL interpreter
- Assessment
- Assistive and educational technology Instruction
- Use of LEA space for USDB activities
- Other services as agreed upon

Other Services Available From the USDB

Professional Development

Upon LEA or USOE request and based on availability of funding, the USDB will provide professional development throughout the state to LEA administrators, classroom teachers, related service providers, early intervention providers, families, and other school and community agencies on a variety of topics, such as:

- Strategies for working with students who are deaf or hard of hearing.
- Strategies for working with students who are blind or visually impaired.
- Strategies for working with students who are Deaf-blind.
- Use of assistive technology when working with students with sensory impairments.
- Cochlear implants.
- Interpreter training.

Utah State Instructional Materials Access Center (USIMAC)

In the state of Utah, there is a single “authorized entity” that produces the alternate formats for students with print disabilities called the Utah State Instructional Materials Access Center (USIMAC). This USIMAC is presently housed within the USDB. The USIMAC is the state resource for accessible alternate format instructional materials and coordinates with the National Instructional Materials Access Center (NIMAC). The USIMAC is the state-authorized user and producer of alternate format accessible instructional materials (i.e., braille, large print, audio or digital).

The USOE will provide resources for the set up and operation of the USIMAC, which will be housed at the USDB. The operation and process for requesting instructional materials through the USIMAC will follow the referral process outlined by the USIMAC. See <http://www.usimac.org>.

The USIMAC will continue to fine-tune the production process to increase efficiency, decrease production time, and be able to provide greater service to customers. Work will continue on refining USIMAC’s internal production process. Below is a list of a few key areas of focus as the program continues to grow and expand.

1. Develop the SAP software and include an e-commerce website.
2. Delivery of all digital and audio materials electronically.
3. Create an online database of all available materials including Tiger tactile graphics.
4. Market materials through the American Printing House (APH) Louis Database.
5. Pursue additional avenues of alternate format production including 3D printing, e-pub books, foreign language braille/proofreading, and other formats that may be helpful to students with print disabilities.
6. Expand services to colleges, universities, and other states around the country.

7. Develop a Prison Braille Program in the State of Utah.
8. Relocate to a more centralized location.

Cost-Sharing Option for Purchase of Accessible Instructional Materials

In an effort to make the cost of providing accessible instructional materials to students with print disabilities appropriate and reasonable across the LEAs, a cost-sharing plan has been established through collaboration between the USOE, LEAs, and the USDB. The cost-sharing plan for the USIMAC accessible materials will be a formula calculated with a base per LEA and an additional cost per total students with disabilities within the LEA (based on most recent child count). This will determine the total LEA cost for required USIMAC accessible materials for the entire year. An individual LEA may “opt in” or “opt out” of the cost-sharing option each year. LEA costs will be reconfigured each year, based on past and projected costs. LEAs opting out of the USIMAC retain responsibility for providing accessible materials and may purchase materials from the USIMAC at full cost.

Utah Comprehensive Accountability System (UCAS) Technical Assistance

The USDB may provide consultation and technical assistance to LEAs regarding assessment when the student attends the LEA program. Any requests for accessible formats or questions regarding accommodation or administration should be directed to the USOE.

Educational Resource Center (ERC)

The ERC provides information, technology, materials, instructional support, and professional learning opportunities. The ERC works to facilitate access to materials, information, and training for teachers and parents of students with sensory impairments throughout the state of Utah. In addition to providing materials, the ERC responds to other requests for support from USDB and LEA teachers specifically related to accessing the Utah Core Standards. The ERC also conducts a special weekly sensory story time that follows the Utah Core Curriculum for library skills. The ERC is located in the USDB Ogden campus and in Salt Lake City.

Assistive Technology Trial Period

Assistive technology (specific to sensory impairment) is available to LEAs from the ERC for a 30-day trial/loan period to allow for an evaluation and trial of the equipment with the student. The duration of the loan and immediate availability of resources may vary, based upon the request.

If, following the trial, the LEA decides to purchase a similar assistive technology device for an individual student, the loan period may be extended up to another 30 days while waiting for a piece of equipment that has been ordered by the LEA.

When an LEA no longer needs an assistive technology item, it is encouraged to list LEA-purchased equipment through the ERC so that it may continue to be used statewide by another LEA in need.

Descriptive and Captioned Media Program

Descriptive and captioned media are available to all LEAs at no charge from the national depository. This includes download access, VHS, and DVDs on academic topics that have been open-captioned or described for the blind requiring no special equipment.

Professional Library

Books about deafness, vision impairment, and Deaf-blindness are available to LEAs on a 30-day loan. Professional journals in these areas are also available for on-site research at the Ogden ERC.

Additional USDB Resources

USDB offers additional supportive services to families of students with sensory impairments. These services are outside the scope of a free and appropriate public education (FAPE) under IDEA and are not the responsibilities of LEAs.

- Deaf mentor (ages three through six years)
- Athletics
- Family support services
- Parent resource library
- Short-term programs
- American Sign Language instruction
- Summer camps

Funding Distribution

LEA Funding

LEAs receive state funding from the Minimum School Program through the calculation of Weighted Pupil Units (WPU). The Minimum School Program includes funding for a wide variety of programs, including special education.

LEAs receive federal special education funding through the IDEA grant. The formula for IDEA funds includes calculations for Base, Population, and Poverty. Each LEA must submit an application for funds annually, through the Utah Consolidated Application (UCA).

USDB Funding

The USDB receives state funding through a line item appropriation from the Utah State Legislature. These funds are designated for the overall operations of USDB programs, which are designed by the USDB Superintendent with oversight from the Utah State Board of Education. USDB is not eligible for state funds distributed through the Minimum School Program, except where specifically designated by the legislature.

The USDB is eligible for IDEA funding, and receives funds through the same distribution formula used for all LEAs. The USDB calculations of Population and Poverty are based on enrollment submitted by USDB through UTREx. This enrollment includes students served in USDB Extension Classrooms (including preschool and residential), but does not include students served in USDB Outreach programs. However, USDB use of IDEA funding is not limited to services for students in Extension Classrooms. USDB must submit an application for funds annually, through the UCA.

The cost for USDB services is approved annually by the Utah State Board of Education.

Services Chart

Service	Students placed with USDB as designated LEA	Students enrolled in LEAs with less than 3% of total enrollment	Students enrolled in LEAs with greater than 3% of total enrollment
Classroom services at a USDB special school or extension classroom (including residential placement at a USDB special school).	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Outreach services provided by a USDB sensory specialist at the students' school of residence. Services are determined by the IEP or 504 team and range from direct service to consultation.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
Special programs offering instruction in the Expanded Core Curriculum for students who are blind or visually impaired.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Language or communication-based instruction for students who are deaf or hard of hearing.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
Assessment for eligibility, placement, educational programming, and evaluation.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
Transition planning (for the transition from early intervention to preschool or the transition from school to post-school) and services.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
USDB American Sign Language interpreter or transliterator.	Available at no cost to LEA	Available by contract	Available by contract
Interpreter training.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Deaf-blind services.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Orientation and Mobility (O&M) services.	Available at no cost to LEA with notice	Available at no cost to LEA with notice	Available at no cost to LEA with notice
USDB Assistive Technology Team (USDB ATT) assessments to determine assistive technology needs.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Augmentative communication devices.	Available at no cost to LEA	Available for short-term (trial) loan; availability varies	Available for short-term (trial) loan; availability varies
Assistive technology.	Available at no cost to LEA	Available for short-term (trial) loan; availability varies	Available for short-term (trial) loan; availability varies
Educational technology.	Available at no cost to LEA	Consultation available at no cost; services available by contract	Consultation available at no cost; services available by contract
Technology demonstration labs.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Access to ERC materials, consistent with ERC policy and procedure.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Extended School Year services provided by USDB sensory specialists, as determined by the IEP team.	Available at no cost to LEA	Available at no cost to LEA	Available by contract

Service	Students placed with USDB as designated LEA	Students enrolled in LEAs with less than 3% of total enrollment	Students enrolled in LEAs with greater than 3% of total enrollment
Transportation, consistent with the USDB transportation policy.	Available at no cost to LEA	Not available	Not available
Low Vision services.	Consultation available at no cost to LEA	Available at no cost to LEA for LEA students who have not passed the school-wide screening	Evaluation available at no cost to LEA for LEA students who have not passed the school-wide screening once a Functional Vision Assessment is completed by LEA
Vision screening.	Available at no cost to LEA	Consultation available at no cost to LEA Services available through Division of Services for the Blind and Visually Impaired for children 3.5 to 8 years of age	Consultation available at no cost to LEA Services available through Division of Services for the Blind and Visually Impaired for children 3.5 to 8 years of age
Audiology services.	Available at no cost to LEA	Available at no cost to LEA for LEA students who have not passed the school-wide screening	Available by contract for LEA students who have not passed the school-wide screening
Hearing screening.	Available at no cost to LEA	Consultation available at no cost to LEA.	Consultation available at no cost to LEA.
Psychology services.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Speech-Language Pathology services.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Occupational therapy.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Physical therapy.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Nursing.	Available at no cost to LEA	Not available	Not available
Behavior intervention and support.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Professional Development.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
USIMAC.	Cost share	Cost share	Cost share

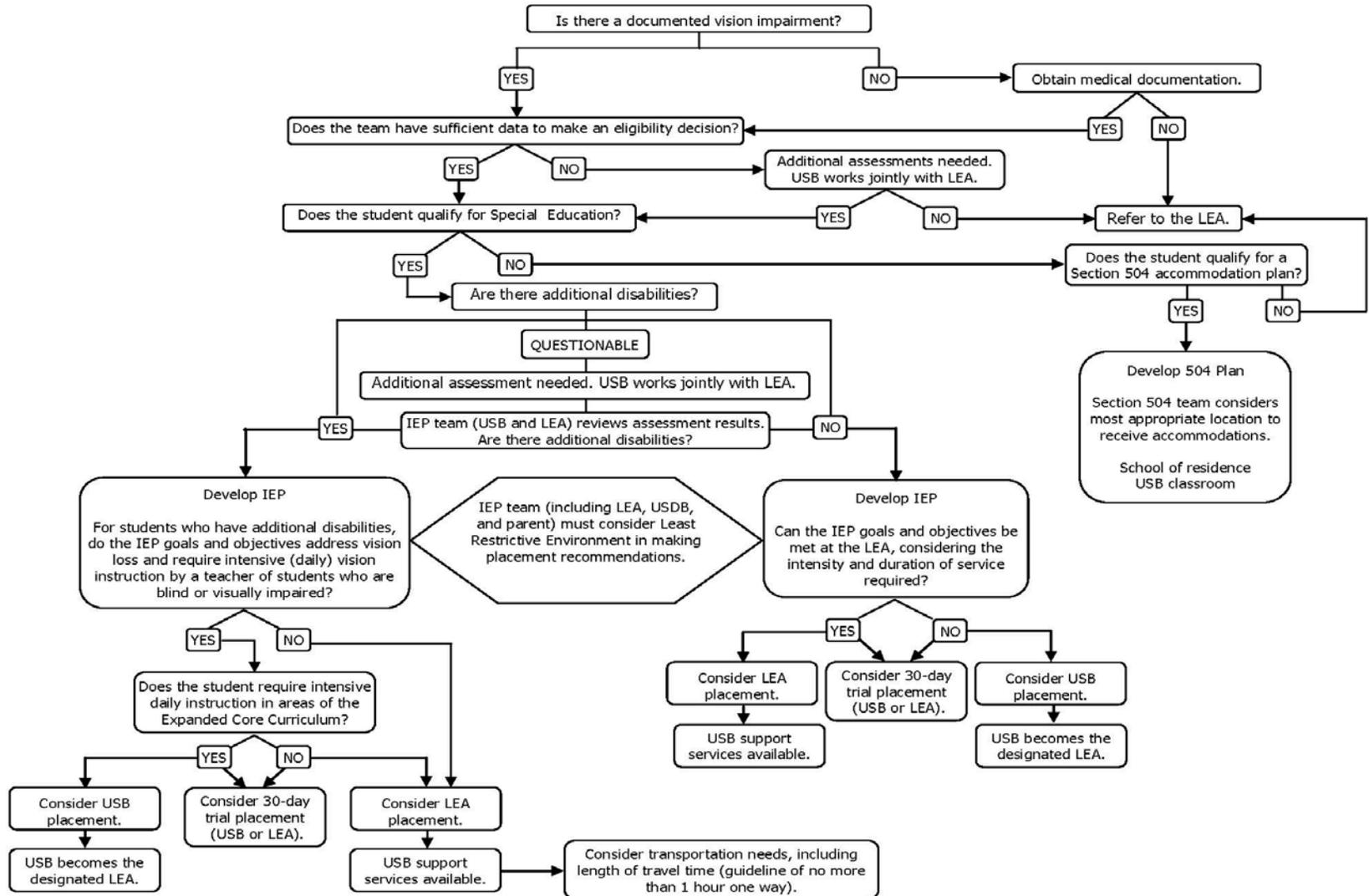
Communication Protocol

Topics	USDB	LEAs	USOE-SES
Request Clarification or Resolve Concern	<ol style="list-style-type: none"> 1. Resolution should first be attempted by discussion initiated by USDB staff with the LEA staff involved. 2. If it is not resolved, discussion is initiated by USDB director/superintendent directly with the LEA special education director. 3. If it is not resolved by the LEA special education director, then either the USDB/USOE liaison or USOE Director of Special Education should be contacted by USDB Superintendent. 4. If it is not resolved by the USDB/USOE liaison or USOE Director of Special Education, the State Superintendent of Public Instruction should be contacted by USDB. 5. Disputes may also be resolved using mediation, as per the USOE/USDB/LEA Interagency Agreement. 6. USDB will refer parents or advocacy groups who approach USDB with concerns about services provided by the LEA to the LEA Special Education Director. 	<ol style="list-style-type: none"> 1. Resolution should first be attempted by discussion initiated by LEA staff with the USDB staff involved. 2. If it is not resolved, discussion is initiated directly with the USDB director for the particular division or area of concern. 3. If the problem is not resolved at the USDB director level, then the USDB Superintendent should be contacted and given an opportunity to resolve the issue. 4. If it is not resolved by the USDB Superintendent, then either the USDB/USOE liaison or USOE Director of Special Education should be contacted by the LEA Special Education Director. 5. If it is not resolved by the USDB/USOE liaison or USOE Director of Special Education, the State Superintendent of Public Instruction should be contacted by the LEA. 6. Disputes may also be resolved using mediation, as per the USOE/USDB/LEA Interagency Agreement. 	<ol style="list-style-type: none"> 1. Resolution should first be attempted by discussion initiated between LEA and USDB staff. 2. If it is not resolved, discussion is initiated directly with the USDB director for the particular division or area of concern and the LEA special education director. 3. If the problem is not resolved at the director level, then the USDB Superintendent should be contacted and given an opportunity to resolve the issue. 4. If it is still not resolved by the USDB Superintendent, the State Superintendent of Public Instruction should be contacted by USOE-SES. 5. Disputes may also be resolved using mediation, as per the USOE/USDB/ LEA Interagency Agreement.

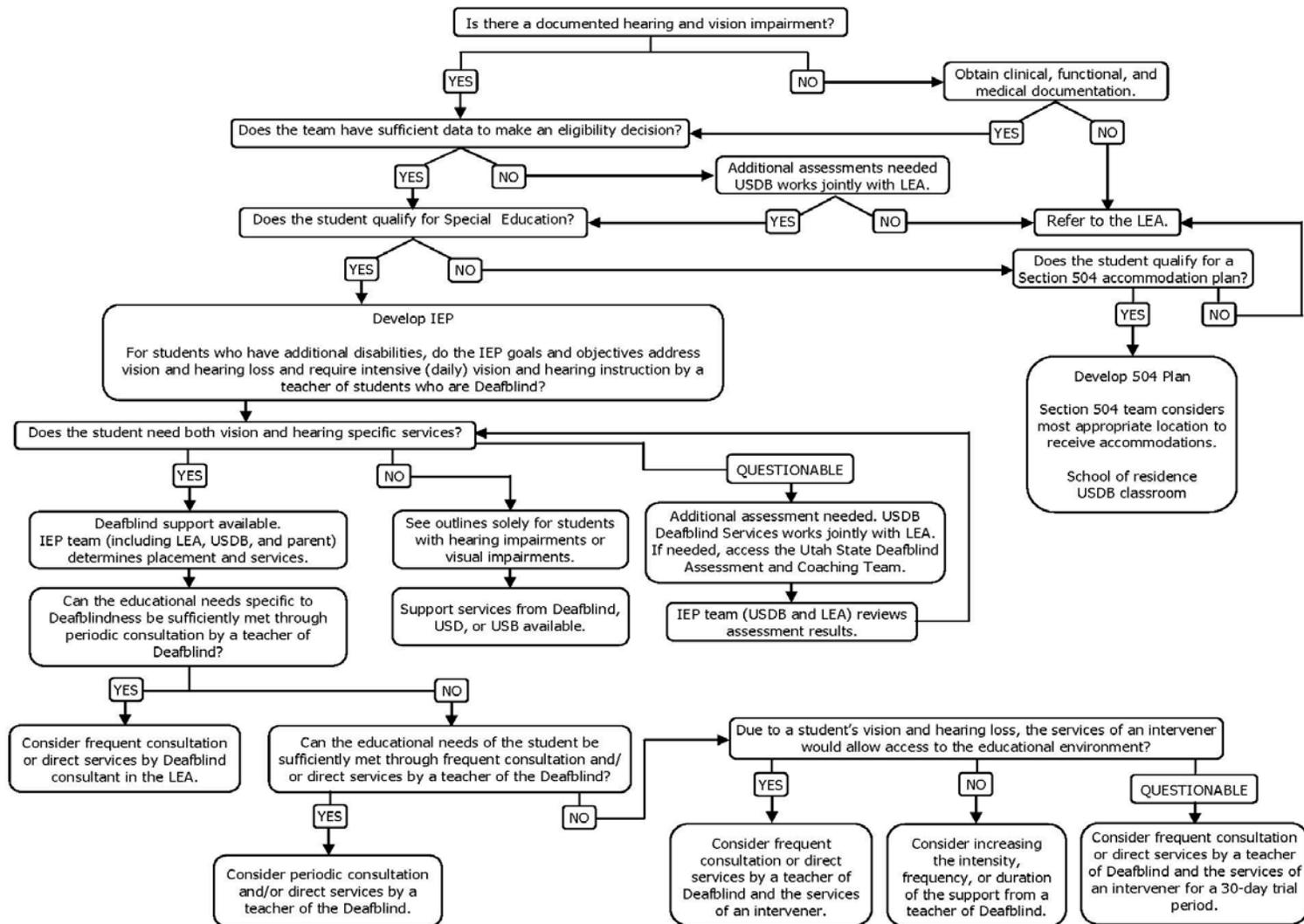
Topics	USDB	LEAs	USOE-SES
Increase Communication	<ol style="list-style-type: none"> 1. USDB directors will increase contact with each LEA special education director. 2. USDB directors will contact special education directors at least twice a year to report on each student served by USDB providers and identify the levels of service provided each student. 3. JMS and KBS will report to districts annually the students served in their special school. 4. USDB Directors and Superintendent will present at meetings of other organizations (to be determined by USDB) to discuss USDB programs on an annual basis. 5. USDB Directors will share newsletters with USOE-SES. 	<ol style="list-style-type: none"> 1. LEA special education directors will review USDB-provided student lists for accuracy and report any inaccuracies to the USDB director within 30 days. 	<ol style="list-style-type: none"> 1. USOE-SES will ensure that USDB Superintendent and Directors are included on the LEA special education director email list. 2. USOE-SES will schedule ongoing meetings with USDB Superintendent. 3. USOE/USDB liaison will coordinate with USDB Superintendent regarding input/information for the Spedometer Newsletter. The USOE/USDB liaison will notify USDB Directors. 4. USOE/USDB liaison may attend USDB administrative staff meetings, when invited. 5. USOE-SES will visit USDB programs, including rural programs, to become familiar with their needs, functions, and achievements. 6. USOE-SES will invite USDB Superintendent to USEAP meetings.
Services to Students (IDEA & 504)	<ol style="list-style-type: none"> 1. USDB will ensure that each student served by USDB services is either on an IEP or a 504 accommodation plan by annually creating lists of IDEA and 504 students to be sent to LEA special education directors and 504 coordinators. Many students are followed and monitored by USDB in rural areas by audiology to make sure their hearing technologies, hearing 	<ol style="list-style-type: none"> 1. LEA special education directors will review lists provided by USDB directors of IDEA students receiving USDB services for accuracy and report inaccuracies to USDB Directors within 30 days. 2. LEA special Education directors. 3. USDB will implement any process or procedure that an LEA requires to track 	<ol style="list-style-type: none"> 1. USOE-SES will clarify fiscal requirements for IDEA and State special education funds for LEAs and USDB through professional development and inclusion of written technical assistance. 2. USOE-SES and the Utah PD/TA Network will provide USDB with professional

Topics	USDB	LEAs	USOE-SES
	<p>aids, cochlear implants, or FM systems, are functioning properly.</p> <p>2. USDB itinerant teachers also monitor to ensure that students continue to use their technology appropriately, advocate for themselves, and that general education teachers make the necessary accommodations including use of FMs.</p>	<p>and log services to individual students.</p>	<p>development, as requested and in accordance with identified priorities and needs.</p> <p>3. USOE-SES will consider USDB's specific professional development needs during budget planning.</p>
IEP Meetings	<p>1. USDB will cc: LEA special education director on each notice of meeting and invite appropriate LEA personnel from LEA provided list.</p> <p>2. USDB will provide LEAs with a list of USDB staff to be invited to attend IEP meetings.</p>	<p>1. LEA special education directors will create and provide USDB an annual list of LEA representatives (with contact information) to be invited to IEP meetings.</p> <p>2. LEA special education directors will provide USDB directors with IEP meeting notice timeline guidance.</p>	

Blind/Visually Impaired Guidelines



Deafblind Guidelines



Glossary

Deaf-blindness or Deaf-blind means written verification provided by a medical professional stating that an individual has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. The definition of Deaf-blindness also includes the provisions of 53A-25b-102 and 301.

Designated LEA means that when the USDB is the designated LEA, the USDB shall provide all appropriate services to the student consistent with the student's IEP or Section 504 accommodation plan.

Educational Resource Center (ERC) is a center under the direction of the Utah Schools for the Deaf and Blind (USDB) that provides information, technology, and instructional materials to assist Utah children with sensory impairments in progressing in the curriculum. It is also the mission of the ERC to facilitate access to materials, information, and training for teachers and parents of children with sensory impairments.

Hearing impairment/deafness:

(1) Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness.

(2) Deafness is a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and that adversely affects a student's educational performance (R277-800-1-L(1)(2)).

Intensive Services is defined as services requiring vision, Deaf-blind, or hearing services for more than 180 minutes or more per day for K-12 students/post-high; 90 minutes per preschool day. This does not include related services that are not vision, Deaf-blind, or hearing specific. These services must be defined within the IEP with additional specificity.

Local Education Agency (LEA) means the Utah school districts, the Utah Schools for the Deaf and the Blind, and all Utah public charter schools that are established under State law that are not schools of an LEA (§300.4-300.45).

National Instructional Materials Accessibility Standard (NIMAS) means the electronic standard that enables all producers of alternate formats for students with print disabilities to work from one standard format available from publishers for this purpose.

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and includes speech-language pathology and audiology services;

interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services; and medical for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. An exception is made for services that apply to students with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's function (e.g., mapping), maintenance of that device, or the replacement of that device (§300.4-300.45).

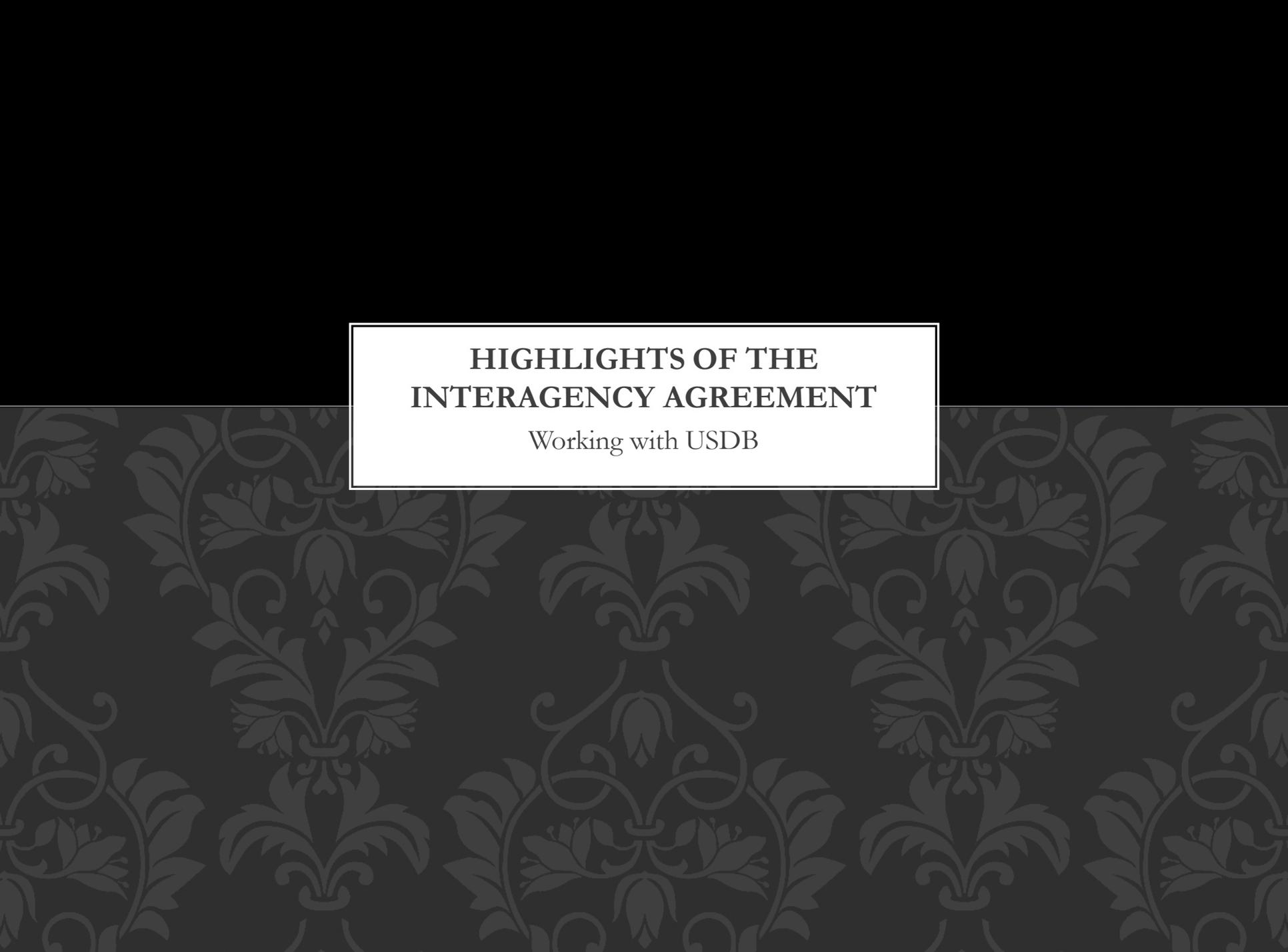
Section 504 accommodation plan means a plan required by Section 504 of the Rehabilitation Act of 1973 and designed to accommodate an individual who has been determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activities.

USDB means the Utah Schools for the Deaf and the Blind.

USOE means the Utah State Office of Education.

Utah State Instructional Materials Access Center (USIMAC) is a center that receives National Instructional Materials Accessibility Standard (NIMAS) electronic file sets and produces them in the accessible alternate format required by students with print disabilities based on orders from LEAs.

Visual Impairment including blindness is an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness that adversely affects a student's educational performance (§300-306-13a.).



**HIGHLIGHTS OF THE
INTERAGENCY AGREEMENT**

Working with USDB

PURPOSE OF INTERAGENCY AGREEMENT

To explain agency roles, services for students with sensory disabilities, financial obligations to students and participating entities, and a basic process for resolving disagreements among the parties.

✧ State Code

✧ State Board Rule

✧ Interagency Agreement

The USOE will coordinate a review of the Interagency Agreement at least every two years.

ELIGIBILITY FOR USDB SERVICES

53A-25b-301. Eligibility for services of the Utah Schools for the Deaf and the Blind.

- (1) A person is eligible to receive services of the Utah Schools for the Deaf and the Blind if the person is:
- (a) a resident of Utah;
 - (b) younger than 22 years of age;
 - (c) referred to the Utah Schools for the Deaf and the Blind by the person's school district of residence or a local early intervention program; and
 - (d) identified as deaf, blind, or deafblind through:
 - (i) the special education eligibility determination process; or
 - (ii) the Section 504 eligibility determination process.

USDB CONTINUUM OF SERVICES

USDB Early Intervention and Parent Infant Program

USDB Deaf Mentor Program

USDB STEP Program

USDB Special Schools

Jean Massieu School of the Deaf – Salt Lake City

Kenneth C. Burdett School of the Deaf - Ogden

USDB School for the Blind – Salt Lake & Ogden

USDB Extension Classrooms located in an LEA (WPU - LEA)

USDB Outreach Services (WPU - LEA)

Direct Services (Orientation & Mobility, Deaf-blind Specialists, Diagnostic Services, Consultation Services)

Professional Development training

Loaning of Equipment for a 30 day trial period

ADDITIONAL SERVICES TO FAMILIES

USDB offers additional supportive services to families of students who are deaf, blind or deaf blind. These services are outside the scope of a free and appropriate public education (FAPE) under IDEA and are not the responsibilities of LEAs.

Deaf mentor (ages three through six years)

Athletics

Family support services

Parent resource library

Short-term programs

American Sign Language instruction

Summer camps

USDB - DESIGNATED LEA

- The LEA (i.e., school district of residence or charter school of enrollment) is the single point of entry for USDB services for students ages three through 21. No student may enroll in USDB programs or services without referral from the LEA. LEAs and the USDB will continue to consider primary and secondary disabilities and other factors (including transportation) when making special education service and placement decisions.
- Students who enroll in a Utah school district or charter school may be eligible to receive intensive services from specialists employed by the USDB.
- *Intensive Services is defined as services requiring vision, Deaf-blind, or hearing services for more than 180 minutes or more per day for K-12 students/post-high; 90minutes per preschool day. This does not include related services that are not vision, Deaf-blind, or hearing specific. These services must be defined within the IEP with additional specificity. See the flowchart guidelines for more information.*
- The IEP team, including representation from USDB, may decide to enroll a student in a USDB program and to designate USDB as the LEA for that student.
- Students with that are deaf, blind or deafblind may receive services under IDEA, Section 504, or a USDB Preschool Services Plan.

IEP MEETING ATTENDANCE

- The LEA will invite USDB staff to attend all initial IEP or 504 plan meetings for all students with a hearing or vision loss, including those for students transitioning from Part C to Part B, those moving from out of state, and/or transferring LEAs.
- The LEA may invite USDB staff to IEP or 504 Plan meetings when there is a possible need for USDB services and/or technical assistance.
- USDB services **may not** be included in the IEP or 504 plan **unless** a USDB representative is present at the meeting.

COMMUNICATION

- (1) For students currently enrolled with the USDB as the designated LEA, the USDB will provide a list of students and their IEP due dates for the upcoming school year to the Special Education Director of the referring LEA no later than **June 30**.
- (2) For students currently enrolled with the LEA and receiving USDB services through USDB Outreach Programs, the LEA will provide a list of students and their IEP due dates for the upcoming school year to the USDB Asst. Superintendent no later than **June 30**.
- (3) For students currently enrolled with the LEA and receiving no services from the USDB, the LEA will invite a USDB representative to attend any meeting where USDB services may be considered for that student.
- (4) When a change of placement is being considered, both parties will participate and establish a timeline to ensure a successful transition for the student.

INTERPRETERS

- Certified Sign Language interpreters must be hired for students who require any relay of communication. (Utah Code Annotated 53A-26a-301).
- LEAs are responsible to provide certified interpreters for all students needing an interpreter within the LEA, except when USDB is the designated LEA.
- An LEA may choose to contract with the USDB for interpreter services for students attending the LEA of residence or an LEA school where a USDB extension classroom is located.
- The USOE and USDB are responsible to provide ongoing interpreter training toward certification and mentoring for all interpreters, as requested by individual LEAs.

USIMAC

- In the state of Utah, there is a single “authorized entity” that produces the alternate formats for students with print disabilities called the Utah State Instructional Materials Access Center (USIMAC).
- A cost-sharing plan has been established through collaboration between the USOE, LEAs, and the USDB. (Page 12 of Interagency Agreement)
- An individual LEA may “opt in” or “opt out” of the cost-sharing option each year. LEAs opting out of the USIMAC retain responsibility for providing accessible materials and may purchase materials from the USIMAC at full cost.

CONTRACTED SERVICES

To allow USDB and the LEA to project personnel needs and costs, service needs should be initiated at least one year prior to expected service obligations.

Examples of areas in which written agreement may occur include the following:

USDB outreach services/teacher

Related services

ASL interpreter

Assessment

Assistive and educational technology Instruction

Use of LEA space for USDB activities

Other services as agreed upon

COSTS

- USDB outreach teacher services will be provided to all students within LEAs with less than three percent (3%) of the total student population of the state at no cost to the LEA.
- LEAs with greater than three percent (3%) of the student population statewide may elect to contract with the USDB to provide outreach teacher services, as needed.
- During the 2014-2015 school year, USDB, USOE, and LEAs will convene to determine an alternate cost-share method to replace the 3% calculation.

See the “Services Chart” on pages 15 &16 of the Interagency Agreement

