



**UTAH**  
**SCHOOLS FOR THE**  
**DEAF AND THE BLIND**

# Technical Assistance Manual

March 2017  
July 2018  
Updated February 2021

## Responsibilities of a School District/Charter School as the Designated LEA (R277-801-5)

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## **OVERVIEW**

### **Purpose of this Technical Assistance Manual (R277-800-6)**

This document has been developed to facilitate effective communication and procedural approaches for the Utah Schools for the Deaf and the Blind (USDB) and Local Education Agencies (LEAs).

USDB is 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, the Parent Infant Program

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(R277-800), and supplemental resources and enrichment programs. This document describes agency roles, services for students with sensory impairments, financial obligations to students and participating entities, and collaboration expectations as outlined in R277-800 "Services for Students with Sensory Impairments."

# RESPONSIBILITIES AND RELATIONSHIPS

## **Responsibilities of LEAs (R277-801-3)**

The LEA (i.e., school district of residence or charter school of enrollment) is generally the point of entry for USDB services for students ages three through 21. Students enroll in USDB programs or services with a referral from the LEA. LEAs and USDB will consider primary and secondary disabilities and other factors (including transportation needs and length of time students would be transported daily) when making special education service and placement decisions. Students with a sensory impairment may receive services under IDEA, Section 504, or a USDB Preschool Services Plan.

### **3% Rule**

Consistent with Board rule [R277-801-6\(7\)](#), USDB services for students who are deaf or blind are provided at no cost to all students in LEAs with less than three percent (3%) of the total student population of the state. LEAs with greater than three percent (3%) of the student population statewide may elect to contract with USDB to provide outreach services.

Regardless of size, LEAs always have the option to employ their own sensory specialists to meet the IEP or 504 Plan needs of enrolled students. Whenever possible, requests for

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contract services with USDB should be made prior to April 1 for the following school year.

### **Opt-out**

Beginning July 2018, school districts above the 3% threshold may request USDB services at no cost, subject to the following conditions:

- The district must request the 3% opt-out in writing with the anticipated scope of requested instructional or specialized related services from USDB.
- USDB will conduct an LEA services review and evaluation prior to the October 1 legislative budget submission deadline.
- 3% opt-out approval is subject to legislative funding. The LEA may continue to pay the contract cost for services until funding is appropriated.
- Services currently provided to students by USDB may be grandfathered until those students no longer need those services.

### **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 requests should be initiated before October 1 of the year prior to the needed services.

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

- USDB outreach teacher
- Specialized related service providers
- ASL interpreters
- Assessment
- Assistive and educational technology instruction
- USDB use of LEA space
- Other services listed in [Board rule R277-801](#)

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Prior to the initiation of services, contracts must be signed and distributed between the LEA and USDB. Timely payment from the LEA is processed in two installments (January and June) before the close of the school year; the USBE will assist with the collection of outstanding balances.

The USBE will provide a list of the 3% districts to USDB by December 15th for the upcoming school year.

**Responsibilities, when USDB is the Designated LEA (R277-801-4) The IEP team (including representation from USDB),** may recommend placement in a USDB program and designate USDB as the LEA for that student, and LEA staff must continue to attend the IEP meetings. (USBE Rule 277-800-5).

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

Utah Code ([53E-8-403](#)) 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, Section 504 accommodation plan or USDB Preschool Service Plan. The USDB offers a continuum of placements available to meet the needs of students with sensory impairments for special education and related services (§300.115).



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All students enrolled with USDB as the designated LEA are to be included in all USBE-required student enrollment reports, such as the fall enrollment count, the Child Count of students with disabilities, and the End of end-of-year enrollment report. Any agreements beyond those articulated in R-277-801 are to be determined through a written agreement between USDB and the LEA(s). These agreements should be documented by both parties and should be reviewed at least annually.

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

USDB is responsible for annually administering the Board-required assessment for students enrolled with USDB as the designated LEA, except that a student may take an alternate test in accordance with the student's IEP ([UCA Section 53E-8-404](#)). USDB shall develop and implement all programs, policies, and procedures required of all LEAs by USBE.

### **USDB Extension Classrooms Located in Another LEA**

Students who attend USDB extension classrooms within an LEA are to be enrolled in the general education program of the school they are attending. The LEA's school should be designated as the "school of record" with USDB as the designated LEA. 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.



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As the designated LEA for students in this type of program, USDB is responsible for ensuring the students receive a free appropriate public education (FAPE). USDB accepts full responsibility for all special education and related services (including interpreting) as required on the IEP or 504 Plan. 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.

Students in USDB extension classrooms generate general education funding (WPU) for the LEA in which the USDB classroom is located. USDB receives funding appropriated by the Utah Legislature.

USDB and the LEA will be jointly responsible for ensuring that any portable classrooms have access to intercom and phone service to ensure the safety of students and staff.

## **SERVICES OFFERED BY USDB**

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

Early intervention (EI) services are provided for students ages birth to three years with a suspected vision, hearing, or dual-sensory loss as per the Utah State Code and BabyWatch Guidelines. Parent Infant Program (PIP) and DeafBlind Specialists 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 IDEA Part C to

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Part B by age three.

### **USDB Preschool Service Plan**

In accordance with USBE Rule R277-800-7, USDB is permitted to provide services to students with a documented hearing and/or vision loss using a USDB Preschool Services Plan. (See attached Notification for USDB Preschool Service Plan.)

### **USDB Outreach Services**

USDB outreach educators provide special education and related services as outlined on the student's IEP or 504 Plan. The USDB outreach educator provides input toward goals, objectives (as needed), and methodology to members of the LEA IEP team or 504 Plan. For students attending a district program and receiving USDB services, the services should be listed as a related service on the IEP document.

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 USDB.

USDB provides a variety of direct services during school hours to students attending an LEA. These services are determined by the IEP or 504 team, with representatives of the LEA and USDB in attendance. Any arrangements beyond those articulated in this agreement are to be determined through a written agreement between USDB and the LEA. These agreements should be documented by both parties and should be reviewed at least annually.

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

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in LEA Medicaid studies may be appropriate for the LEAs who have entered into a payable contractual agreement with USDB and will be determined by both USDB and LEA administrations prior to inclusion.

### **Enrichment Programs and Activities**

USDB provides enrichment programs and activities during the summer and throughout the school year for students who are deaf, hard of hearing, blind, visually impaired, or Deaf-Blind. Students throughout the state of Utah are eligible to participate regardless of enrollment with USDB or another LEA. Activities include camps, short-term programs, travel, and other specialized learning activities for students and their families.

### **USDB Post-Secondary and High School Program**

This program provides a structured residential environment in Ogden, 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 Consultation Services**

USDB educators and related service providers can 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 can provide ongoing consultation to LEA educators, parents, and related service providers, as needed. Ongoing USDB consultative services are provided as outlined in the IEP section titled "supplementary aids and services." The USDB specialist provides

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expertise about sensory impairments 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 with 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.

### **Professional Development Training**

Upon LEA or USBE request, and based on the 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.

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- Strategies for working with students who are Deaf-blind.
- Use of assistive technology when working with students with sensory impairments.
- Cochlear implants.
- Interpreter training.

### **Educational Resource Center (ERC)**

ERC provides information, technology, materials, instructional support, and professional learning opportunities. 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, ERC responds to other requests for support from USDB and LEA teachers specifically related to accessing the Utah Core Standards. ERC is located in the USDB Ogden campus and in Salt Lake City campuses.

### **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 Resources**

USDB offers additional supportive services to families of students with sensory impairments.

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These services, which include but are not limited to, 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)
- Blind mentor (ages 13 through 18 years)
- Athletics
- Family support services
- Parent resource library
- Short-term programs
- American Sign Language instruction
- Summer camps

## **SERVICES FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING**

### **Interpreters**



## **Responsibilities of a School District/Charter School as the Designated LEA (R277-801-5)**

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

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Certified American Sign Language interpreters (See definition) must be hired for students who require any relay of communication. Any time an employee of an LEA or USDB uses 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.

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 (SEA) is responsible for establishing and maintaining qualifications of interpreters to ensure that personnel necessary to provide FAPE 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). For further information about interpreters in Utah go to:

<http://utahinterpreterprogram.org/>.

LEAs are required to provide certified educational interpreters for all students needing an interpreter within the LEA. When USDB is the designated LEA, USDB is responsible to provide interpreters.

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

### **Audiological Services**

USDB may provide certain audiological services through a referral from an LEA or early intervention provider at no cost to LEAs.

For assistance with a student whose hearing loss is in question, USDB will accept referrals for audiological services from a speech-language pathologist, audiologist, nurse, early intervention



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specialist, or special education director who has completed a hearing screening(s) at an early intervention center or school district of residence or for students meeting the requirements below.

Each child must have two documented failed hearing screenings using an audiometer, Otoacoustic Emission (OAE), or Auditory Brainstem Response (ABR), in addition to delays in communication. The screener needs to include the dates of screenings or two attempts to screen the student. The results for each ear need to be included with the referral.

Exceptions may be granted for a child who is uncooperative for routine screening procedures or has inconsistent test results from an OAE, ABR, or booth evaluation. Students with the following diagnoses do not require two failed hearing screenings:

- ANSD - Auditory Neuropathy Spectrum Disorder
- Atresia/microtia
- A known syndrome with associated hearing loss such as Pierre Robin, CHARGE, Waardenburg, or other craniofacial abnormalities, etc.

A student diagnosed with Central Auditory Processing Disorder (CAPD) may in rare circumstances be placed at USDB under certain conditions and procedures outlined in the USDB Central Auditory Processing Disorder Policy linked [here](#).

The audiology policy and referral form can be found on the [USDB website](#).

### **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. Deaf mentors are uniquely qualified to provide the child, parents, and professionals with a positive and hopeful perspective from their day-to-day, real-life experiences as a deaf or hard-of-hearing person living in a hearing world.

## **Responsibilities of a School District/Charter School as the Designated LEA (R277-801-5)**

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Deaf Mentors are able to articulate what the child cannot, which brings an important perspective and credibility to the team discussion of the child's needs.

## **SERVICES FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED**

### **Diagnostic Assessments**

USDB may provide, without charge, a variety of diagnostic assessment services to LEAs to support the appropriate evaluation of students with sensory impairments. For assessments that are not outlined specifically in [R277-801](#), LEAs may contract with USDB.

The USDB Assistive Technology Team (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 student's communication needs. The USDB ATT team has a lending library of equipment and will consult with LEAs upon request for students with sensory disabilities.

### **Assistive Technology Trial Equipment**

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 on 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

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piece of equipment that has been ordered by the LEA.

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

### **Low Vision Support Services**

USDB offers low vision evaluations at no charge to all LEAs. Referrals are accepted through an LEA or early intervention provider (i.e., a Parent Infant Provider or a Teacher of the Blind/Visually Impaired). LEAs who hire their own Teachers of the Blind/Visually Impaired (TVI) are responsible for conducting basic eligibility assessments, such as a Functional Vision Assessment, after a student has a failed vision screening. Preliminary assessments, specifically a Functional Vision Assessment, are required prior to a low vision evaluation. Parents and TVIs are encouraged to attend the evaluation.

Referrals can be found at [http: http://www.usdb.org/referrals](http://www.usdb.org/referrals)

### **USDB Blind Mentor Program**

The USDB Blind Mentor program provides an adult blind/visually impaired role model for families of children who have a documented vision loss. Blind mentors offer a unique perspective of blindness, services available, and recommendations for home, school, and community, while providing parents encouragement and hope that their child can thrive in all environments.

### **Utah State Instructional Materials Access Center (USIMAC)**

The Individuals with Disabilities Education 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

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Accessibility Standard (NIMAS).

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

Each LEA, including USDB as the designated LEA, is responsible for ensuring the timely provision of accessible textbooks and materials. For more information see <http://www.usimac.org/>.

LEAs receive accessible instructional materials for students with print disabilities at no cost, subject to the terms of an MOU for USIMAC services. For more information see <http://www.usimac.org/>.

## **SERVICES FOR STUDENTS WHO ARE DEAF-BLIND**

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

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The USDB teacher of the Deaf-Blind 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.

### **Deaf-Blind Intervenors**

Intervenors 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. An intervener works under the direction of the Deaf-Blind specialists and classroom teachers in support of the IEP

USDB will provide intervenors for all eligible Utah students at no cost to the LEA. LEAs may choose to provide their own intervenors 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 intervenors may not exceed the amount paid for comparable paraprofessionals in the USDB salary schedule. All intervenors, whether employed by the USDB or the LEA, must complete the USDB intervener training program or a national certification.

USDB will provide training of all intervenors and substitute intervenors to the LEAs annually. The USDB and the LEA will together develop a plan for the provision of a substitute intervener based on a student's unique needs. Options may include a USDB-hired substitute intervener, LEA hired substitute intervener, or other arrangements mutually agreed upon by the USDB and the LEA. All substitute intervenors, whether employed by the USDB or the LEA must complete

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## USDB services CHART AT-A-GLANCE

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 are provided by a USDB specialist at the student's 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 at no cost or 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
Enrichment programs and after-school activities for deaf and hard-of-hearing students.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
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 from early intervention to preschool or the transition from school to post-school 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 at no cost to LEA by contract	Available by contract
Deaf-blind services	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Related services outside of contract hours.	Available at no cost to LEA with notice	Available at no cost to LEA with notice	Available by contract



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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 devices	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	Consultation available at no cost; assessments and 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 are 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
Transportation, is consistent with the USDB transportation policy.	Available at no cost to LEA	Not available	Not available
Low Vision Support & Evaluation <i>Note: A Functional Vision Assessment is required prior to low vision evaluation</i>	Consultation is available at no cost to LEA	Available at no cost to students who failed LEA vision screening.	Available at no cost to students who failed LEA vision screening.
Vision screening	Available at no cost to LEA	Services available through the Department of Health Nursing Services (2019 SY)	Services available through the Department of Health Nursing Services (2019 SY)
Audiology services	Available at no cost to LEA	Available at no cost to LEA for LEA students who have	Available by contract for LEA students who have not passed two

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		not passed two screenings	screenings
Psychology services	Available at no cost to LEA	Consultation is available at no cost to LEA	Consultation is available at no cost to LEA. Evaluation by contract.
Speech-Language Pathology services	Available at no cost to LEA	Consultation is available at no cost to LEA	Consultation is available at no cost to LEA. Evaluation by contract.
Occupational therapy	Available at no cost to LEA	Consultation is available at no cost to LEA	Consultation is available at no cost to LEA. Evaluation by contract.
Physical therapy	Available at no cost to LEA	Consultation is available at no cost to LEA	Consultation is available at no cost to LEA. Evaluation by contract.
Nursing	Available at no cost to LEA	Not available	Not available
Behavior intervention and support	Available at no cost to LEA	Consultation is available at no cost to LEA	Consultation is available at no cost to LEA. Evaluation by contract.
Professional Development	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
USIMAC	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA

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### **Notification of USDB Preschool Services Plan**

In accordance with Utah State Board of Education Rule (USBE) R277-800-7, USDB is permitted to provide services to students (ages 3-5) with a documented hearing and/or vision loss using an Individualized Education Program (IEP) or a USDB Preschool Services Plan.

It has been determined that the following student is not eligible for special education services under IDEA. USDB would like to notify \_\_\_\_\_ School District/Charter School that in accordance with R277-800-7, the following student will be served at USDB under a Preschool Services Plan:

Name of child (Last, First, Middle):	Date of birth:
Name of parent or legal guardian:	Parent Email:
Address (Street, city, state, zip):	Phone:

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Method of notifying parent of intent to refer: <input type="checkbox"/> Conference <input type="checkbox"/> Phone call <input type="checkbox"/> Written	Person making notification:
--	-----------------------------

Date of receipt of notification for Preschool Services Plan by USDB: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## **Glossary**

**Certified Deaf Interpreters (CDI)** are deaf or hard-of-hearing individuals who are nationally certified by the Registry of Interpreters for the Deaf (RID). They serve as an equal member of the interpreting team along with a certified hearing interpreter.

**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 USDB is the designated LEA, 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

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An LEA may not commit USDB to services without USDB participation in the IEP meeting. The IEP team must consider the least restrictive environment (LRE) and the intensive service ([R277-801-2](#)) needs of each student in determining the appropriate placement, including direct communication with teachers and peers for the deaf or hard-of-hearing students.

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

For qualifying students currently enrolled with an LEA and receiving no services from USDB, the LEA shall invite USDB to attend any meeting where USDB services may be considered for that student. USDB services may not be included in the IEP, 504 plan or USDB Preschool Service Plan unless a consenting USDB representative is present at the meeting.

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** are 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.

**Interpreting** means to translate from one language to another.

**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)

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

**National Instructional Materials Accessibility Standard (NIMAS)** is 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.

**Qualifying Students** means a student who is eligible for USDB services in accordance with the requirements of Utah Code, Section [53E-8-401\(1\)](#).

**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;

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interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services; and medical services for diagnostic or evaluation purposes. Related services also include school health services, 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.

**USDB Preschool Service Plan** means a plan designed by USDB to accommodate a preschool student (ages 3-5) who has been determined, as a result of an evaluation, to have a hearing or vision loss, but doesn't yet exhibit academic delays.

**USBE** means the Utah State Board 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.

**Video Remote Interpreting (VRI)** describes interpreting that uses devices such as web



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cameras or videophones to provide sign language or spoken language interpreting services. This is done through an interpreter located at a site away from the client, in order to facilitate communication to a remote location where a face-to-face interpreter is not available.

**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 affect a student's educational performance (§300-306-13a).