

UTAH SCHOOLS FOR THE DEAF AND THE BLIND

Advisory Council Agenda

April 28, 2022

OEC Campus

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.

3. CONSENT CALENDAR APPROVAL ACTION ON:

A. Advisory Council Minutes of March 24, 2022
contact Tamara Flint (801) 629-4712
or tamaraf@usdb.org for more information.

(Tab 2)

B. Vacancy Report as of April 21, 2022
contact Carl Empey (801) 629-4723
or carle@usdb.org for more
information.

(Tab 3)

C. Donated Account Summary ending March 31, 2022
contact Carl Empey (801) 629-4723 or
carle@usdb.org for more information.

(Tab 4)

It is recommended that the Advisory Council review and approve the Advisory Council minutes of March 24, 2022, the Vacancy Report as of April 21, 2022, and the Donated Accounts Summary as of March 31, 2022.

4:50 – 5:15 p.m.

4. Review of FY23 Carry Forward Projects

(Tab 5)

INFORMATION ITEMS

5:15 – 5:30 p.m.

5.  Germany Presentation to the Advisory Council

5:30 – 5:45 p.m.

6.  Online Content Development - Adam Billings **(Tab 6)**

5:45 – 6:10 p.m.

7. USB Portrait of a Graduate - Susan Patten **(Tab 7)**
USD Portrait of a Graduate - Michelle Tanner

6:10 - 6:25 p.m.

8. FY23 Monthly Budget Update ending March 31, 2022 **(Tab 8)**

6:25 - 6:35 p.m.

9. Presentation on New USDB Building **(Tab 9)**

6:35 - 6:50 p.m.

10. Superintendent Report

6:50 - 6:55 p.m.

11. Future Agenda Items
- May - USB London Study Abroad

6:55 - 7:00 p.m.

12. Other

Public Comment

Individuals are welcome to address the Advisory Council. Please contact Tamara Flint [\(801\) 629-4712](tel:8016294712) 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 Philippe Montalette at [\(801\) 674-2445](tel:8016742445) / pmontalette1@gmail.com, Superintendent Joel Coleman at [\(801\) 629-4712](tel:8016294712) / joelc@usdb.org, or Tamara Flint at [\(801\) 629-4712](tel:8016294712) / 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](tel:8016294712) 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

March 24, 2022

Openshaw Education Center

4:30 p.m. - General Session

Attending:

John Clements, Voting Member
Katie Groves, Voting Member (Zoom)
Karen Harrop, Voting Member (Zoom)
Aunilie Hathaway, Voting Member
Jennifer Hayes, Voting Member (Zoom)
Sterling Hilton, Voting Member
Sundie Marx, Non-Voting Member (Zoom)
Philippe Montalette (Chair), Voting Member (Zoom)
Jill Weiss, Non-Voting Member
Ray Wright (Vice-Chair), Voting Member

Also Attending:

Joel Coleman, Superintendent
Carl Empey, Finance Director
Tamara Flint, Executive Assistant
Susan Patten, USB Associate Superintendent (Zoom)
Michelle Tanner, USD Associate Superintendent (Zoom)

Interpreters:

Andrea Rathbun, Interpreter
Nathan Suitter, Interpreter

Others:

Sarah Erb
Amy Zaharis

1. Welcome and Pledge of Allegiance

Mr. Wright welcomed Council members and guests in attendance to the March 24, 2022 Advisory Council meeting held at the Openshaw Education Center. Superintendent Coleman 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 with the February 24, 2022 consent calendar. There were no questions or concerns from Council members. Ms. Hathaway moved to accept the Advisory Council minutes for February 24, 2022, the Vacancy Report as of March 17, 2022 and the FY22 Donated Accounts Summary for February 28, 2022. Mr. Clements seconded the motion. All Council members were in favor.. Motion carried.

INFORMATION ITEMS

4. Student Report on Trip to Washington DC

Ms. Tanner thanked Todd Keith for preparing the Washington DC video that we are about to share with Council members.

[JMS Visits Washington DC - \[AudioDescribed\]](#)

Students shared some of their favorite things about the trip that included going to Gallaudet University, visiting museums, seeing the beautiful architecture and going on the tours.

Mr. Clements thanked the students for sharing their experiences. It is so great to be able to get a glimpse of this experience through the eyes of students. Mr. Wright also thanked the students for coming tonight to share their experiences in person.

5. Student Report on Deaf Theater Competition

Ms. Tanner informed Council members that actors from both Deaf West and Sunshine 2.0 came to provide training for our students. Drama is very important to some of our students. They shared many pictures of students and specific things they were taught. They noted that one of the actors taught them how important it is to be funny and show emotions, be creative and to show and express their individual personalities. The students also enjoyed meeting students from other schools who participated. They were challenged to create a script in a few minutes and act it out.

Ms. Tanner noted that they had so many guests come to the performance Saturday night, that they had to add extra chairs. They had approximately 250-300 people attend. USDB won best collaboration and 2nd in best duo and trio. We are planning to provide this next year and are hopeful that it will grow bigger and bigger each year. Ms. Tanner thanked the students for coming to present to the Advisory Council and a special thanks to staff members for making this a reality including Kevin Berrigan, Nathan Harrison and Cindy Andersen.

6. Advisory Council Positions Ending June 2022

Mr. Wright asked Ms. Flint to provide Council members a summary of Council members whose terms will be expiring at the end of June 2022. All members whose terms are expiring have served three terms. Ms. Flint provided a summary that included:

- Philippe Montalette - Person who is Deaf or Hard of Hearing
- Sterling Hilton - Person who is Deafblind or Parent of a Deafblind child
- Karen Harrop - Person with interest or knowledge of Deaf, Blind and/or Deafblindness
- Sundie Goulding - Teacher of the Blind or Visually Impaired (Non-voting)

The application deadline is April 15, 2022. Council members will review applications following the April 28, 2022 and send recommendations to the State Board of Education for their review/appointment.

7. FY22 Budget Update as of February 28, 2022

Mr. Empey notified the Council that year to date expenditures for FY2022 are \$29,154,682 as of February 28, 2022. All areas covered in the Financial Report are operationally capable, with a remaining budget balance of \$20,356,465. Total number of students served as of February 28, 2022 was 2,629.

Mr. Empey asked the Council if there were any questions or concerns regarding the Financial Report. There were no additional questions or concerns regarding the Financial Report from Council members.

Mr. Empey reviewed the status of Enrichment Funds as of February 28, 2022. USDB has spent approximately \$770,312 of its annual \$1,446,000 FY22 Enrichment Funds budget. All remaining Enrichment Funds will be forwarded to the next fiscal year. Larger expenses such as international trips, Seventy 48 boat race and the audiology van will be hitting the budget in the next couple of months. Mr. Empey asked the Council if there were any additional questions or concerns regarding the Enrichment Funds.

Mr. Montalette wondered what the status of the audiology van was. Mr. Empey noted that we have not paid anything towards the audiology van yet. They did come back to us and wanted more money for a heavier chassis, but our purchasing manager went back to the RFP that included the heavy duty chassis and they agreed to provide it at no additional cost. Mr. Empey also noted that we will probably not receive the audiology van until January or February, so the money will just move forward to the FY23 Enrichment Fund project list.

Mr. Empey asked that we get volunteers for the Enrichment subcommittee to review the FY23 Enrichment fund project list prior to the April 28, 2022 Advisory Council meeting. The list should be compiled by next week and the Associate Superintendents will attach the supporting documentation. We should be able to share that out in the next couple of weeks.

Mr. Wright asked for volunteers. The FY23 Enrichment subcommittee members will be Mr. Wright, Mr. Montalette and Ms. Hathaway.

There were no further questions or concerns regarding the Enrichment Funds expenditures from Council members.

Mr. Empey provided an update on USDB Donated funds. The balance as of February 28, 2022 was \$284,173.38. Mr. Empey asked the Council if there were any questions or concerns regarding the Donated funds. There were no questions or concerns regarding the USDB Donated Funds from Council members.

Mr. Empey reviewed the status of the Education Foundation as of February 28, 2022. The balance was \$1,239,879.02. Mr. Empey asked the Council if there were any questions or concerns regarding the Education Foundation funds. There were no questions or concerns regarding the USDB Education Foundation from Council members.

8. Superintendent Report -

Facility Update:

- **Millcreek portable** - It finally has power. Carpet will be finished and teacher supplies will go in. Next will be a last minute punch list to include an alarm inspection before a letter of occupancy can be issued.

- **St. George Portable** - It is coming along. We will be ready for the 2022-23 school year.

- **FY23 Budget Preparation** - We are currently working on finalizing the FY23 budget. Carl is guiding us through this process and is keeping us on track. Associates are also working with him on their individual units. We are also working on updating educator salaries. We will submit the budget to the State Board of Education during the May meeting. We should be able to share it with the Advisory Council at the May meeting.

Deaf School News -

Germany Trip - There will be eight students traveling to Germany from April 6-16, 2022. We will report back to the Council during the April meeting.

CEASD - We are hosting the 2022 CEASD conference April 22-25, 2022. There will be more information to follow. This will be the first time that Superintendents have met in person since COVID. There are currently about 100 people that have registered. We will provide a tour of our SLC campus on April 25th with our JMS students guiding the tour.

Graduation - May 26, 2022 11:00 am at the Ogden campus.

Blind School News -

London Study Abroad - We have had great applicants for our study abroad trip to London. Lessons will be provided to prepare students for the trip May 3-10, 2022. We will also be integrating ECC skills and they will be learning English history to help the students prepare for the different excursions.

Seventy-48 Boat Race- We accepted all the applicants that applied. At the end of next week we will have our first parent/student meeting. We will be going to Lake Powel to practice rowing at the end of March. We have 5 boys and 5 girls going this year of which two are campus students and eight are outreach students. They started working on the boats this week. We also purchased a trailer with racks to hold the boats and also makes it easier to roll them in and out of the trailer. Students will also be helping with the assembly and disassembly of the boats this year.

9. Future Agenda Items

Report on Deaf Online Content Development- Adam Billings
Deaf and Blind presentation of Portrait of a Graduate
Germany trip

Please email any future agenda items to Philippe Montalette or Tamara Flint.

10. Other

Council members decided to have the remaining Advisory Council meetings in person at the OEC, since we will have presentations from students on their study abroad trips. Mr. Wright thanked everyone for attending/joining the meeting.

The March 24, 2022 Advisory Council meeting ended at 5:30 p.m.

USDB Vacancy Report as of April 21, 2022

Includes vacancies for next school year

Org	Job Title	DPR	Schedule	Salary Range	F/P	State/ Enrichment Funds
5210	Teacher Aide	6 vacancies	AE	\$9.10 - \$18.00	P	S
	Educator for the Blind/VI	3 vacancies	AH	\$7.25 - \$99.99	F	S
	Office Technician II/Medical Assistant	40050613	AE	\$10.89 - \$18.21	P	S
5220	Outreach Educator for the Blind/VI	2 vacancies	AH	\$7.25 - \$99.99	F	S
	Assistant Director	10016384	AE	\$29.63 - \$66.95	F	S
5310	Teacher Aide	40050250	AE	\$9.10 - \$18.00	P	S
	Educator for the Deaf/HH	40050034	AH	\$7.25 - \$99.99	F	S
5320	Educator for the Deaf/HH	2 vacancies	AH	\$7.25 - \$99.99	F	S
5330	Teacher Aide	40050875	AE	\$9.10 - \$18.00	P	S
	Outreach Educator for the Deaf/HH	40050231	AH	\$7.25 - \$99.99	F	S
5340	Teacher Aide	3 vacancies	AE	\$9.10 - \$18.00	P	S
	Assistant Director	40050193	AE	\$29.63 - \$66.95	F	S
5400	Office Specialist	40050546	AE	\$11.49 - \$19.766	F	S
	Intervener	8 vacancies	AE	\$12.93 - \$20.50	P	S
	Substitute Intervener	21 vacancies	AE	\$12.93 - \$20.50	P	S
	DeafBlind Teacher	40050488	AH	\$7.25 - \$99.99	F	S
6110	Audiologist	40050134	AH	\$7.25 - \$99.99	F	S
6135	O&M	40050317	AH	\$7.25 - \$99.99	F	S
6290	Substitute Educational Interpreters	4 vacancies	AH	\$7.25 - \$99.99	P	S
6370	Braille Proofreader Aide	2 vacancies	AE	\$10.30 - \$16.37	P	S
6410	Deaf Mentor	40050315	AE	\$11.49 - \$19.57	F	E
6610	Substitute Bus Driver	40050473	AE	\$18.54 - \$28.84	P	S
6730	Custodian	40050325	AE	\$8.97 - \$13.48	P	S
	Custodian	40050675	AE	\$8.97 - \$13.48	F	S
	General Maintenance Worker	2 vacancies	AE	\$11.49 - \$17.26	F	S
	Custodial Supervisor	40050448	AE	\$11.49 - \$21.28	F	S
	Office Technician	40050408	AE	\$10.02 - \$15.92	F	S

USDB DONATED FUNDS OVERALL SUMMARY

March 31, 2022

5210	BLIND CAMPUS SERVICES	RYAN GREENE		
DF12	BLIND CLASSROOMS		\$	2,438.68
DF13	BLIND STEP PROGRAM		\$	833.75
DF17	MEMORY BOX		\$	1,990.42
5220	BLIND OUTREACH	BRANDON WATTS		
DF18	VISION CONSULTANTS		\$	921.11
5310	KBS	MARTIN PRICE		
DF30	KBS DISCRETIONARY		\$	7,767.62
DF35	DEAF RESIDENTIAL ACTIVITIES		\$	4,128.03
5320	ASL	JENNIFER SALAZAR		
DF43	DEAF CENTRAL DISCRETIONARY		\$	275.12
5330	DEAF SOUTH	DEANNA GLASSER		
DF46	DEAF SOUTH DISCRETIONARY		\$	5,103.03
DF49	A. BREINHOLT DISCRETIONARY FUND		\$	9,443.05
5340	JMS	RACHEL BENEDICT		
DF48	JMS DISCRETIONARY FUND		\$	25,768.53
DF53	JMS STUDENT BODY GOVERNMENT		\$	3,335.80
DF54	JMS GRANT SOCIAL SKILLS		\$	1,041.97
5400	DUAL SENSORY	ERIN FARRER		
DF19	DEAF/BLIND DISCRETIONARY FUND		\$	2,376.70
DF21	DEAFBLIND ACTIVITIES		\$	22,512.14
5500	PIP-BLIND	KAREN BORG		
DF22	PIP BLIND FAMILY CAMP		\$	7,742.40
5510	PIP-DEAF	STEPHANIE MORGAN		
DF56	PIP DEAF FAMILY CAMP		\$	17,795.96
6400	USDB DONATED FUNDS	JOEL COLEMAN		
DF01	USDB BLACK FOUNDATION		\$	9,090.00
DF02	ADVISORY COUNCIL FUNDS		\$	6,208.31
DF03	RURAL PROGRAMS		\$	3,000.00
DF04	SUPERINTENDENT DISCRETIONARY FUND		\$	43,945.27
6430	USD ADMINISTRATION	MICHELLE TANNER		
DF21	USD ACTIVITIES DONATED ACCOUNT		\$	24,203.66
DF23	USD DISCRETIONARY FUND		\$	7,412.40
DF25	DEAF ATHLETICS		\$	-
DF29	DEAF SCIENCE		\$	4,133.30
DF57	LOANER HEARING AID BANK		\$	1,843.03
DF69	DEAF STUDY ABROAD		\$	(844.51)
DF71	CONFERENCES		\$	26,690.39
6440	USB ADMINISTRATION	SUSAN PATTEN		
DF08	USB DISCRETIONARY FUND		\$	7,962.20
DF09	BLIND OLYMPICS		\$	8,421.83
DF10	PLAYGROUND EQUIPMENT FOR THE BLIND		\$	1,800.51
DF11	SPACE CAMP FOR THE BLIND		\$	7,816.80

DF58	PRESCRIPTION GLASSES/LOW VISION AIDS		\$	7,047.16
DF61	STUDENT BRAILLE MATERIALS		\$	200.00
DF63	DEVICES FOR THE BLIND/SLC		\$	1.20
DF64	DEVICES FOR THE BLIND		\$	440.14
DF72	BLIND STUDY ABROAD		\$	3,374.00
6135	PHYSICAL THERAPY	CANDACE GEORGE		
DF16	ORIENTATION & MOBILITY		\$	38.00
6115	SPEECH THERAPY	CANDACE GEORGE		
DF60	SPEECH/ LANGUAGE		\$	-
6370	USIMAC	ARMANDO VENEGAS		
DF62	M. WHITE'S READING PROGRAM		\$	4.80
6630	COMMUNICATIONS	SUSAN THOMAS		
DF07	GENERAL MEMORIAL FUNDS		\$	1,477.87
DF59	EMERGENCY KITS		\$	47.68
6900	INFORMATION TECHNOLOGY	JARED FELT		
DF66	TECHNOLOGY LENDING		\$	3,413.04
			Sum of Donated Funds	\$ 281,201.39

Function Code2	FY23 Enrichment Fund Projects		FY21 Request	FY22 Request	Superintendent	Expenses	Balance	Board Approval
	Tanner	Extra-Curricular Activities for the Deaf	\$235,000	\$235,000	\$250,000			
	Tanner	Study Abroad Trip - India	\$20,000	\$50,000	\$30,000			
	Tanner	PIP Family Activities	\$10,000	\$10,000	\$10,000			
	Tanner	Deaf Mentor Program	\$350,000	\$350,000	\$375,000			
	Tanner	Statewide ASL Course Development	\$75,000	\$150,000	\$50,000			
	Tanner	Audiology Van	\$0	\$200,000	\$200,000			
	Tanner	InfiniD	\$8,000	\$0	\$0			
	Tanner	After-School Reading Clinic Expansion	\$25,000	\$25,000	\$0			
	Tanner/Patten	ERC Books	\$20,000	\$35,000	\$35,000			
	Tanner/Patten	Harmony Music Therapy for Deaf and Blind		\$48,000	\$60,000			
	Patten	Extra-Curricular Activities for the Blind	\$124,000	\$103,000	\$110,000			
	Patten	PIP Expanded Core Activities	\$0	\$15,000	\$20,000			
	Patten	Expanded Core for the Blind	\$125,000	\$125,000	\$150,000			
	Patten	INSITE Evaluation Tool	\$30,000	\$10,000	\$15,000			
	Patten	Blind Mentorship	\$10,000	\$10,000	\$10,000			
	Patten	Genote	\$30,000	\$30,000	\$30,000			
	Patten	Aira	\$5,500	\$0	\$0			
	Patten	CVI Connect	\$2,000	\$4,000	\$4,000			
	Patten	EyeOn Device	\$0	\$30,000	\$0			
	Patten	Assistive Technology	\$0	\$0	\$100,000			
	Patten	Study Abroad	\$25,000	\$25,000	\$40,000			
	Patten	Adaptive Learning Materials Center (ALMC)	\$0	\$0	\$25,000			
	Patten	Seventy-48 Boat Race	\$0	\$45,000	\$0			
		Totals	\$1,094,500	\$1,500,000	\$1,514,000			
	Tanner	School Community Land Grant [1]	\$0	\$26,000	\$28,771			
		6200/PVF/A6410L						

[1] I am working with Paula Plant to learn about our upcoming amounts and to complete the new plans by 5/3/2022.

Germany Study Abroad

Presented by the Students that Attended

Introductions

Brooklynn Anderson

Margo Leichty

Pablo Maya

Kaity Morrison

Brayden Neil

Mariyah Saldana

Nadia Suarez



Our Guides Darren Frazier and Kilian Spillner

They both work for Hands on Travel.



Guest Guides

Nürnberg-



Prague-



Dresden-

Vienna- Klause



Day 0: Flying to Munich

We were excited but we didn't know what to expect!



Day One: Munich

We started off the day at the Marienplatz. Later we went up 12 stories at St. Peter's Church and saw a beautiful view of all of Munich.

In the afternoon we explored the other side of Munich and saw the Surfing River!



Day Two: Nürnberg



We saw the Nazi Party Rally Grounds and, learned a lot about the start of WW2 inside the museum.

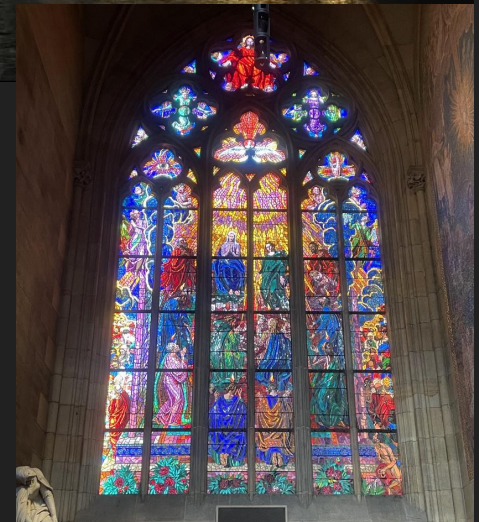
Day Three: Dresden

The 101 meters consist of 24,000 porcelain tiles from the German town of Meissen. The procession ends near the entrance to the Church of the Holy Trinity where so many of the men portrayed in this mural are buried. This is the world's largest porcelaine artwork and is quite a site to see.



Day Four: Prague

It was a beautiful view of the night in Prague. We went to see the Prague castle and the inside was very beautiful. Also this castle was built in the late 9th century and we learned the history about how the Prague castle became so famous. This was founded in 880 as a seat of power for the Bohemian Kings.



Day 5: Kutna Hora + Cesky Krumlov

The Cemetery Church (Ossuary) was a part of the oldest Cistercian monastery in Bohemia founded in 1142. During the Hussite wars there were about 10,000 dead buried in Sedlec. The major reconstruction of the monastery began in the Baroque period in the early 18th century. The bones were disinfected and bleached with chlorinated lime and placed in original patterns.



Day 6: Vienna



In the summer around the late 1700's - 1800's lots of people would come to eat and celebrate a war that was won.

In the winter during the same time period Maria Teresa, who loved her garden had very many children.

We visited the home of the Emperor and Empress, "Sisi." She was very famous for her beauty and obsession with her weight. She had hair to her ankles and it took 3 hours to do her hair every day. That is when she learned other languages. She didn't like being an empress. She love exercising and the outdoors.

Day 7: Hallstatt



We spent the day at the Salzwelten, the world's oldest salt mine! The beautiful town of Hallstatt is the area that inspired the movie "Frozen".

We loved sliding in the mines!



Day 8: Salzburg

- "The Sound of Music" was filmed at Schloss Leopoldskron in Austria. The palace's Venetian Room served as a model for the ballroom scene in the film. It was also the backdrop for the private performance of the marionette theater.
- Fortress Hohensalzburg is one of the largest existing 11th century fortress complexes in Europe. The fortifications were built to protect the prince bishops and the principality from attack.



Day 9: Füssen

We ordered gelato with strawberry, but it looked like real spaghetti and sauce. It was really good. Then we went to Neuschwanstein Castle tour and it looked like the sleeping beauty castle from the 1959 movie.



Day 10: Munich

We visited Dachau the last day. This was the prototype of Nazi concentration camps. At least 160,000 prisoners passed through the main camp, and 90,000 through the branches. Incomplete records indicate that at least 32,000 of the inmates died there from disease, malnutrition, physical oppression.

Dachau was one of the most notorious Nazi concentration camps. It was in operation from the beginning of the war until the end. During World War II, inmates were used as involuntary guinea pigs for experiments.



Day 11: Time to Go Home!



We were happy and sad to come home. We had a great time and learned A LOT!

Signs We Learned: Countries & Cities

Europe

Germany (Munich - München, Dresden, Nürnberg, Berlin, Füssen...)

Czech (Prague, Cesky Krumlov)

Austria (Vienna, Salzburg)

Poland

Cambodia

Finland

German Signs We Learned

Want

Thank you very much

SCH

ß

God

Yes

School

Euro

Jewish

Bathroom - Water Closet

Czech Signs We Learned

Mother

Water

Peace

Beautiful

Bury

Center/City

Universal Signs We Learned

Explain

Have

Normal

Person/people

Numbers (Example: 1965, 1482...)

Deaf

Food

Authentic German food at Augustiner-Keller for our Farewell dinner.



Always had to stop for the Fresh Pastries at the markets.



Building Differences

Toilets

Bathrooms

Plugs

Doors

Light switches

Gas Prices

Since they use the Metric System in Europe the gas was per Liter. That's about 4x as expensive as it would be in America even though it was only 2 or 3€.

Danke!

Questions?

Online Content Development

...

2021-2022

Mission and Goals

Create elementary content for Deaf and Hard of Hearing Students K-6.

- Make it accessible
- Make it easy to access
- Make it stand alone as a class

Current Status on Courses

Content to be Piloted

ASL

Kindergarten - Currently piloted at JMS

1st Grade -

2nd Grade - LA, Science, Social Studies

3rd Grade - LA and Science

4th Grade - Math

5th Grade- Math, Science, Social Studies

Content Not Completed

2nd Grade - Voice Overs and Math

3rd Grade - Math and Social Studies

4th Grade - Social Studies and Science and
Math Voice Overs

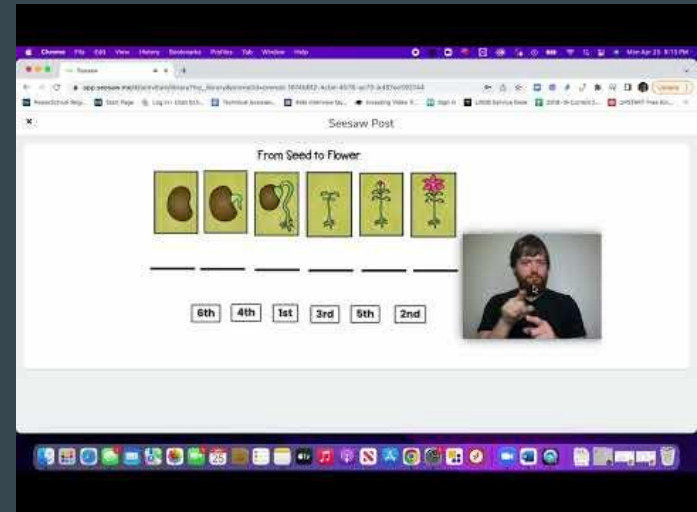
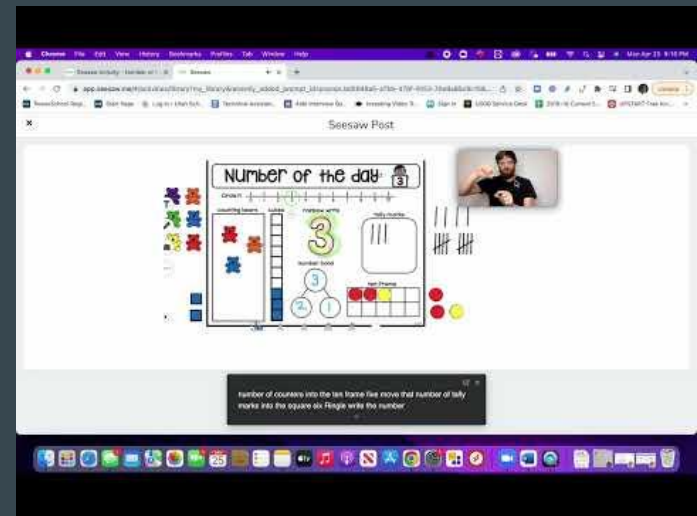
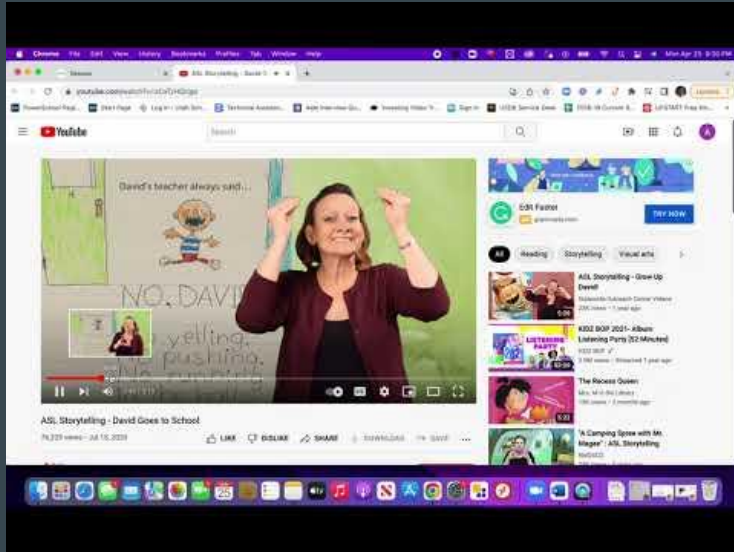
5th Grade - English Partial course

6th Grade - Entire Course

Next Steps

- **Align Content to Schoology**
- **Share Completed Content**
- **Complete Missing Subjects**

Examples of Content



Lessons Learned

- Just Do It
- Use What You Have
- Be Clear About Expectations with Developers
- Implement Content Early



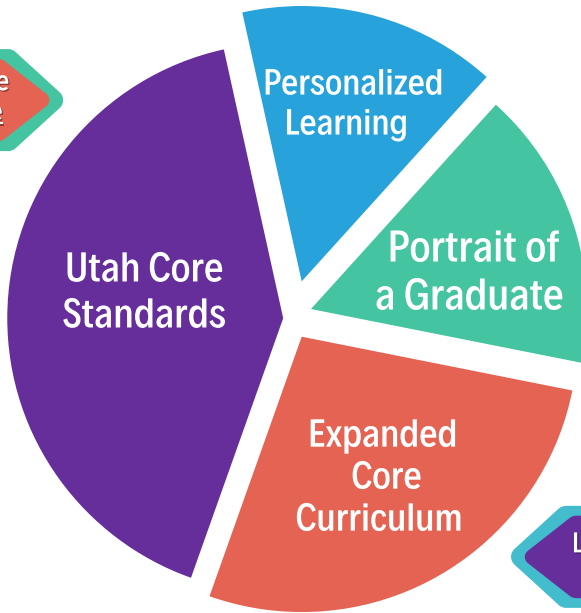
Utah School for the Blind Bridges Programs

Bridges High School
Bridges Residential Life
Bridges Community Readiness

Bridges Employment Pathway
Bridges Access Pathway

Preparation now. Success for life.

Learn more about the Expanded Core [here](#)



Learn more about Bridges [here](#)

The Bridges programs are for students in grades 9th through post high school. Each of these programs are designed to provide individualized instruction to give students the tools and skills they need to successfully transition to the next step in life.

We accomplish our goals by

Monthly teacher PD, collaboration to support 21st century teaching

Student-centered planning with Futures Meetings

Individual Residential Plan
Competency based learning

Community based instruction, mentoring & experiences

Utah School for the Blind

Bridges Programs:

Bridges High School

Bridges Residential Life

Bridges Community Readiness

Bridges Employment Pathway

Bridges Access Pathway

Banner graphic that reads: Preparation now. Success for life.

A pie chart graphic that illustrates that half of a Bridges student's academic needs are based on the Utah core standards. The other half is broken into three equal parts with each part representing: Utah Portrait of a Graduate, the Expanded Core Curriculum and Personalized learning.

There are two graphics that have links:

Graphic 1: Learn more about the Expanded Core [here](#)

Graphic 2: Learn more about the Bridges Programs [here](#)

The Bridges programs are for students in grades 9th through post high school. Each of these programs are designed to provide individualized instruction to give students the tools and skills they need to successfully transition to the next step in life.

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Community based instruction, mentoring & experiences



Utah School for the Deaf Portrait of a Graduate: A roadmap to D.E.A.F. success

↓ Dr. Tanner & Dr. Harrison ↓

What does graduation mean?

Graduation usually means:

- Passing HS classes
- Meeting the state requirements
- Getting a diploma
- Becoming a legal adult

But... shouldn't it mean:

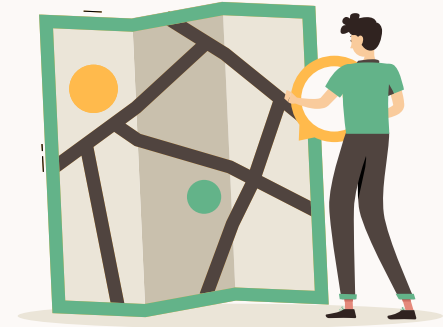
- Knowing what you want to do with your life
- Setting goals and working towards them
- Having interpersonal skills
- Being motivated, respectful, and curious

i.e. being ready for life after school

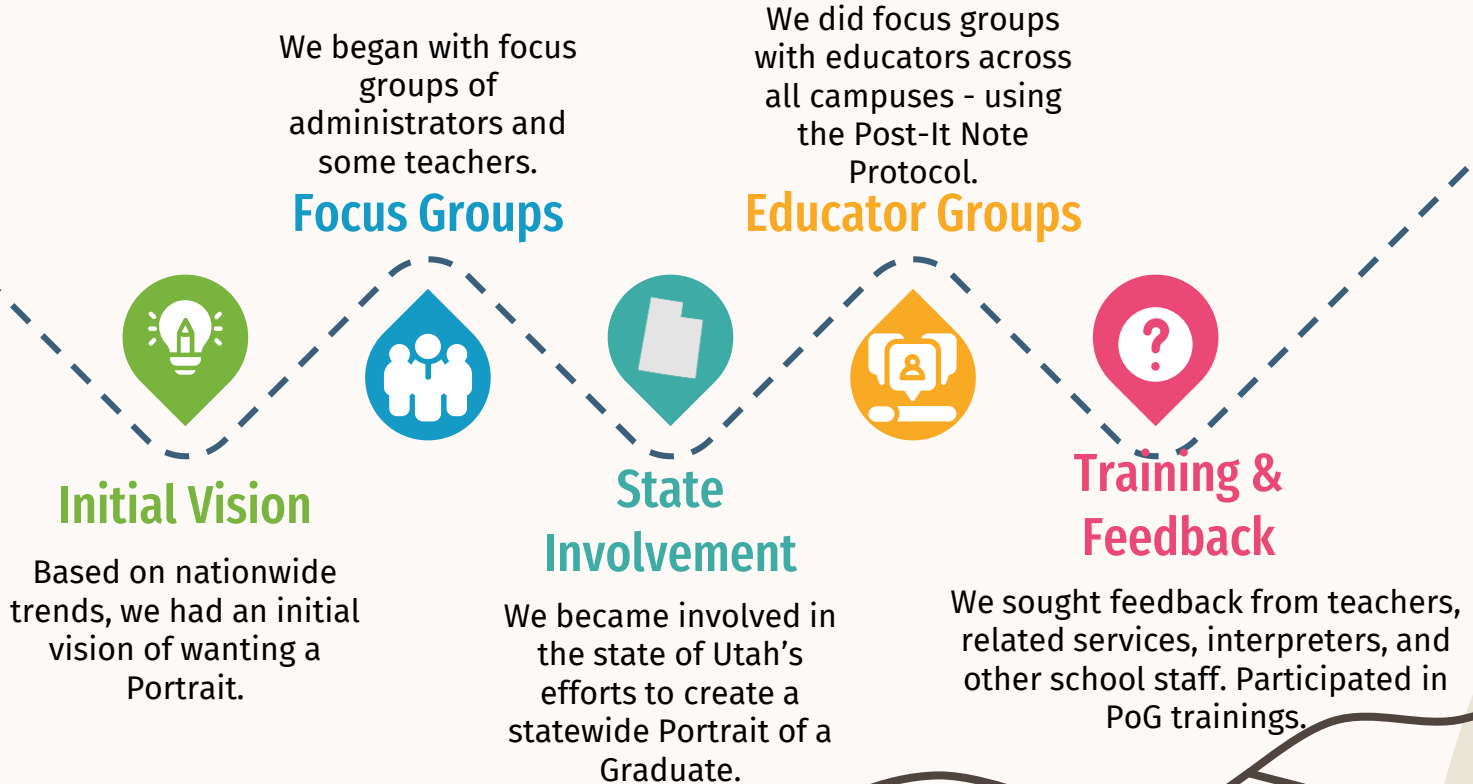


Portrait of a Graduate

- Encourages holistic thinking about students
- Focuses on essential:
 - Knowledge
 - Skills
 - Attributes
- Document that guides:
 - Culture
 - Pedagogy
 - Purpose
- Changes graduation from “4 years in HS seats” to “12+ years of preparation for the future”



Creating a Portrait



Our Next Steps

PIP to Post-High Alignment

Use the portrait to unite vision and approach from PIP to high school, campus to outreach, LSL to ASL/English.

Increase our focus on student outcomes, holistic development, and true-readiness for graduation.

Student-Outcome Focused



Community Feedback

Seek feedback from parents, stakeholders, and Deaf communities.

This can't just be a paper or a buzzword, we have to make everything applicable to our educators.

Practice Applicability

How Does the Portrait Help USD Educators?



Culture Shift

Our settings should be infused with the holistic elements of the Portrait and focus on best practices.



**MASTERY
TRANSCRIPT
CONSORTIUM®**



Common Language

Whether outreach or campus, PIP or high school, LSL or ASL/English - common terminology & vision connects us.



Student-Centered

Teaching and learning isn't about this year - it's about a student's future life.



One For All

No educator works in isolation - we all have a shared goal.

USD's Portrait of a D.E.A.F. Graduate

Deaf Identity

Deaf Identity leads a person to communicate powerfully, advocate boldly, and contribute to their communities.

Autonomy

Autonomy is having the self-confidence to think and act independently while also engaging in meaningful interactions with others.



Excellence

Excellence is the ability to demonstrate depth of knowledge and skill proficiency in key areas of learning.

Foundations for Life

Foundations for life guide life decisions, influence behavior, shape goals, offer a sense of direction, and create meaning.

Deaf Identity



Pathways to Deaf Identity

Communication

ASL Literacy

Deafhood






Self-Determination



Excellence

	Pathways to Excellence		
Academic Mastery	Civic & Community Literacy	Financial Literacy	Digital Literacy
			

Autonomy

	Pathways to Autonomy		
Wellness 	Critical Thinking & Problem Solving	Creativity & Innovation 	Collaboration & Teamwork 
			
Curiosity			



Foundations for Life



Pathways to Foundations

**Honesty, Integrity,
& Responsibility**

**Hard Work &
Resiliency**

**Lifelong Learning
& Personal Growth**

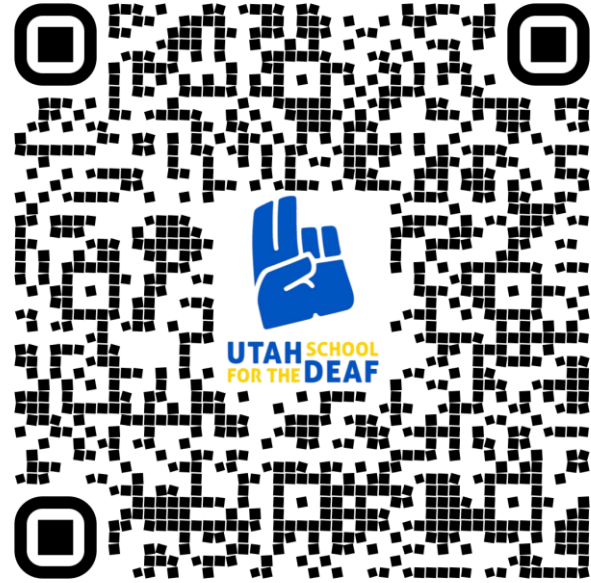
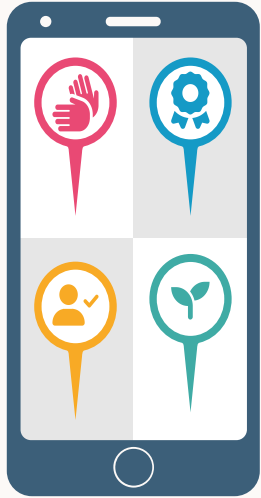
Service



**Respect &
Empathy**



Utah's Portrait of a Graduate



<https://bit.ly/USDPOG>



Utah School for the Deaf Portrait of a Graduate: A Roadmap for D.E.A.F. Success

Deaf Identity

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Communication



ASL Literacy



Deafhood



Self-Determination



Excellence



Academic
Mastery



Civic & Community
Literacy



Financial
Literacy



Digital Literacy



Autonomy



Wellness



Critical Thinking &
Problem Solving



Creativity
& Innovation



Collaboration &
Teamwork



Curiosity



Foundations



Honesty, Integrity,
& Responsibility



Hard Work &
Resiliency



Lifelong Learning &
Personal Growth



Service



Respect & Empathy

Using this roadmap requires teaching & learning by G.P.S.



Graduation Focused

Being ready for graduation and adulthood starts in PIP and is the responsibility of all teachers - every year. We collaborate schoolwide and school-to-home to do what's best for students. The four areas of the Portrait impact how we think and act on graduation requirements.

Personalized Learning

We teach using personalized, competency-based approaches that use digital teaching and learning to give the best possible educational experience for students. In preschool and elementary, we use the Badge Books to keep our focus on student growth.

Student Centered

Holistic, language-rich, empowering teaching and learning allows students to prepare themselves for their own futures.

Guiding Documents for a Student's Journey

IEP

The full resources of the Portrait of a Graduate give full descriptions and ideas for application.

State Standards & Graduation Plans

The Mastery Transcript and USDB policies provide a framework for competency-based teaching, learning, and grading.

Portrait of a Graduate

State standards and graduation requirements provide expectations and structure for us to aim our instruction toward.

Mastery Transcript

The IEP (or IFSP or 504), with full parent and student participation, guides our personalized approach; transition plans for age 14+ guide the entire IEP.

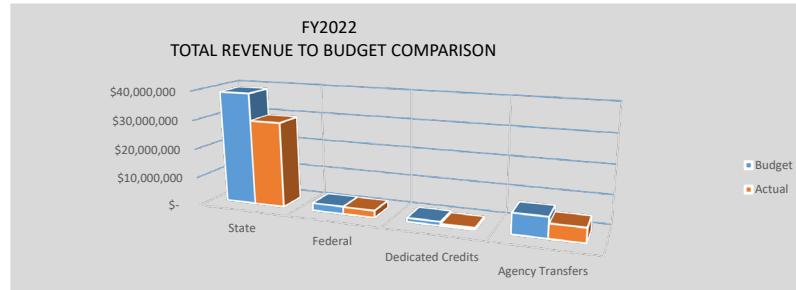


FY2022 USDB FINANCIAL REPORT

March 31, 2022

FY2022 ESTIMATED REVENUE (not including ENRICHMENT FUNDS)

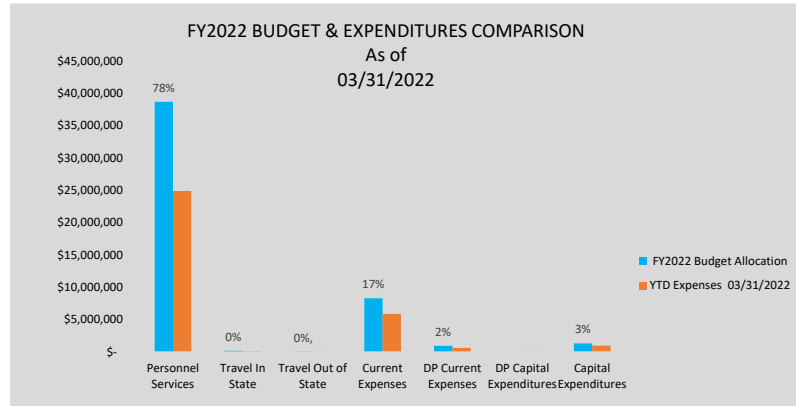
		Expected	Received	Remaining
State	78%	\$ 38,866,200	\$ 29,480,900	\$ 9,385,300
Federal	5.1%	\$ 2,527,447	\$ 2,413,430	\$ 114,017
Dedicated Credits	3%	\$ 1,279,000	\$ 628,568	\$ 650,433
Agency Transfers	14%	\$ 7,021,463	\$ 4,931,635	\$ 2,089,828
TOTAL	100%	\$ 49,694,110	\$ 37,454,532	\$ 12,239,578



FY2022 MONTHLY EXPENDITURES (not including ENRICHMENT FUNDS)

	%	FY2022 Budget Allocation	YTD Expenses 03/31/2022	Budget Balance 03/31/2022	
Personnel Services	78%	\$ 38,714,713	\$ 24,911,748	\$ 13,802,965	↑
Travel In State	0%	\$ 174,475	\$ 84,157	\$ 90,318	↑
Travel Out of State	0%	\$ 57,025	\$ 7,529	\$ 49,496	↑
Current Expenses	17%	\$ 8,295,534	\$ 5,882,404	\$ 2,413,130	↑
DP Current Expenses	2%	\$ 944,400	\$ 624,423	\$ 319,977	↑
DP Capital Expenditures	0%	\$ -	\$ 36,452	\$ (36,452)	↑
Capital Expenditures	3%	\$ 1,325,000	\$ 957,261	\$ 367,739	↑
TOTAL	100%	\$ 49,511,147	\$ 32,503,974	\$ 17,007,173	

↑ Straight Line Projection >5% of budgeted amount
 ↓ Straight Line Projection <5% of budgeted amount



2021-2022 Number of Students Served

	Sep-21	Oct-21	Nov-21
PIP	501	538	547
Self Contained	321	314	319
Direct	330	326	343
Consult	442	471	469
Subtotal	1594	1649	1678

	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
PIP	538	536	554	569			
Self Contained	299	300	328	335			
Direct	330	401	325	329			
Consult	471	474	473	476			
Subtotal	1638	1711	1680	1709	0	0	0

Additional Services Provided Per Student

	Sep-21	Oct-21	Nov-21
Orientation & Mobility	368	367	461
Interveners	55	48	49
Deaf-Blind	131	131	133
Interpreting	70	70	58
Audiology Referrals	147	143	154
Current Referrals	73	82	55
Subtotal	844	841	910

	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
Orientation & Mobility	294	338	329	328			
Interveners	47	47	45	45			
Deaf-Blind	135	135	133	130			
Interpreting	201	204	214	222			
Audiology Referrals	147	98	161	157			
Current Referrals	63	69	67	88			
Subtotal	887	891	949	970	0	0	0

TOTAL	2,438	2,490	2,588
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TOTAL	2,525	2,602	2,629	2,679	0	0	0
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FY2021 LAND GRANT/ENRICHMENT FUNDS

	ESTIMATED	3/31/2022
FY2022 Beginning Balance	\$ 1,070,511	\$ 1,070,511
FY2022 Projects/Expended	\$ 1,446,000	\$ 856,473
FY2022 Estimated Revenue	\$ 875,000	\$ 740,204
Remaining Available Funds	\$ 499,511	\$ 954,242

FY2022 DONATED FUNDS

	Prior Month	3/31/2022
State	\$ 284,173.38	\$ 281,201.39
Total	\$ 284,173.38	\$ 281,201.39

FY2021 EDUCATION FOUNDATION

	Prior Month	3/31/2022
PTIF BALANCE	\$ 1,239,879.02	\$ 1,250,520.80
Total	\$ 1,239,879.02	\$ 1,250,520.80

FY2022 USDB BUDGET STATUS REPORT
As of March 31, 2022

SUMMARY - OPERATIONS

FY2022 BEGINNING BALANCE (For Information Only)

	ACTUAL	BUDGET	Budget Remaining (OVER)	% Actual to Budget
TOTAL REVENUE	37,454,532	50,733,757	13,279,225	74%
TOTAL EXPENSES	32,503,974	49,511,147	17,007,173	66%

REVENUE - Operations

	ACTUAL	BUDGET	Budget Remaining (Over)	Funding Source
SALE OF GOODS/SERVICES - Canteen Sales	1490	2,000	510	Dedicate Credit
SCHOOL CONTRACTS	618,626	1,276,500	657,874	Dedicate Credit
ROOM/BUILDING RENTAL	4,593	-	(4,593)	Dedicate Credit
MISC. REVENUE	3,858	500	(3,358)	Dedicate Credit
FEDERAL GRANT	139,497	110,447	(29,050)	Federal
MEDICAID	2,078,538	2,287,000	208,462	Federal
MEDICAID ADMIN CLAIMING	95,148	60,000	(35,148)	Federal
GENERAL FINANCIAL LITERACY		15,000	15,000	State
AMERICAN RESCUE PLAN ESSER III		190,750	190,750	State
BABY WATCH		50,000	50,000	State
BLIND LITERACY ACT		10,000	10,000	State
CLASSROOM SUPPLIES FOR EDUCATORS	25,276	30,000	4,724	State
DEAF/BLIND GRANT	35,000	35,000	-	State
ESY FOR SPECIAL EDUCATORS	28,434	95,000	66,566	State
IDEA PRE-SCHOOL		57,938	57,938	State
IDEA SCHOOL AGE		200,000	200,000	State
IDEA SAGE TESTING		243,025	243,025	State
POSITIVE BEHAVIOR PLAN SAAM SS	6,999			State
TEACHER SUPPLEMENTAL SALARY PROGRAM	35,152	325,000	289,848	State
TEACHER STUDENT SUCCESS ACT(TSSA)	40,049	53,881	13,832	State
EDUCATOR SALARY ADJUSTMENT	683,984	900,000	216,016	State
GROW YOUR OWN TEACHER AND COUNSELOR PROGRAM	75,000	75,000	-	State
SCHOOL LAND TRUST	740,204	952,516	212,312	State
SUICIDE PREVENTION PLAN (SUPV)	3,000	3,000	-	State
TRANSPORTATION	3,000,000	4,600,000	1,600,000	State
USIMAC OFFICE SUPPORT	35,000	35,000	-	State
USIMAC Fund Transfer	150,000	150,000	-	State
CHILD NUTRITION PROGRAM	100,247	70,000	(30,247)	Federal
PRE ETS GRANT	73,538	40,000	(33,538)	State
EDUCATIONAL FUNDS	29,480,900	38,866,200	9,385,300	State
GAIN/(LOSS) ON DISPOSAL OF FIXED ASSETS		-	-	
TOTAL REVENUE- Operations	37,454,532	50,733,757	13,279,225	

EXPENSES - OPERATIONS

ACTUAL	BUDGET	Budget Remaining (OVER)	% Actual to Budget
--------	--------	-------------------------	--------------------

PERSONNEL SERVICES	24,911,748.24	\$ 38,714,713	\$ 13,802,965	64%
TRAVEL IN STATE	84,156.64	\$ 174,475	\$ 90,318	48%
TRAVEL OUT OF STATE	7,528.74	\$ 57,025	\$ 49,496	13%
CURRENT EXPENSES	5,882,404.07	\$ 8,295,534	\$ 2,413,130	71%
DATA PROCESSING CURRENT EXPENSE	624,422.82	\$ 944,400	\$ 319,977	66%
DATA PROCESSING CAPITAL EXPENDITURES	36,452.40	\$ -	\$ (36,452)	#DIV/0!
CAPITAL EXPENDITURES	957,261.21	\$ 1,325,000	\$ 367,739	0%
TOTAL EXPENSES- Operations	32,503,974	49,511,147	17,007,173	66%

SUMMARY - ENRICHMENT FUND

FY2022 BEGINNING BALANCE (For Information Only)

	ACTUAL	BUDGET	Budget Remaining (OVER)	% Actual to Budget
FY2022 BEGINNING BALANCE (For Information Only)	1,070,511			
TOTAL ESTIMATED REVENUE	952,516	1,446,000	493,484	66%
TOTAL ACTUAL EXPENSES	856,473	-		

	ACTUAL	BUDGET	Budget Remaining (OVER)	% Actual to Budget
REVENUE				
COLLECTION FROM TRUST LAND (SITLA)	\$ 740,204	\$ 875,000	\$ 134,796	85%
TOTAL REVENUE	\$ 740,204	\$ 875,000	\$ 134,796	85%

	ACTUAL	BUDGET	Budget Remaining (OVER)	% Actual to Budget
EXPENSES				
PERSONNEL SERVICES	\$ 464,712	\$ 500,000	\$ 35,288	93%
TRAVEL IN STATE	\$ 16,165	\$ 50,000	\$ 33,835	32%
TRAVEL OUT OF STATE	\$ 83,523	\$ 50,000	\$ (33,523)	167%
CURRENT EXPENSES	\$ 274,458	\$ 450,000	\$ 175,542	61%
DATA PROCESSING CURRENT EXPENSE	\$ 1,327	\$ -	\$ (1,327)	#DIV/0!
DATA PROCESSING CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	#DIV/0!
CAPITAL EXPENDITURES	\$ 16,288	\$ -	\$ (16,288)	0%
TOTAL EXPENSES	\$ 856,473	\$ 1,050,000	\$ 193,527	82%

Note: Total Payroll % of Total Expenditures 54%



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

USDB 2023 Facilities Funding
(May 2022)



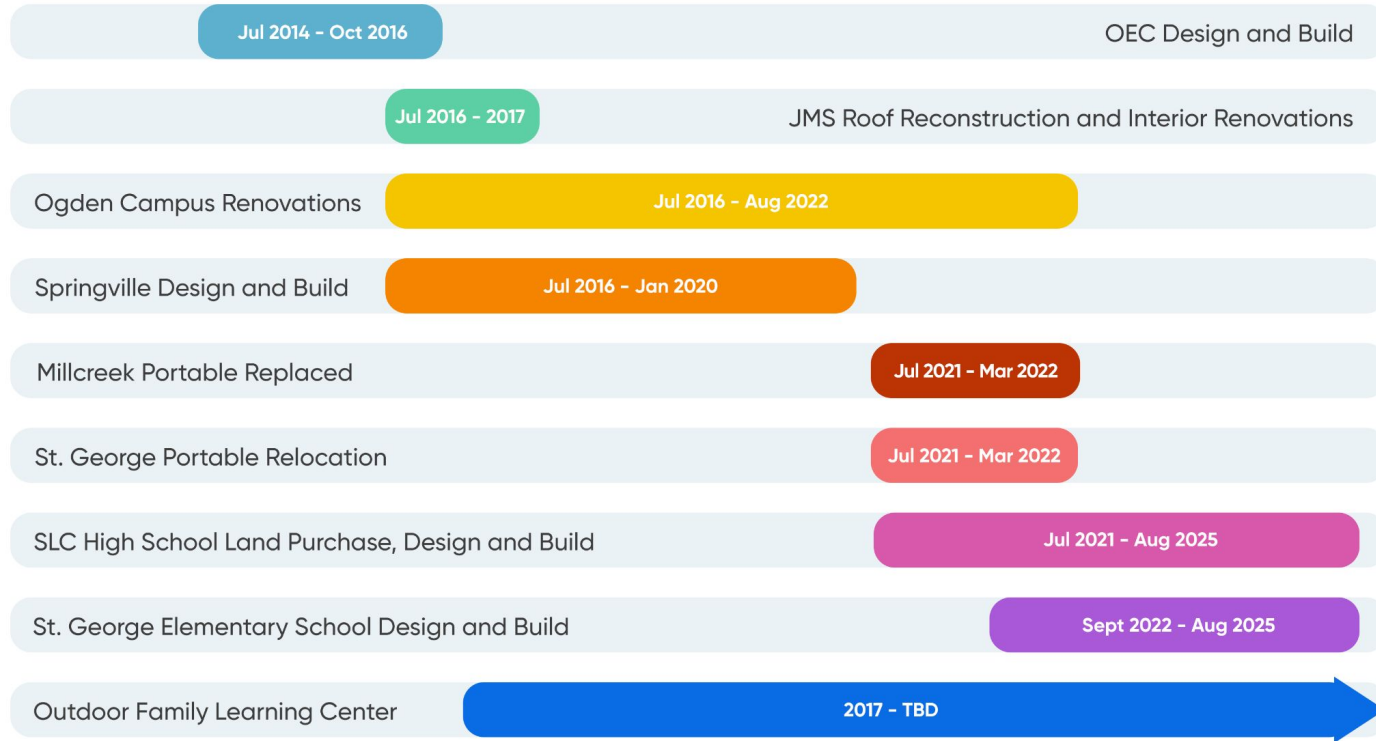
USDB Growth Trends

The next 5-10 years

- **Wasatch Front - Steady growth**
- Utah County - New Capacity
- District requests - Provo, Tooele, Weber
- **Washington County growth**
- Returning ASL Students
- Online courses for Deaf students
- Increased need for interpreters
- Increased support for districts and charters



CAPITAL FACILITY TIMELINE



Key Questions

- Why is the per student cost so high to build USDB facilities?
- Why don't districts contribute to USDB?
- Do districts “double dip” when they receive outreach services from USDB?
- Why does USDB lose space in district classrooms?
- Why do ASL students return to USDB?

Guiding Principles

- **Core mission and fiduciary duty**
 - Students not served
 - Students not served effectively
- **Cost effectiveness**
 - Cost savings
 - Cost avoidance

Specific Items We Must Consider

1. Design Complexity
2. Non-classroom space (offices, food service, etc.)
3. Market and Timeline (3 year projects)
4. State Building Standards (DFCM)
5. Student Access to Programs (rural travel vs. urban)
6. Educator Access to Students (outreach, travel south)

Architect Complexity Lists

Specialty Construction for Deaf Education:

- Enhanced Acoustic Wall construction - STC 64 (Sound Transmission Coefficient)
 - Resilient Sound Isolation Clips
 - Resilient Channels
 - Sound Caulking
 - Puddy Pads around all Penetrations
- Enhanced Acoustic Ceilings
- Technology requirements in classrooms
 - Microphones
 - Loop System - for hearing aids
 - FM Broadcasting System / Personal FM - for cochlear implants
 - Observation Cameras for Parent Education
 - Headphone Jacks for Parent Education
 - Message Net type system throughout building
 - Scrolling Clocks
 - Visual PA systems
- DeafSpace Guidelines
 - Increased glass for unobstructed sight lines for ASL communication
- Flashing Signal Indicators
- Smart Boards in Classrooms

Specialty Construction for Blind Education:

- Controlled Temperature Changing Lighting
- Resonance Floors for vibrations
- Tactile Wall Panels for navigation
- Controlled daylighting
- Enhanced Accessibility
- Audible Cues
- High Contrast Flooring Elements
- Tactile Transitions at Room Entrances
- Adaptive Equipment
- Mobility Equipment Storage
- Smart Boards in Classrooms
- Snoezelen Room for DeafBlind
- Observation Windows for Parent Education
- Structural supports for overhead adaptive equipment

Specialty Construction for Orientation and Mobility in USDB schools:

- Adaptive Physical Education Features for Physical Disabilities
- Gross Motor Skills
- Fine Motor Skills
- Vestibular Skills
- Sensory Gardens and Play Equipment

Architect Complexity Lists

Specialty Construction for Clinical Resources in USDB schools:

- Psychological Assessment
- Therapy Rooms
- Sibling Rooms
- Parent Outreach
- Consult Rooms
- Vision Clinic
- Braille Translation
- Sound Booths
- Hearing Aid Fitting & Repair
- occupational therapy

Specialty Construction for Life Skills in USDB schools:

- Teaching Kitchen
- Vocational Training
- Occupational Therapy
- Stem Education
- Performing Arts
- Gymnasium

The Puzzle: More complex than designing for just Deaf or just Blind

Deaf

Or
Hard of Hearing

ASL

American Sign Language

- DeafSpace Guidelines
- Un-obstructed Sight Lines
- Visual Connections
- Interpreter Communication
- Tradition and Culture

LSL

Listening &
Spoken
Language

- Speech & Language
- Hearing & Balance
- Cochlear Implants
- Hearing Aids
(fitting & repair)
- Broadcasting Systems
- Loop Systems
- Acoustic construction

Shared:

- Visual PA Systems and messaging
- Signal Indicators
- Video Communications

A'19 AIA Conference on Architecture 2019
June 6-8, Las Vegas

Related Services

Accessibility & Inclusive Design
Adaptive Services

Orientation &
Mobility

- Adaptive Physical Ed
- Gross Motor Skills
- Fine Motor Skills
- Vestibular Skills
- Exploration Gardens

Community
Outreach

- Vision
- Cultural
- Philosophical
- Technology & Research
- Relational Learning
- Leadership in Education

Clinical
Resources

- Audiology Suite
- Vision Clinic
- Consult Room
- Psych Assessment
- Therapy Rooms
- Braille Translation
- Sibling Rooms
- Parent Involvement

Early Childhood
Education

- Early Intervention
- Confidence
- Competence
- Independence
- Observation
- Infant / Toddler/ Preschool / Elementary

Life Skills

- Teaching Kitchen
- Vocational Training
- Occupational Therapy
- Stem Education
- Performing Arts
- Gymnasium

Blind

Or
Visually Impaired

Wayfinding &
Navigation

- High Contrast
- Points of Reference
- Experiments in Light
- Tactile Features
- Tactile transitions
- Audible cues
- Low Glare
- Cane-ing education
- Orthogonal corners
- Controllable Lighting
- High Accessibility
- Adaptive equipment

Deaf _
Blind

- Cause/Effect
- Snoezelen Room
- Resonance Floor
- Vibrations
- Tactile Paths
- Held Tight
- Changing Room

Salt Lake High School





Salt Lake High School Building

Purpose/Justification:

- USDB Salt Lake Campus needs space for secondary (Jr. High and High School) classrooms and offices
- Legislature funded \$900,000 for land acquisition in FY22
- Property acquired in September 2021
- Pre-programming feasibility study completed in October 2021 to determine site and building requirements
- Old home use for 3 classes during design process

Specific Requirements/Programming:

Design and build request includes:

- 9 classrooms, 8 offices, bathrooms, group spaces
- Request includes 3 year inflation estimate

- Programming & Design \$1,108,329
- Site costs \$665,422
- Building Costs \$13,269,564

- Total Requirement: **\$15,062,215 Total (One Time)**

Performance Measures/Projected Outcomes:

- USDB secondary students will have an adequate facility for their educational needs that meets ADA standards for access
- Allows USDB to provide a Free and Appropriate Public Education (FAPE) to our special education students as mandated by the federal IDEA.

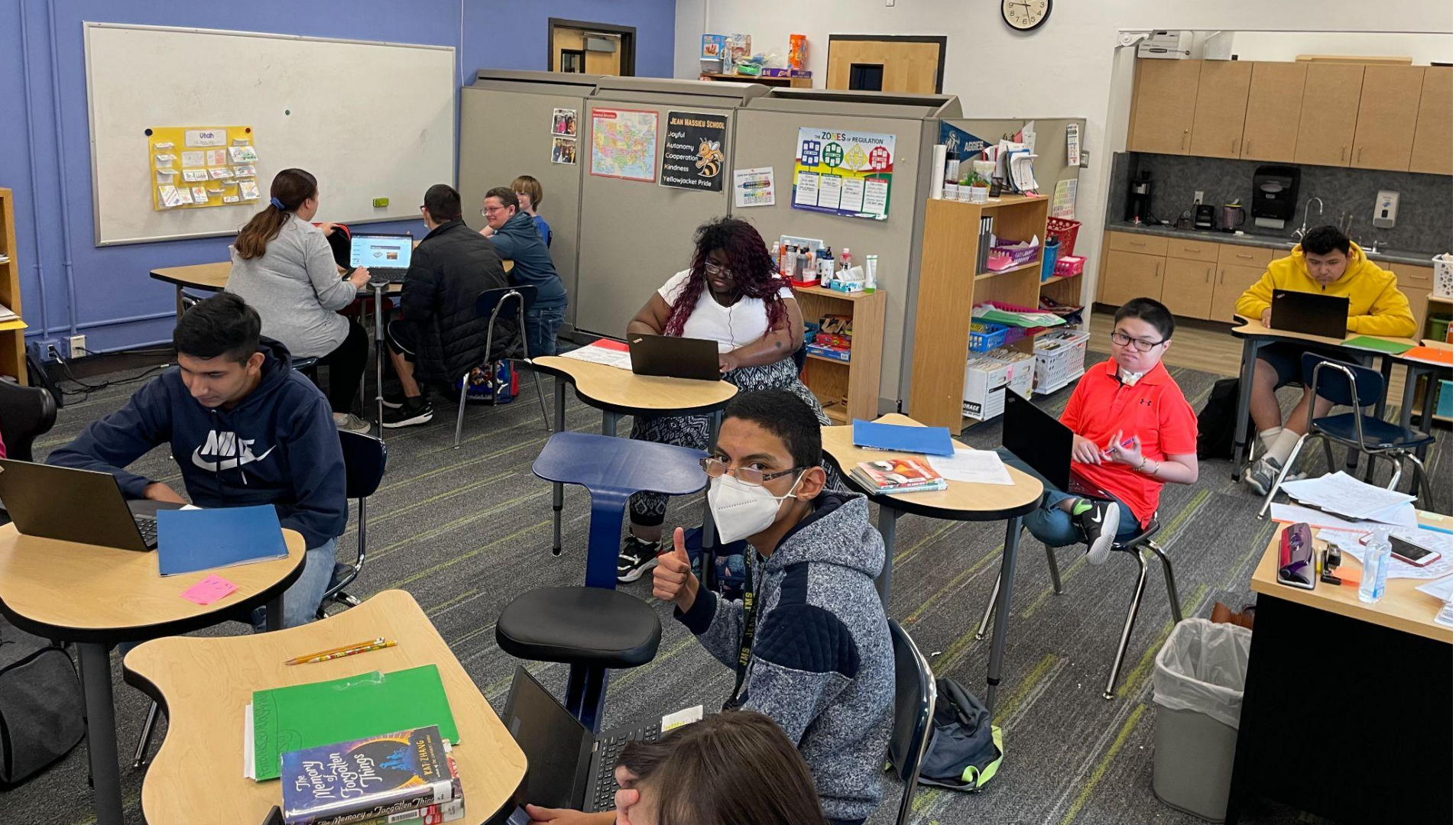
Impact if not Funded:

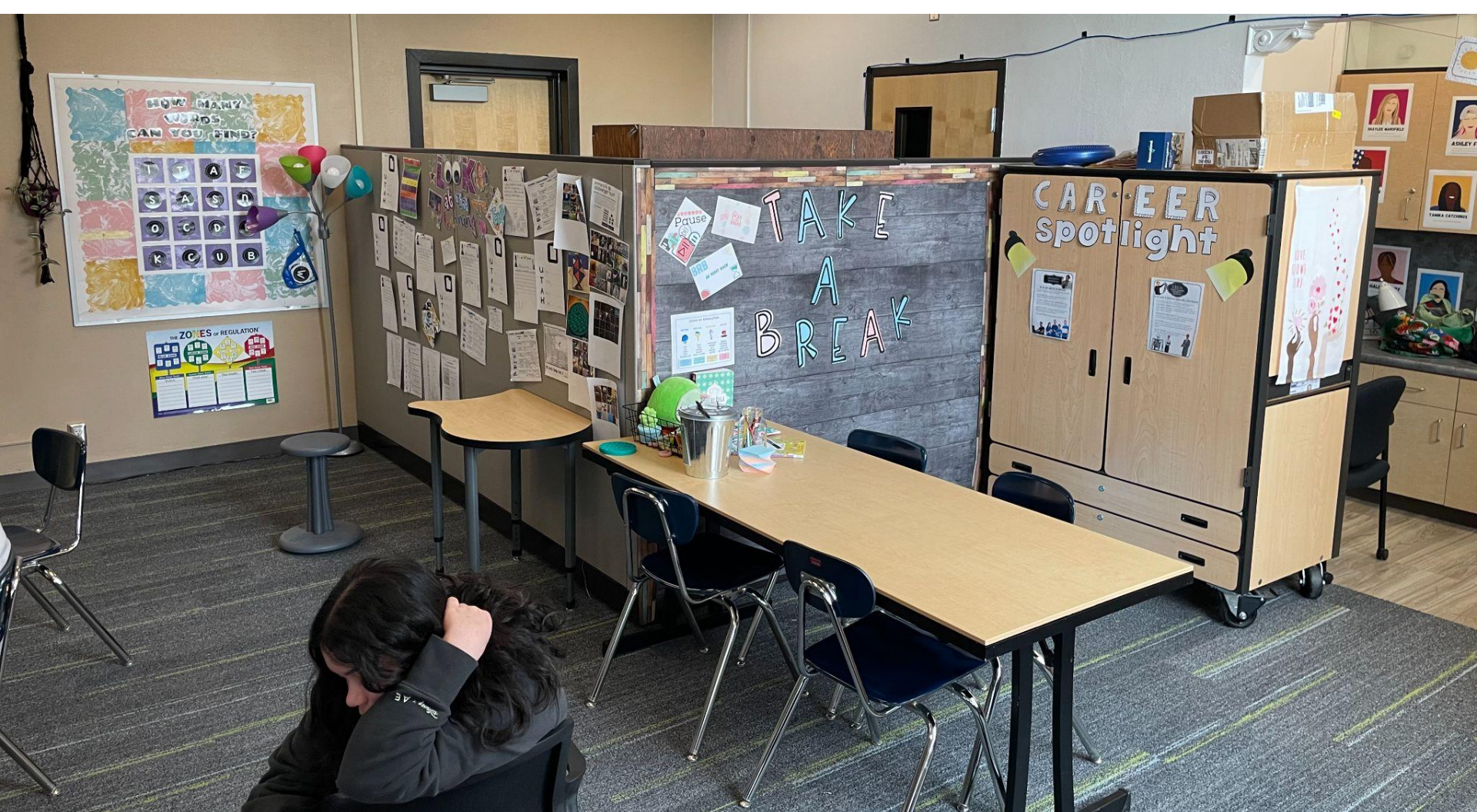
- Current facility will not comply with ADA Requirements
- Students continue to learn in non-optimal repurposed spaces
- Educators do not have access to proper resources
- Children with disabilities subject to inferior learning environment compared to their non-disabled peers
- Students may be forced into programs not designed for their unique needs



Salt Lake High School - Items to Consider

- Why now? Deaf students not thriving in local High Schools, pulled back 3 years ago for core classes
- Interpreters for elective classes at Olympus HS & Evergreen JHS
- Current space inadequate for student needs (OEC, Stage, meeting rooms)
- Crowding not conducive to optimal learning
- Needs for office, therapy and other specially designed space
- Little house not ADA compliant
- 15 year plan or more
- Letters from parents
- More than just classrooms
 - office space
 - therapy rooms
 - group gathering space
 - Weight room
 - facilities space
- Purchased site (\$665,000)
- Number of students (FT, part time, itinerant, etc.)









EXIT

EXIT













St. George School



Bloomington Hills Elementary

Bloomington Hills Elementary

3

4

Bloomington Hills Preschool

5

Royal Thai Cuisine Express

Great Harvest Bread Co

Desert Hills High School

Desert Hills Middle School

1

2



Bloomington Hills Elementary

Bloomington Hills Elementary

Canyon Media

Bloomington Hills Preschool

Royal Thai Cuisine Express



90 ft







BLOOMINGTON HILLS ELEMENTARY

NATIONAL SCHOOL TRANSFORMATION SCHOOL
BRONZE 1
EXPLORATION PHASE

1997
BLOOMINGTON HILLS ELEMENTARY
BH
We Make A Difference
A Better School. A Better Future.

St. George School Building

Purpose/Justification:

- Washington County is an extremely high growth area
- Temporary modular building at Bloomington Elementary has 4 USD preschool classrooms - none for USB, elementary, or secondary students
- Unique partnership with Washington School District
 - Estimated 20%+ savings
 - WSD providing land and construction management

Specific Requirements/Programming:

Building consists of:

- 10-12 classrooms, offices, flex space, bathrooms, storage
- Shared playground and parking areas
- Request includes 3 year inflation estimate

- Programming & Design \$1,085,145
- Site costs \$610,947
- Building Costs \$12,247,238

- Total Requirement: **\$13,943,329 Total (One Time)**

Performance Measures/Projected Outcomes:

- USDB students will have an adequate facility for their educational needs
- Allows USDB to provide a Free and Appropriate Public Education (FAPE) to our special education students as mandated by the federal IDEA.

Impact if not Funded:

- Students continue to learn in non-optimal repurposed spaces
- Educators do not have access to proper resources
- Children with disabilities subject to inferior learning environment compared to their non-disabled peers
- Students may be forced into alternative programs not designed for their unique needs



St. George - Items to Consider

- “Our classrooms” vs. district classrooms
- St. George program closed in 2008
- Extremely high growth and projected growth area
- Deaf, Blind, and Deaf-Blind programs currently in borrowed space from WCSD and Arrowhead Academy
- Losing borrowed space immediately
- Current space inadequate for student needs
- No office, therapy or other specially designed space
- No headquarters for administration or itinerant services
- Current cost over \$106,000 for travel from Wasatch Front
- 150+ students in SW region, currently only serving 15-20 in deaf classrooms, no blind. (Est. how many future kids)
- 15 year plan or more
- No service for post high school students
- WCSD letter of support
- Iron County letter of support
- Letters from parents
- Donated land (est. value here)
- Ideal location near elementary, middle, and high schools
- quantify services not being provided that will be
- Discuss ability to recruit and retain professionals locally

2022 Staff Travel to Southern Utah

Over \$106,000

**SOUTHERN UTAH SCHOOL
OF THE DEAF**



Preschool









Thank you for your support.



Upcoming School Plan - USDB 2022-2023 School LAND Trust Plan

Goal Entry – Reading, math, science & social studies

- **Goal.** 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 2022-2023 school year.
- **Academic Areas.** Select the academic area(s) this goal will address.

*CTE (Career and Technical
Education)
College and Career Readiness*

*English/Language Arts
Mathematics
Science
Social Studies*

- **Measurements.**
- Tools and assessments will include the purchase of:
 - Purchase supplemental reading curriculum materials \$10,000
 - Beable (Transition curriculum); \$2,500
 - NWEA MAP (Assessment tool); \$2,200
 - Homecourt PBL Subscription (Project-based Learning tool); \$400
 - BrainPOP (Science & Social Studies resources); \$3,500
 - STEM items (Purchase of STEM manipulatives/tools); \$1,000
 - Library books (Books for the reading clinic); \$500
 - Braille materials (Reading materials for the blind); \$1,000
 - Online technology (Used in online platforms for accessibility) \$5,000
 - Manipulatives for student use: \$1000
- **Action Steps and Expenditures.** List the specific steps of the Action Plan to reach this goal. Each expenditure must be included in the Action Plan Steps. Explain how/why it is needed to implement the Action Plan.
- **Action Plan Steps will be entered by number.**
 1. Student learning throughout the organization will be supported by the renewal of the following online tools: Beable, NWEA MAP assessment, Benchmark Education, PBL, BrainPOP, Braille materials, GoReact, ST Math, manipulatives, and supplemental Curriculums to enhance the learning of students.
 2. USDB will continue to support the USDB students in class and during our after-school activities by purchasing supplies, library books, and online resources to improve reading skills.



School LAND Trust Funding

Carry-over Distribution Total Available Expenditures

School LAND Trust Funding FY2022-FY2023

Expected Total Expenditures 2021-2022 \$26,750

Carry-over to 2022-2023 \$628.50

Distribution 2022-2023 \$28,142.99

Total Available for 2022-2023 **\$28,771.49**

Planned Expenditures by Category with Goal Number

Planned Expenditures Enter the following for each expenditure in the goal.

- Books and Technology
- Supplies
- Associated Action Plan step number.
 - (1) Purchase books and technology for the 2022-23 school year: **\$26,750**
 - (2) Purchase other necessary supplies to administer the reading activities: **\$2,000.**

Expenditure Categories (choose subcategories)

- **Books and Technology**
 - Beable (Transition curriculum); \$2,500
 - NWEA MAP (Assessment tool); \$2,100
 - Homecourt PBL Subscription (Project-based Learning tool); \$400
 - BrainPOP (Science & Social Studies resources); \$3,500
 - Library books (Books for the reading); \$9,000
 - Braille materials (Reading materials for the blind); \$5,000.
 - SEL Supplemental Curriculum \$5,000
- **Supplies**
 - Manipulatives for student use: \$1000
- **Digital Citizenship/Safety Principles Component**

Does this academic goal include a component to implement digital citizenship or safety principles?

Yes **No**

If 'Yes' is selected, an answer to the following question is required.

Total expenditures in this limited expenditure category may not exceed \$7,000 total for the plan, consistent with R277-477. Enter any expenditures to implement **this component of an academic goal** with the expenditure category and the Action Plan step.



- **Estimated Carry-over** (as needed if the carry-over is >10%) **No anticipated carry forward amount.**

Funds to be carried over should be identified for a specific future need and should not be saved for unexpected contingencies.

Please explain why the Estimated Carryover to 2022-2023 of \$ N/A is more than the 10% of the Estimated Distribution for 2021-2022 of \$ N/A.

- **Funding Changes**

If expenditures in a plan are provided through a different funding source, making funds available to implement the goals in this plan, how will the funds be used differently to implement this plan? **N/A**

Be sure to provide an adequate explanation of academic use so the school board may approve the alternate use of the funds as part of this plan. An adequate explanation may prevent the need to amend the plan.

Please indicate the goal number(s) and explain how the increased funds will further implement the action plan(s). **Any increased funds will purchase more online educational technology or supplies to run the reading activities.**

- **Publicity**

The plan and the expenditures will be included on the USDB website under the School Community Council webpage

- **Approval**

Please indicate the voting results to approve this school plan.

Number that is approved: ?

Number that did not approve: ?

Number absent: ?