

USDB Outreach Services

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USDB

Utah Schools for the Deaf & the Blind

Policies, Procedures and Practices

USDB Outreach follows the policies set forth by USDB in their [Policy Manual](#). Specific to the Outreach divisions, we have measures in place to ensure students receive eligible services, teachers and administration maintain accurate data and records, and administration can supervise and support our teachers and deal with challenges as they arise.

Additional information speaking to this can be found in the subsequent slides.

USDB and IEP Meetings for Students with a Sensory Loss

All students served by USDB must be considered during an IEP (Individualized Education Program) or 504 Plan meeting. This meeting is scheduled by the local school district, also known as the LEA (Local Education Agency).

The LEA is responsible for:

- Creating and implementing the IEP or 504 Plan
- Conducting evaluations and assessments for initial placement (USDB can assist if needed.)
- Considering USDB services/placement as an option during the meeting

How do IEP teams determine the amount and type of services needed?

1. Students are **comprehensively evaluated** by the LEA or USDB, if needed.
2. This includes formal/informal evaluations, previous evaluations and parent feedback.
3. The **evaluation results are discussed by the IEP team** comprised of the LEA representatives, regular education teacher, district special education representative, and a USDB representative for that sensory loss.
4. The IEP team **determines the appropriate goals/objectives** based on the evaluation results.
5. **Services are determined** after the IEP team considers what is needed to accomplish the goals/objectives.
6. **Placement is determined** by the what services are required for a student to achieve FAPE.

How do IEP teams determine the amount and type of services needed?

Determining TVI & O&M Services

- **Based on Assessments & Eye Report**
 - TVIs: *Functional Vision & Learning Media Assessment*
 - O&Ms: *TAPS Curriculum*
 - Additional tools: Braille Readiness Grid, CVI Range, Tech Assessment, etc.
- **When Vision is Degenerative**
 - Braille, tech, and O&M may be considered
 - Final decision made by the IEP team
- **Determining Service Time**
 - Tools: *V.I.S.S.I.T. (TX), Michigan Severity Scales*
 - Factors:
 - IEP goals
 - Vision severity
 - Needed accommodations
- **IEP Recommendation**
 - TVI/O&M propose service time (direct & consult)
 - IEP team reviews and finalizes for inclusion in IEP

How caseloads are determined and assigned:

Caseloads include:

- Individual student service time
- Lesson preparation time
- Travel time
- IEP meeting attendance
- Time for conducting assessments
- Allocation for professional development
- Completion of paperwork

Teaching assignments are geographically based and organized by caseload needs.

How USB Caseloads are determined:

Caseload Analysis Tool used by Blind Outreach:

- **Factors included:**
 - a. Monthly IEP service minutes per student
 - b. Travel, prep, new referrals, IEP meetings, assessments
 - c. Professional development & mentoring
 - d. Extra time for “academic blind” students
- **Total Work Minutes include:**
 - a. Breaks (30 min/day)
 - b. All duties & travel
 - c. Calculates FTE & billing elements (pending)
- **Reviewed 3x/year** to balance workload & update student assignments

Outreach services provided for Deaf students:

- Services from a Teacher of the Deaf
- ASL Interpreter
- Audiology Services

Outreach services provided for Blind students:

- Pre-Braille and Braille Lessons
- Training on the Use of Technology for the Blind
- Cortical Visual Impairment strategies, instruction and consultation to help increase visual complexity of students who have multiple disabilities.
- Consultation to school teachers on making accommodations for students in the classroom.
- Placing book orders for students in the preferred forma
- Attending IEP Meetings.
- Supporting inservice training programs for school personnel.
- Reporting student progress to parents and teachers who hold the student's file.
- Orientation and mobility lessons including white cane, community, transportation, and school campus travel.
- Other lessons on the Expanded Core Curriculum (ECC) - The skills students who are blind or have low vision require to succeed in the home, school, and community.

How do LEAs contact USDB staff to discuss student needs and services?

USB: All new students are referred to Blind Outreach using the [USB Vision Services Referral Form](#). Attached to this form must be an [eye report from an eye doctor \(sample\)](#) as well as a signed [consent to evaluate form \(from the LEA\)](#). Once these items are uploaded and the referral form is completed and submitted, it is approved and assigned by a Blind Outreach director. Please see below for more information about how referrals are assigned to an area and how caseloads and assignments are determined.

[USB Outreach Subcommittee Request Response Document](#)

USDB can be contacted the following ways to discuss student needs/services:

Students who are **blind, visually impaired, or deafblind**, contact:

Susan Patten, Associate Superintendent of the Blind

susanp@usdb.org or

Brandon Watts, Director of Outreach Services for the Blind

at brandonw@usdb.org

[USB Statewide Outreach Services](#)

Students who are **deaf or hard of hearing**, contact:

Michelle Tanner, Ed.D., Associate Superintendent of the Deaf

at michellet@usdb.org or

Adam Billings, Director of Statewide Outreach Services for the Deaf

at adamb@usdb.org

[USD Statewide Outreach Services](#)

For detailed guidelines, check out our [USDB Technical Assistance Manual](#).

[USDB Referrals Website](#)