## UTAH SCHOOLS FOR THE DEAF AND THE BLIND

## Advisory Council Agenda September 25, 2025 Openshaw Education Center

## **GENERAL SESSION AGENDA**

(Tab 1)

4:30 p.m.

1. Welcome

4:30 - 4:45 p.m.

2. Public Comments

## **ACTION ITEMS**

4:45 - 4:50 p.m.

- CONSENT CALENDAR APPROVAL ACTION ON:
  - A. Tab 2 AC Summary 082825 (Tab 2) contact Tamara Flint (801) 629-4712 or tamarf@usdb.org for more information.
  - B. □ Tab 3 Vacancy Report as of 091825.pdf (Tab 3) contact Melanie Butters (801) 629-4726 or melanieb@usdb.org for more information.
  - C. Tab 4 Donated Funds Summary August.pdf
     contact Deborah Jaconson (801)
     538-7627 or
     deborah.jacobson@schools.utah.go
     v for more information.

It is recommended that the Advisory Council review and approve the Advisory Council minutes of August 28, 2025, the Vacancy Report as of September 18, 2025 and the Donated Funds Summary as of August 31, 2025.

4:50 - 5:05 p.m.

4. Tab 4 Family Activity Support - Funds Request.pdf - Susan Patten (Tab 5)

### INFORMATION ITEMS

5:05 - 5:20 p.m.

5. Budget Update - Deborah Jacobson

(Tab 6)

5:20 - 5:35

6. Tab 7 Internal Audit discussion-Review Board Policy 4002.pdf - (Tab 7)
Assistant Superintendent Nielsen

5:35 - 5:50 p.m.

7. Tab 8 2025-26 Land Trust Plan.pdf - Dr. Tanner

(Tab 8)

5:50 - 6:05 p.m.

8. 2025-26 USDB Positive Behavior Plans - Dr. Tanner & Ms. Patten (Tab 9)

6:05 - 6:15 p..m.

9. Enrichment Subcommittee Meeting Follow-up - Ms. Patten

(Tab 10)

- FY26 LEA Activity Support
- E FY26 Family Activity Support

6:15 - 6:25 p.m.

USDB Subcommittee Update - Member Wood

6:25 - 6:40 p.m.

Superintendent Report

6:40 - 6:45 p.m.

Future Agenda Items

6:45 - 6:50 p.m.

12. Other

Next meeting is scheduled for October 23, 2025

#### **Public Comment**

Individuals are welcome to address the Advisory Council. Please contact Tamara Flint (801) 629-4712 or tamaraf@usdb.org with 24 hours advance notice with your name and the group you represent and a link will be shared with you. Each person will be limited to three minutes. Total time allotted for public comments will be a total of 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 Ray Wright at (801) 560-9866 / metaltipman@gmail.com., Interim Assistant Superintendent Darin Nielsen at (801) 629-4712 / darinn@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.

### 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 Meeting Summary August 28, 2025 Openshaw Education Center

## 4:30 p.m. - General Session

Attending: John Clements, Voting Member

Kiara Guymon, Voting Member, Zoom Aunilie Hathaway, Voting Member

Shari Solomon-Klebba, Non-Voting Member Philippe Montalette, Vice-Chair, Voting Member

Katie Nelson, Voting Member Amy Query, Voting Member, Zoom Gretel Sampson, Non-Voting Member LeAnn Wood, Non-Voting Member Ray Wright, Chair, Voting Member

**Absent:** Kari Harbath, Voting Member

## Also Attending:

Tamara Flint, Executive Assistant Dr. Molly Hart, State Superintendent

Susan Patten, USB Associate Superintendent

Vicki Summers, Finance Manager

Dr. Michelle Tanner, USD Associate Superintendent

## Interpreters:

Emily Longshore, Interpreter Andrea Rathbun, Interpreter

#### Others:

Liz Mumford, Trust Advocacy Office Grant Christensen, Student Jennifer Reben, USB Educator Kelsey, Student Kim Mundy, Parent
Duke Mundy, Student
Juliet Christensen, Guest
Rebecca, Guest
Sarah Erb, Parent of a blind student
Adam Billings, USD Outreach Director
Jonathan Helgesen, USD Education Program Director
Alex Westergard, USB Outreach Educator
Angeleen Goodwin, Occupational Therapist
Keri Ostergard, USB Educator
Kate Borg, USB Campus Director
Yvonne Montalette, Visitor

## 1. <u>Welcome and Pledge of Allegiance</u>

Mr. Wright welcomed Council members in attendance to the August 28, 2025 Advisory Council meeting. Ms. Patten led the Council in the Pledge of Allegiance.

## 2. Public Comments

There were no public comments.

## **ACTION ITEMS**

## 3. Consent Calendar

Mr. Wright asked Council members if they had any questions or concerns regarding the August 28, 2025 consent calendar. Ms. Nelson made a motion to accept the Advisory Council minutes for June 26, 2025 and the Vacancy Report as of August 25, 2025. Mr. Montalette seconded the motion. Voting was unanimous. Motion carried.

## 4. <u>Enrichment Fund Requests</u>

Ms. Patten reviewed two Enrichment Funds requests with Council members. The first one is for \$310 for registration for a 5th grade student to attend Utah Valley Coalition which is a five week conference. Skills that the student would gain from this event include community readiness skills, orientation & mobility, self-determination, independent living skills, social interaction, recreation & leisure.

Ms. Nelson noted that she is unclear what these funds should be used for. It is tax payer money and would like to acknowledge that this is a family that has already used Enrichment money. Tammy will schedule the Enrichment subcommittee meeting to clear some lingering questions.

Mr. Wright feels that we should table this request until after the subcommittee has a chance to meet. Mr. Montalette moved to table this item until next month. Ms. Nelson seconded the motion. Voting was unanimous. Motion carried

The second Enrichment funds request is for \$1,500 for a 6th grade student to attend Achilles Utah Relay Team and funds towards a dream bike. The cost breakdown includes: \$340 travel/gas, \$390 clips and pedals, \$170 (2) jerseys, \$100 high visibility helmet and light, \$300 registration fee, \$200 towards the cost of a bike. Skills that the student will gain from this event include recreation and leisure, O&M, assistive technology and self-determination.

Ms. Nelson feels that this is what the Enrichment funds is for. She does have reservations about the \$200 towards a bike, because the bike might not ever be purchased. Ms. Patten agrees that this is why the Enrichment funds are available and is for students and families to be able to participate in activities like this.

Ms. Nelson made a motion to approve this request for the use of Enrichment funds for the travel and registration costs for a total of \$640. Ms. Hathaway seconded the motion. Voting was unanimous. Motion Carried.

### **INFORMATION ITEMS**

Dr. Tanner took a moment to introduce Superintendent Hart as she came into the meeting a little bit ago. Each cabinet member introduced themselves and what position they filled on the Council.

## 5. Tab 5 '25 USB Moab Adventure

Ms. Patten introduced Alex Westergard who is an itinerant teacher for the Blind. Mr. Westergard informed Council members that nine students and seven chaperones attended this five day adventure to Moab. They experienced activities that included canyoneering, rock climbing, swimming, side-by-side adventures and rafting on the Colorado River.

Ms. Ostergard explained that the rock climbing experience was very emotional

and remarkable to be able to watch these students not stop and not give up even though they were tired and hot. This experience allowed them to reach goals that they thought were unattainable before. Tino described how much he enjoyed the trip and his favorite was river rafting. He learned to not give up even when things are difficult. Gabe enjoyed river rafting and getting to the calm spots to be able to jump into the water. He was scared of the rapids, but was able to overcome his fears. He learned to try new things and discovered that you may end up enjoying doing something that you're afraid of. Grant enjoyed canyoneering and walking the landscape of red rock, shrubs and beauty of the canyon. Kelsey's favorite was canyoneering and ATV riding. She was both crying and laughing at the same time. She is nervous around water so the rapids were scary to her. She was determined to do everything even though it was scary. She had to rely on others to help her overcome many obstacles.

Ms. Patten ended by saying that it was enjoyable and also scary to get the pictures while they were on their trip. We are teaching self-determination, self-advocacy and to learn that it is ok to rely on others.

Mr. Wright thanked everyone for presenting.

## 6. Follow-up to Braille Challenge Finals

Ms. Mundy joined the Advisory Council via Zoom to provide an update on the results of the Braille Challenge finals. Duke wanted to share some personal things about his experience. He said all was well and fun. He is so glad he got to go and make new friends. His favorite part of the challenge was the tech show. There was so much cool stuff. He made an i-movie of the entire trip to LA. This year was the 25th anniversary of the Braille Challenge and was a positive experience for the entire family. They were able to meet friends they had only connected through facebook. Mr. Wright wondered what his favorite technology was. Duke said that is a difficult question. He wants to learn and explore Braille Mantis and Braille Focus.

Ms. Patten shared that she is excited that Duke may one day be a new Assistive Technology team member for USDB when he is older.

## 7. Sailing Expedition

Mr. Adam Billings, USD Outreach Director. Mr. Billings informed Council members that eight students and six chaperones attended this sailing expedition. Mr. Billings explained that deaf and hard of hearing (DHH) students miss out on incidental learning which creates language gaps and isolation tendencies. Without proficient language structure, students struggle to have conversations, develop friendships, and work through conflict. To build social skills DHH students need opportunities to observe, practice and get feedback. Experiential education provides DHH student opportunities to learn through natural environments and real situations, requiring active involvement to solve problems. In order for DHH students to develop membership in their school, they need to participate in after school activities, sports, clubs and experiential education to push students to work together.

Mr. Billings went on to explain that the amount of change that happens to a student in such a short amount of time on board a ship is remarkable. It's only the second day and students are interacting like they've been best friends for a lifetime. The boys are curious and teasing each other, the girls are engaged in the ship and making friends. Everyone is working together and the crewmembers are treating us like we're part of the family. These students have reported feeling isolated at home and school, some saying they don't belong anywhere. Well here, on this tight ship, somewhere on the ocean, they have found a place where they belong.

Mr. Billings shared a video of the tall ship excursion. Mr. Wright thanked Mr. Billings for his presentation and the audio description.

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Dr. Tanner introduced Jonathan Helgesen, USD Extra Curricular Director. Mr. Helgesen informed Council members that they provided 46 camps over the summer. It was definitely busy. He provided specific numbers of attendees that included USDB and non-USDB students. Some of the camps included a visit to the Living Planet Aquarium, family day at Thanksgiving Point, craft camp, Eccles While Life Center, hands on history, adaptive swim lessons, chef camp, sewing fun, robotics, just to name a few.

Mr. Wight thanked Mr. Helgesen for the presentation on USD summer camps.

## 9. USDB Financial Overview Discussion

Ms. Summers, USDB Financial Manager provided background information on the USDB Budget. As of July 1, 2025 USDB has moved under USBE. Six members of USDB's business office have been moved under USBE. Deborah Jacobson was unable to be here tonight. We have submitted our closing documents to state finance and it is being reviewed. Ms. Jacobson will create financial statements for the September 25, 2025 Advisory Council meeting. We did discover that the enrichment funds are supposed to be two different funds and will be split between the deaf and the blind school moving forward. We have to bring a new Enrichment fund list to the council for your review soon. Mr. Montalette was looking forward to the FY26 numbers. He knows that we cannot discuss anything that has happened in the past, but would like to see some substance. He wondered what problems had been identified and felt that things like this should not be hidden from Advisory Council members. Dr. Tanner noted the blind school has around \$920,000 and the deaf school only has \$140,000. We are concerned about being able to provide summer camps with only \$140,000. We are having to ask for donations to provide our current activities. Mr. Montalette shares those concerns, but is also concerned about USDB's operating budget. Dr. Tanner reminded Council members that we had to cut \$5.8 million dollars from our operating budget this year which included getting rid of 37 positions that were mostly unfilled, but 12 people ended up losing their jobs.

## 10. USDB Subcommittee Update

Member Wood noted that the subcommittee met the 2nd week of August. We had two different action items. First was a safety assessment for each campus dealing with four different counties, which is challenging. The assessment should be under the state safety officer to oversee as a whole, instead of different campuses. Secondly, Rule 277-800 allows hearing students to attend USD if there is space. We clarified that there is enough funding and this will go to the board. There was also an executive session to discuss changes that are happening with specific roles and positions at USDB.

Mr. Montalette asked what was happening regarding future USDB buildings. Member Hart is on a working group to discuss this and they are trying to work through the funding issues. It will be about a three year process because we feel that the data needs to be corrected before any final decisions can be made. Ms. Patten shared that differences exist in how data is collected between the deaf and blind school and from division to division because we have not had a database to be able to collect data in a uniform way. She appreciates the effort that our Directors have had to put in and reminds everyone that we are doing our

best to answer the questions as accurately as possible with the information that we have at the time.

## 11. Superintendent Report

Superintendent Hart is honored to be serving as Interim Superintendent for USDB. She admires what USDB is and appreciates the staff who work so hard. This is a complicated situation because USDB is a school and also provides outreach services to districts. Each student has unique needs. It is hard to cluster students in this situation. USDB has a difficult role to fill by being a school and also a state agency. There has been quite a history with USDB and she is learning that it is complicated, but she wants to share what she shared with the public education appropriation committee. There has been a recent change in staffing at USDB following some financial and governance issues. The board and legislature want to figure this out. There were two recent audits performed. USBE completed one and the second was performed by OLAG. The USBE audit will be released in September and the OLAG will be in November. They will be very informative about how we are going to move forward. We have to have very accurate data with all the services that each student is receiving to have a full understanding. Fixing this will take years. We are also dealing with facility issues. As of this date we are approximately 1.5 million dollars over budget. We will have to go before the board of examiners to explain how this happened. That will happen in the coming months. There could be a supplemental appropriation or the legislature could potentially decrease the budget by that amount. We are clarifying the chart of accounts to know where money is coming from and going to. We will also work to get clarity on combining enrichment accounts. The overlap makes things very opaque. We are putting in controls so that multiple people are working on the different pieces of the puzzle. We have a serious situation, but it is important to know that everyone as USBE and USDB know that students come first and that we are providing services in a sustainable manner. There is a lot of talk in the schools and communities without the proper backing. She is here to assure everyone that it is a priority of USBE and hers to get to what right is in providing services to our students. You will get information once we know it is factual. She is available if you have questions or concerns but knows that you are in good hands with Dr. Tanner and Ms. Patten.

## **USD**

Dr. Tanner reminded Council members how passionate we are about what we are doing at USDB to serve our students. There are many events outside the classroom that are also important. We continue working together and supporting each other and are working to find grants. Teachers have even offered to donate their time so summer camps can keep happening.

**Tour -** We recently provided a tour of the OEC/JMS campuses for certain Utah State Board of Education staff and legislative representatives. It is helpful to understand USDB's specific needs when they actually can see class in session.

**APPEL Program** - We have been working to create an APPEL Program to come up with an alternate deaf license. We hope it will be completed soon.

**Behavior Policy** - We have been working to complete an update to our Behavior Policy. It should be finished soon and will go to the USBE for review and approval.

#### USB

**USB Summer Camp** - Ms. Patten will email this out to board members rather than discussing it due to us running over on time.

**USDB Status** - Ms. Patten reminded Council members how she and Michelle are very dedicated to this cause. We know our students, our outreach students and we know our parents. We feel a tremendous responsibility to our USDB staff. We will continue to do whatever we need to to ensure staff knows the importance of education and what an impact our staff makes on our students. Our staff are in the trenches now. We truly appreciate the support of our Advisory Council. You are all tied directly to the people we serve.

## 12. <u>Future Agenda Items</u>

Financial Report - Deborah Jacobson USDB Subcommittee report - Member Wood School Community land trust

## 13. Other

Mr. Wright thanked everyone for attending the August 28, 2025 Advisory Council meeting. Our next meeting will be September 25, 2025.

Please email any future agenda items to Ray Wright or Tamara Flint.

The August 28, 2025 USDB Advisory Council meeting was adjourned at 7:45 p.m.

## USDB Vacancy Report as of September 18, 2025

## State/ Enrichment

Org	Job Title	DPR	Schedule	Salary Range	F/P	Funds
5210	Paraprofessional	40050472	AE	\$9.10 - \$18.00	Р	S
5310	Executive Secretary	40050672	AE	\$15.93 - \$25.27	F	S
	Paraprofessional	2 vacancies	AE	\$9.10 - \$18.00	Р	S
	Educator for the Deaf/HH	40050035	АН	\$7.25 - \$99.99	F	S
5330	Paraprofessional	2 vacancies	AE	\$9.10 - \$18.00	Р	S
340	Paraprofessional	3 vacancies	AE	\$9.10 - \$18.00	Р	S
400	Intervener	11 vacancies	AE	\$12.93 - \$20.50	Р	S
510	Deaf Mentor	2 vacancies	AE	\$12.85 - \$21.91	F	S
600	Paraprofessional	40050643	AE	\$9.10 - \$19.00	Р	S
3115	Speech-Language Pathologist	40050129	AH	\$7.25 - \$99.99	F	S
120	Substitute School Nurse	10019816	AH	\$21.10 - \$120.53	Р	S
140	School Pyschologist	40050131	AH	\$7.25 - \$99.99	F	S
	School Counselor	10013849	AH	\$7.25 - \$99.99	F	S
220	Student Life Coordinator	40050435	AE	\$16.87 - \$24.22	F	S
290	Educational Interpreter	5 vacancies	AH	\$7.25 - \$99.99	F	S
730	General Maintenance Worker	40050759	AE	\$13.17 - \$19.79	F	S

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## **FY2026 USDB DONATED FUNDS OVERALL SUMMARY**

			August 31, 2025
BLIND	CAMPUS SERVICES	KATE BORG/ROBBIN CLARK	
DF12	BLIND CLASSROOMS	\$	1,638.34
KBS		JAMES SMITH	
DF30	KBS DISCRETIONARY	\$	4,564.88
ASL		HILARY MOODY	
DF43	DEAF CENTRAL DISCRETIONARY	\$	206.45
DEAF S	OUTH	TREVOR SCHRAMM	
DF46	DEAF SOUTH DISCRETIONARY	\$	1,655.56
DF47	DEAF SOUTH SAINT GEORGE	\$	2,675.00
DF49	A. BREINHOLT DISCRETIONARY FUND	\$	2,640.28
JMS		PAIGE HUEFNER/MEAGAN FRO	OWICK-MORGAN
DF48	JMS DISCRETIONARY FUND	\$	28,787.59
DF53	JMS STUDENT BODY GOVERNMENT	\$	
DF54	JMS GRANT SOCIAL SKILLS	\$	
DUAL S	SENSORY	ERIN FARRER	
DF19	DEAF/BLIND DISCRETIONARY FUND	\$	2,396.70
DF20	DEAFBLIND ACTIVITIES	\$	
PIP-BLI	ND	KAREN BORG	
DF22	PIP BLIND FAMILY CAMP	\$	10,561.97
PIP-DE	AF	STEPHANIE MORGAN	
DF56	PIP DEAF FAMILY CAMP	\$	19,712.45
DEAF F	RESEDENTIAL	JAMES SMITH	
DF35	DEAF RESIDENTIAL ACTIVITIES	\$	4,668.03
USDB [	DONATED FUNDS	DARIN NIELSEN	
DF01	USDB BLACK FOUNDATION	\$	9,090.00
DF02	ADVISORY COUNCIL FUNDS	\$	6,208.31
DF03	RURAL PROGRAMS	\$	
DF04	SUPERINTENDENT DISCRETIONARY FUND	\$	
USD AI	DMINISTRATION	MICHELLE TANNER	
DF06	USD INTERPRETERS	\$	4,954.69
DF21	USD ACTIVITIES DONATED ACCOUNT	\$	28,932.59
DF23	USD DISCRETIONARY FUND	\$	
DF29	DEAF SCIENCE	\$	
DF57	LOANER HEARING AID BANK	\$	311.31
DF69	DEAF STUDY ABROAD	\$	255.49
DF71	CONFERENCES	\$	
USB A	DMINISTRATION	SUSAN PATTEN	
DF08	USB DISCRETIONARY FUND	\$	9,401.84
DF09	BLIND OLYMPICS	\$	
DF10	PLAYGROUND EQUIPMENT FOR THE BLIND	\$	1,800.51
DF11	SPACE CAMP FOR THE BLIND	\$	7,916.80
DF58	PRESCRIPTION GLASSES/LOW VISION AIDS	\$	
DF72	BLIND STUDY ABROAD	\$	
COMM	IUNICATIONS	DARIN NIELSEN	
DF07	GENERAL MEMORIAL FUNDS	\$	512.09
DF59	EMERGENCY KITS	\$	

Sum of Donated Funds \$ 276,097.04

## Family/Community Activity Support - Funds Request

The USDB Advisory Council has recently approved the allocation of Enrichment Funds for LEA use statewide. These funds will support blind and low vision students across the state to participate in various events with their sighted peers in their LEA, families, or communities.

These funds can be used for various purposes, such as extracurricular equipment, travel, special interests, and supporting competitions like the Braille Challenge National, etc.

Districts and families throughout Utah can access these funds by submitting an application to the USDB Advisory Council. The application and any other supporting documentation should be sent via email to Executive Assistant Tamara Flint at <a href="mailto:tamaraf@usdb.org">tamaraf@usdb.org</a>.

## **Requestor Information:**

Name:	Stu	dent Name:
Phone:	Email:	School District:
School Name:		Current Grade:
Event/Project Information	:	
Event/Project Name:		Dates:
Event/Project Description:		
Areas of the Expanded Cor	re Curriculum (ECC) tha	at will be Addressed:
Amount Requested:		
Itemized list of what the fu	nding will be used for:	
Other funding sources?		

## STATE OF UTAH

OFFICE OF THE ATTORNEY GENERAL



## DEREK E. BROWN ATTORNEY GENERAL

Mark E. Burns
Civil Deputy Attorney General

Daniel Burton Chief Deputy Stanford E. Purser Solicitor General Stewart M. Young Criminal Deputy Attorney General

September 2, 2025

The Utah State Board of Education Staff has requested Assistant Attorneys General counsel for the Utah Land Trusts Protection & Advocacy Office (Paul Tonks) and the Utah Board of Education (Ashley Biehl) to research the trust for a School for the Deaf and the trust for a School for the Blind granted to the State of Utah in the Utah Enabling Act, and render an opinion concerning whether the monies from the two trusts can be intermingled. Below is a brief history and our opinion.

The Utah Enabling Act of 1894 provided in Section 12, "one hundred thousand acres; for the establishment and maintenance of a deaf and dumb asylum" and" for the establishment and maintenance of an institution for the blind, one hundred thousand acres." These grants were made among others such as a trust for a "normal" school (teacher college), a school of mines, an agricultural college, and a hospital for disabled miners. Specific lands were granted for each trust. The lands were managed under different management structures until 1994 when the Utah Legislature created the School and Institutional Trust Lands Administration ("SITLA") in HB 250, solely for the purpose of managing the lands and generating revenue for each specific trust. In 2014 the School and Institutional Trust Lands Office ("SITFO") was created by the legislature in HB168 to invest the revenue generated from the trust lands from each respective trust for the beneficiary of each respective trust. Each trust (except for the largest trust, the Public School Trust), receives a quarterly distribution consistent with the formula in Utah Code § 53C-3-102.

At statehood, the lands were granted by the federal government and the state accepted the responsibility of trustee for each trust. At statehood, there already existed a School for the Deaf that was housed at the University of Deseret that later became the University of Utah. A School for the Blind was created by the Constitutional Convention and the Utah Legislature. The schools were sometimes at the same physical location and sometimes at separate locations. Initially students lived at the respective schools but later, extension schools were established. Students could live at home and attend a classroom for deaf students or a classroom for blind students. In 1994, the Utah Schools for the Deaf and Blind was created by the Utah Legislature under the Utah State Board of Education, with its own superintendent.

The State of Utah statutorily established the "Utah Schools for the Deaf and the Blind" as a subdivision of the Utah State Board of Education pursuant to Utah Code § 53E-8-201(1). This "subdivision" or agency of the state "includes" but is not limited to, the "Utah School for the Deaf" (-201(1)(a)) and the "Utah School for the Blind" (-201(1)(b)). The Utah Schools for the Deaf and the Blind may provide services to "students statewide who are deaf, blind, or deafblind", or others allowed under rules established by the Utah State Board of Education. Utah Code § 53E-8-201(2)(a). The Utah State Board of Education approves the annual budget and expenditures of the Utah Schools for the Deaf and the Blind. Utah Code § 53E-8-204(4)(a). The source of funding for

the Utah Schools for the Deaf and the Blind comes from multiple sources, including legislative appropriations and from the trust for a school for the deaf and the trust for the school for the blind previously described. Although funds from the Utah Legislature to the Utah Schools for the Deaf and the Blind can be dispersed as determined by the Utah State School Board pursuant to Utah Code § 53E-8-204(4)(a), a question has been raised concerning the distributed trust funds described in this letter and whether those funds can be intermingled.

While an argument could be made that the funds from these two land trusts for the deaf and the blind could be combined into one trust fund, there is a more valid argument that they must remain separate. Requiring that the distributions remain separate is consistent with a recent audit from the Legislative Auditor General, *Trust System Entities, Improving Oversight Over Beneficiary Spending*, outlining the importance of proper accounting of each trust fund and that funds be spent specifically for the intended beneficiaries.

The audit findings and recommendations are based on the following facts:

- The grants were created separately by the grantor of the lands.
- The State of Utah accepted the responsibility of trustee for each trust.
- SITLA manages the lands as separate, unique trusts.
- SITFO carefully accounts for funds for each respective trust as they are deposited, managed and distributed.
- The trust funds intended for the respective beneficiaries of each trust must be used for the designated beneficiary and remain separate.

Each trust was granted for a specific purpose to benefit a specific population or purpose, i.e.: disabled miners, public school children, teacher college to prepare teachers, a school for deaf students and a school for blind students. An example in Utah is *Scott v. Trust Lands Admin. Sch. & Institutional*, Utah 3<sup>rd</sup> Dist. Ct., Salt Lake Cty., Case No. 010903974 (Pettit), that was ultimately settled and voluntarily dismissed in district court. The voluntary settlement enforced the trust principle that funds designated for a specific beneficiary only be used for that specific beneficiary. The plaintiffs alleged that the funds from the trust land grant for disabled miners was not being spent solely for miners. The funds were directed to the University of Utah Health Rehabilitation Center supporting patients. In 2003, the courts upheld the allegation and made recommendations of how the funds were to be directed for the benefit of miners.

Our recommendation is that the land trust funds for the deaf and the blind remain in separate accounts as originally prescribed by the Enabling Act and consistent with case law, and that they may not be commingled. To ensure that the State of Utah is not liable in a lawsuit claiming that intermingling of funds by those who have authority over the land trust funds was improper, these funds should remain in separate accounts. Please let us know if you have any questions.

Paul Tonks, Assistant Attorney General

Utah Land Trusts Protection & Advocacy Office

Ashley Biehl, Assistant Attorney General

Utah Board of Education

## **FY2026 USDB Enrichment and Trust Lands Projects**

September 19, 2025

		Superintende	nt	FYTD	AC Subcommittee	Advisory Council	
Function Code	Deaf School Enrichment Fund Projects	Recommendation		Expenditures	Approval	Approval	Board Approval
	FY2026 Estimated Available Funds				7 40 10 10 10 10 10 10 10 10 10 10 10 10 10	7,6610101	200.07.400.000.
	Carryforward from FY2025	\$	-				
EF2605 USD & USB	Field Trip Transportation	\$ 65,00	00.00	\$ -	Х	X	
EF2601	Extra-Curricular Activities for the Deaf	\$ 375,00	00.00	\$ 75,084.42	Х	X	
EF2602	Deaf Mentor Program	\$ 600,00	00.00		X	X	
EF2601	Extra-Curricular Activities for the Deaf	\$ 75,00	00.00		Χ	X	
EF2607	Study Abroad - France	\$ 50,00	00.00		Χ	X	
EF2608	USD Sailing Experience	\$ 35,00	00.00		X	X	
	Totals	\$ (1,060,9	18.56)	\$ 75,084.42			

				AC		
		Superintendent	FYTD	Subcommittee	Advisory Council	
Function Code	Blind School Enrichment Fund Projects	Recommendations	Expenditures	Approval	Approval	Board Approval
	FY2026 Estimated Available Funds	\$ 920,178.20				
	Carryforward from FY2025	\$ 621,538.64				
EF2610	Extra-Curricular Activities for the Blind	\$ 100,000.00	\$ 40,255.26	Х	Х	
EF2612	Expanded Core for the Blind	\$ 120,000.00	\$ 4,826.59	Х	Х	
EF2605	<u>Genote</u>	\$ 50,000.00		X	Х	
EF2606	Harmony Music	\$ 30,000.00	\$ 720.00	X	Х	
EF2603	Extra-Curricular Activities for the Blind	\$ 55,000.00		X	Х	
EF2604	Expanded Core for the Blind	\$ 30,000.00		Χ	Х	
EF2609	LEA Activity Support	\$ 25,000.00		X	Х	
EF2610	Family Activity Support	\$ 10,000.00		X	Х	
	Totals	\$ 1,121,716.84	\$ 45,801.85			

Function Code	USDB Trust Lands Fund Projects	Superintendent Recommendations	FYTD Expenditures	AC Subcommittee Approval	Advisory Council Approval	Board Approval
	FY2026 Available Funds	\$ 35,396.20				
	Carryforward from FY2025	\$ 33,480.46				
EF2620	School Community Land Grant	\$ 51,623.01		X	X	
	Totals	\$ 17,253.65	\$ -			

# Utah State Board of Education Advisory Council for the Utah Schools for the Deaf and the Blind

September 25, 2025



## Purpose of AAPAC – Policy 4002

- Discuss and make recommendations to the USDB Superintendency and the Board regarding the needs of the deaf, blind, and deaf-blind students
- 2. Provide feedback to the Board from their areas of expertise
- 3. Provide recommendations to the Board on use of enrichment funds and donated funds



# Appointees – Voting Members

Name	Role
Kiara Guymon	Parent of a deaf student
Katie Nelson	Parent of a blind student
Kari Harbath	Parent of a deaf-blind child or deaf-blind
Vacant	Parent of a deaf-blind child or deaf-blind
Philippe Montalette	Deaf or hard of hearing
Vacant	Deaf or hard of hearing
John Clements	Blind or visually impaired
Aunilie Hathaway	Bind or visually impaired
Ray Wright	Interest or knowledge of deaf, blind or deafblind
Amy Query	Interest or knowledge of deaf, blind or deafblind

Non-voting Board Member – LeAnn Wood Non-voting USDB Teacher of the blind or visually impaired - Gretel Sampson Non-voting USDB Teacher of the deaf or hard-of hearing – Shari Solomon-Klebba



# Internal Audit: <u>Utah Schools for the Deaf</u> and the Blind (25-04)

The audit was approved for release by the Utah State Board of Education on September 4, 205. The audit includes a number of recommendations, in four areas.

- Organizational Structure
- Competency and Accountability
- Policy
- Data and Funding



## Organizational Structure

# Create a cohesive and intentional plan for achieving its objectives

- □ Include the budget necessary to achieve the objectives
- Establish roles and responsibilities of related entities, including the Advisory Council and Education Foundation
- □ Remove duplication of effort



## Competency and Accountability

## Strengthen accountability at all levels

- □ May require new performance management
- May require new metrics regarding compliance, operations, policy, and data
- Prioritize competency in various management functions (e.g., financial, data, policy, risk)



# Policy

# Complete a risk assessment of critical functions and administrative tasks

- □ Include required reports
- □ Develop comprehensive policies and procedures



# Data and Funding

# Consider the data needed to support compliance and performance

- □ Relevant
- □ Accurate
- □ Complete
- Consistent
- □ Timely



# Next scheduled meeting: October 23, 2025



## **UTAH STATE BOARD OF EDUCATION POLICY**

Policy Number: 4002

Policy Name: Advisory Council for the Utah Schools for the Deaf and the Blind

Date Approved: May 4, 2023

The Utah State Board of Education (the Board) hereby establishes the Advisory Council for the Utah Schools for the Deaf and the Blind (the Advisory Council).

## 1. The purpose of the Advisory Council

The purpose of the council is to:

- a. discuss and make recommendations to the USDB Superintendency and the Board regarding the needs of deaf, blind, and deaf-blind students;
- b. provide feedback to the Board from their areas of expertise; and
- c. provide recommendations to the Board on use of enrichment funds and donated funds.

## 2. Meetings

- a. The Advisory Council shall meet ten times per year at the call of the USDB Superintendent.
- The Advisory Council may solicit public input, but is not subject to Title 52, Chapter 4, Open and Public Meetings Act.
- c. The Advisory Council shall conduct committee business in accordance with bylaws adopted by the Board, which shall include:
  - i. nominating procedures for Advisory Council members;
  - ii. dismissal procedures for Advisory Council members;
  - iii. ethical standards; and procedures for operations.

## 3. Staff

The USDB Superintendency shall serve as staff to the Advisory Council and shall:

a. provide clerical support to facilitate meeting logistics, prepare meeting

- agendas and minutes, and assist with required written communication to the Board;
- b. send a copy of each Advisory Council agenda to the Board at least three days before the Advisory Council meeting; and
- c. prepare a one-two page summary of each Advisory Council meeting and send the summary with Advisory Council recommendations to the Board by e-mail.

## 4. Membership

- a. The Advisory Council shall be comprised of the following members:
  - i. Up to 11 voting members, including at a minimum:
    - A. two members who are blind:
    - B. two members who are deaf;
    - C. two members who are deaf-blind or parents of a deaf-blind child:
    - D. one parent of a blind student; and
    - E. one parent of a deaf student;
  - ii. 1 non-voting member from the Board, appointed by the Board chair.
- b. The Board may appoint other members who have an interest in and knowledge of the needs and education of students who are deaf, blind, and deaf-blind.
- c. Members shall be appointed to serve two-year terms and may serve up to three terms.
- d. Notwithstanding, Subsection (c), Advisory Council members serve at the pleasure of the Board.

## 5. Applicability of Board Policies

a. This policy is subject to Policy 1004 – Advisory Groups.

# Upcoming School Plan 2025-2026 - Jean Massieu School for the Deaf

## Please Finish your Plan Submission

This form has an autosave feature enabled for most sections. After completing a section, such as "State Goal" or "Academic Area," you must click out of the text box or radio button on a blank section of the screen to enable the autosave. If you move onto the next question without this step, the form may not allow you to make an entry on your first attempt.

There are some sections that require a manual save, such as "Action Plan Steps and Expenditures" or "Add a new planned expenditure." You must select "save" for your information to be saved by the form. A best practice is to have your information saved in a separate document so that you can copy & paste it back into this form in the case of a loss.

Every goal must have at least 1 trust land expenditure entered or the plan will be rejected. Remember, this is a School LAND Trust plan and how you will be spending funds to achieve the goals must be clearly and specifically outlined. If expenses are not aligned to goal, or not clearly identified, the plan will be sent back for edits.

At least one goal is required.	
Goal #1	close
State Goal	close

Goals must be student-centered, data-driven, and evidence-based. A goal should answer the question "What will students achieve in the upcoming academic year?"

Deaf, blind, and deaf-blind students at USDB will have access to various curriculum tools to
improve reading, math, science, and social studies during the 2025-2026 school year
consistent with individual student IEP goals.
//

Academic Area

close

Refer to <u>R277-477-4</u> for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.* 

Priorities	Other Academic Areas in Core Standards
College and Career Readiness (secondary	☐ CTE (Career and Technical Education)
<ul> <li>✓ English/Language Arts</li> <li>☐ Graduation Rate Increase (secondary schools only)</li> <li>✓ Mathematics</li> <li>✓ Science</li> </ul>	▼ Educational Technology/Library/Media
<i>, , , , , , , , , ,</i>	☐ Financial Literacy
	☐ Fine Arts
✓ Mathematics	☐ Health
✓ Science	☐ Physical Education
	✓ Social Studies
	✓ Technology
	☐ World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

Student progress on IEP goals using end-of-year testing. (Such as NWEA MAP, Jerry Johns, EOWPVT, KeyMath, and State testing.)

## Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

## Example:

- 1. We will hire a paraprofessional for reading groups. (\$10,000)
- 2. The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.
- 3. We will purchase reading software to complement classroom literacy instruction. (\$5,000)



Student learning throughout the organization will be supported by the renewal of the following educational technology specific to each student's IEP: Curricula to enhance the learning of students. (School AI: \$9,500, Learning A-Z: \$14,505.07; IXL: \$6,325.00; Schoology + Performance Matters: \$12,579.00; Seesaw: \$1000; Kickboard: \$3580.93;

NWEA: \$2,252.50; and SMART Software \$1425.) Total: \$51,167.20

## Action Steps and Expenditures must be saved manually using this button: SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Books, Ebooks, online curriculum/subscriptions	This is related to Goal #1. This is the purchase of educational technology resources for student learning for both schools. We will be renewing the following educational technology specific to each student's IEP. These include: Learning A-Z: \$14,505.07; IXL: \$6,325.00; Schoology + Performance Matters: \$12,579.00; NWEA: \$2,252.50. The total expense is anticipated to be \$51,167.20 unless there are changes to renewal amounts by the vendor.	\$35,661.57	Edit/Cancel Save	Delete
	Total:	\$35,661.57		

## Scroll to the top to add a goal.

**Summary of Estimated Expenditures** 

Category	Estimated Cost (entered by the school)
Books, Ebooks, online curriculum/subscriptions	\$35,661.57
Total:	\$35,661.57

Funding Estimates – Please Update

Funding Estimates - Flease Opuate		
Estimates	Totals	
Carry-over from 2023-2024	\$228.14	
Distribution for 2024-2025	\$51,623.01	
Total Available Funds for 2024-2025	\$51,851.15	
Estimated Funds to be Spent in 2024-2025	\$	Update
	51167.2	
Estimated Carry-over from 2024-2025	\$683.95	
Estimated Distribution for 2025-2026	\$35,396.20	
Total Available Funds for 2025-2026	\$36,080.15	

Estimates	Totals					
ummary of Estimated Expenditures for 2025-2026 \$35,661.57						
stimated Carry-over to 2026-2027 \$418.58						
The Estimated Distribution is subject to change if student en	rollment counts change.					
Publicity						
Click here to order free stickers for identifying School LAND	Trust purchases such as books or co	<u>omputers.</u>				
The following items are the proposed methods of hocommunity:	w the Plan would be publicized	to the				
Letters to policymakers and/or administrators of trust lan	ds and trust funds					
☐ Other: Please explain						
☐ School assembly						
☐ School marquee						
✓ School newsletter or website						
✓ Social Media						
☐ Stickers that identify purchases made with School LAND	Γrust funds					
Council Plan Approval						
Please indicate the voting results to approve this school plan.						
Number Approved:						
0						

Number Not Approved:
0
Number Absent:
0
Date:
Please attach relevant documents here. If attaching data to support the Measurement section, please ensure it does not include any student data.
Please submit comments below.
Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.
There is a 1000 charater limit on the comments. SAVE button shows when entry is made. Character Count: 0

**Review before Submission** 

Please review the following before submitting (once approved, this report is public):

- Spelling & grammar
- There is no student or personal data

Once submitted the report may only be revised through the review process by the LEA

Reviewer or Charter (Business Administrator) Reviewer. Once the review is complete, the report may not be edited.
☐ This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.
BACK

## **USD Positive Behavior Plan** Jean Massieu School

Positive Behavior Specialist: Lindsey Wert, Whitney James
Date discussed with and received input from USDB StakeholdersParents, Staff:
Date discussed with and received input from USDB Advisory
Council:
September 26, 2025
June 2026



Name of Program:	Туре:	Areas Addressed:	Grades Served:	How the event/activity addresses peer pressure, mental health, and creating positive relationships; and prevention of the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:	Implementation Level	Notes
				Events and Activities		
Assemblies	Monthly Assembly	Prosocial relationships	K-12	Principals host monthly K-12 assemblies focussed on creating positive relationships between students and emphasizing respect, safety, and responsibility, and other school values.	Monthly	
Red Ribbon Week	Awareness Week	Prevention and Prosocial Relationships	K-12	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Smilarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.	Annually in October during National Red Ribbon Week for school- wide awareness	Awareness materials shared with IMS students, teachers, and parents. If a student is identified with a drug/alcohol difficulty, the behavioral team partners with parents, admin, school nurse staff, and school psychologist/school counselors to review PPT information developed to understand risks associated with current substance abuse.
Sego Lily Workshop	Workshop led by community	Prevention, Life Skills	6-12	Sego Ul/ Center is a nonprofit that supports Deaf, Hard of Hearing, and Deaffilmin dinviduals. Founded twenty years ago, it is to promote a side and empowered community through advocacy and education. Since 2019, the center has partnered with the Ulah School for the Deaf and Blind to offer the Empowering Deaf Teens Series (EDTS), which provides students with tools, knowledge, and support to help create a positive and safe environment.		Information and slides by Sego Lily reviewed and approved by USDB's Health Instruction Committee annually
Peer Leadership (JrNAD, Student Council)	After School Activities, Sports	Creating Positive Relationships, Peer Pressure, and Mental	K-12	These opportunities all promote pro-social behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important facinities in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011). Students will be given opportunities to develop positive relationships and learn life skills such as how to create and maintain meaningful relationships, how to handle peer pressure, resiliency-building skills, healthy habits, self-ace, problem-solving and conflict resolution.	Monthly	
				Reporting		
USDB will submit a written re	eport during the Se	ptember Board me	eting each year detailing	how each positive behaviors plan was implemented.		

## **USD Positive Behavior Plan EDS**

Positive Behavior Specialist:				
Date discussed with and received input from USDB Stakeholders- Parents, Staff: Dec 13th 2024, Revisit and revise on May 22nd 2025				
Date discussed with and reco	September 26, 2025			
Date plan will be completed:	June 2026			



Date plan will be completed	pieted: June 2026						
Name of Program:	Туре:	Areas Addressed:	Grades Served:	How the event/activity addresses peer pressure, mental health, and creating positive relationships; and prevention of the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:	Implementation Level	Notes	
						Notes	
				Events and Activities			
Assemblies	Monthly Assembly	Prosocial Relationships		We have a monthly assembly where we recognize students who reached the goal for that month and award feathers to those students who have consistently demonstrated that value and have earned their associated points.	Monthly		
Red Ribbon Week	Awareness Week	Prevention and Prosocial Relationships		Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohd,, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohd, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Cem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community severed as protective factors for all levels of students.	Annually in October during National Red Ribbon Week for school- wide awareness	Awareness materials shared with IMS students, teachers, and parents. If a student is identified with a drug/alcohol difficulty, the behavioral team partners with parents, admin, school nurse staff, and school psychologist/school counselors to review PPT information developed to understand risks associated with current substance abuse.	
After School Activities	After School Activities, Sports	Creating Positive Relationships, Peer Pressure, and Mental Health		Last year, we had a consistent afterschool activity schedule where students could come and learn different skills, participate in a variety of activities, as well as have more social time with their peers. This year, due to budgetary issues, this has been put on hold until further notice.	Monthly		
	Reporting						
USDB will submit a written r	report during the Se	ptember Board meetir	ng each year detailing how each	h positive behaviors plan was implemented.			

## **USD Positive Behavior Plan KBS**

Positive Behavior Specialist: Lindsey Wert & Wade Hester & Holly Arndt

Date discussed Parents, Staff: Mack to School Night on Wednesday, Aug 20th with a lot of verbal feedback from parents. Official survey sent out to parents on Sept 20th with inle: <u>Parent Survey.</u> Salf Survey sent out on Aug 4th with lead east on Aug 20th, inle: <u>Salf Survey.</u> Subsents survey, no for preschool and elementary, another for secondary students send out on Sept 27th, first: <u>Preschool & Elementary.</u> In: <u>Salf Survey and Secondary (Malder High, Post High) Survey.</u>



Date discussed with and rece	h and received input from USDB Advisory Council: September 26, 2025						
Date plan will be completed:			June 2026				
Name of Program:	Туре:	Areas Addressed:	Grades Served:	How the event/activity addresses peer pressure, mental health, and creating positive relationships; and prevention of the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:	Implementation Level	Notes	
				Events and Activities			
Red Ribbon Week		Prevention and Prosocial Relationships		Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug free life. The week focuses on student attitudes surrounding drugs, actional, and other substances, so well as attitudes surrounding drugs, actional, and other substances, so well as attitudes community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve successful activation of the substances of the process the positive perspectives students that the substances of the su	during National Red Ribbon Week for school-	Awareness materials shared with IMS students, teachers, and parents. If a student is identified with a drug/alcohol difficulty, the behavioral team partners with parents, admin, school muse staff, and school psychologisi/school counselors to review PPT information developed to understand risks associated with current substance abuse.	
Sego Lily Workshop		Prevention and life skills		to promote a safe and empowered community through advocacy and education. Since 2019, the center has partnered with the Utah		Information and slides by Sego Lily reviewed and approved by USDB's Health Instruction Committee annually	
	Activities, Sports	Creating Positive Relationships, Peer Pressure, and Mental Health	K-12	These opportunities all promote pero-social behaviors and provide students with structured, supervised, and engaging schrides for students within their shood and community. Studies have found that structured activities such a these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011, Students will be given opportunities to develop opsitive relationships and learn the skills such as how to create and maintain meaningful relationships,	Monthly		
				Reporting			
USDB will submit a written re	port during the Sep	otember Board meetin	g each year detailing how each positive behaviors plan was implemented.				

USD Positive Behavior Plan SUSD  avior Specialist: Heather Hoen  sed with and received input from USDB Stakeholders- fif: sed with and received input from USDB Advisory Council: September 26, 2025  June 2026  June 2026
Survey was sent to parents on August 27th. Information from that survey was incorporated into the SUSD Postive Behavior Plan. September 26, 2025
sed with and received input from USDB Stakeholders- Information from that survey was incorporated into the SUSD Positive Behavior Plan.  September 26, 2025
'll be completed: June 2026
Forgram:  Type:  Areas Addressed:  Grades Served:  Addressed:  Grades Served:  How the event/activity addresses peer pressure, mental health, and creating positive relationships; and prevention of the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:  Notes
Events and Activities
Week Awareness Week Prevention and K-12 Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding ones students attitudes surrounding ones students attitudes surrounding ones surrounding o
Reporting
ibmit a written report during the September Board meeting each year detailing how each positive behaviors plan was implemented.

Positive Behavior Specialist:	ositive Behavior Specialist: Stephanie Hardee & Holly Arndt						
Date discussed with and received input from USDB Stakeholders- Parents, Staff:							
Date discussed with and rece	eived input from US	DB Advisory Council:	September 26, 2025				
Date plan was completed:							
Name of Program:	Type:	Areas Addressed:	Grades Served:	How the event/activity addresses peer pressure, mental health, and creating positive relationships; and prevention of the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:	Implementation Level	Notes	
				Events and Activities			
PBIS Store				Students earn bucks in their classes to later use for purchases in the school store (gift cards, swag, etc.)			
Red Ribbon Week	Awareness Week	Prevention and Prosocial Relationships	K-12	Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on sudent attitudes surrounding drugs, actional, and other substances, as well as attitudes surrounding one's committy and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students was regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.		Awareness materials shared with IMS students, teachers, and parents. If a student is identified with a drug/alchool difficulty, the behavioral team partners with parents, admin, school nurse staff, and school psychologist/school counselors to review PPT information developed to understand risks associated with current substance abuse.	
Short-term programs				Monthly actiities that students with visual impairments attend with other students throughout the State			
Family Engagement Activities				Four times a year activities to jpromote involvement in the students' education and school. Activities include a back-to-school barbeque, a Fall Festival, a Spring Fling, and a last day of school check-out.			
Yearly Home Visits				Visits are conducted yearly at the beginning of the school year. Observation of the students in their home environment is conducted to determine what we as a school can do/provide to support families.			
White Cane Day/Week				Activities are provided throughout the week to celebrate the achievements of people who are blind or visually impaired and the significance of the white cane, and white cane safety.			

USDB will submit a written report during the September Board meeting each year detailing how each positive behaviors plan was implemented.



## **Enrichment Program Request**

Enrichment Activity or Item Name	LEA Activity Support
Requestor and Contact Information	Susan Patten
Purpose, Needs, and Full Description	Funds set aside to support blind, low vision, or deafblind students statewide to participate in events in their LEA along with their sighted, blind, low vision, or deafblind peers. One example may be a VI student invited on a Student Government trip to DC through their LEA.  • Extracurricular equipment needs • Travel support • Special interest support • Regional activities for students with blindness, low vision, or deafblindness • Competition support (ie. Braille Challenge National competition) • Funds are accessed by submitting an application to the USDB Advisory Council.
Student Groups Served	ALL students from preschool through post high who are blind, low vision, or deafblind statewide, are invited to participate. These funds can be accessed through any TVI statewide with a submitted proposal from the students' LEA
Desired, Measurable Outcomes	Students are able to more meaningfully participate in activities in their LEAs and local communities
Detailed Program Evaluation Method	Rubric for authorization and evaluation.
Itemized Funding Details	\$25,000 - to be used as requested from LEA districts statewide
Additional Information to Consider	\$1875/ district/TVI per funding year - funding experiences primarily for blind, low vision, or deafblind students to be involved in their

	school community or amongst sighted, blind, low vision, or deafblind peers.
Compliance, Core Mission, or Strategic Plan Justification	USB Strategic Plan for Stakeholder Engagement



## **Enrichment Program Request**

Enrichment Activity or Item Name	Family Activity Support		
Requestor and Contact Information	Susan Patten		
Purpose, Needs, and Full Description	Funds set aside to support blind, low vision, and deafblind students statewide to participate in events within their families and communities.  • Extracurricular equipment needs • Travel support • Special interest support • Competition support (ie. Braille Challenge National competition) Funds are accessed by submitting an application to the USDB Advisory Council.		
Student Groups Served	ALL students from preschool through post high who are blind, visually impaired, or deafblind statewide, are invited to participate. These funds can be accessed with a submitted application from the students' family or guardians.		
Desired, Measurable Outcomes	Students are able to more meaningfully participate in activities within their families and local communities		
Detailed Program Evaluation Method	Rubric for authorization and evaluation.		
Itemized Funding Details	\$10,000 - to be used as requested from families statewide		
Additional Information to Consider	\$750/Student/funding year - funding experiences primarily for the student to be involved in their community, local or cultural.		
Compliance, Core Mission, or Strategic Plan Justification	USB Strategic Plan for Stakeholder Engagement		