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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: October 4, 2013

INFORMATION: Annual Report for the Utah Schools for the Deaf and the Blind (USDB)

Background: R277-800-3 requires ongoing communication between the USOE and the USDB Superintendent and associate superintendents with an annual written report to the Board in adequate time prior to the November legislative Education Interim Committee meeting. The report must include:

1. A financial report.
2. A report on the activities of the superintendent and associate superintendents.
3. A report on activities to involve parents and constituency, including school district and charter school personnel and advocacy groups, in the governance of the school and implementation of service delivery plans for students with sensory impairments.
4. A report on student achievement including student achievement data that provides longitudinal data for both current and previous students served by USDB.

Key Points: The USDB Committee reviewed the draft of the annual USDB report in September and made suggestions for needed revisions and additions prior to the November legislative Interim Education Committee meeting. This revised version will be presented to the Board.

Anticipated Action: Superintendent Joel Coleman will present the USDB Annual Report to the Board prior to presentation to the Legislature in November.

Contact: Glenna Gallo, Special Education Director, 801-538-7757

**Utah Schools for the Deaf and the Blind
Annual Report for the
Legislative Education Interim Committee**

September 2013



Annual Report

Education Interim Committee

Utah Schools for the Deaf and the Blind

Background and Authorization

Utah Code authorizes the Utah Schools for the Deaf and the Blind (USDB) to provide services to children with sensory disabilities from birth through age twenty-one. USDB begins instruction with infants and toddlers and coaches parents as the primary educational facilitators for their child. This comprehensive approach to early intervention gives Utah's children a significant training and support advantage when compared to who are deaf, blind, or deaf-blind children in many other states.

Other state school systems commonly limit their programs for the deaf and the blind to providing service only in specialized schools that are separate from public schools. Utah's approach empowers USDB to deliver service options including direct instruction on USDB campuses, USDB-supported classrooms in public schools, home-based interventions and center-based therapy, and itinerant/outreach support for students in their local education agencies (LEAs). This coordinated and integrated delivery approach is a model throughout the nation.

53A-25b-103. Utah Schools for the Deaf and the Blind created -- Designated LEA -- Services statewide.

(1) The Utah Schools for the Deaf and the Blind is created as a single public school agency that includes:

- (a) the Utah School for the Deaf;*
- (b) the Utah School for the Blind;*
- (c) programs for students who are deaf-blind; and*
- (d) the Parent Infant Program.*

(2) Under the general control and supervision of the board, consistent with the board's constitutional authority, the Utah Schools for the Deaf and the Blind;

(a) may provide services to students statewide:

- (i) who are deaf, blind, or deaf-blind*

Reporting Requirement

This report fulfills the statutory requirement to report annually to the Legislative Education Interim Committee:

53A-25b-201. Authority of the State Board of Education -- Rulemaking -- Superintendent -- Advisory Council.

(6) (a) On or before the November interim meeting each year, the board shall report to the Education Interim Committee on the Utah Schools for the Deaf and the Blind.

(b) The report shall be presented verbally and in written form to the Education Interim Committee and shall include:

(i) a financial report;

(ii) a report on the activities of the superintendent and associate superintendents;

(iii) a report on activities to involve parents and constituency and advocacy groups in the governance of the school; and

(iv) a report on student achievement including:

(A) student academic achievement data, including longitudinal data for both current and previous students served by the Utah Schools for the Deaf and the Blind;

(B) graduation rates; and

(C) students exiting the Utah Schools for the Deaf and the Blind and their educational placement after exiting the Utah Schools for the Deaf and the Blind.

This report has been submitted to the Utah State Board of Education prior to submission to the Legislative Education Interim Committee.

Respectfully,

A handwritten signature in black ink, appearing to read "Joel Coleman", with a horizontal line drawn above it.

Joel Coleman, Superintendent
Utah Schools for the Deaf and the Blind

Contents

The USDB Annual Report to the Education Interim Committee consists of the following sections:

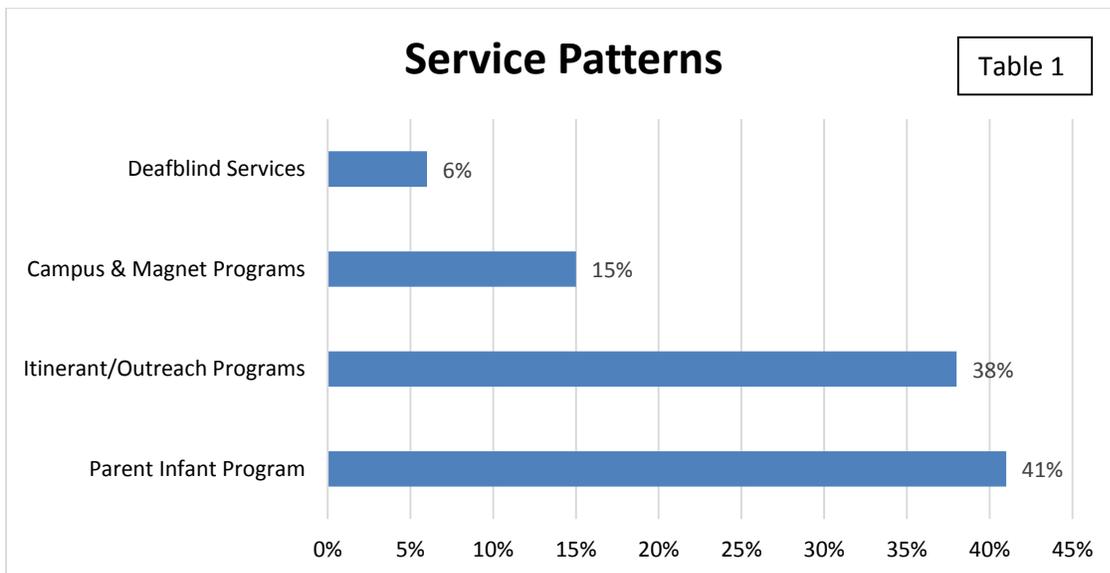
1. Executive Summary
2. Upcoming Projects & Innovations
3. Mission Statement and Vision
4. Description of Enrollment
5. Description of Services
6. Description of Student Outcomes - “Promises to Keep”
 - a. School for the Blind
 - b. Deaf-blind Services
 - c. School for the Deaf
7. Longitudinal Student Data & Graduation Rate
8. Description of the Activities of the Superintendent, Associate Superintendents, Including Collaboration and Cooperation Efforts
9. Utah State Instructional Materials Access Center (USIMAC) Annual Report
10. Educational Resource Center Annual Report
11. Appendix
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Executive Summary

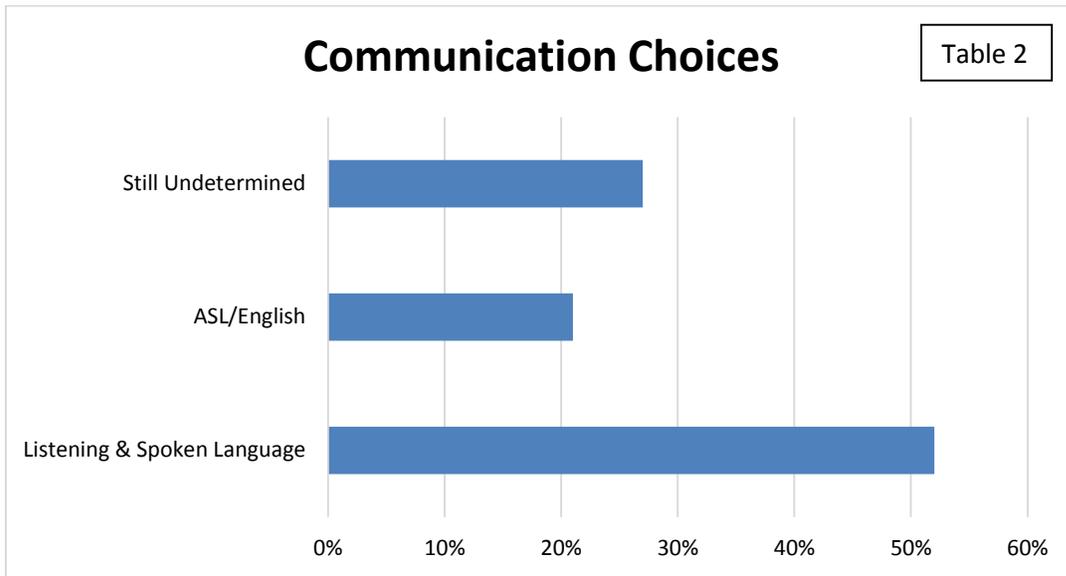
The Utah Schools for the Deaf and the Blind (USDB) is unique among the nation's state school systems for children with sensory disabilities. USDB is one of the few state programs that provides all students with comprehensive services in all educational settings and placements from birth through age 21. USDB also has one of the few state programs for the deaf that gives families language and communication choices and provides service from birth through post high school transition. In recent years, other states have implemented similar programs and components modeled after Utah's programs.

USDB is a state educational agency that is best characterized by its programs and services rather than as a traditional school; only 18% of USDB children attend USDB sponsored classes, while 82% of children are served by USDB's parent infant program (PIP) or through our outreach services in their local education agency (LEA).

In 2012 USDB served approximately 2050 students using four service patterns (See Table 1).



The Utah School for the Deaf serves children with hearing loss in two primary language and communication modalities (See Table 2).



Parents select the language/communication choice for their child after a comprehensive orientation process – see orientation link. <http://www.usdb.org/Lists/Announcements/Attachments/168/PIP-DHH%20orientation%20summary%202%2022%2012.pdf>

The Utah School for the Blind provides consistent and appropriate instruction in Braille, Nemeth math, assistive technology, use of low vision devices as appropriate, visual efficiency skills and instruction in the Utah Core, Essential Elements and the Expanded Core Curriculum.

Upcoming Projects & Innovations at USDB

Building:

To accomplish its mission and to comply with statutory obligations, USDB is requesting a new facility in Salt Lake County, where a large number of students are served (approximately 700 during the 2012-13 school year). A consolidated USDB Salt Lake Center is a necessary replacement for worn out, undersized, and severely dilapidated buildings and leased office space currently used in the central region of the state. Because USDB is a state agency, legislative assistance is critical to providing adequate places for blind and deaf children to be educated. It is unacceptable to expect children with disabilities to have substandard accommodations when their non-disabled peers benefit from state-of-the-art buildings.

Database:

To date, USDB is still functioning without a comprehensive student database or a consistent plan for data use and longitudinal analysis to inform our programmatic quality. Superintendent Coleman has prioritized this as a critical need and is implementing a data driven approach to program oversight.

Communications & Outreach Plan:

Because USDB offers an innovative and exemplary model for education services to the Deaf and the Blind, it is important that we have an outreach effort to inform parents, legislators, and key partners regarding our successes. Superintendent Coleman is personally overseeing the renovation of USDB's online resources, including its website and internal tools to facilitate High Quality Instruction, one of the three pillars in the mission statement of the State Board of Education. The goal is for USDB to establish itself as a vital resource for families and stakeholders in the communities it serves. This outreach plan also includes leveraging improved relationships with USDB's higher education partners, Utah State Office of Education (USOE), the Utah Health Department, elected officials, and Deaf, Blind, and Deaf-Blind advocacy groups.

Critical Capital Needs & Infrastructure Plan:

The Superintendent has tasked Scott Jones, the new Chief Financial Officer, with development of a comprehensive sustainability plan for IT infrastructure, capital facilities and equipment, and infrastructure. With a service network spanning the entire state, including itinerant service providers in rural areas, an overarching master plan is necessary for efficient and effective deployment of resources. Despite the inherent challenges to budgeting and resourcing an agency tasked with accommodating hundreds of individual educational needs, the leadership team at USDB is up to the task. One of Mr. Jones' chief talents is his ability to tackle these types of initiatives and successfully execute the processes that are needed.

Leadership Training Emphasis & Professional Development:

One significant challenge for USDB's diverse workforce is to bring the various divisions together and to establish a unified culture based on shared values of constant improvement, professional commitment to excellence, and personal willingness to offer and receive candid feedback. In his remarks to all USDB employees on August 16, 2013, Superintendent Coleman outlined his vision of establishing those high expectations while also striking a reasonable balance with the limitations that come in a state agency with finite resources. The superintendent's leadership training emphasis, a focus that empowers each employee to apply the shared values of the organization and to become self-reliant in their assignments, will be a hallmark of service at USDB for years to come.

Student Achievement Outcomes:

Although USDB complies with state requirements for testing and accountability, the schools for the Deaf and Blind are also measured in very different ways than Utah's LEA's are evaluated. Unlike traditional school districts, every student enrolled in USDB programs receives special education services and support because of a sensory disability. For example, statewide educational testing begins in the 3rd grade-but a majority of USDB students are no longer attending USDB classrooms by 3rd grade.

Most USDB children who achieve grade-level or age-level proficiency leave USDB classrooms and are mainstreamed into their neighborhood schools or into public charter schools and are assessed thereafter based on the state standards and procedure in their local school.

1. One measure of success for the Utah Schools for the Deaf and the Blind programs is the number of students that are prepared to enter their neighborhood schools.
 - a. A substantial majority of children with hearing or vision loss (over 80%) returned or remained in their neighborhood schools in the early childhood years (PIP, preschool or Kindergarten).
 - b. Before the age of 3 (preschool age), 39% of children who are deaf or hard of hearing were remediated (or no longer eligible for special education) before 3 years of age (preschool age); of that 39%, 16% returned to home districts with no additional USDB support.
 - c. Before the age of 3 (preschool age), 10% of children who were diagnosed with a visual impairment were remediated and 9% did not qualify for special education services.
2. Another unique measure of success for USDB is the number of students that are able to transition from intensive services provided in the USDB Parent Infant Program or classroom services (campus and magnet) to less intense itinerant/outreach services. Itinerant services to children in their local schools comprise 39% of all children served by USDB.
3. Like children in traditional schools, USDB program success is also measured by the growth of students who stay in USDB classrooms as they progress to graduation or transition to adulthood. Students remaining in USDB programs through high school are assessed with various tools to

measure their annual growth including participation in CRTs and formative and summative assessments specific to the blind and deaf and hard of hearing student populations.

4. A USDB signature program is the Supported Transition Extension Program (STEP) for deaf and blind students. Beginning at 16 years of age, areas specific to the blind and deaf Expanded Core Curriculums focus on areas of independent living in preparation for future educational or vocational opportunities.
5. Another hallmark of USDB programs and services is the implementation of the Expanded Core Curriculum provided through Short Term Programs. These programs are offered year round to provide additional instruction for students who are blind and visually impaired in nine expanded core areas requiring specialized instruction (e.g. technology, independent living skills, orientation and mobility).

The previous two areas are signature programs of USDB -- they are not offered by any other LEA.

Deaf-Blind

Extensive services for children with both vision and hearing loss are provided throughout the state by USDB Deaf-Blind Services. Personnel in this department participate in national deaf-blind committees and Utah's program is recognized as a premier program and serves as a national model for other states. Utah is recognized nationally as having the premier communication intervener (CI) program. USDB's deaf-blind director and deaf-blind specialists have been selected by the National Consortium on Deaf-Blindness to participate in a collaborative effort to develop intervener training program modules for use nationwide. It is also significant to note that Utah is the first state to successfully implement a deaf-blind teaching endorsement.

Financial Status

USDB has ended Fiscal Year 2012 in compliance with fiscal policy and has followed the recommendations of State Finance and Audit personnel. Through the concerted effort of the USDB Administration, USDB has managed available revenue and operated within budget while slowly building fiscal reserves. USDB has in reserves \$556K in Permanent Land Grant Revenue for use during Fiscal Year 2013 and \$966K available in Educational Funds for use if emergency needs arise. USDB continues to receive private donations and has formed the Utah Schools for the Deaf and the Blind Education Foundation to assist in raising funds for new capital facilities and to provide additional educational opportunities for students with sensory disabilities.

USIMAC

The Utah State Instructional Materials Access Center (USIMAC) was established five years ago as a separate agency, managed by USDB, to aid schools in meeting the requirements of the Individuals with Disabilities Education Act to provide accessible instructional materials. The USIMAC offers opportunities for students with print disabilities (including blindness and visual impairment, physical disabilities, and other diagnosed reading disabilities) to gain increased access to the general curriculum by making available instructional materials in alternate formats. These formats include Braille, Large Print, Digital text, and Audio. The USIMAC has increased production fivefold since its inception and provides a tremendous service to children with print disabilities throughout the state- see page 53 for data.

Mission Statement

“USDB leads the way in providing a caring, responsive, innovative approach to meet the educational needs of our low incidence population.”

Vision

We support USDB’s motto: ***“The Realization of Individual Potential.”***

We support open and honest communication among all stakeholders.

We support choice in educational options.

We value the Individuals with Disabilities Education Act’s (IDEA) provision for individualized education based on student need.

We understand the need for appropriate support for children with sensory disabilities in various educational settings and geographical locations.

We recognize the value and strength of a continuum of placement and program options.

We recognize that key stakeholders for the education of children with sensory disabilities need to be collaborative allies.

We recognize the necessary specialized skills and training required to work with children with sensory disabilities.

We recognize the value of USDB and districts collaborating together to provide essential services for students with sensory disabilities.

We recognize the value of the customized professional development USDB offers throughout the state.

We recognize the intensity of services required to work with children with sensory loss.

We believe USDB administrators should be included in special education administrative groups and meetings.

We recognize the strengths of each USDB educational program, but we also realize some of our strength relies on our ability to work together, share resources and share expertise.

We believe that those who provide services for students with sensory disabilities need to have the appropriate credentials.

We recognize the expertise of national organizations and agencies that support sensory disabilities and value our relationship and accreditation with these groups:

- National Accreditation Council for the Blind and Visually Impaired
- Alexander Graham Bell Association for the Deaf and Hard of Hearing
- ASL/English Bilingual Professional Development
- Center of ASL/English Bilingual Education Research
- National Consortium on Deaf-blindness
- Conference of Educational Administrators of Schools and Programs for the Deaf
- Council Of Schools for the Blind
- Association for the Education and Rehabilitation of the Blind and Visually Impaired
- American Speech-Language-Hearing Association
- Academy for Certification of Vision Rehabilitation and Education Professionals
- The AG Bell Academy for Listening and Spoken Language

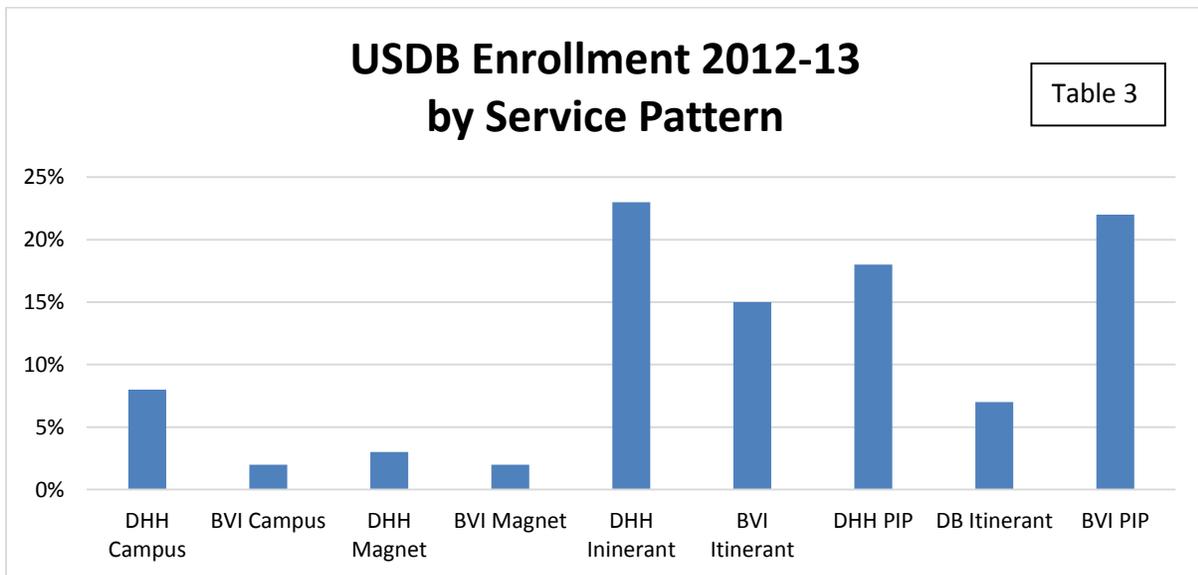
Description of Enrollment

Number of Students Served Through USDB Programs and Services

USDB serves children who are deaf, blind, or deaf-blind through three different service patterns:

1. Early intervention provided to infants and toddlers through the Parent Infant Program (PIP),
2. Classroom programs provided to school-age students at USDB campuses or USDB magnet schools housed in local school districts,
3. Itinerant/Outreach services provided to children in their neighborhood school or charter school.

With the implementation of Utah Administrative Rule R277-800 in December 2009, districts with greater than 3% of the total school-age population must provide itinerant services themselves or through financial contract with USDB. USDB provides itinerant/outreach services at cost to children with sensory disabilities in the larger 3% school districts (See Table 3).



- *DHH- Deaf/Hard of Hearing
- *BVI- Blind Visually Impaired
- *PIP- Parent Infant Program
- *DB- Deaf-Blind

During the 2012-13 school year, USDB served approximately 2050 students.

- Infants and toddlers receiving PIP consisted of 41% of enrollment.
- Students receiving itinerant outreach services comprised 38%.
- Students receiving services in USDB classes included only 15% of USDB enrollment.
- Deaf and hard of hearing (DHH) was 52%.
- Blind and visually impaired (BVI) was 41%.
- Deaf-Blind students served in local LEAs was 7%; these students are not included in Deaf or Blind school count.

Description of Services

Service	Personnel	Description (Numbers are listed in approximations)
Teacher DHH* Classroom	43 FTE	Approximately 220 students served
Teacher DHH Itinerant	24 FTE	Approximately 475 students served
Teacher DHH PIP	13 FTE	Approximately 380 students served
Teacher BVI* Classroom	13 FTE	Approximately 90 students served
Teacher BVI Itinerant	14 FTE	Approximately 305 students served
Teacher BVI PIP*	14.73 FTE	Approximately 470 students served
Educational Braille Support	4.52 FTE in addition to teachers	Approximately 105 students served
Deaf-Blind Teacher/Specialists *	10.65 FTE	Approximately 130 students served
Deaf-Blind Interveners *	38 FTE	Approximately 75 students served
Deaf Mentors	3.5	Approximately 60 students
Interpreters (ASL*, Oral, Cued)	21 FTE*	Approximately 170 students served
Orientation and Mobility	8.5 FTE	Approximately 235 students served. In addition, USDB service providers assisted in servicing some of Granite School District students for the last weeks of school due to a personnel shortage
Occupational Therapy	2 FTE	Approximately 100 students served
Physical Therapy	1 FTE	Approximately 75 students served
Speech Language Pathology	4 FTE	Approximately 150 students served
Aural Habilitation	6 FTE	Approximately 105 students served
Psychology / Counseling	4.27 FTE	Provided social skills training to all self-contained classes and provided assessments as needed to all self-contained students and some itinerant students
Nursing	6 FTE 2 Part-Time Health Aides	Approximately 75 students served-Provided 1-to-1 care for several students, care plans for dozens of students and health care/screenings for all self-contained students
Audiology	7 FTE	Tested all self-contained kids and do rural testing, and assist state agencies and school districts in testing babies who fail newborn screenings or school-age screenings
Low Vision	.5 FTE	Assess as needed
Assistive/Adaptive Technology	1 FTE	Approximately 35 students served- Additionally provided educational technology and assistive technology to all self-contained students and consultation to all districts. USDB had one full time person and had a contract with another to provide direct services
Adaptive Physical Education	1 FTE	Approximately 385 students served

*FTE- Full Time Employee

* 9 of the 21 interpreters are paid under district contracts

* DHH- Deaf/Hard of Hearing

* BVI- Blind/Visually Impaired

*PIP- Parent Infant Program

*ASL- American Sign Language

Utah's Promises to Keep

The Mission of Public Education

Utah's Public Education System keeps its constitutional promise by:

- Ensuring literacy and numeracy for all Utah children.
- Providing high quality instruction for all Utah children.
- Establishing curriculum with high standards and relevance for all Utah children.
- Requiring effective assessment to inform high quality instruction and accountability.

Promises to Keep at USDB

Consistent with the "Promises to Keep" initiative of the Utah State Board of Education, the Utah Schools for the Deaf and Blind (USDB) is committed to effective assessment to inform high quality instruction and accountability. USDB has focused on effectively tracking academic achievement on a school-wide basis for the past several years.

USDB participated fully in the Utah Performance Assessment System for Students (UPASS).

- Thirty-eight percent of students served by USDB are receiving itinerant services and are tested in their school districts or charter schools as part of the state-wide assessment system.
- 15% of USDB students attending USDB campus or magnet schools; over half are in preschool or early childhood programs.
- Less than 5% of USDB students are in grades 3 through high school and are assessed and tracked through UPASS.

UPASS scores do not appropriately assess the performance of a majority of students at USDB. Students in USDB classrooms display a wide range of differences in not only age but also intellectual levels, sensory impairments, and additional disabilities.

In addition to UPASS, other individualized diagnostic, achievement, and performance measures are administered. This past year, USDB has assessed students with a variety of evaluation tools that produce information which can be compared and reported school wide. Despite the variety of assessments that must be used to effectively evaluate all students, assessments have been identified and USDB divisions are using consistent and common testing measures as well as testing measures specific to deaf and blind student needs. It is USDB's responsibility to focus on appropriate grade level curriculum as well as to stress the development of communication modes and curriculum specific to deaf and blind student needs. We have focused these assessments on

language, reading, math, Braille, and areas of the Expanded Core Curriculum. The outcomes of these assessments will be noted later in this document.

It is the goal of special education to provide specialized instruction and intensive support for students in their least restrictive environment (LRE). A clear understanding of the students we serve and the effectiveness of our interventions will guide us in the development of plans for program improvement. The scores contained in this report demonstrate that we are making good progress toward our goals.

Utah Schools for the Blind

The Utah School for the Blind (USB) provides programs and services statewide, including infant and toddler programs (birth to three), intensive educational programs for both campus and magnet classrooms (kindergarten through post high), deaf-blind specialized programs and services, and an extensive outreach program for students in their local education areas. USB embraces Utah Core Standards for our academic students, the Essential Elements curriculum linked to the Utah Core Standards for students with multiple disabilities, and the Expanded Core Curriculum (ECC), a blind specific curriculum requiring implicit instruction in focused areas for blind and visually impaired students. The ECC is offered year-round for students grades three through post high.

USB prides itself on high quality instruction provided by state certified special education teachers with a vision endorsement. Upon hire, USB teachers must show proof of a teaching credential from an accredited university program, a vision endorsement which requires passage of a comprehensive braille proficiency exam. The comprehensive braille exam includes braille reading, writing, proofreading, slate and stylus and national braille rules. It is significant to note that many of our teachers have additional endorsements in severe and mild/moderate areas. USB is also pleased that through the Utah State Office of Education, a Deaf-Blind endorsement can now be obtained through the University of Utah and Utah State University. USB's deaf-blind specialists and the deaf-blind director are in process of obtaining that endorsement.

USDB as a state agency, is the primary statewide resource for professional development for teachers of the visually impaired, deaf-blind specialists, district deaf-blind collaboration teams and communication interveners, parents, families and early childhood service providers for infants and toddlers. National and international presenters have provided critical information and hands-on trainings to ensure effective teaching practices to impact student outcomes.

USB is pleased with the collaborative partnerships established with other programs and services such as the Division of Services for the Blind and Visually Impaired (adult services) and the University of Utah; USB also enjoys a close association with the John A. Moran Eye Center. These partnerships strengthen programs and services, provide instructional and mentoring opportunities for both teachers and prospective teachers, and assists in providing professional eye examinations statewide.

Parent Infant Programs and Services for the Blind and Visually Impaired (PIP-BVI)

The journey for most of our children in the USB Parent Infant Program for the Blind and Visually Impaired begins with identification through collaborative efforts with the Health Department's statewide Baby Watch programs.

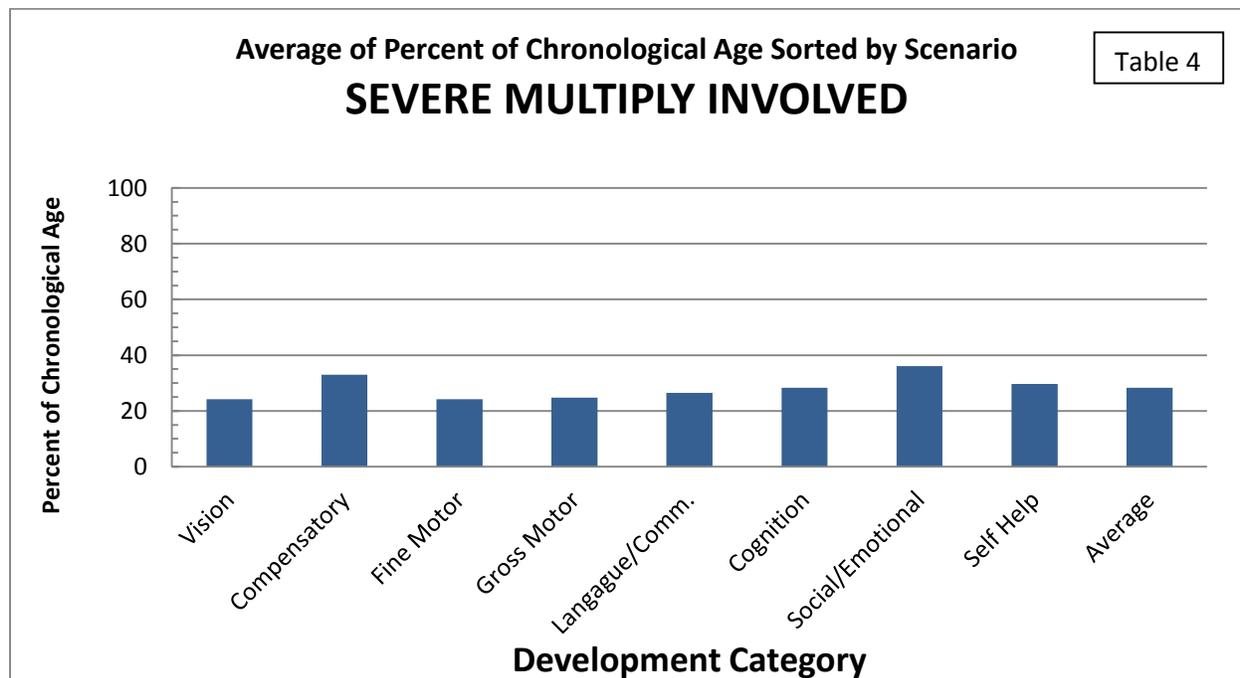
PIP-BVI serves children aged birth to 3. Unlike school-aged programs, PIP-BVI does not have a beginning and ending of the school year. Children are enrolled and exited throughout the school year. Vision impairments can be difficult to ascertain in young children, therefore, PIP-BVI receives many referrals

for children who do not qualify for Part C services. Approximately 455 children were served in PIP-BVI this year. Students enrolled in PIP-BVI this year made approximately 2/3 of a month of progress for every month served. 52% of enrolled students meet the definition of multiply disabled.

PIP-BVI has separated the children it services into five scenarios based on extensive assessment studies. These scenarios serve not only to provide groupings to aid in projecting trajectory of progress as typical milestones will differ from scenario to scenario, but allow USB to track various data, including longitudinal progress:

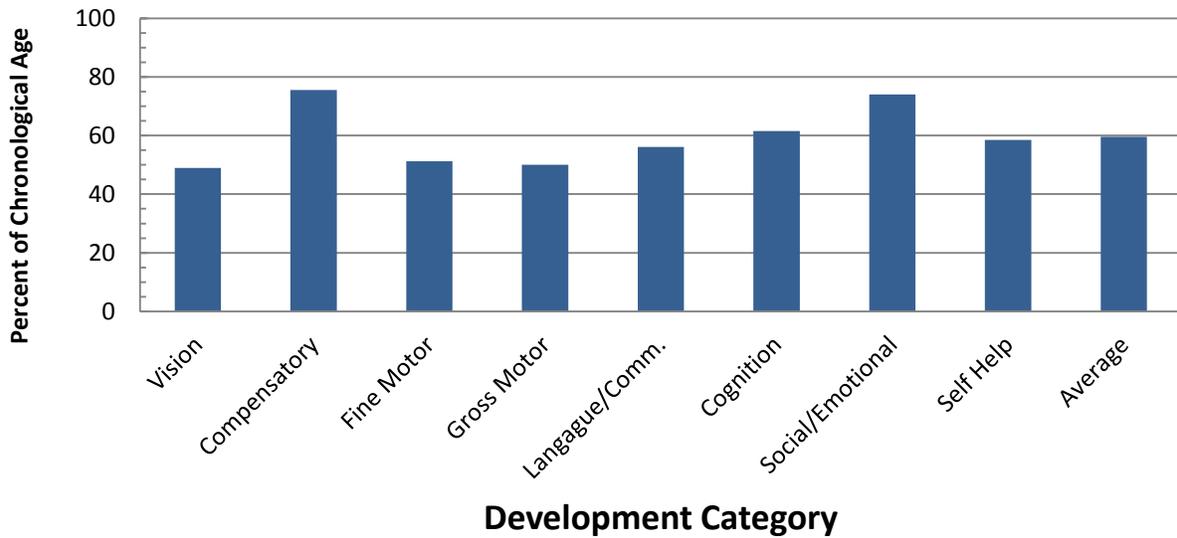
- Scenario 1—totally blind: 20/200 or worse and developmentally at 71-100% of chronological age.
- Scenario 2—low vision: 20/70-20/100 and developmentally at 71-100% of chronological age.
- Scenario 3—mildly multiply handicapped: blind or LV and development at 51-71% of chronological age.
- Scenario 4—severely multiply handicapped: developmentally at 50% or less of chronological age.
- Scenario 5—deaf-blind: the combination of sensory loss impacts access to auditory and visual information covering all ranges of development.

The following charts illustrates months of progress per months of intervention for the five scenarios of enrolled students. It is important to note that according to Mark Innocenti, Director of Research and Evaluation at the Early Intervention Research Institute, who reviewed Blind Parent Infant Program data last year, a common occurrence is to have children with severe disabilities show regression as they age and requirements increase. He found it noteworthy that this did not occur among USB served children (See Tables 4-8).



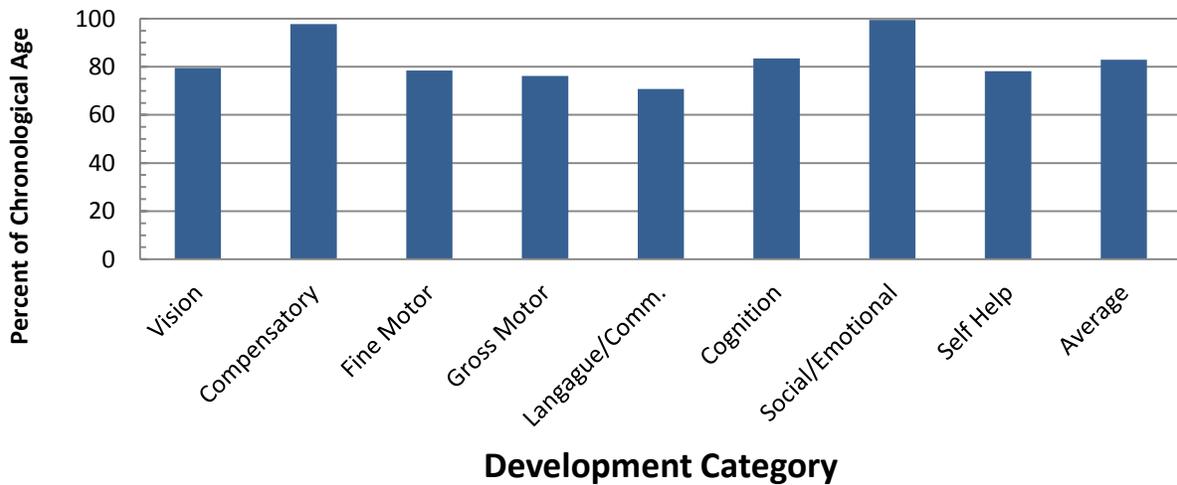
**Average of Percent of Chronological Age Sorted by Scenario:
MILD MULTIPLY INVOLVED**

Table 5



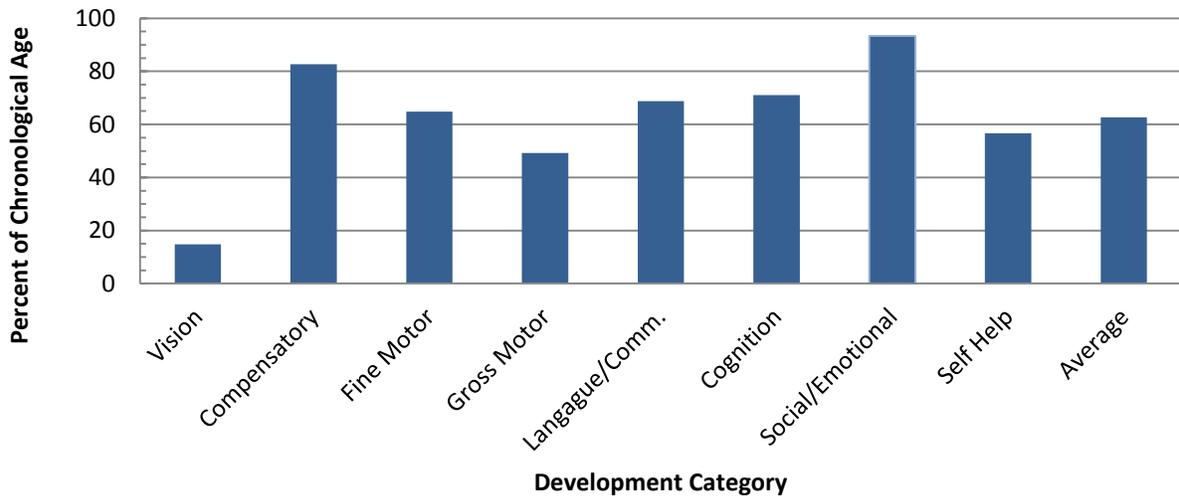
**Average of Percent of Chronological Age Sorted by Scenario:
LOW VISION**

Table 6



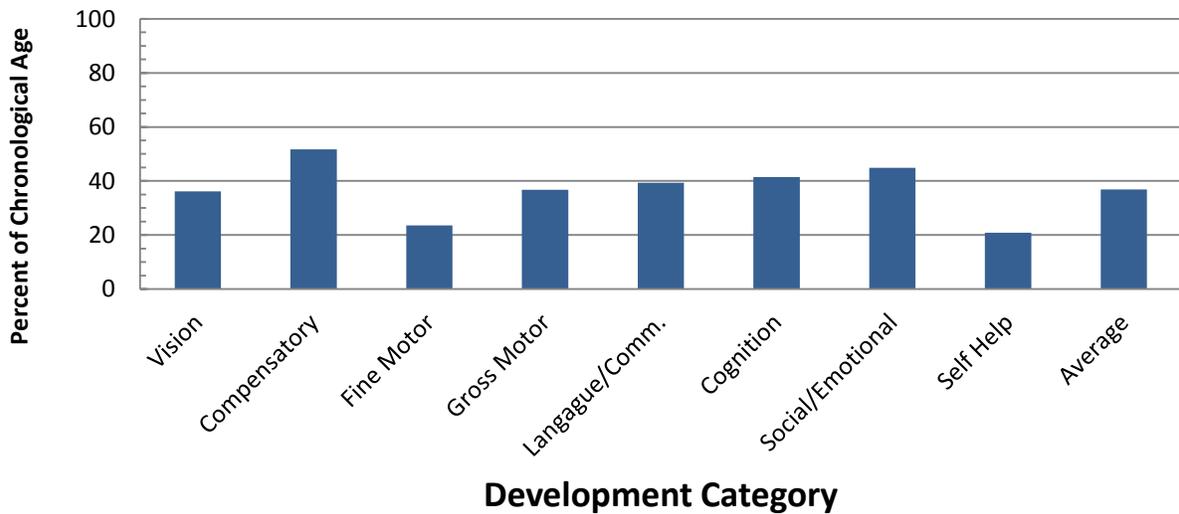
**Average of Percent of Chronological Age Sorted by Scenario:
BLIND**

Table 7

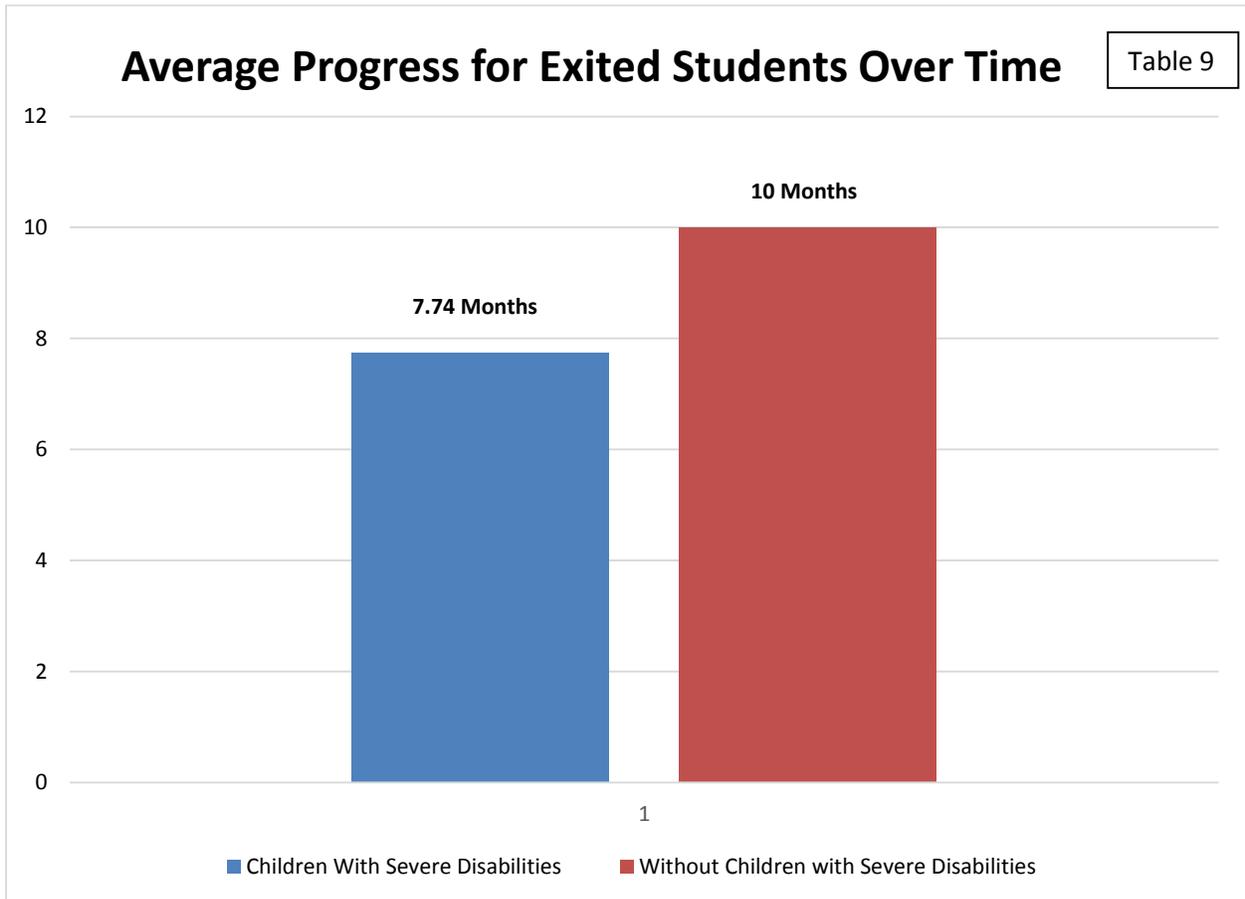


**Average of Percent of Chronological Age Sorted by Scenario:
DEAFBLIND**

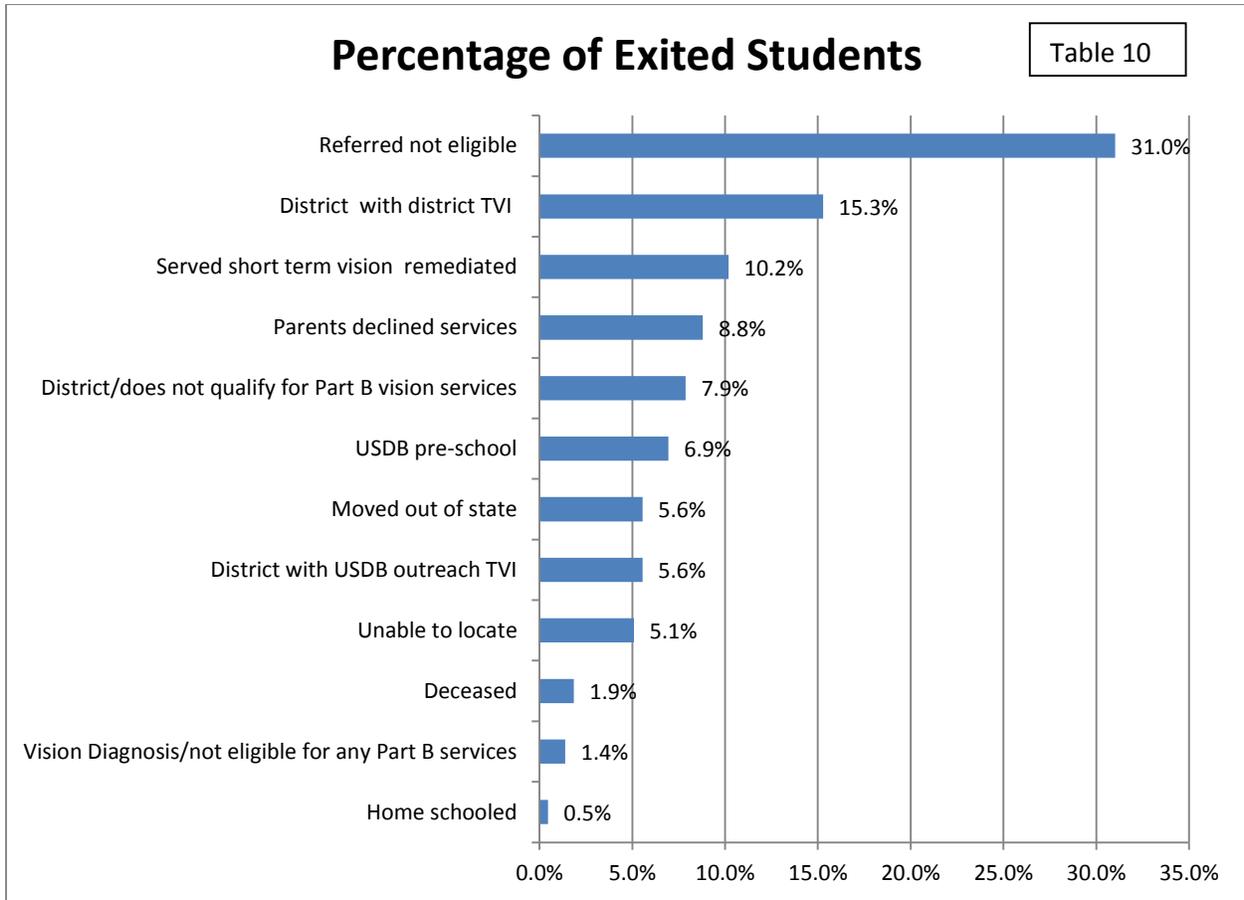
Table 8



A review of the children who exited PIP-BVI this last year for whom we have enrollment data reveals that we served children for an average of 12.5 months and they made an average of 7.75 months progress in that time. Removing data for those children who are most severely involved shows that children were served an average of 12.5 months and made an average of 10 months of progress in that time (See Table 9).



PIP-BVI had approximately 220 children exit during this time frame. Approximately 30% of them transitioned out when they turned three; others left for various reasons. The following charts illustrates exit reasons and services determined at the time of the 3 to 3 transition (See Table 10).



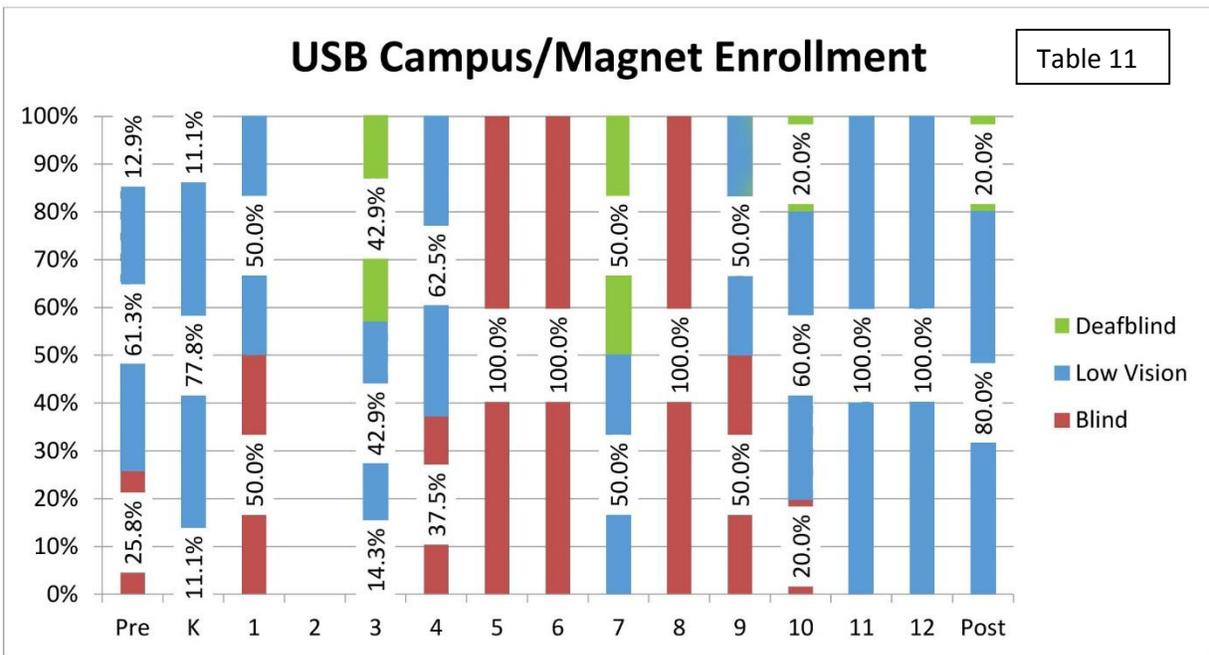
*TVI- Teacher of the Visually Impaired

Educational Programs and Services for the Blind and Visually Impaired (Kindergarten through Post High)

Classroom and Magnet Programs

Children who continue their journey from the Parent Infant Program to a preschool placement at USDB, receive intense specialized services, specifically in early literacy, numeracy, pre-braille skills, visual efficiency, or communication modes, as appropriate. USB provides both campus and magnet programs located in Ogden (campus classrooms), Salt Lake City (magnet classrooms), and the Orem campus (one magnet classroom). Each setting provides optimal learning environments for students who require intense specialized instruction from preschool through post high. Students may be blind or visually impaired or deaf-blind. As you can see from the graph below, the greatest number of students attending a USB classroom are early childhood students (preschool; kindergarten). Most students return to their

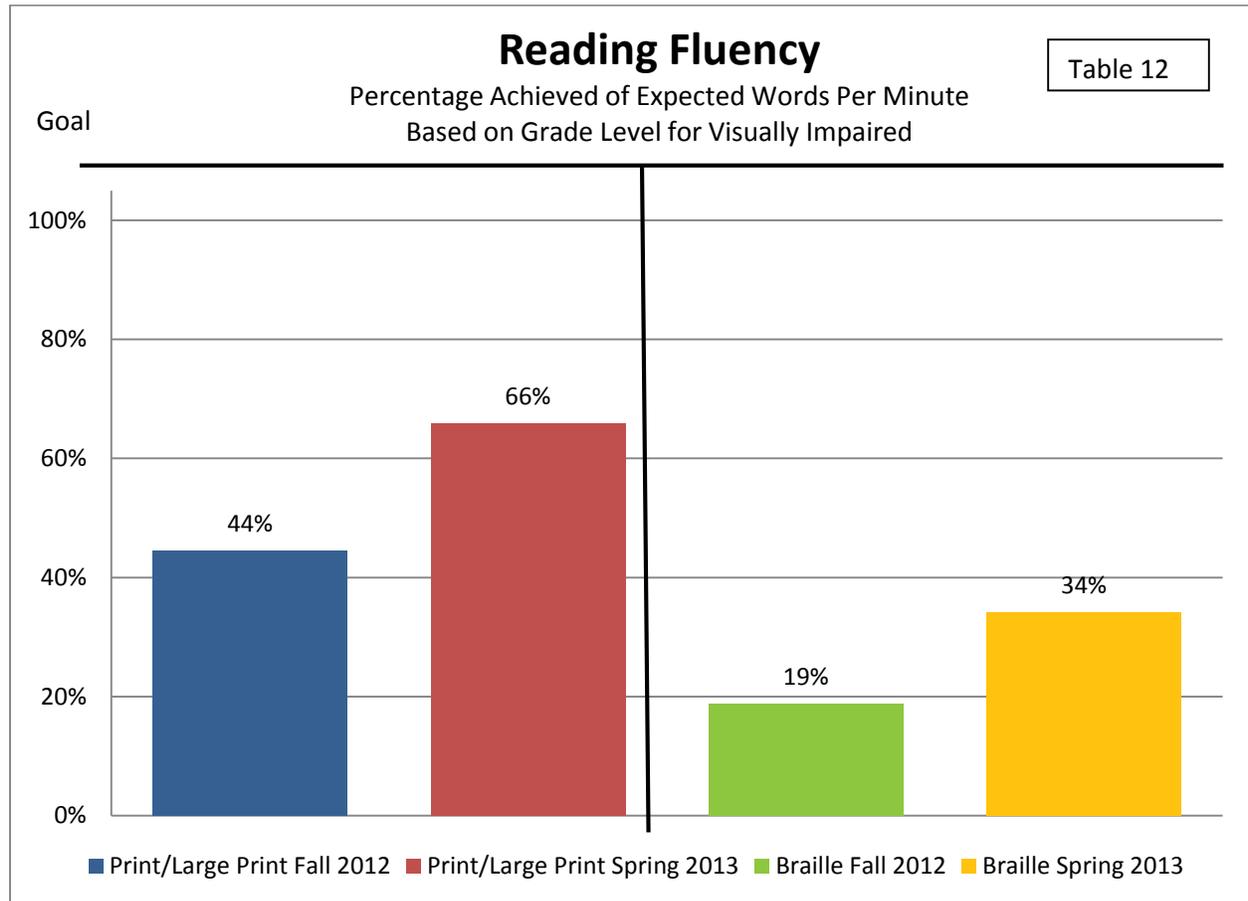
neighborhood schools following a USB placement and receive USB outreach or district vision services (See Table 11).



Student Achievement

Consistent with "Promises to Keep" initiatives, USDB knows that success in reading and math are critical to overall student achievement. Student instruction is based on the Utah Core Standards or the Essential Elements curriculum which is linked to the Utah Core Standards (this curriculum is designed for students with multiple disabilities). Specialized instruction for students with disabilities needs to produce gains at a greater rate in order to close the gap between them and their non-disabled peers, thus preparing them for mainstream placements. Based on formative and summative assessments, our academic students are making steady growth in the areas literacy and numeracy.

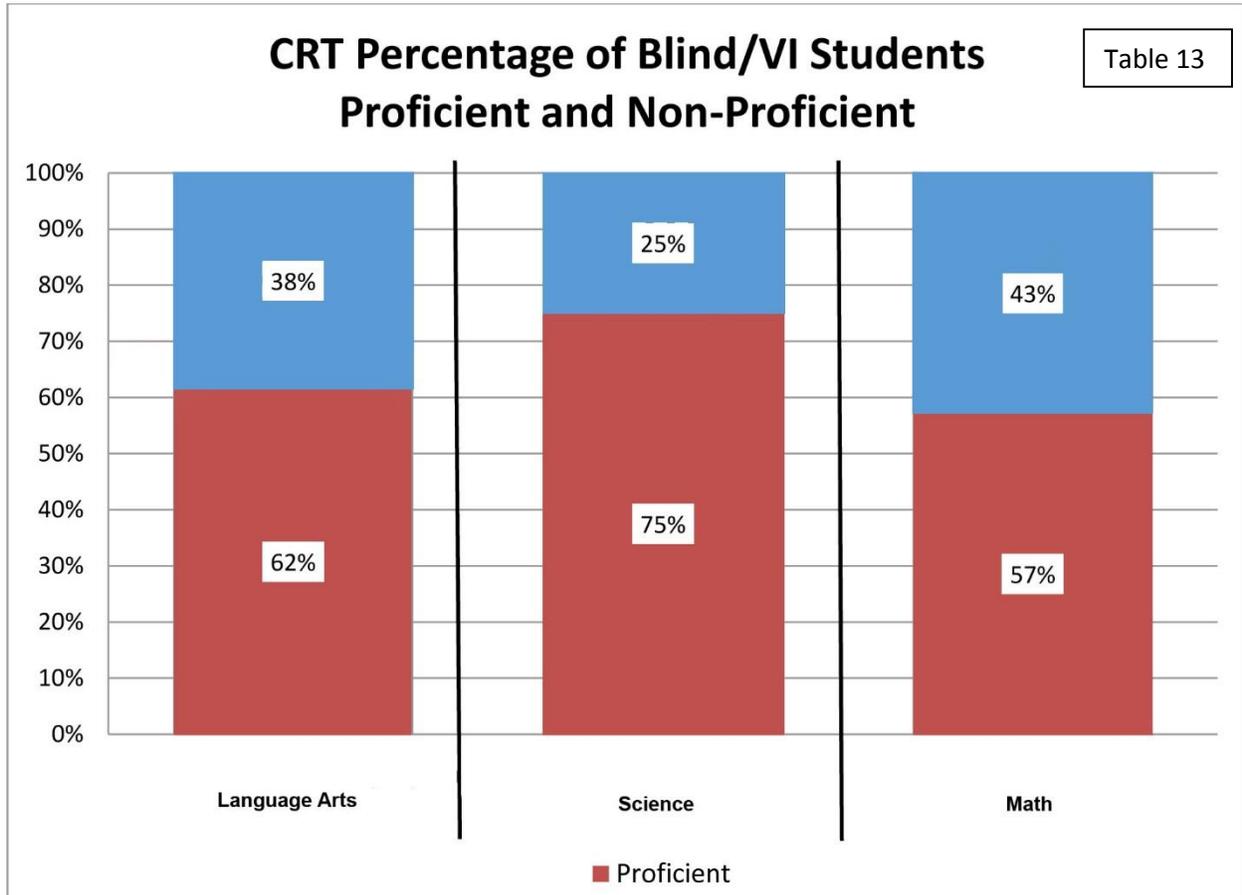
Expected reading fluency, words per minute (WPM), varies by grade level. Expectations were derived for students who are blind or visually impaired by calculating 75% of expected WPM for sighted students as suggested by leaders in the vision field (Texas School for the Blind) i.e. first grade 40 WPM, sixth grade and beyond 113 WPM. Calculations based on the student's WPM compared to grade level expectations (See Table 12).



State Assessments for Campus/Magnet Students

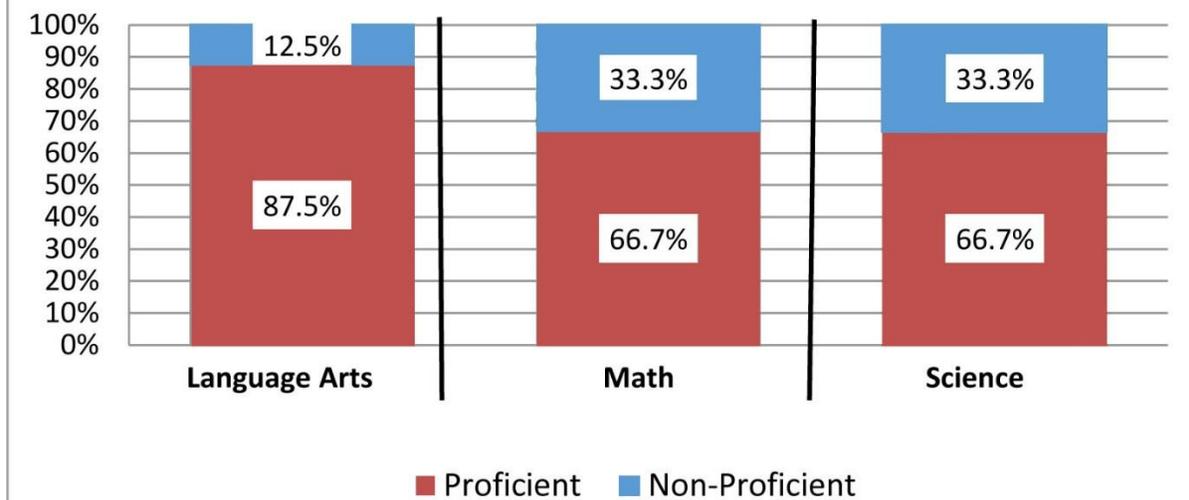
Even though most academic students with vision loss have returned to their LEAs by the 3rd grade, those students who do remain participate in required state testing. Therefore, the number of USB students taking statewide assessments is small. The state required assessments, Criterion Referenced Tests (CRTs) and the Utah Alternate Assessment (UAA) begin in the 3rd grade.

The following charts show the proficiency percentages for students taking either the CRT or the UAA. UAA tests are given to students who have a significant cognitive disability that significantly impacts intellectual functioning and adaptive behaviors. These students require extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum. CRTs are given to students at a higher academic functioning level (See Tables 13 and 14).



Percentage of Proficiency Utah Alternative Assessment

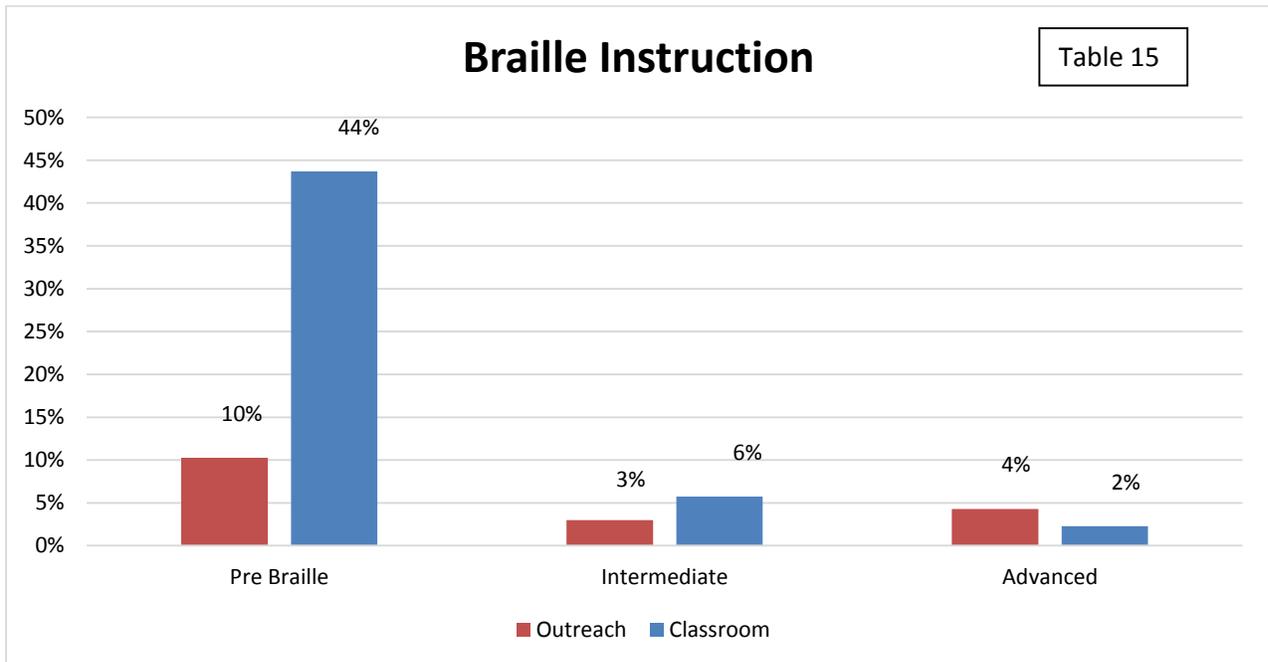
Table 14



Braille Instruction

USB follows guidance from the United States Department of Education Office of Special Education Services (OSEP) and Utah Code in reaffirming the importance of braille instruction as a literacy tool for blind and visually impaired students. According to OSEP guidelines and Utah Code 53A-25a-103,104, students who are blind or visually impaired must be regularly assessed to determine appropriateness of braille as a reading medium. Based on these assessments, some students at USB will use braille as their primary reading medium, some will use large print, some use print with low vision aids; others will use a combination of print and braille. The use of appropriate reading mediums will significantly impact a student's reading fluency. USB places significant emphasis on reading fluency, lifelong learning, and the effective use of braille.

USB follows Utah Code and provides braille instruction, as appropriate, to students in their educational setting, including USB classrooms or USB itinerant (outreach) settings. Braille instruction typically begins with pre-braille readiness skills (braille letter identification) and advances to braille reading and writing, with an emphasis on braille fluency and comprehension. Braille numeracy (Nemeth Code) instruction is also provided as well a technology skills. USB is committed in providing quality instruction embedded with high expectations to produce positive student outcomes (See Table 15).



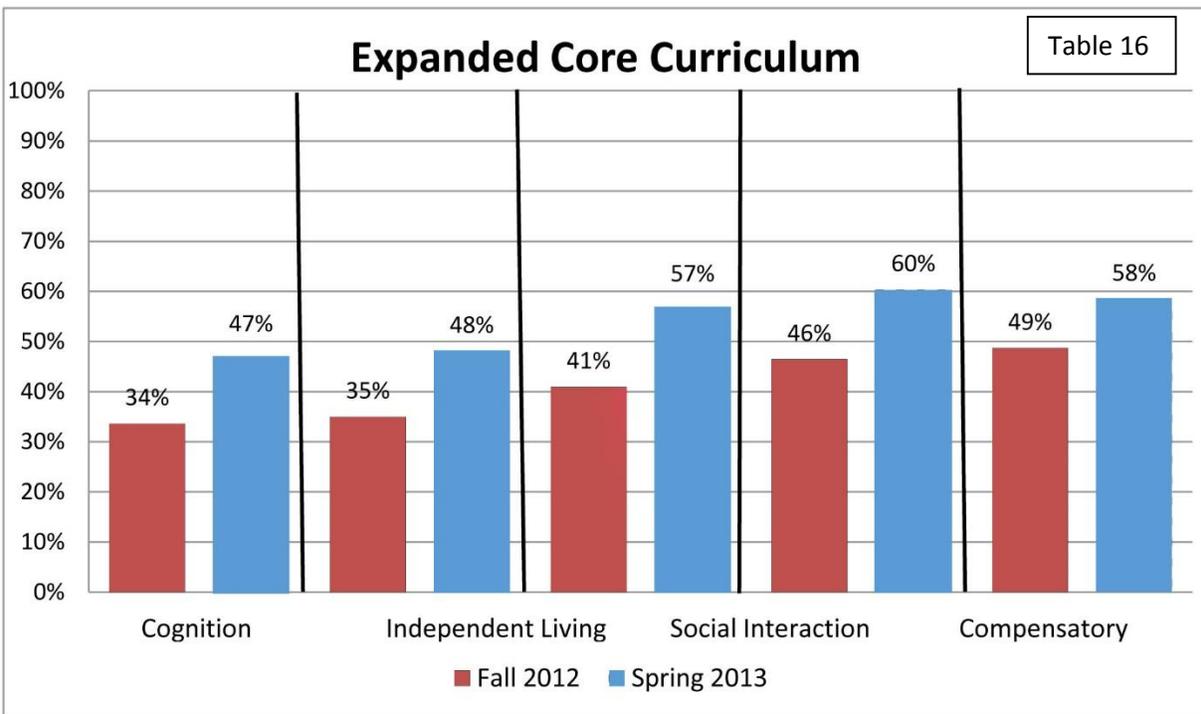
Expanded Core Curriculum

Children who are blind or visually impaired need to study the same basic academic subjects that sighted children do, from how to tell time to how to write a persuasive essay. In order to master these subjects ("core curriculum" focus areas) and complete their schoolwork, as well as to eventually live and work independently, children who are visually impaired usually need to learn an additional set of skills known as the "expanded core curriculum." These skills are sometimes also referred to as "disability-specific skills" or "vision-related skills" because they are useful specifically for individuals who are visually impaired. The skills may include activities such as using braille to read and write, instead of reading printed books or using a pencil and paper to write; learning how to move about in the environment safely and independently, which is known as Orientation and Mobility (O&M); knowing how to use specialized computer equipment and other technology devices designed for children with visual impairment; learning how to use what vision they have effectively and efficiently, just to name a few expanded core curriculum areas.

The classroom teacher is responsible for teaching children the basic academic curriculum. Because the expanded core curriculum covers the unique, specialized needs of visually impaired students, the

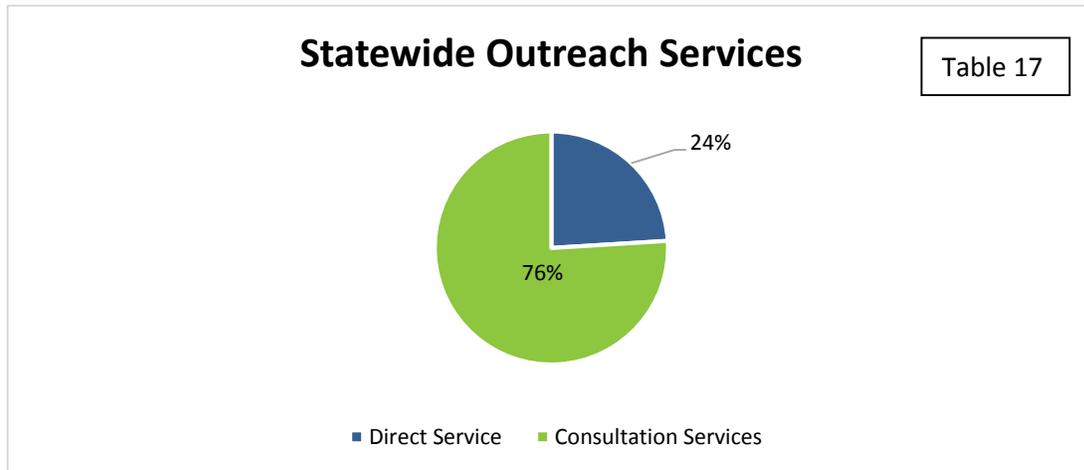
subjects must be taught by a teacher who specializes in working with students who have visual impairments. This teacher is a pivotal member of the educational team that works with a child who is blind or visually impaired.

Some students will use these vision-related skills to assist them in furthering their academic studies; and/or vocational aspirations; other will use these skills to achieve their highest level of independent life skills. The following graph shows four areas that have been monitored for growth this school year for USB classroom-based students. They include Cognition which is defined as, "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses;" Compensatory skills, which are functional and academic skills in areas such as braille reading, writing, Nemeth math, as well as communication modes; Independent Living, which are skills often referred to as daily living skills, and social skills (See Table 16).



Outreach Services

The majority of USB students are served through itinerant or outreach services for students preschool through post-high who are blind or visually impaired. As you can see from the graph below, USB impacts the greatest number of students in the outreach setting (See Table 17).



Qualified teachers travel to local education areas to provide direct instruction, collaboration, or technical assistance to students, families and schools. The majority of our students require consultative services which allows the teacher of the visually impaired to collaborate fully with all members of the educational team. Direct services vary from student to student and is based on each student's educational needs.

Students receiving outreach services are tested as part of their district-wide assessment system. USB recognizes that USB teachers providing direct instruction impact student outcomes. USB anticipates monitoring state assessment scores for outreach students who receive direct instruction during the 2013-14 school year.

Deaf-Blind Services

Children who are deaf-blind have vision and hearing impairments which, in combination, lead to severe communication, developmental, and learning needs. Deaf-Blindness creates a "disability of access." Nationally, most children who are deaf-blind are only seen by a professional with expertise in deaf-blindness at times of intense need or crisis. During these times, local school personnel contact the state deaf-blind project for help and support. In Utah, the implementation of effective practices for providing appropriate and necessary services to these children has evolved over the past two decades. A hallmark of Deaf-blind Services is the proactive system for serving these children. Deaf-blind Services works in coordination with the Utah Deaf-Blind Project, a technical assistance and dissemination project funded by the Office of Special Education Programs (OSEP), to pre-empt these situations of intense need by

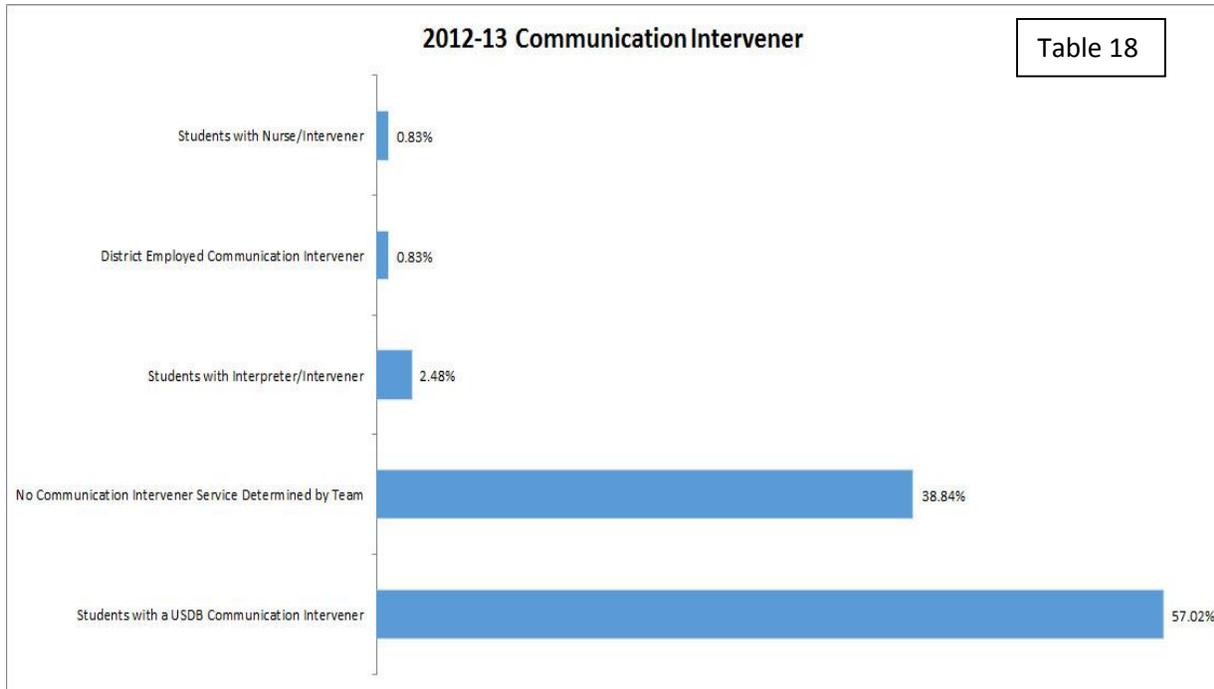
providing the adequate and appropriate supports as soon as a child is identified. The Utah Deaf-Blind Project is a collaboration between the Utah State Office of Education and USDB.

Deaf-Blind teacher specialists are available for all young children and students who are deaf-blind throughout the state. Communication interveners, specially trained paraprofessionals who work one-on-one with a student who is deaf-blind, are available based on individual student need as determined by the educational or early intervention team, including the parents.

Utah is involved with a national deaf-blind network, including other state deaf-blind projects and the National Consortium on Deaf-Blindness (NCDB), another technical assistance and dissemination project funded by OSEP, to improve the services and outcomes for children who are deaf-blind. Because of the Utah's comprehensive system of services, personnel from Deaf-Blind Services are often relied upon for input in these national efforts, such as:

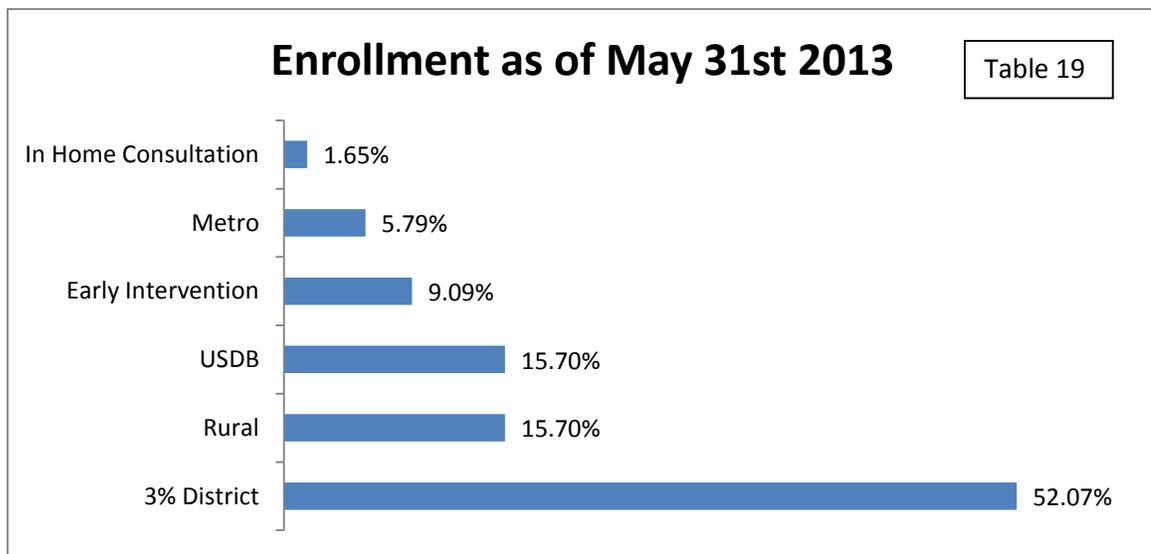
- The development of a national open-access intervener training curriculum "Open Hands, Open Access," that aligns with the Council for Exceptional Children's *Specialization Knowledge and Skill Set for Paraeducators Who Are Intervenors for Individuals with Deaf-Blindness*.
- The development of materials to help teams determine to appropriate level of services for a child who is deaf-blind, including individualized supports like interveners.
- The provision of resources for the National Consortium on Deaf-Blindness's content rich webpage as a resource for families and service providers.
- A national discussion designed to develop recommendations to help parents become more involved in policy making and advocacy.

Deaf-Blind services were provided services for approximately 130 children, birth – 22 during the 2012-13 school year. Of those children, about a dozen were infants/toddlers. Support services were provided for approximately 60 school-aged students who are not included in USDB enrollment numbers. As required by Utah Administrative Code R277-800 all children with dual sensory impairment, from every school district or charter school regardless of the size of district, are eligible for USDB deaf-blind services at no cost to districts. Each child and student with deaf-blindness is supported by a deaf-blind teacher specialist (See Table 18).



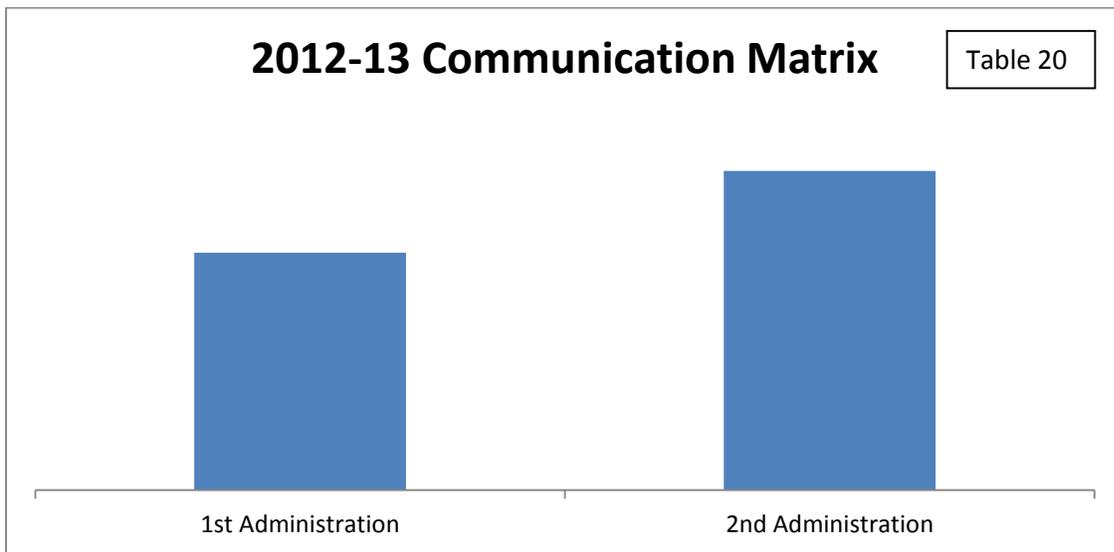
Demographics for Deaf-Blind Students Ages 3-22 -As of May 31, 2013

As of May 31, 2013, there were approximately 75 children with deaf-blindness for whom the IEP or IFSP team has determined the service of a communication intervener is appropriate. In some instances, the LEA has opted to employ a team of communication interveners. USDB also reimburses the LEAs for the intervener portion of their salaries. However, these LEA employees receive the same intervener training from USDB Deaf-blind Services and the Utah Deaf-Blind Project as the other interveners. Additionally, several students have full time nursing services. Four of these nurses have been trained by Deaf-blind Services and receive the same kind of support from a deaf-blind specialist as a communication intervener does. One acts as a nurse/intervener; others work together with an intervener. Furthermore, several students have interpreter/interveners, certified interpreters who have also been trained by the division as interveners. USDB and these LEAs collaborate in the salaries of these individuals. The teaching teams of **every** student or young child identified with deaf-blindness in Utah receive direct services and/or technical assistance and consultation from a USDB deaf-blind specialist (See Table 19).

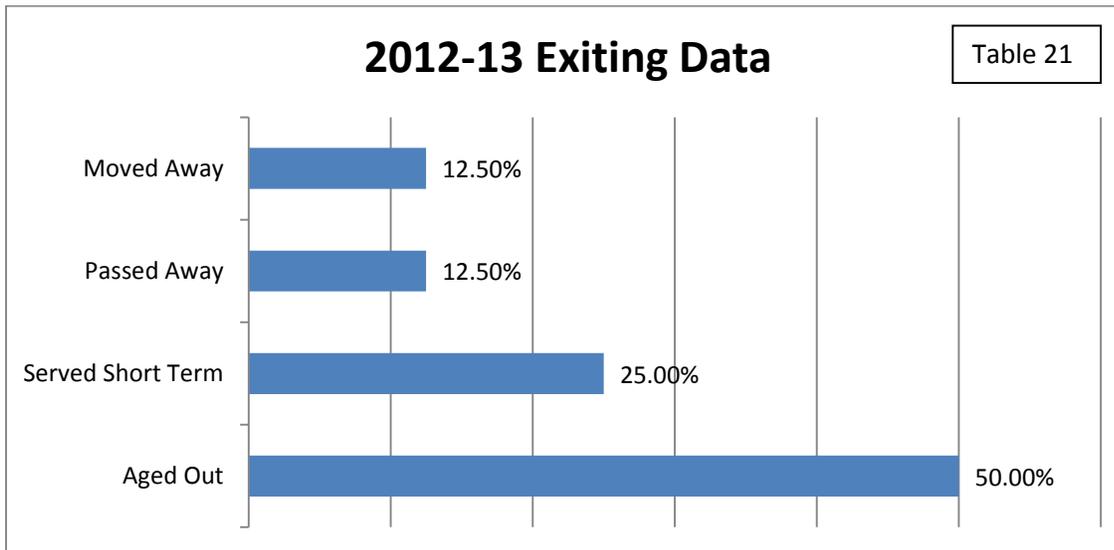


Individuals who are deaf-blind represent a heterogeneous, low-incidence population. Because of the varying levels of vision and hearing loss, additional disabilities and cognitive capacity, there is no single assessment that would be appropriate for all students with deaf-blindness. There are no standardized tests for those with deaf-blindness. The most common assessment utilized by our state Deaf-blind Specialists, the *Communication Matrix*, indicates a -45% to 386% growth in areas of communication and engagement for students with deaf-blindness with an average increase of 50%. These wide ranges are indicative of the heterogeneity of the population. Unfortunately, a few students have degenerative conditions and their communication skills may decline. The support provided to families and teams by Deaf-blind Services in these situations is particularly critical in determining and implementing supports to mitigate the effects of these difficult situations. Conversely, spurts of growth, improvements in

health, a change in service pattern, or a change in educational environment may result in a time of incredible growth for a student (See Table 20).



Deaf-blind Student Exit Data



Approximately 10 infants or students left Deaf-Blind Services during the year. Several aged out, some were served for a short time while their eligibility was determined, others passed away, a still others moved out of state (See Table 21 above).

To better understand the unique “abilities” of children who are deaf-blind, the following link has been provided; catch a glimpse of the students we serve:

<http://animoto.com/play/0d1wgyuR6mTnVZBZ6DLIng>

Utah Schools for the Deaf

A measure of success for the Utah School for the Deaf programs is the number of students that are on age appropriate grade level and functioning comparable to their non-disabled hearing peers.

The majority of children using Listening and Spoken Language (LSL) transitioned out of intensive USDB services before 3 years of age and by 5th grade nearly all LSL students have returned to their neighborhood schools.

The goal for USDB American Sign Language/English (ASL/English) students is for students to maintain placement with USDB throughout their educational career in order to receive academic instruction in their first language which is ASL/English.

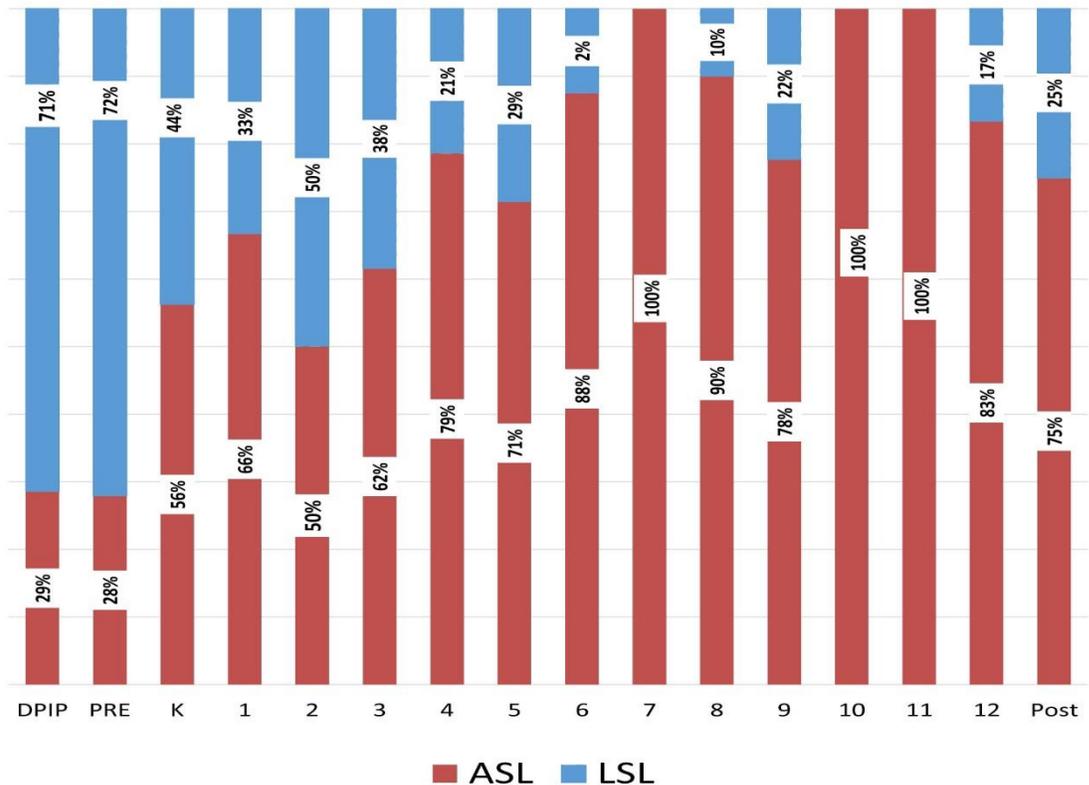
Families make language/communication choice based on the USD Orientation process. You may view the USD Language Choice Orientation video at:

<http://www.usdb.org/pip/deafpip/Video%20Library/PIP%20Overview%20-%20Captioned/index.html>

Table 22 below is a representation of our current enrollment which reflects this trend.

Table 22

USD Student Count 2012-2013



The Parent Infant Program for the Deaf and Hard of Hearing (PIP-DHH)

Description of Enrollment

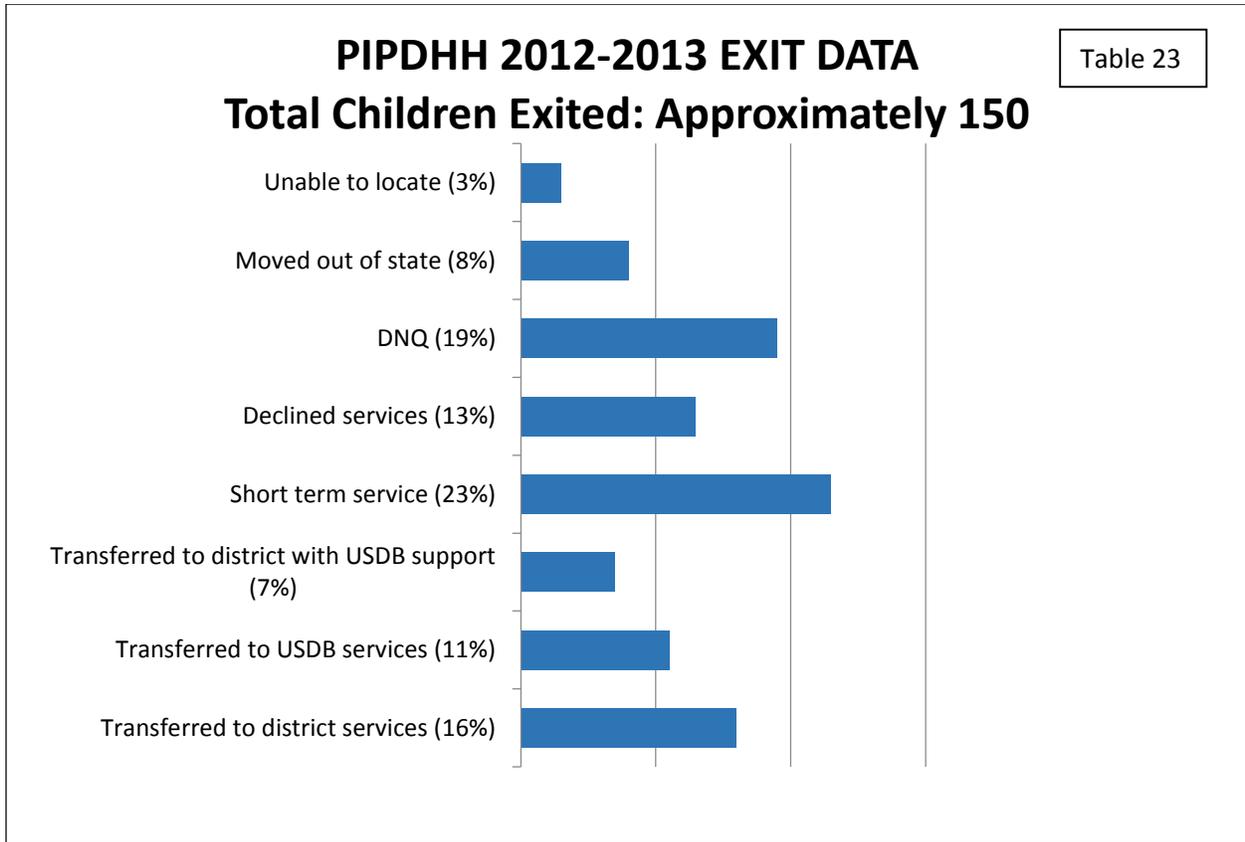
Performance Outcomes of Early Entry into ASL/English Programs

The Parent Infant Program for the Deaf (PIP-DHH) serves deaf and hard of hearing children from birth to age 3 and their families throughout the state of Utah. This USDB department works in collaboration with Newborn Hearing Screening to follow-up on children identified with hearing loss. PIPDHH also receives referrals from Baby Watch Early Intervention programs, doctors, audiologists and private entities. PIP-DHH averages more than 16 referrals each month.

During the time period of June 1, 2012 to May 30, 2013 PIP-DHH served approximately 380 children and their families and exited in excess of 145 children. Of the 34% who transitioned to Part B services, 16% are attending preschool in their home districts with no additional USDB support, with 11% receiving intensive educational services in self-contained classes at USDB and the remaining 7% are attending preschool in their home district with USDB support.

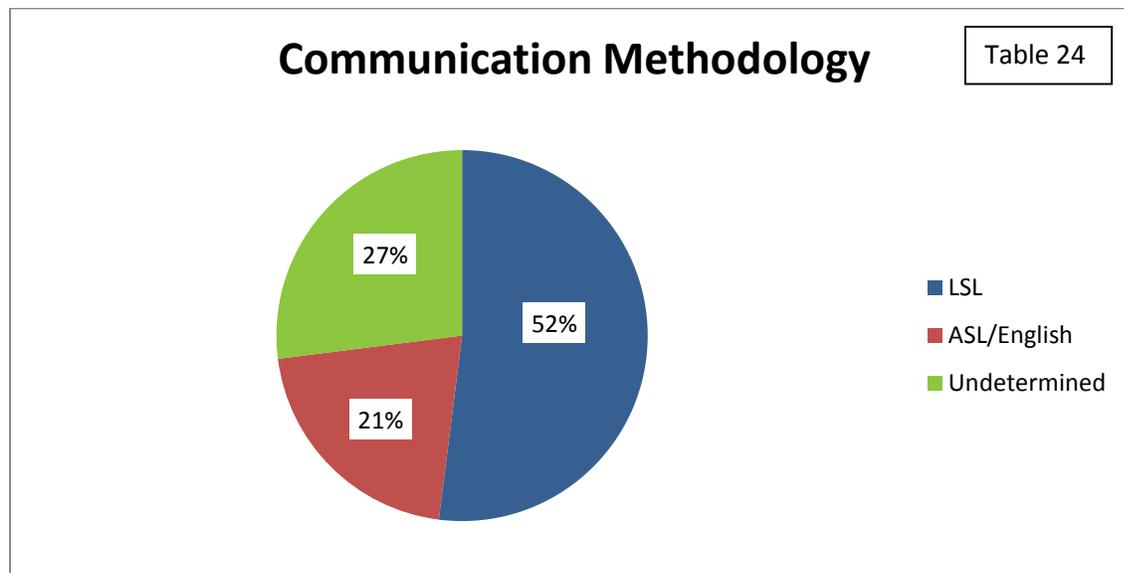
Because PIP-DHH provided short term services to families who have children with temporary conductive hearing losses (chronic ear infections) and unilateral hearing loss, 23% of these children were served for a short period and then exited from PIP-DHH programs. Thirteen percent of families opted not to receive services in this past year and 19% of the children who were referred to PIP ultimately did not qualify for our services. PIP-DHH had 8% of families who moved out of state in this past year and 3% of families could not be located by PIP providers after the child's original referral was received.

Below is a graphic representation of the exit data collected. The reason for exit is given by each color designation. The number of actual children represented is then shown in parenthesis and the percent this group represents of the total is displayed in the chart (See Table 23).



*DNQ- Does not qualify for USDB services

Below is a chart that represents the language modalities that families have chosen by date of exit from PIP services. Please note that some families still have not chosen a language preference when they exit our program. These are students who normally will transition into Part B district programs (See Table 24).



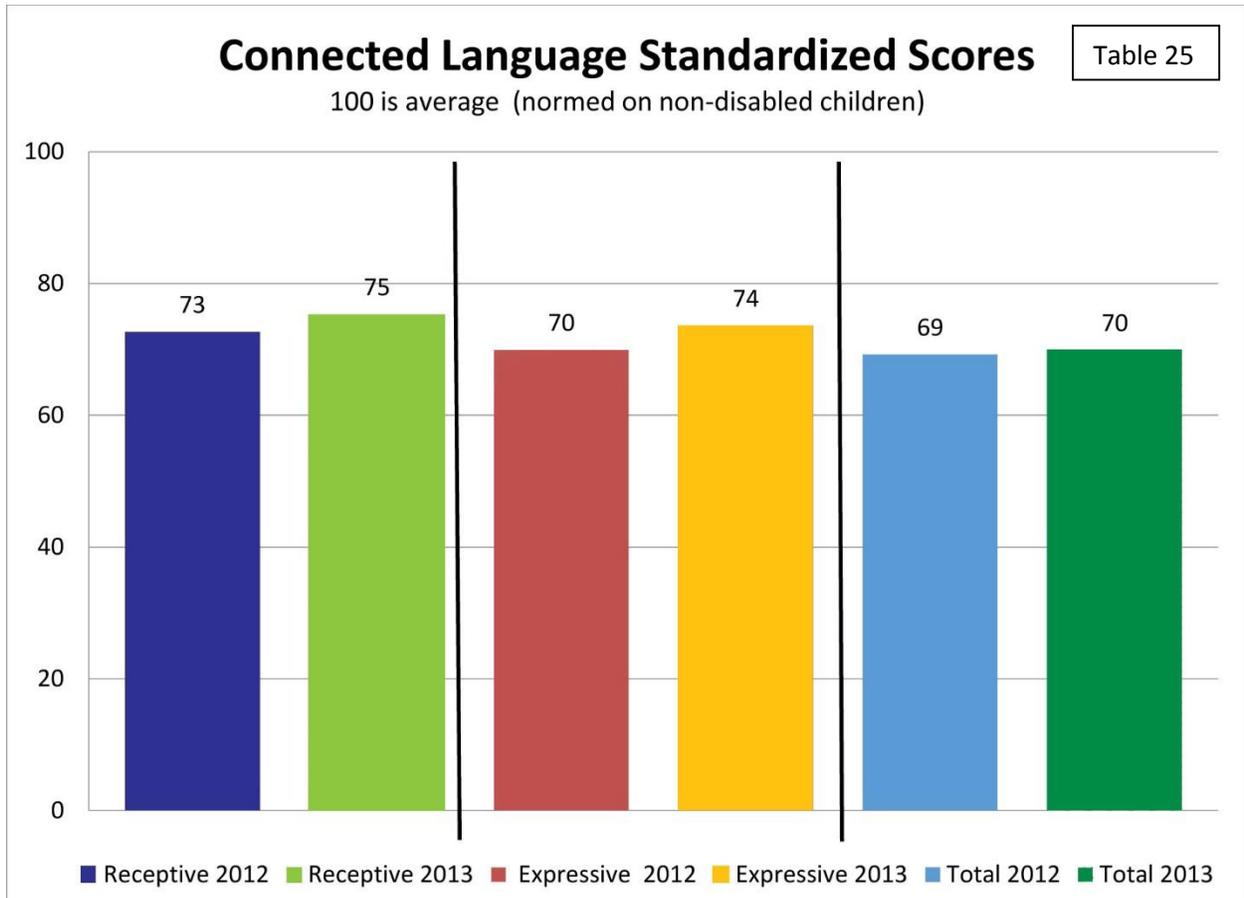
Utah School for the Deaf (USD) Student Achievement

In addition to individualized diagnostic and achievement testing, USD participates fully in the Utah Performance Assessment System for Students (UPASS). Students receiving itinerant services are tested as part of the district-wide assessment system. Students attending USD campus or magnet schools are assessed and tracked by USD.

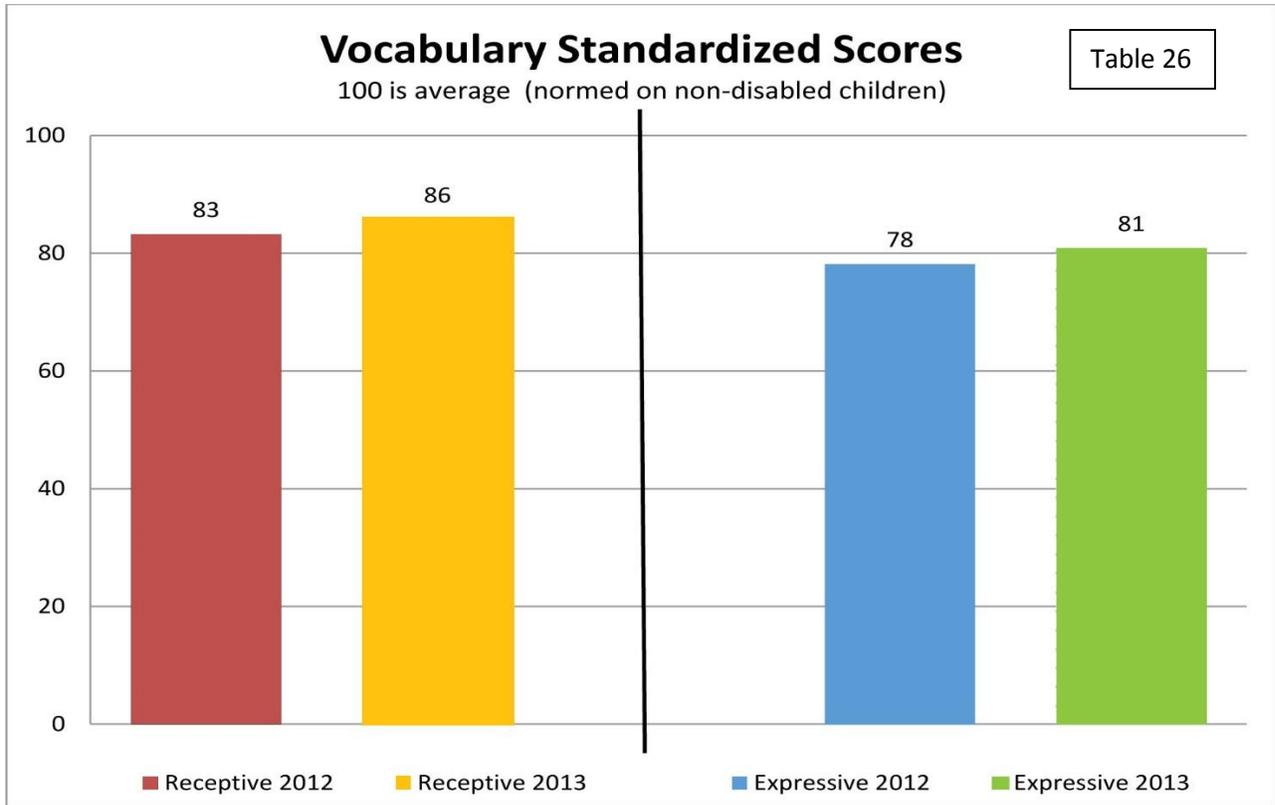
In addition to individually designed instruction based on the Utah State Common Core Standards, our students who are deaf and hard of hearing are encouraged to engage in American Sign Language development, Listening and Spoken Language training, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. The educational program for each student is custom-fit to meet their unique learning needs. The Utah School for the Deaf monitors student growth in language, reading, and math.

Reading competency is contingent upon English language proficiency. The Utah School for the Deaf (USD) measures language development on an on-going basis. A majority of USD students are enrolled in the early childhood and early elementary grades.

Table 25 looks at USD’s Deaf preschool students’ connected language growth over the course of a year. Both the expressive language and receptive language of each child is measured using the Preschool Language Scale to determine what total language growth the child has made. These measures are used to show student growth and to assist teachers in writing annual language goals for each child (See Table 25).

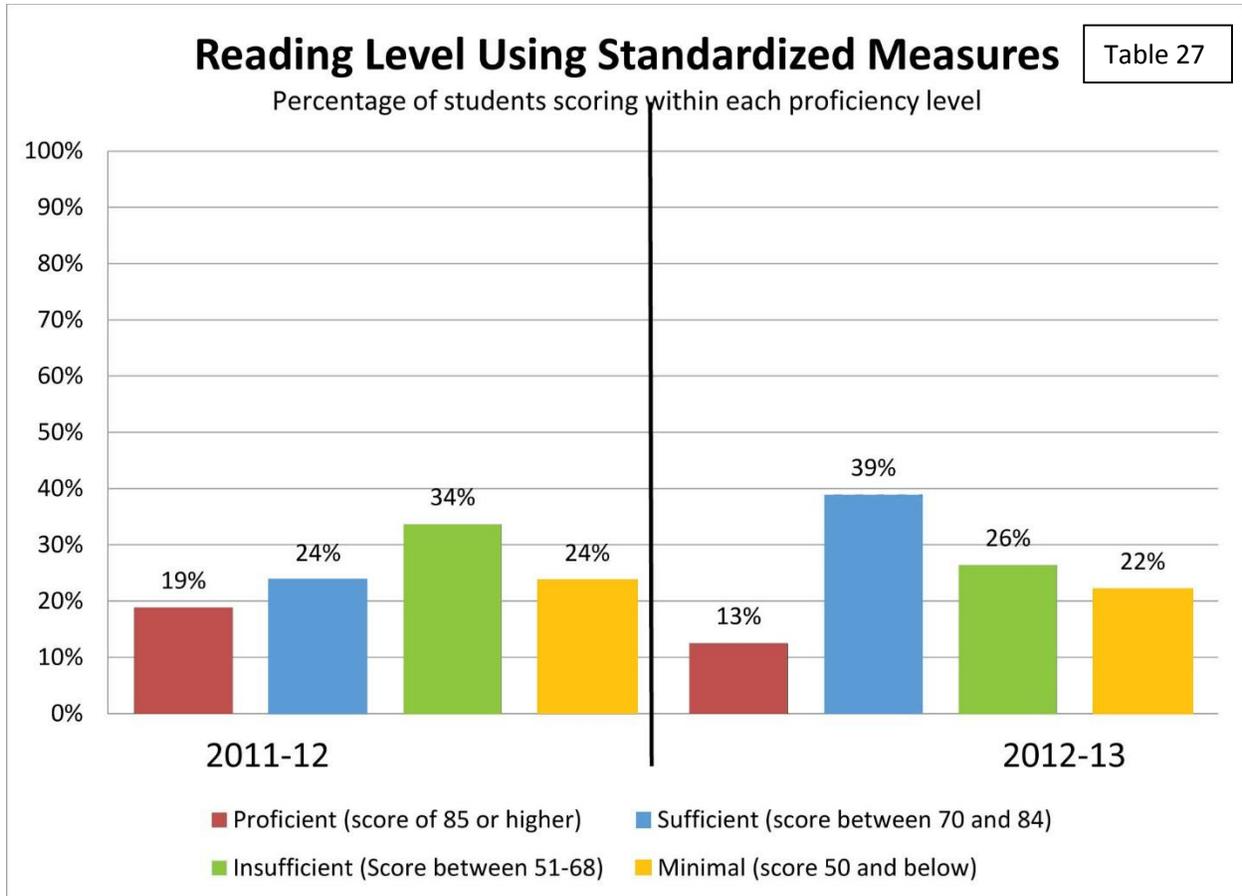


The following charts categorize the students into groupings based on intellectual levels (85-115 Average to High Average, 70-84 Low to Low Average, and 0-69 Very Low). By doing so, it allows us to show growth for students regardless of their intellectual level (See Table 26).



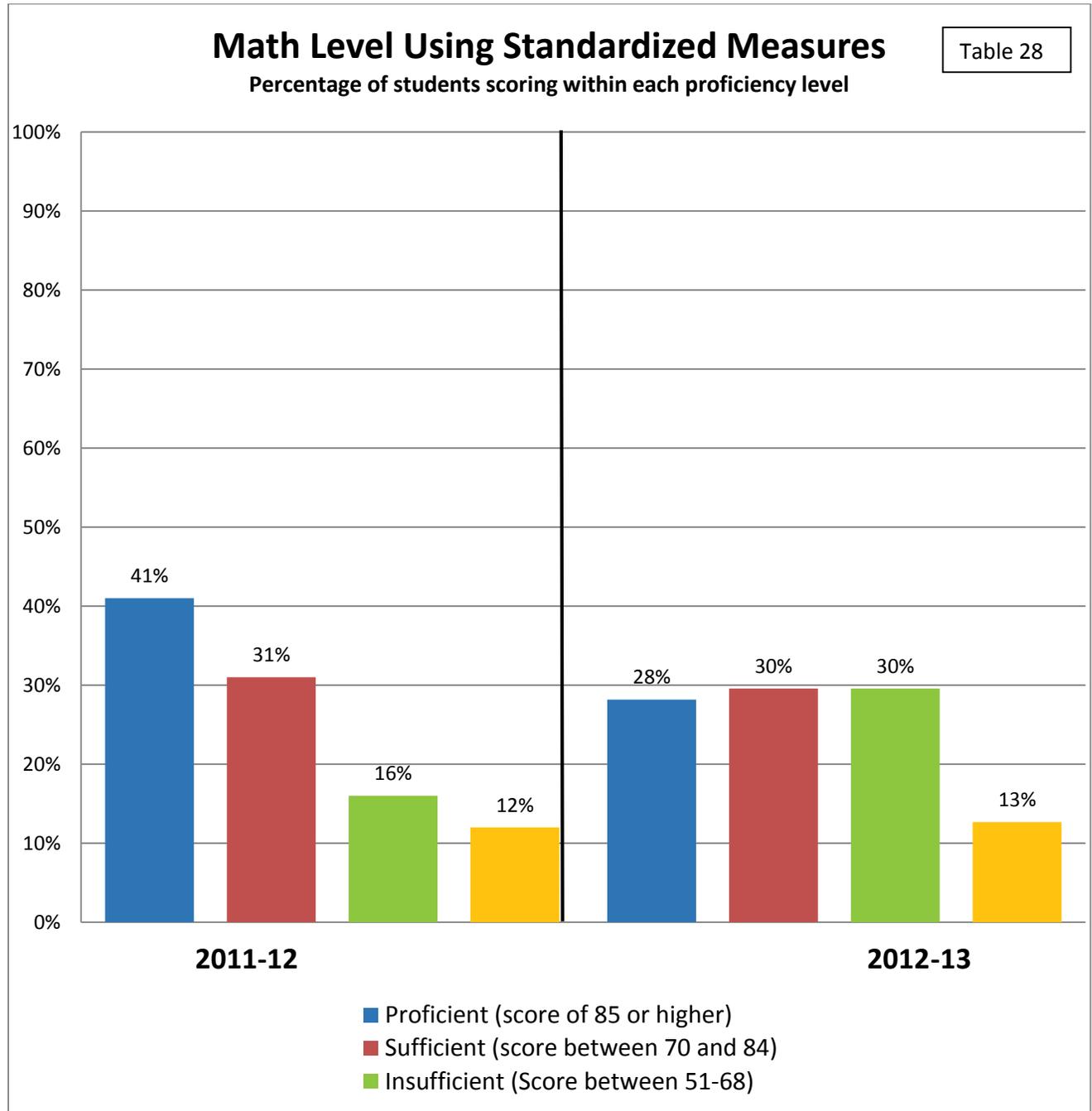
Standardized and Diagnostic Reading Assessment

Literacy is the desired outcome for every Utah student and is no different for students with hearing loss. The Utah State Office of Education suggests that students who are deaf or hard of hearing receive an alternate test other than the DIBELS. The testing protocol states clearly that this test was not designed to be administered to deaf or hard of hearing students due to the intense phonetic way in which it was designed. USD gives a variety of reading assessments to monitor student growth. The following graph indicates reading levels as demonstrated by the Woodcock Johnson III Test of achievement (See Table 27).

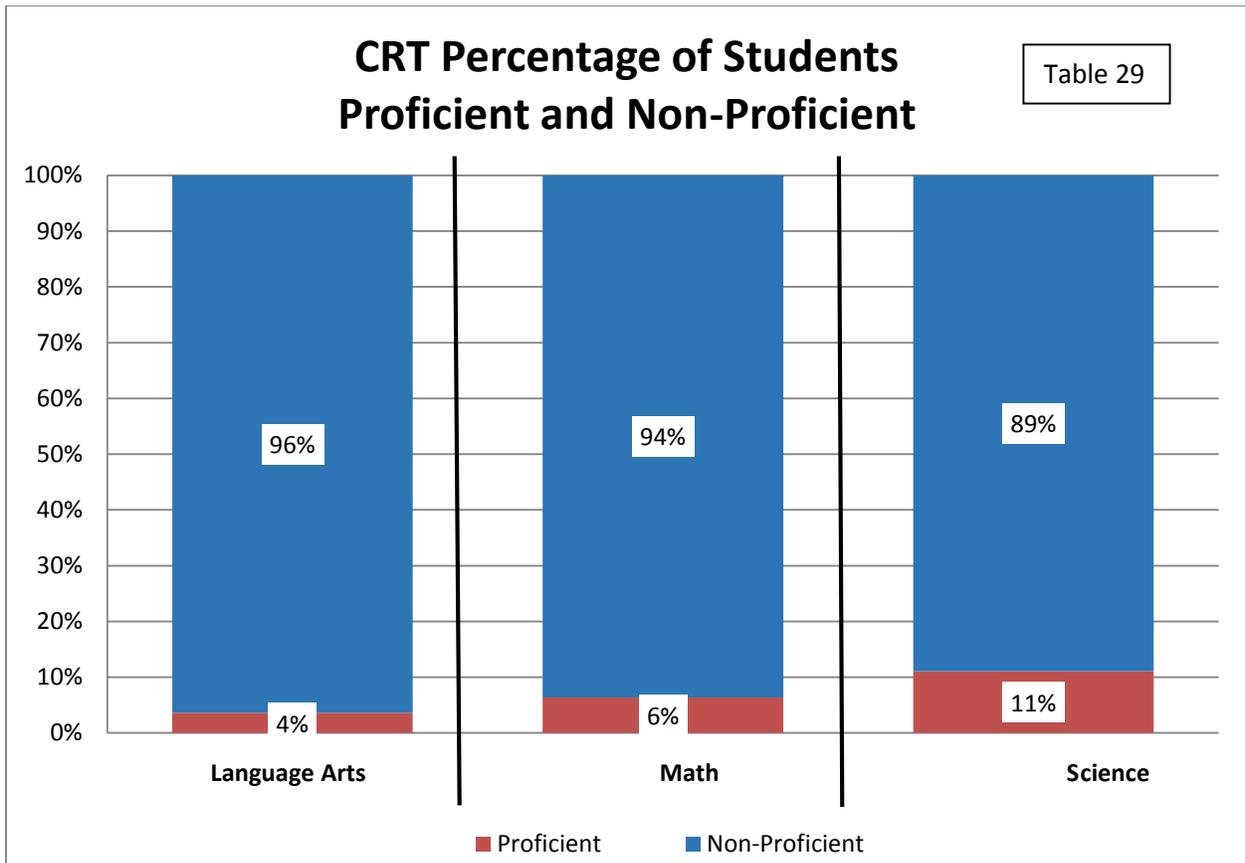


Standardized and Diagnostic Math Assessment

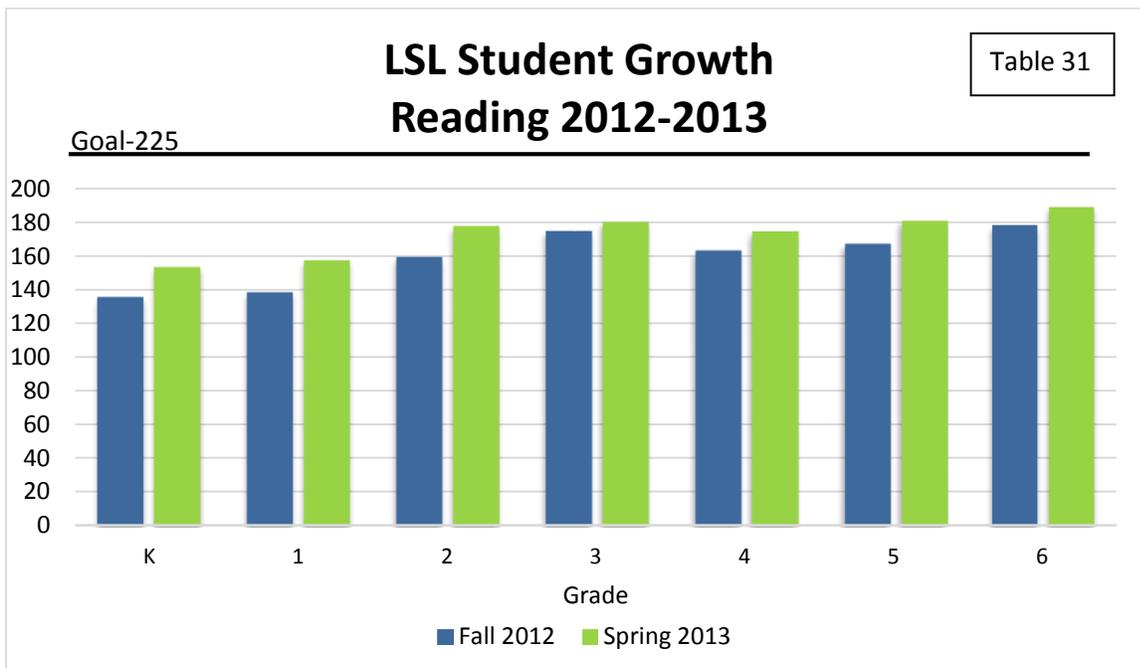
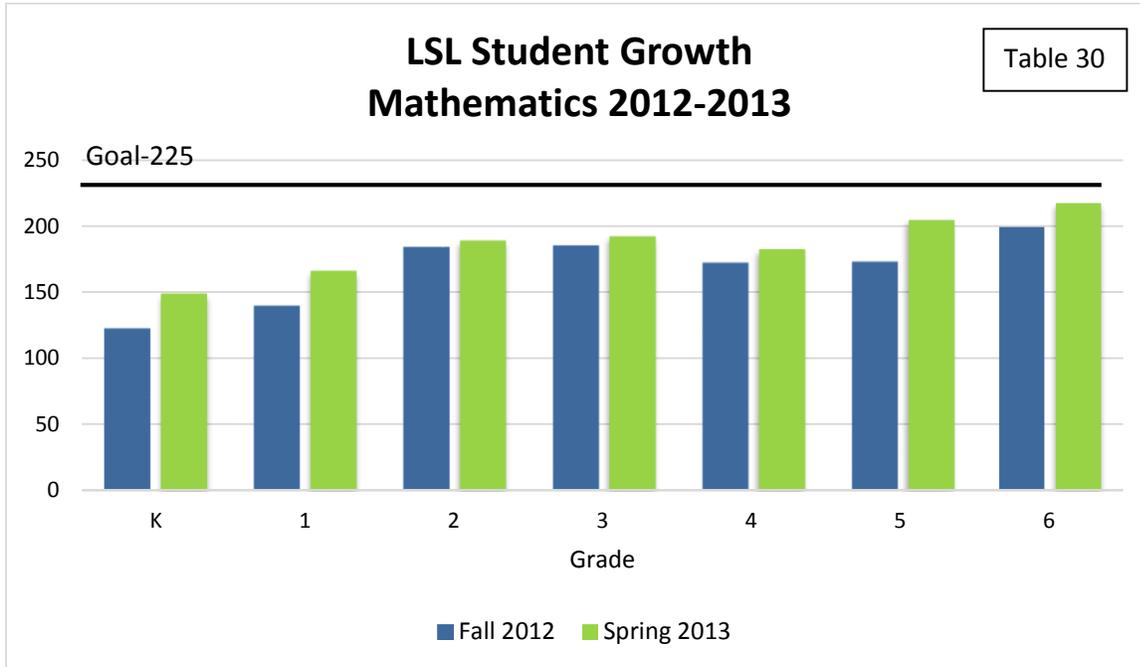
For our students to be competitive in the job market, it is crucial that our students show academic achievement in the area of math. Our deaf and hard of hearing students are exhibiting continuous growth in this area as noted by the Woodcock Johnson III Test of achievement results below (See Table 28).



State Assessments for the Utah School for the Deaf

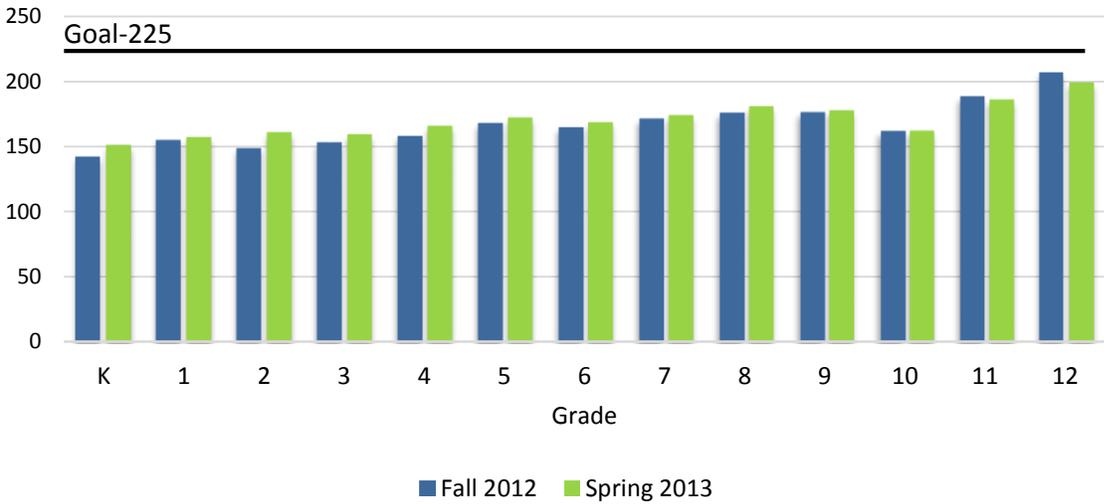


During the 2012-13 school year USD implemented the “Measures of Academic Progress” (MAPs) assessments. This assessment is administered in the fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in mathematics and language arts. As noted by the trend line, students are making continual progress and growth in the areas of math and language arts (See Tables 30-33).



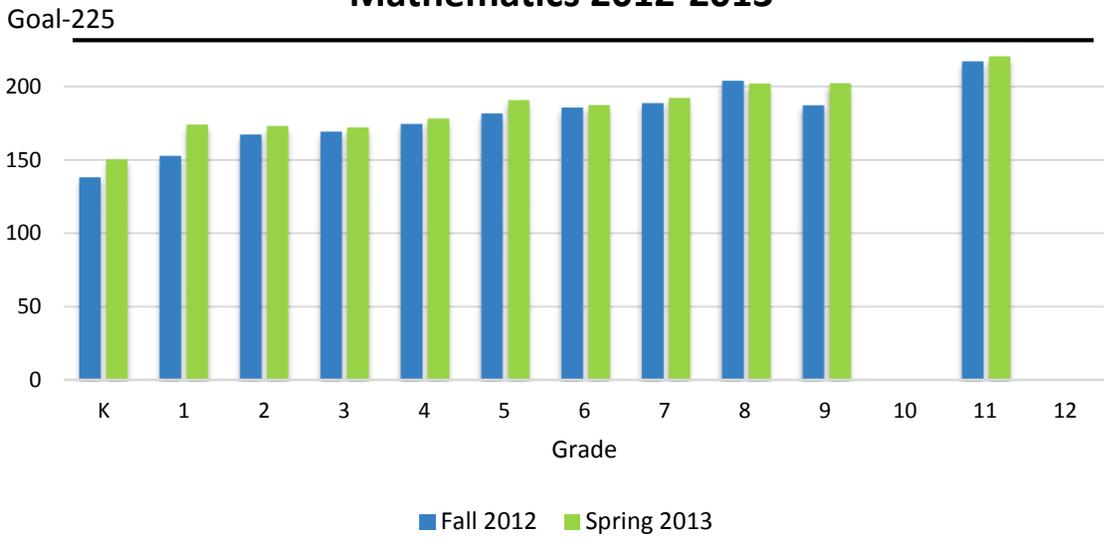
ASL/English Student Growth Reading 2012-2013

Table 32



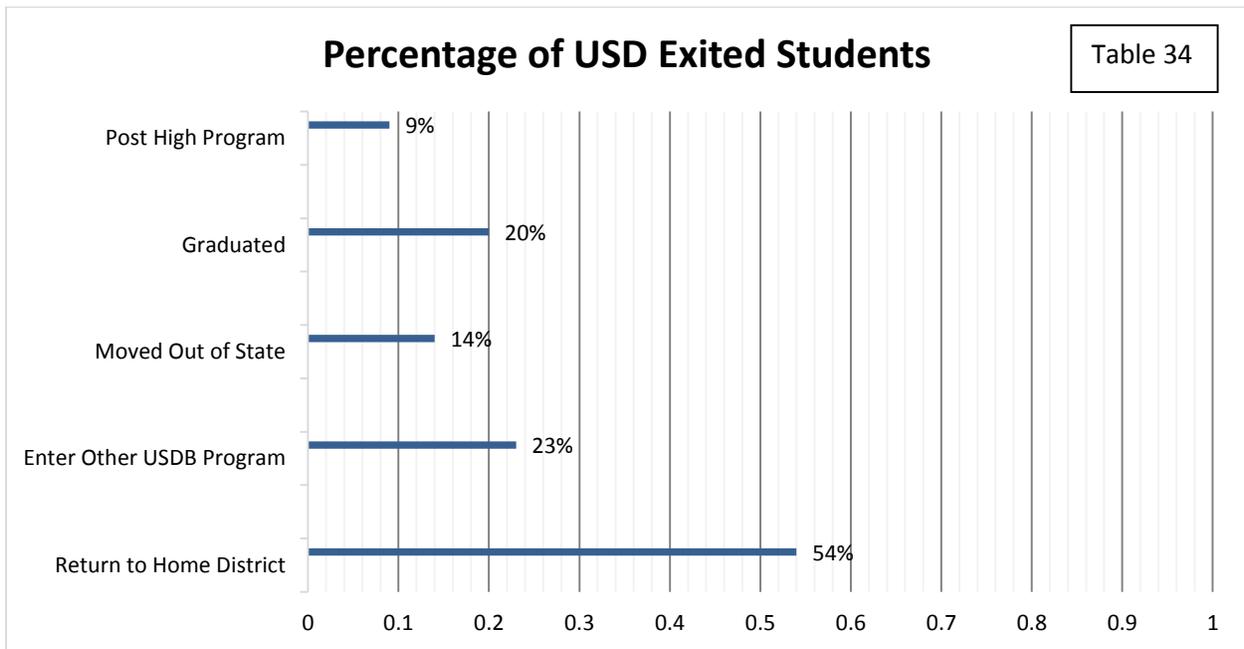
ASL/English Student Growth Mathematics 2012-2013

Table 33

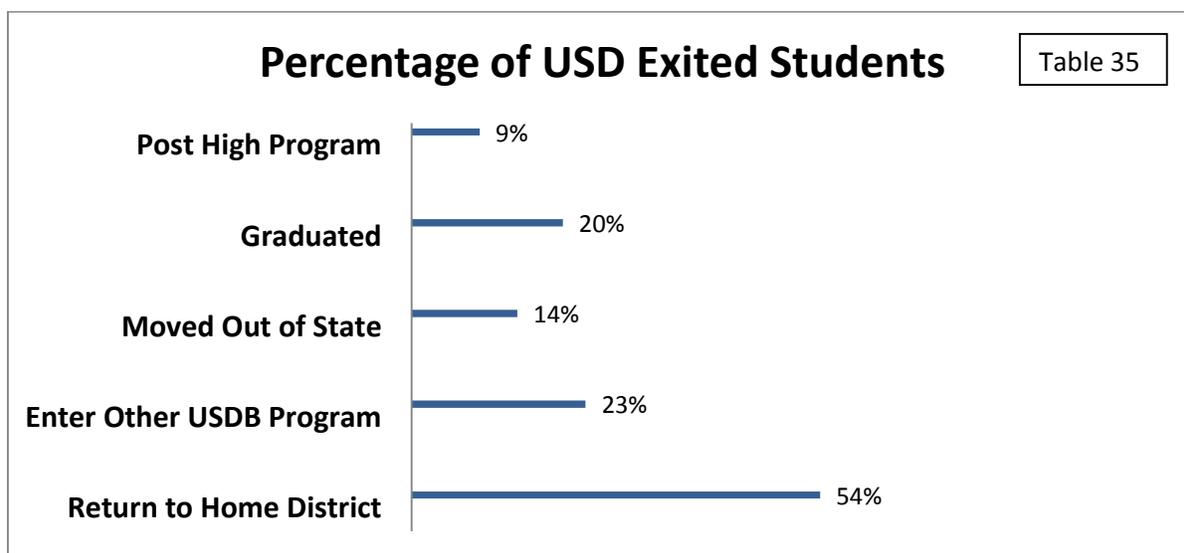


School Age Exit Data

The majority of children using Listening and Spoken language who are deaf or hard of hearing transitioned out of intensive USDB services before three years of age because they either are no longer eligible for special education services or parents want them educated with non-disabled peers, LSL students have returned to their LEAs. The goal for our ASL/English students is to maintain placement with USDB throughout their educational career in order to receive academic instruction in their first language, which is ASL/English, if the IEP team has determined USDB as the most appropriate placement for the student to receive services (See Table 34).



The majority of students exiting the USB program return to their local education special education classroom. Some students return to the general education classroom with some district special education support while other students return with no special education support required. The chart below is a representation of students exiting our program or transitioning to another USDB program during the 2012-2013 school year (See Table 35).



During the 2012-13 school year, USDB reviewed the USDB Exit & Transition Survey and is currently revising the survey for student and parental use. However, data was solicited from exiting students who graduated, moved or transitioned to other district or charter school programs.

The following input was provided during exiting IEPs:

“We are pleased with the services we received and the fact that you were willing to work with our child when he was having visual acuity problems as well as medical problems. I am so pleased that USDB worked closely with our home school district so ____ could attend special technology classes; it helped prepare him for his future. I am confident now that he will be able to find a job in the computer field. In fact he has a job offer waiting for him when he graduates.”

“Our child is ready to go back to his home school and enter first grade. He will be attending a dual immersion classroom; his teacher has prepared him well. Mainstreaming opportunities at USDB was helpful in this preparation.”

“We are moving out of state and we hope that Texas has as good a program as USDB does. Early intervention has prepared my son for preschool; he’s beginning to use his beginning braille skills as he enters kindergarten.”

“It would be great for the blind program to have its own building or classrooms that are comparable to other preschool class rooms.”

"I can live in my own apartment. I can "look at" a recipe and follow directions to cook something. I can budget and get around (bus, frontrunner). I have many friends here that'll I'll miss."

"When I came, I knew little about life. Now I can cook, clean and can do school work in an organized manner. I can also type on the computer, do resumes, interviews and speak up for myself."

"I loved it here; I met friends, but happy to go."

Future Tracking of USDB Students

Many children beginning services with USDB in the Parent Infant Program (PIP) transition to their local schools. USDB considers children who began their educational journey in PIP as our "alumni." We are interested in their growth as they proceed through their educational careers to see if USDB provided appropriate intervention.

Infants and Toddlers enrolled in USDB PIP are part of the Utah Department of Health, Baby Watch programs and are given a student ID number. Through the efforts of the Special Education Section of USOE, USDB "alumni" are now being tracked as they proceed through statewide testing.

Our tracking efforts have provided some initial data in efforts to comply with the requirements of Utah Code 53A-25b-201 to provide annual longitudinal data for both current and previous students served by Utah Schools for the Deaf and the Blind. This longitudinal data provides comparative review of students who are blind, low vision, deaf or hard of hearing and their current test scores relative to statewide testing averages.

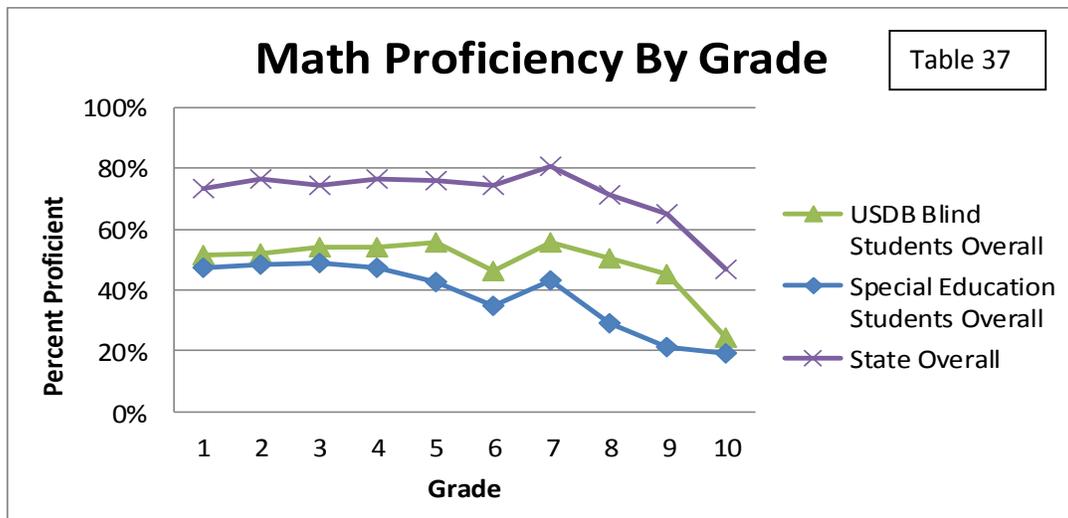
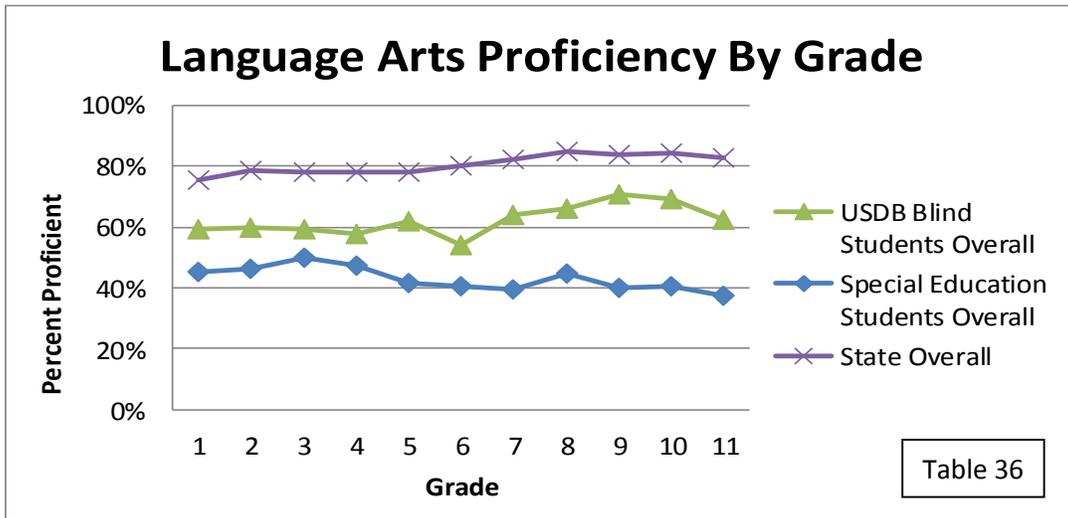
Longitudinal Student Data

In compiling longitudinal information specific to deaf/hard of hearing and blind/visually impaired students, a comparative analysis was made between students who attended USDB campus or magnet school programs and state special education students as well as general education students. The following considerations are noted:

- Students are included in the category of "USDB Deaf/Hard of Hearing and Blind Students Overall" statistical analysis only if they have attended a USDB campus or magnet program.
- Students included in state and special education proficiency percentages are not limited to students who are sensory impaired.
- The USOE (virtual) data warehouse includes data for USDB students from 2007 and later only. Other students who received USDB interventions were identified from the USDB student registry.
- Combined USDB and USOE datasets provides test scores for school years 2005-2013; resulting in 9 years of comparative data.
- The dataset includes approximately 2000 students who have a USDB enrollment history; this dataset provides a valid sampling for statistical analysis.

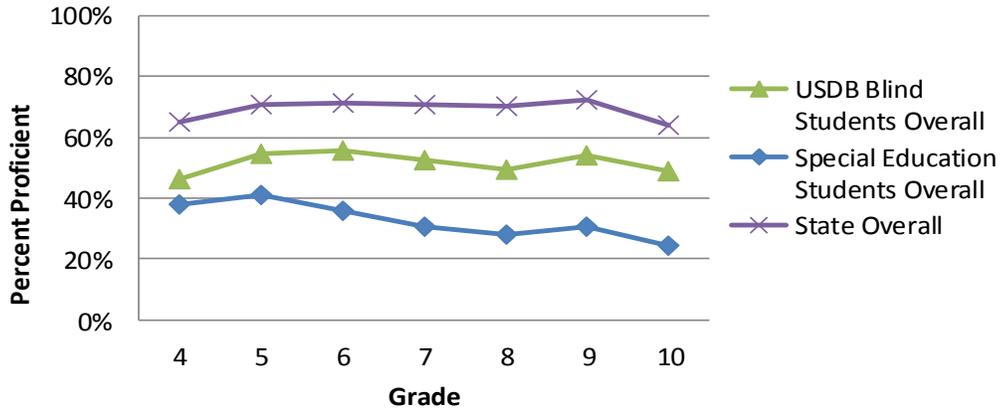
- The students included in the dataset have at least one and up to five years of test results after leaving USDB.

The comparative analysis includes CRTs proficiency scores for language arts, math, and science and is presented by grade level (See Tables 36-44 :



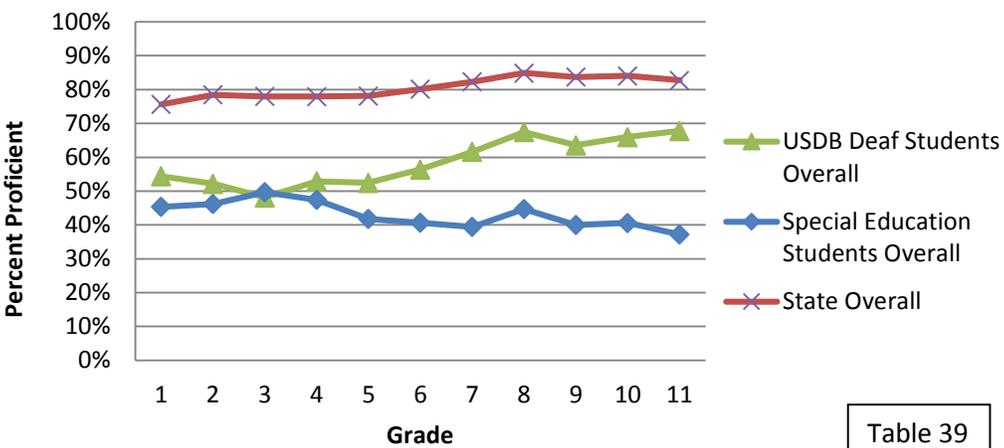
Science Proficiency By Grade

Table 38



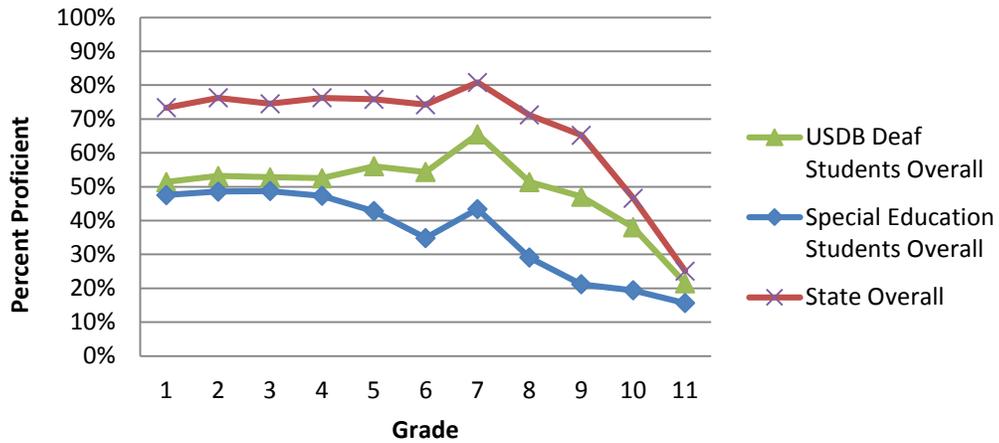
Language Arts Proficiency By Grade

Table 39



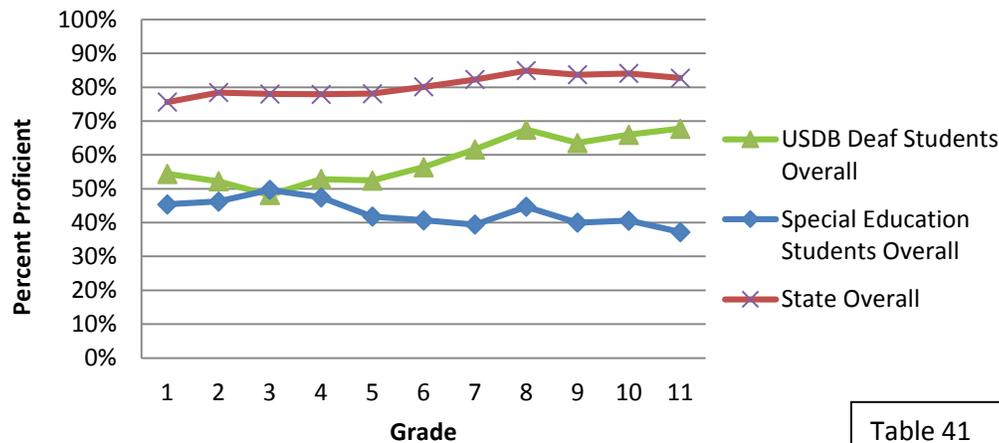
Math Proficiency By Grade

Table 40



Language Arts Proficiency By Grade

Table 41



Average Language Arts Scaled Scores By USDB Enrollment

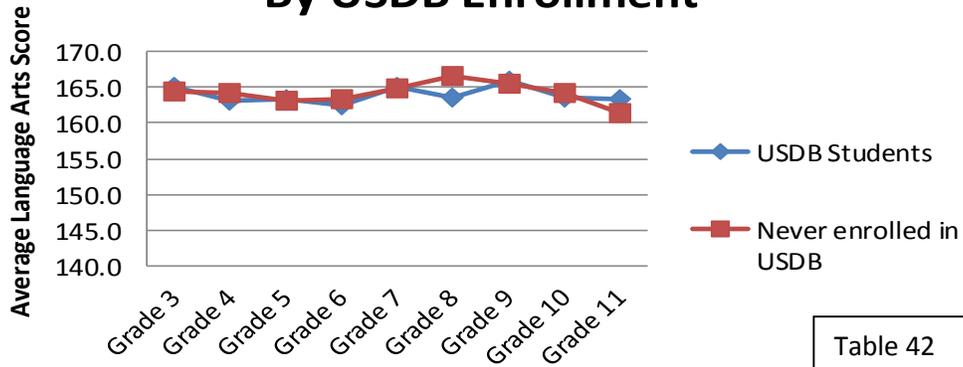


Table 42

Average Math Scaled Scores By USDB Enrollment

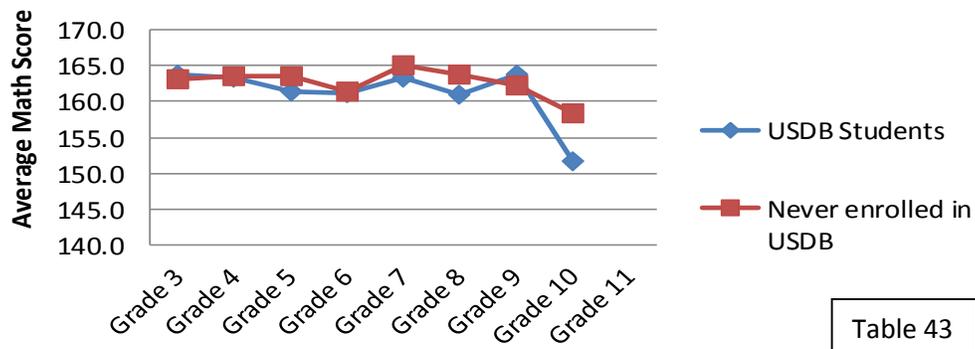


Table 43

Average Science Scaled Scores By USDB Enrollment

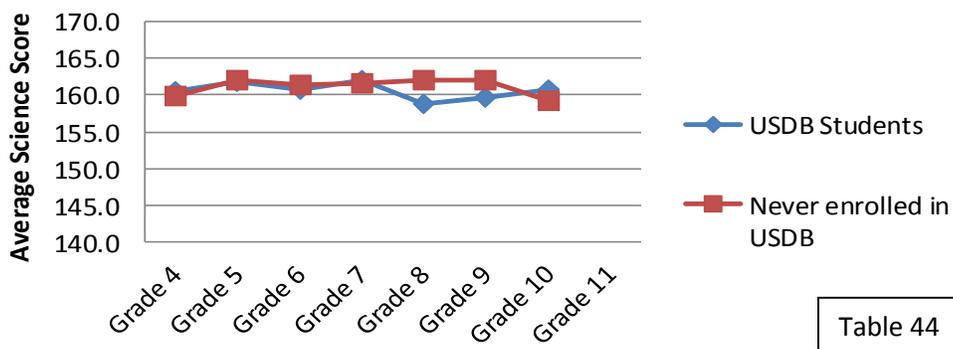


Table 44

Effect of Attendance at USDB on Student Progress

The effect of USDB attendance can be extrapolated by looking at student CRT scores prior to, during, and after USDB enrollment and looking for statistical significance. Another option may include analyzing data of students who have attended USDB who have a visual impairment, and compare their test results with students who have not attended USDB and who have a VI resource.

Effect of Age at Intervention

To analyze the impact of intervention will require looking at progress data while controlling for student entry and exit dates. Data for this specific analysis is not available for a large enough population of USDB students to yield a valid statistical analysis.

USDB Magnet & Campus Student Graduation Rate

Because the majority of our students, other than ASL/English students, exit well before high school the number of seniors is small at USDB. During the 2012-13 school year, several Blind/Visually Impaired students graduated with high school diplomas, several others graduated with certificates of completion, and still more transitioned into the STEP-Post High program for the 2012-13 school year. Several Deaf/Hard of Hearing students graduated with high school diplomas, others graduated with certificates of completion, and more students transitioned into the STEP- Post High program. We had no students drop out of high school during the 2012-13 school year. Overall, USDB had a graduation rate of 43%.

Description of the Activities of the Superintendent, Associate Superintendents, and Collaboration & Cooperation Efforts

Superintendent:

CONFERENCES & ASSOCIATIONS:

- Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) – attended national convention in Bellevue, WA.
- Utah Foundation for the Blind – attended annual fundraising event.
- Alexander Graham Bell Association for the Deaf and Hard of Hearing – attended national convention, symposium, and training.
- Conference Educational Administrators of Schools and Programs for the Deaf (CEASD) – attended national conference and superintendent member.
- Early Hearing Detection and Intervention (EHDI) – attended national conference in Glendale, AZ.
- Utah Special Education Law Conference – Ogden, UT.
- Deafblind conference – Salt Lake City, UT.

COLLABORATIONS & COMMUNITIES:

- Utah School Superintendent’s Association – attended monthly meetings and scheduled trainings.
- Utah Special Education Administrators Meetings (USEAM) - attended regularly scheduled meetings.
- Coordinating Council for People with Disabilities (CCPD) – attended monthly meetings.
- Council of Schools and Programs for the Blind (COSB) – attended annual meeting in Louisville, KY and engages in membership activities throughout the year.
- Utah State Office of Education (USOE) – attended Executive Leadership Team, weekly – Leadership Council, monthly – Leadership Briefings, monthly.
- Utah Council for the Blind (UCB) – attended state convention and meets with leadership as scheduled.
- Alexander Graham Bell Academy for Listening and Spoken Language (AG Bell Academy) – executive leadership and board of directors – attended annual meeting in DC and board meeting in Scottsdale, AZ, conference call other board meetings.
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) – voting member.
- Legislative Coalition for People with Disabilities (LCPD) member.
- Deafblind Advisory Council – attended three meetings per year.
- Utah State University/USDB collaboration meetings – attended quarterly meetings.

OTHER ACTIVITIES:

- Utah Legislature – advocates and reports on behalf of USDB.
- Utah Schools for the Deaf and the Blind Advisory Council – attends and reports at monthly meetings.
- Utah State Board of Education – reported as requested.
- Hatch Disability Committee – meets monthly with Senator Hatch’s staff on disability issues.
- University of Utah/USDB collaboration meetings – memorandum of understanding completed.
- USDB Education Foundation – met monthly.
- Northwest Accreditation Council – completed process and awarded five year accreditation.
- National Accreditation Council for Blind and Low Vision Services (NAC) – completed self-assessment and on site review, awarded accreditation.
- Utah Work Incentive Network (UWIN) – coordinated services and USDB participation.

Associate Superintendent for the Blind, Visually Impaired and Deaf-Blind:**CONFERENCES & ASSOCIATIONS:**

- American Printing House for the Blind (APH)-Ex-Officio Trustee- Louisville, Kentucky.
- Council of Schools for the Blind (COSB) – Louisville, Kentucky.
- Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) - State fall conference and spring conferences.
- Utah Council of Administrators of Special Education (UCASE).
- Utah Special Education Administrators Meetings (USEAM).
- National Federation for the Blind – State Conference.
- Utah Council for the Blind – State Conference.
- Utah Special Education Law Conference.
- Utah Personnel Development Center (UPDC).

COLLABORATIONS & COMMUNITIES:

- Vanderbilt University/Peabody College – Teacher of the Visually Impaired Partnership.
- UPDC collaboration meetings with USDB Directors & UPDC personnel.
- Utah Network Collaboration Meeting (National Federation of the Blind (NFB), Utah Council for the Blind (UCB), Ogden Association for the Blind (OAB), Division of Services for the Blind and Visually Impaired DSVBI), University of Utah (U of U)).
- Utah Parents of Blind Children Quarterly Collaboration-(National Federation of the Blind Parents).
- Utah Optometry Association.

- Moran Eye Center (Ophthalmological Exams).
- Legislative Coalition for People with Disabilities (LCPD).

OTHER ACTIVITIES:

- DSBVI/USB Collaboration/ Memorandum of Understanding.
- U of U Interagency Collaboration/Memorandum of Understanding.
- Moran Eye Center/Collaboration and Memorandum of Understanding (in process).
- Deaf-blind Parent Advisory Council meetings.
- USBE & USDB Committee meeting.
- USOE Sponsored Trainings and Professional Development.
- CCPD monthly meetings.
- Student Tracking Meeting with Glenna Gallo- State Special Education Director.
- Utah Health Department Baby Watch.
- Baby and Toddler Online Tracking System (BTOTS) training.
- Utah Personnel Development Center Consortium meetings.
- Teachers of the Visually Impaired trainings for classroom and itinerant teachers.
- TVI Collaboration/ Recruiting Trip, Nashville TN, Vanderbilt University.
- Utah Performance Improvement Plan – USOE.

Associate Superintendent for the Deaf and Hard of Hearing:

CONFERENCES & ASSOCIATIONS:

- Council for Exceptional Children (CEC) Conference.
- Alexander Graham Bell Association for the Deaf – Los Angeles, CA.
- CEASD – attended Midwest Superintendents Conference.
- Utah Personnel Development Center (UPDC).
- Utah Council of Administrators of Special Education (UCASE).
- Utah Special Education Law Conference.
- National Summit on Deaf Education / CEASD – Phoenix, AZ.
- Early Hearing Detection and Intervention (EHDI) – Tucson, AZ.
- Mountain States Deaf Education Summit- Utah (USDB hosted).

COLLABORATIONS & COMMUNITIES:

- Utah Special Education Administrators Meeting (USEAM) – attended regularly scheduled meeting.
- Conference of Educational Administrators of Schools and programs for the Deaf (CEASD).
- USDB Community Council – School Land Trust committee.

- Legislative Coalition for People with Disabilities (LCPD).
- UPDC collaboration meetings with USDB Directors & UPDC personnel.
- USU collaboration meetings – attended quarterly.
- U of U collaboration meetings.
- Met quarterly with Utah Association for the Deaf (UAD), JMS Director met monthly.
- PTA at JMS and KBS.

OTHER ACTIVITIES:

- USDB Advisory Council – attended and reported at monthly meeting.
- Northwest Accreditation Commission (NWAC)- awarded 5 year accreditation.
- University of Utah, Department of Special Education – collaborations and Memorandum of Agreement.
- Mountain States Deaf Education Summit – Will be held on an annual basis beginning summer 2013 (Utah, Colorado, Montana, Arizona, Idaho, and Wyoming).
- Hands and Voices Utah Chapter.
- USBE & USDB Committee meeting.
- Discovery trips to The Moog Center for the Deaf and the Central Institute for the Deaf (St. Louis) and The Anchor Center for the Blind (Denver).
- U of U Interagency/Collaboration and Memorandum of Understanding.
- Utah Special Education Administrators Meeting (USEAM) attended monthly meetings.
- Utah Valley University presentation.
- Salt Lake Community College presentation.
- Student Tracking Meeting with Glenna Gallo- Carolyn Lasater & Trena Roueche’.
- Utah Health Department Baby Watch.
- Baby and Toddler Online Tracking System (BTOTS) training.
- Utah Personnel Development Center Consortium meetings.
- Round table BVI and DHH in Salt Lake City (USOE & UPDC).

Utah State Instructional Materials Access Center (USIMAC)

The Utah State Instructional Materials Access Center (USIMAC) has been established to aid local education agencies in meeting the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) for the provision of accessible instructional materials. The USIMAC offers opportunities for students with print disabilities (including blindness and visual impairment, physical disabilities, and other diagnosed reading disabilities) to gain increased access to the general curriculum by making available instructional materials in alternate formats.

USIMAC services are available to K-12 students throughout the state of Utah. Once a student has been verified as eligible for accessible instructional materials, all of their textbooks are available in the format that best fits their learning need. During the 2013 Fiscal Year, USIMAC has completed materials for approximately 245 students in 38 different school districts and charter schools.

USIMAC produces textbooks in a variety of formats, with staff specially trained for the requirements of each production type. USIMAC employs three Library of Congress Certified Braille Transcribers, two Braille Proofreaders, four Braille Proofreader Aides, two Alternate Format technicians, one Project Coordinator/Tactile Graphic Producer, two Customer Service Reps, and one Shipping Technician. USIMAC has also developed a Preferred Braille Network (PBN) that now has over 32 certified Braille Transcriptionists across the country that are able to work on an as-needed basis to assist with demand.

Since the USIMAC program first began, the demand for materials continues to increase annually. The Utah State Office of Education intervened during the school year to provide a “Test Period” where LEAs could receive their needed materials at no cost if materials were ordered between January 2012 and June 2012. This proved to be a great service for LEAs as many of the USIMAC materials are very costly. As a result of this “Test Period”, more students needing USIMAC services were identified and had their needs met. Since the successful “Test Period” USIMAC and the Utah State Office of Education have developed a new cost-sharing option that LEAs can opt-into each year to help cover the costs of the program that are not covered in the \$490,000 provided by the Legislature to operate USIMAC. This cost-sharing option has helped ensure that no student is without their needed materials.

Year	Total Orders Received January- June	Total Orders Received Annually
2009	255	531
2010	1653	2375
2011	1714	1919
2012	2491	2581
2013	1947	2092

Educational Resource Center (ERC)

The Educational Resource Center (ERC) provides information, technology, materials, instructional support, and professional learning opportunities which assist Utah children with sensory impairments in reaching their educational potential. The ERC works to facilitate access to materials, information and training for teachers and parents of children with sensory impairments throughout the state of Utah.

The ERC served approximately 665 patrons throughout the state of Utah. Accounts are available to all USDB employees and students, to teachers of students with sensory disabilities working in Utah districts and charter schools, to University students, and to parents. The total ERC collection contains 67,619 items. The ERC currently has 14,859 items checked out to patrons with requests coming in daily.

In addition to providing materials, the ERC responded to over 2,000 individual requests for support from teachers specifically related to accessing the Utah Standard Core Curriculum. The ERC also conducts a special weekly sensory story time that follows the Utah Standard Core Curriculum for library skills. There are currently 70+ students attending this per week.



Utah Schools for Deaf and the Blind
Statement of Revenues, Expenses, and
Changes in Net Position
 For the Fiscal Year Ended June 30, 2013

OPERATING REVENUES	Operations FUND 9215	Donation FUND 9214	FY 2013 YTD
Sales and Charges for Services	\$ 4,156,152.76	\$ -	\$ 4,156,152.76
Title XIX Services	772,006.82	-	772,006.82
Miscellaneous	6,214.27	-	6,214.27
Total Operating Revenues	<u>4,934,373.85</u>	<u>-</u>	<u>4,934,373.85</u>
OPERATING EXPENSES			
Personal Services – Salaries	14,303,296.11	-	14,303,296.11
Personal Services – Benefits	7,181,956.21	-	7,181,956.21
Contracted Services	1,244,462.18	-	1,244,462.18
Pupil Transportation	3,211,806.83	-	3,211,806.83
Travel	665,963.58	-	665,963.58
Educational Supplies	34,555.28	-	34,555.28
Training	149,539.47	-	149,539.47
Support Services	143,493.69	-	143,493.69
Other Expenses:			
Rentals and Leases	203,508.76	-	203,508.76
Utilities	268,039.18	-	268,039.18
Facility Maintenance and Operation	252,534.60	-	252,534.60
Data Processing	491,596.02	-	491,596.02
Office Supplies and Equipment	99,033.51	-	99,033.51
Other Administration	61,440.91	19,781.41	81,222.32
Depreciation	637,545.03	-	637,545.03
Total Operating Expenses	<u>28,948,771.16</u>	<u>19,781.41</u>	<u>28,968,552.57</u>
Operating Income (Loss)	<u>(24,014,397.31)</u>	<u>(19,781.41)</u>	<u>(24,034,178.72)</u>
NONOPERATING REVENUES			
Investment Earnings	-	1,643.73	1,643.73
Trust Lands Distributions	459,860.81	-	459,860.81
Federal Grants and Contributions	102,186.55	-	102,186.55
Private Contributions	-	56,304.49	56,304.49
Total Nonoperating Revenues (Expenses)	<u>562,047.16</u>	<u>57,948.22</u>	<u>619,995.38</u>
Income (Loss) before State Appropriation	<u>(23,452,350.15)</u>	<u>38,166.81</u>	<u>(23,414,183.34)</u>
State Appropriations	23,379,100.00	-	23,379,100.00
Change in Net Assets	<u>(73,250.15)</u>	<u>38,166.81</u>	<u>(35,083.34)</u>
Net Position - Beginning	14,885,981.00	313,681.94	15,199,662.94
Adjustment to Beginning Net Position	826,474.23	-	826,474.23
Net Position - Beginning as Adjusted	<u>15,712,455.23</u>	<u>313,681.94</u>	<u>16,026,137.17</u>
Net Position - Ending	<u>\$ 15,639,205.08</u>	<u>\$ 351,848.75</u>	<u>\$ 15,991,053.83</u>



Utah Schools for Deaf and the Blind
Statement of Cash Flows
 For the Fiscal Year Ended June 30, 2013

	Operations FUND 9215	Donation FUND 9214	FY 2013 YTD
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from Title XIX Services	\$ 772,008.82	\$ -	\$ 772,008.82
Receipts from Sales and Charges for Services	3,939,303.61	-	3,939,303.61
Payments for Personal Services and Benefits	(21,153,804.32)	-	(21,153,804.32)
Payments for Contracted Services	(1,244,462.18)	-	(1,244,462.18)
Payments for Pupil Transportation	(3,211,806.63)	-	(3,211,806.63)
Payments to Suppliers/Other Services	(2,243,319.93)	(19,781.41)	(2,263,101.34)
Net Cash Provided (Used) by Operating Activities	<u>(23,142,082.63)</u>	<u>(19,781.41)</u>	<u>(23,161,864.04)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
Receipts From Trust Land Distributions	459,860.61	-	459,860.61
Receipts From State Appropriations	23,379,100.00	-	23,379,100.00
Federal Grants and Contributions	102,186.55	56,304.49	158,491.04
Net Cash Provided (Used) by Noncapital financing Activities	<u>23,941,147.16</u>	<u>56,304.49</u>	<u>23,997,451.65</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Acquisition and Construction and Capital Assets	(112,143.64)	-	(112,143.64)
Borrowing from Energy Revolving Loan Fund	275,491.41	-	275,491.41
Grant from Office of Energy Development	275,491.41	-	275,491.41
Net Cash Provided (Used) by Capital and Related Financing Activities	<u>438,839.18</u>	<u>-</u>	<u>438,839.18</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Receipts of Interest and Dividends from Investments	-	1,643.73	1,643.73
Net Cash Provided (Used) by Investing Activities	<u>-</u>	<u>1,643.73</u>	<u>1,643.73</u>
Net Cash Provided (Used) - All Activities	1,237,903.71	38,166.81	1,276,070.52
Cash and Cash Equivalents - Beginning	1,130,166.40	313,681.94	1,443,848.34
Cash and Cash Equivalents - Ending	<u>\$ 2,368,070.11</u>	<u>\$ 351,848.75</u>	<u>\$ 2,719,918.86</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES			
Operating Income (Loss)	\$ (24,014,397.31)	\$ (19,781.41)	\$ (24,034,178.72)
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:			
Depreciation Expense	637,545.03	-	637,545.03
Miscellaneous Gains, Losses, and Other Items	-	-	-
Net Changes in Assets and Liabilities:			
Accounts Receivable/Due From Primary Governm	(224,744.18)	-	(224,744.18)
Accrued Liabilities/Due to Primary Government	457,833.07	-	457,833.07
Unearned Revenue	1,680.76	-	1,680.76
Net Cash Provided (Used) by Operating Activities	<u>\$ (23,142,082.63)</u>	<u>\$ (19,781.41)</u>	<u>\$ (23,161,864.04)</u>



**Utah Schools for Deaf and the Blind
Statement of Net Position**

June 30, 2013

ASSETS	Operations	Donation	
	FUND 9215	FUND 9214	FY 2013 YTD
Current Assets			
Cash and Cash Equivalents	\$ 2,388,070.11	\$ 351,848.75	\$ 2,719,918.86
Accounts Receivables, net	747,724.40	-	747,724.40
Due From Primary Government	643,135.82	-	643,135.82
Total Current Assets	<u>3,758,930.33</u>	<u>351,848.75</u>	<u>4,110,779.08</u>
Noncurrent Assets:			
Capital Assets:			
Vehicles	16,031.95	-	16,031.95
Buildings and Improvements	18,794,036.12	-	18,794,036.12
Machinery and Equipment	2,384,702.92	-	2,384,702.92
Software	45,142.00	-	45,142.00
Less Accumulated Depreciation	(7,123,421.22)	-	(7,123,421.22)
Total Capital Assets	<u>14,116,491.77</u>	<u>-</u>	<u>14,116,491.77</u>
Total Noncurrent Assets	<u>14,116,491.77</u>	<u>-</u>	<u>14,116,491.77</u>
Total Assets	<u>17,875,422.10</u>	<u>351,848.75</u>	<u>18,227,270.85</u>
LIABILITIES			
Current Liabilities:			
Accounts Payable and Accrued Liabilities	1,610,934.80	-	1,610,934.80
Due To Primary Government	333,476.30	-	333,476.30
Notes Payable	275,491.41	-	275,491.41
Deferred Revenue	16,314.51	-	16,314.51
Total Current Liabilities	<u>2,236,217.02</u>	<u>-</u>	<u>2,236,217.02</u>
Total Liabilities	<u>2,236,217.02</u>	<u>-</u>	<u>2,236,217.02</u>
NET POSITION			
Net Investment in Capital Assets	14,116,491.77	-	14,116,491.77
Unrestricted	1,522,713.31	351,848.75	1,874,562.06
Total Net Position	<u>\$ 15,639,205.08</u>	<u>\$ 351,848.75</u>	<u>\$ 15,991,053.83</u>