Mission Statement: Providing exceptional, research-based, and comprehensive education for children and young adults who are blind, visually impaired, or deaf-blind in early intervention, outreach, campus, and residential programs.

Vision Statement: As a national leader in vision programs and services, USB uses the Expanded Core Curriculum to deliver innovative instruction and experiences to prepare children and young adults of varying ability who are blind, visually impaired, or deaf-blind for a rich and fulfilling adult life.

Academics
The School for the Blind provides access to academics, which are the foundation of real-world success.

Main Goal	Division Specific Action Steps	2025-2026 Division Outcomes
Academic Excellence ● Effective assessment resulting in increased student progress ○ Formative ○ Interim ○ Summative	**Campus:** 1. ~~Summer Institute training provided to give teachers targeted PD regarding instructional excellence.~~ 2. Use competency based rubrics to provide targeted and rigorous instruction for all levels of learners, but particularly our MD population. 3. Administrative focus in centering the school mission and student goals in all facets. 4. Continue ECC distance	**Campus:** 1.
	Outreach:	**Outreach:** 1.

	1. Jenny Wheeler helps develop and teach about technology assessments for fall and spring PD. (July 1) 2. Training for teachers on The Perkins CVI Assessment. (Nov 6th) 3. Training on the Braille Readiness Grid (August 8th) 4. Training on the VISSIT/Michigan (Nov 6th)	
	Deafblind: -TDBs will administer the Communication Matrix assessment twice a school year, fall and spring, for at least 90% of students who are deaf-blind who are not proficient communicators. - Students who are deaf-blind, who are not proficient communicators, will have an average of 2.5% increase on the Communication Matrix.	**Deafblind:** -
	EARLY CHILDHOOD DIVISION CURRICULUM AND INSTRUCTION **PIP and Preschool teachers will have opportunities to do collegial visits with meaningful participation to further understand each setting and its importance in the**	**EARLY CHILDHOOD DIVISION:**

	educational arc for each child. .	
Core Curriculum ● A 5 year average of student enrollment will reflect 85% of graduating students will exit with traditional or alternate diplomas, in lieu of certificates of completion	**Campus:** 1. Continue using student competency rubric to develop instruction and measure student achievement. 2. Finding continued partnerships with general education providers to expand high school student enrollment options.	**Campus:** 1.
	Outreach: 1. Students will have greater technology skills and access to their core curriculum due to increased access to the Eye t curriculum and lessons with Quintin and Carol. (August 8th Announce and then implement throughout school Year)	**Outreach:** 1.
	Deafblind: N/A	**Deafblind:**
	PIP: Introduce the staff to the Preschool Standards, the Preschool Competency Rubric and the DRDP. Staff will use the rubric for instructional planning and progress monitoring **PRESCHOOL:** **Teachers will receive instruction on embedding preschool concepts (shapes, colors, numbers, directional worlds, etc.) into exploratory**	

	experiences in the classroom.	
Expanded Core Curriculum ● Align the ECC with the core curriculum ● Portrait of a Graduate competencies, specific to USB, and reflecting multiple levels of ability, will guide instructional strategies across age and grade bands birth to 22.	**Campus:** 1. Utilize the ECC High School Readiness checklist to measure student skills related to ECC. 2. Pilot the Access Intensive and Ipad for Elementary students programs. Pilot the Employment pathway for BRIDGES 3. Provide ECC distance learning academic classes. 4. Partner with Deafblind to provide short term programs for students	**Campus:**
	Outreach: 1. Increased professional development opportunities for TVI's and O&M on working with students who have multiple disabilities and CVI. 2. Teachers will receive more instruction on how to complete the High School Readiness Checklist. (Becky and Cathy to implement throughout the school year). 3. O&M instructors will receive PD training in-house for ACVREP credit through USDB. (For the Fall and Spring)	**Outreach:** 1.
	Deafblind: - Deafblind Services will provide monthly TA for TDBs on each of the 9 ECC areas during the	**Deafblind:** -

	PD portion of monthly staff meetings. -TDBs will provide the ECC Fact Sheet (link or printed copy) monthly for at least one team member (other than intervener) for at least 85% of students. -TDBs will provide ECC Fact Sheet (link or printed copy) for all interveners monthly. -TDBs will provide **monthly TA** on targeted ECC topic for at least one team of 90% students**.**	
	Early Childhood Division: **Ensure that parents are exposed to and understand the importance of the ECC in their children's academic and functional futures.**	**Early Childhood Division:**
Assistive Technology ● Develop a policy incorporating best practice in virtual education which encompasses health and safety, access, services, placement, professional development, and personnel management.	**Campus:** AT Data: 　■ High Tech ERC Device Request Tickets: 158 　■ Help Tickets: 88 　■ Consultations:37--Quintin 　■ Ed. Tech Related IT tickets: 35--Matthew 　■ Almc Order Total: 1450 orders// ALMC 3 year Growth Chart	

	■ ALMC Consultations: 25--Keri ■ Presentations: **12** ■ Tours: **11** ■ Dr.J.: Number of Low Vision/FVA consults: **210 (**through April**)** ■ Cohorts: **14 to 16** sessions/ 90 minute content each session ■ 30 Different Teachers including state 3% district TVIs & Deafblind providers ■ 4 different advanced Topics====**5,040 minutes of PD provided this year**	
	Outreach: 1. Each teacher will sign up for a minimum of 6 seat hours of AT Courses that meet the needs of their students. 2. Increase collaboration with the ECS to increase participation of students ages 14+ in ECC programming and instruction in their neighborhood schools.	**Outreach:** 1.
	Deafblind: -DBS will reintroduce district protocol tracking sheet as	**Deafblind:**

	needs require -TDBs will share various virtual trainings with class teams of 25% of students monthly	
	EARLY CHILDHOOD DIVISION TECHNOLOGY **Ensure that all staff have an understanding of the technology available to students with blindness and low vision, its uses and advantages by hosting a technology fair in conjunction with Fall Workshop.**	

Stakeholder Engagement

USB believes that through open dialog with stakeholders, a greater understanding of real-world needs will lead to the most pragmatic solutions in educating children and young adults who are blind, visually impaired, or Deafblind across the state, with an understanding that education and growth happens in all settings.

Areas of Focus	Division Specific Action Steps	Outcomes
Parents & Families ● USB will use multiple mechanisms for parents and families to partner with teachers and staff for the success of children and young adults. ● Families, districts, and other stakeholders will be aware of and utilize supports available to all children and young adults who are blind, visually impaired, or Deafblind across the state independent of who serves IEP vision services.	**Campus:** 1. Partnering with LEAs and families for smoother transitions. 2. Bridges Parent University 3. Equip our parents with resources to support their students at home and in the	**Campus:** **1.**

	real world.	
	Outreach: 1. Teachers will ensure that progress reports get to parents using digital USDB letterhead and emailing to both the case managers and the parents. 2. Teachers will communicate with parents whose students have consult services (in their preferred communication mode) as often as the consult services are written in the IEP (monthly, quarterly, bi-annually, etc.)	**Outreach:** 1.
	Deafblind: ● DBS Family Engagement Specialist will complete an average of 4 check-in visits per month with TDB and families (virtual or in home) ● TDBs will contact families of 80% of students monthly, and provide TA (ECC fact sheet, conference information, student specific TA). ● DBS will provide a Parent Conference (either in person or virtually), Family Activity	**Deafblind:** 1.

		Day, and one other family-focused activity annually. ● Parent representative will serve on Deafblind Advisory Council ● DBS will obtain parent input through an annual survey and post-event surveys following Parent Conference, Family Activity Day, and one other family-focused activity; survey results will be reviewed at Grant meeting and an action plan created based on feedback.	
		EARLY CHILDHOOD An annual calendar of events will be created and posted on the website and kept updated. PIP: Expand virtual meetings to include other groups: diagnosis, transition, etc. PRESCHOOL: Increase school-to-home communication by completing regular home visits, inviting parents into	**All completed and ongoing.**

	classrooms for regular school days and special events, having well-timed communication for IEPs and other meetings, etc. Creating an annual calendar of events.	
Staff - Recruitment & Retention ● USB will utilize every network, local and nationwide, for recruiting personnel. ● HR and USB staff will be trained in marketing and field-specific essentials for recruitment. ● USB's online presence will reflect high-quality educational programs and an exceptional place to work ● A comprehensive personnel management program will be developed including 　○ A structured plan for robust mentoring 　○ A dynamic plan for professional development based on data 　○ Evaluation process incorporating individual pedagogic skillbuilding and mentoring support regardless of years of service	**Campus:** 　1. Continue robust onboarding and professional development. 　2. Continue intensive recruiting efforts. 　3. Continue to foster a work environment to battle burnout.	**Campus:** 　**1.**
	Outreach: 　1. Begin planning a robust mentoring program for O&M's. Create and implement new Utah Effective Teaching Standards based on the outreach itinerant teaching model. 　2. Increased follow up on the mentoring framework at beginning, mid-year, and end-of-year check-outs with admin. 　3. Admin. will conduct surveys at the end of each PD to determine effectiveness and	**Outreach:** 　1.

	inform instructional content going forward.	

	Deafblind:
	● DBS will distribute hiring flyers and other recruitment via email and social media platforms as needed.
	● DBS will continue collaboration with University of Utah in at least one of the following ways:
	  ○ provide mentorship for student teaching/field study in Deafblind Endorsement program based on need.
	  ○ TDB teaching the student teaching course
		Deafblind:

	EARLY CHILDHOOD DIVISION Staff recognition activities will occur throughout the year. Staff sharing session celebrating successes will occur throughout the year.	**PIP:**
Consumer Groups ● USB will have a functioning advisory group, the USB Action Committee, of invested stakeholders, (parents	**Campus:** 1. Support consumer groups	**Campus:** **1.**

of blind children, blind associations like NFB, AFB, district personnel, DSBVI, former students, University personnel, etc.) to give feedback and input regarding Blind-specific education across age and grade levels, coordinate calendars and programs, and increase general awareness of services for children and young adults who are blind, visually impaired or deafblind . ● ~~The Blind Action Committee will collaborate with USB staff to give feedback about challenges and successes in each Blind Division, develop innovative approaches to address educational challenges facing families, children and young adults with visual impairment, and cooperate with the school and other agencies in the provision of exemplary services for all learners (birth to 22) who are blind, visually impaired, or deaf blind..~~	by being aware of the events that they have scheduled throughout the year.	
	Outreach: 1. Continue to encourage participation in the stakeholder activities (UFB Goalball and Invitational). Attend NFB activities if invited. 2. Outreach will increase opportunities for professional development for TVI's and O&M's across the state. 3. Admin. will assist with the Bell program over the summer.	**Outreach:** 1.
	Deafblind: DBS will collaborate with and seek input from stakeholders through the following collaborations: DBAC DBIT HKNC U of U USBE Endorsement collaboration. School to Work (USU)	**Deafblind:** **1.**
		PIP: ●

Districts	Campus:	Campus:
● USB will increase efforts to collaborate effectively with districts to provide support to children and young adults.	1. Support consumer groups by being aware of the events that they have scheduled throughout the year. 2. Transition Kit for outgoing students into district placements. 3. Implementing Intensive Programs in various districts throughout the state 4. Assistive Technology Professional Development Cohorts. 5. Assistive Technology Instructional Coaching. 6. ALMC Product/Consultation Support.	**1.**
	Outreach: 1. TVI's and O&M's outside of USDB will be invited to one training with our TVI's & O&M's per year. 2. Outreach admin. will continue to attend meetings with large school districts when we are invited.	**Outreach:** 1.
	Deafblind:	**Deafblind:**

	- DBS Director will meet in person or virtually with 33% of SPED directors of districts/charters with students who are deafblind annually (3 year rotation). - TDB's will share information about upcoming trainings with 90% of teachers of record of students receiving deaf-blind services. - Annually provide Deafblind Institute, a 3-month training series specific to deaf-blindness. - DBS will provide at least 10 deaf-blind simulations to classrooms, schools, districts, community partners	-

Transition

Intentional, effective transition planning will be infused throughout educational preparation birth to 22.

Areas of Focus	Division Specific Action Steps - Year 6	2025- 2026 Outcomes
Life Centered Education: • USB will be a local and national leader in transition planning for children and students who are blind, visually impaired or deaf-blind. • A transition handbook for families, children and students, aged birth to 22,will be developed and widely referenced by district personnel, USB staff, families, and other stakeholders. • USB will be a contracted agency facilitating Pre-ETS, specifically in rural areas, with a full-time position funded by Pre-ETS. • Increased relationships with universities and technical programs will reflect greater access for high school students preparing for post-high training and increase successful completion of academic and vocational programs. • Comprehensive data collection program will be developed to assess program success and quality of life for children and young adults across the educational life span and 5 years after exiting USB services. • Develop a robust program for 3 to 3 transition criteria and develop a trajectory for students beginning preschool and preparing for an inclusive environment.	**Elementary:** 1. Collect data on long term success of USDB students (transition). 2. Increased communication with other adult programs in order to coordinate and create partnerships. 3. Person centered planning with Futures meetings. 4. Implementation of Individual Residential Plans	**Campus:** 1.

	Bridges 1. Implementation of Transition Specialist and Job Coaches 2. Continue person-centered planning 3. Continue and modify IRPs 4. Restructuring BEP into a high school track.	**1.**
	Outreach: 1. We will conduct a survey of parents whose children graduated 5 years previously to determine where they are now, what they are doing, what worked best and what they wish would have been better. 2. The Blind Outreach Transition Timeline will be completed and implemented.	**Outreach:** 1.
	Deafblind: ● DBS committee,	**Deafblind:** 1.

	DBUTT, which is focused on transition services, will meet at least 2 times per year. ● DBS will disseminate transition information to all transition-age students at annual IEPs ● Have one TDB assigned to transition support for DBS ● DBS will collaborate with local agencies on Pre-Ets Grant activities and other transition topics ● DBS will collaborate with local agencies on School to Work activities and other transition topics: ● In collaboration with HKNC and/or DSBVI, a representation from one or both agencies will be invited to transition-aged IEPs.	
	DBS 25-26 -DBS committee, DBUTT,	

	which is focused on transition services, will meet at least 2 times per year. -DBS will disseminate transition information to all transition age students at annual IEP's -Have one TDB assigned to transition support for DBS -DBS will collaborate with local agencies on Pre-Ets Grant activities and other transition topics -DBS will collaborate with local agencies on School to Work activities and other transition topics: -In collaboration with HKNC and/or DSBVI, a representation from one or both agencies will be invited to transition-aged IEPs.	
	Early Childhood Division: Begin to build relationships through IEPs, visits, etc. with district personnel who work with transition.	**Early Childhood Division:**