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

September 2011

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

Utah Code authorizes the Utah Schools for the Deaf and the Blind (USDB) to provide services to children with sensory disabilities ages birth through twenty-one. The opportunity to instruct infants and toddlers and to coach parents to become the primary educational facilitators for their child, gives our children an advantage in achieving significant development not available in many states.

> ***53A-25b-103(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 deafblind; and*
> *(d) the Parent Infant Program.*

Utah Code and Utah State Board of Education rules empower USDB to deliver services along the full-continuum of service options. Many state school systems for children with sensory disabilities limit service to specialized schools that are separate from public schools. USDB provides service through direct instruction in classrooms and through home interventions and itinerant support in local school placements. This coordinated and integrated delivery model gives Utah children significant educational advantage.

> ***The recommendation to the Utah State Board of Education from the USDB Task Force, August 2011:*** *"The Utah Schools for the Deaf and the Blind (USDB) is a statewide program funded by state dollars and federal funding for Special Education programs. USDB should be viewed as a statewide program providing service, both direct and itinerant, where appropriate and needed to meet the needs of all students with sensory disabilities."*

Utah Code and Utah State Board of Education rules require the USDB Superintendent to report at least annually regarding enrollment and student achievement.

> ***53A-25b-304. U-PASS testing and reporting.***
> *(1) The Utah Schools for the Deaf and the Blind shall annually administer, as applicable, the U-PASS tests specified in Section **53A-1-602**, except a student may take an alternative test in accordance with the student's IEP.*
> *(2) By November 30 of each year, through 2011, the Utah Schools for the Deaf and the Blind shall report to the board and the Education Interim Committee the following data:*

(a) number of students served;
(b) services provided;
(c) student participation in state assessments;
(d) academic achievement of students; and
(e) the impact on enrollment at the Utah Schools for the Deaf and the Blind resulting from statutory changes regarding eligibility.

USDB was also asked to specifically report on the number of students served in rural areas and how they are provided services.

Contents

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

1. Executive Summary
2. Description of Mission Statement, Vision, and Goals
3. Description of Enrollment
4. Description of Services
5. Description of Student Outcomes
    a. School for the Deaf
    b. School for the Blind
6. Rural Considerations
7. Conclusion: Success Stories
8. Utah State Instructional Materials Access Center (USIMAC) Annual Report

Executive Summary

The Utah Schools for the Deaf and the Blind (USDB) is unique among the nation's state schools for children with sensory disabilities. USDB is the only comprehensive program that provides families with services in all educational settings and placement options. USDB is the only state school system that gives families language and communication choice and provides service from birth through post high school transition. Results show that Utah children who are deaf, hard of hearing, blind, visually impaired, or deafblind are achieving as well as or better than others in the country with sensory disabilities.

1. USDB serves 1731 students using three service patterns;
    a. Parent Infant Program (infants and toddlers) – 434 children
    b. Campus or magnet schools – 313 students
    c. Itinerant services – 984 students
2. The Utah School for the Deaf serves children with hearing loss in two primary language and communication options.
    a. 79% using Listening and Spoken Language (LSL)
    b. 17% using American Sign Language/English (ASL-English)
3. The Utah School for the Blind offers students with vision loss instructional support in Braille, use of low vision devices, and expanded core curriculum.

The value of the Utah Schools for the Deaf and the Blind should be measured in a very different way than Utah's school districts are currently evaluated. Unlike school districts, every student enrolled in USDB programs has a sensory disability and receives special education services and support. With few exceptions, as children achieve grade-level or age-level proficiency, they are mainstreamed into their neighborhood schools or into public charter schools.

Student Achievement Outcomes:

1. The most apparent measure of success for the Utah School for the Deaf and the Blind programs is the number of students that are prepared to enter their neighborhood schools on competitive grade level and functioning comparable to their non-disabled hearing or sighted peers.
    a. <u>A substantial majority (over 70%) of children with hearing or vision loss are mainstreaming in the early childhood years.</u>
    b. <u>42% of children who are deaf or hard of hearing transitioned out of intensive USDB services before 3 years of age.</u>
    c. <u>80% of students with vision loss transitioned out of special education services before age 3.</u>

2. Another measure of success is the number of students that are able to transition from intensive services provided in the USDB Parent Infant Program and classroom services (campus and magnet) to itinerant services.
    a. <u>Itinerant services comprise 57% of the children served by USDB.</u>
    b. <u>Only 20% of Utah School for the Deaf students remains in USD classes through high school.</u>

c. Over 80% of students with only vision disabilities are mainstreamed by 3rd grade.

3. Lastly, program success is measured by the growth of students who remain in USDB classrooms as they progress to graduation or transition to adulthood. Students continuing in USDB programs continue to make annual growth.

Services:

1. The renewed emphasis on early intervention through PIP and early childhood special education has paid enormous dividends.
   a. 20% of PIP DHH students transition to USDB services.
   b. 13% of PIP BVI students transition to USDB services.
2. USDB provides all deafblind interveners statewide and all deafblind specialists support.
3. Orientation and Mobility instruction is provided statewide at no cost to districts.
4. USDB provides all specialized sensory disability specific services to every rural district.

USIMAC 2010-2011 Summary Report:

The Utah State Instructional Materials Access Center (USIMAC) has continued to grow during the 2010-2011 school year. During USIMAC's 2nd full year in operation we have seen a 375% growth in orders (1,690 orders) over the prior year. USIMAC was able to process and fill 40% of the orders with books from the Educational Resource Center (ERC) (15 %), the American Printing House for the Blind (APH) (15%) and other Outside Vendors (10%) that had already been produced. However, USIMAC produced 52% of the orders in-house (the remaining 8% of the orders were canceled).

With the help of the Utah State Office of Education (USOE), USIMAC developed a list of operating policies and procedures during the 2010-2011 school year. These policies and procedures have resolved any invoicing discrepancies among the Local Education Agency's (LEA's). In the past, each LEA Special Education Director received one large invoice at the end of the school year. Since orders are placed by the LEA's Itinerant or Teacher of the Visually Impaired (TVI), often times this invoice was the first indication to the LEA Special Education Director that a payment was due. The new policy provides each LEA Special Education Director a quote of the work that has been ordered prior to production. The Special Education Director must provide written approval of the quote before production can begin. When the approval is received and the materials are produced, the LEA Special Education Director immediately receives an invoice for those materials rather than waiting until the end of the year. To date, we have eliminated any discrepancies with invoicing and invoices are being paid within 30 days of receipt.

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: **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 it takes specialized skills and training 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 such as:

- 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 Deafblindness
- 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

We value USDB's relationship and its accreditations with these organizations.

Goals and Objectives

Agency Goal: Focus all resources where we can have the most impact.

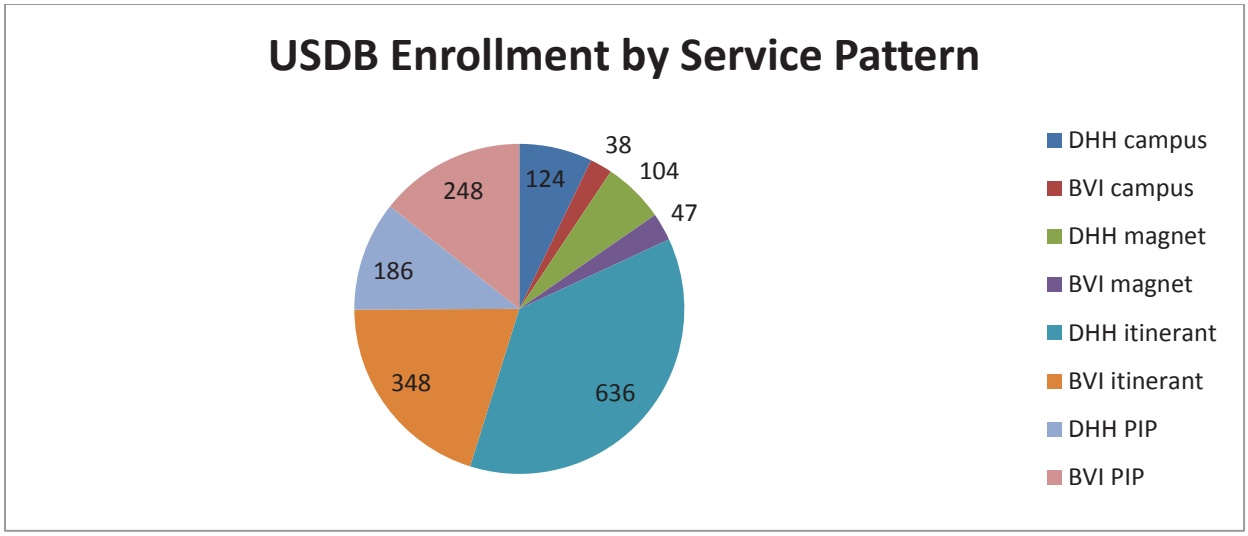
USB	USD
Early Braille Literacy	Emphasize Early Intervention
Provide Quality Accessible Materials	Provide Differentiated Instruction
Expanded Core Curriculum	Establish Collaborative Partnerships
Establish Low Vision Clinic	Increase Technology Access

Description of Enrollment

Number of Students Served:

USDB services to schools, children, and families have evolved into providing services through three different service patterns; early intervention provided to infants and toddlers through the Parent Infant Program (PIP), classroom programs provided to school-age students in both campus and magnet schools, and itinerant services provided to children in neighborhood schools or charters.

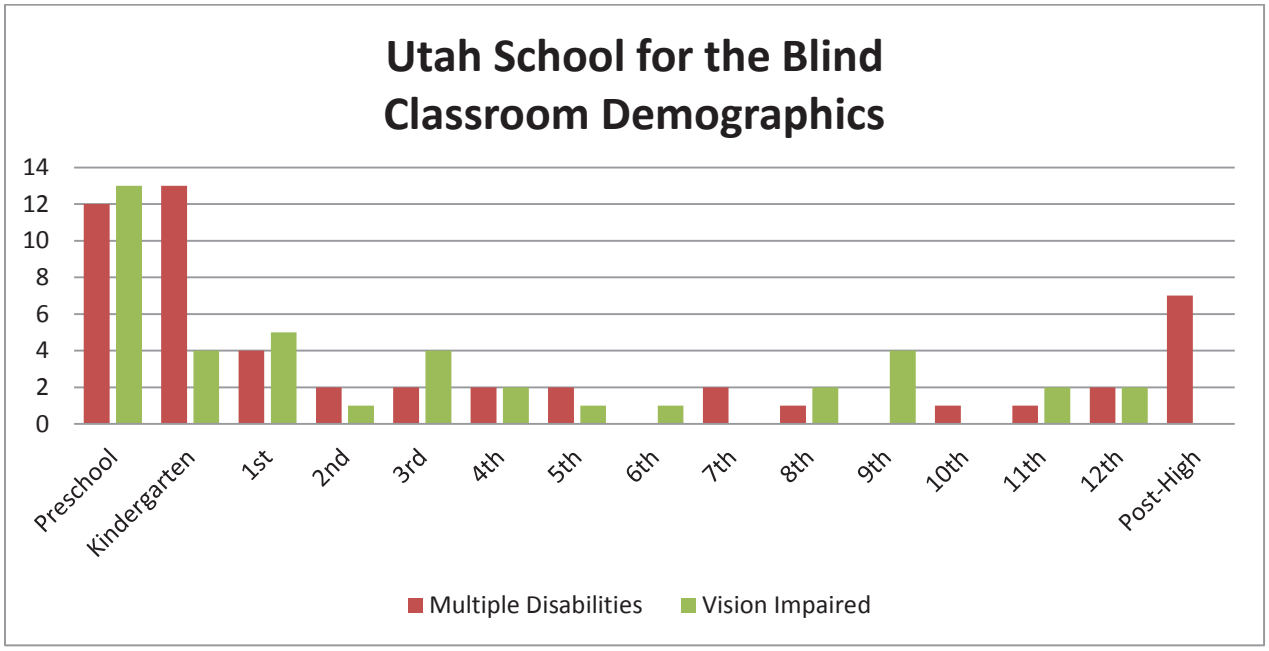
With the implementation of Utah Administrative Rule R277-800 in December 2009, USDB is now required to contract for provision of itinerant services available to students in the largest school districts in the state. Districts with greater than 3% of the total school-age population must provide itinerant services themselves or through financial contract with USDB. USDB services to 3% districts has eliminated or limited services and reduced the number of children served by USDB by about 450 students who had previously received itinerant services.

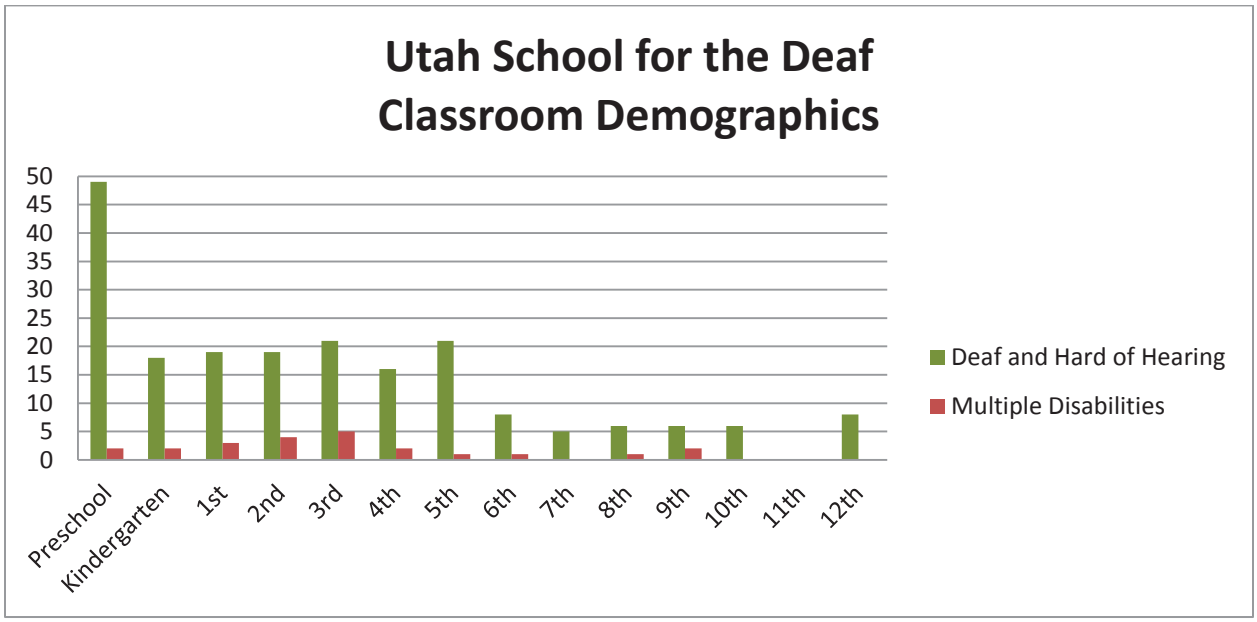


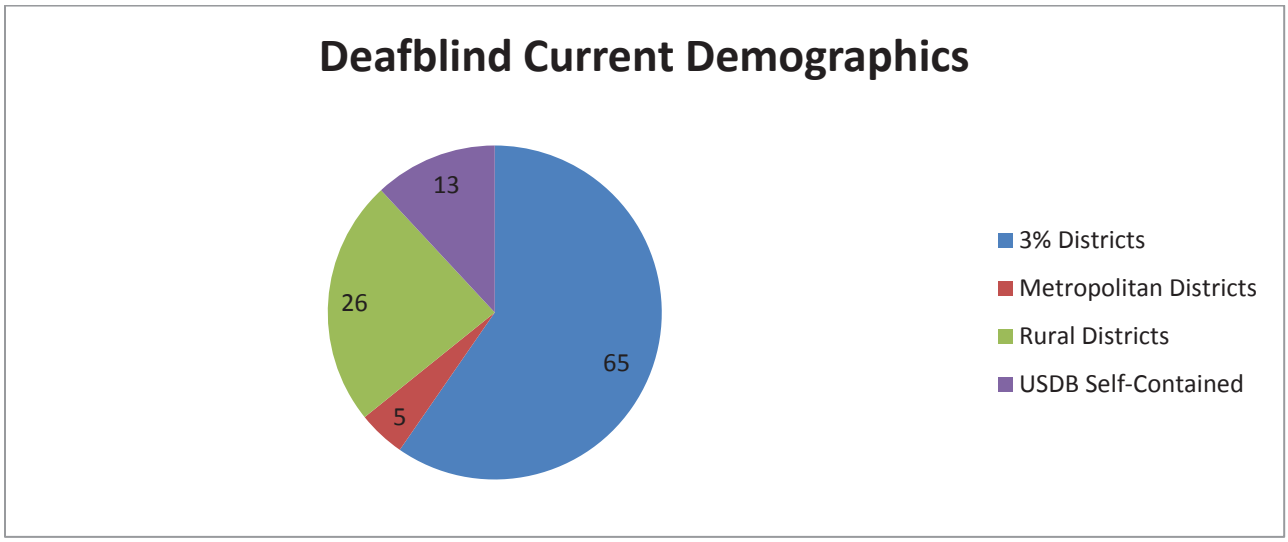
As of May 2011 USDB served 1731 students.

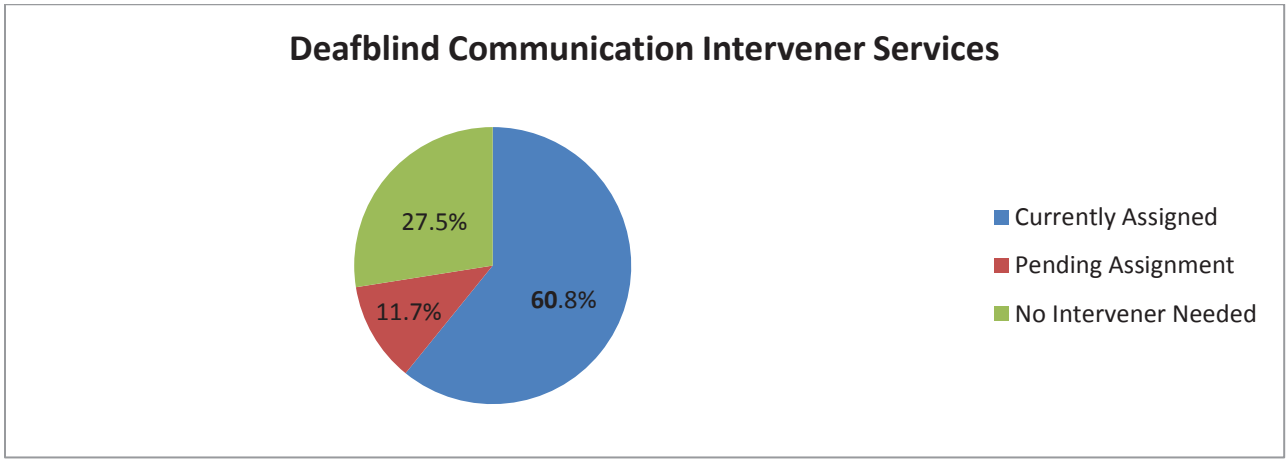
- Students receiving itinerant services comprised 57% (984).
- Infants and toddlers receiving PIP consisted of 25% (434).
- Students receiving USDB classroom services included 18% (313).
- Deaf and hard of hearing (DHH) was 61% (1050).
- Blind and visually impaired (BVI) was 39% (681).
- 55 children who are deafblind are included in USDB enrollment.

Deafblind Services provides support for 54 students who are not included in USDB service patterns. 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 deafblind services at no cost to districts. Each child and student with deafblindness is supported by a deafblind teacher specialist.


Utah School for the Blind
Classroom Demographics
14
12
10
8
6
4
2
0
Preschool
Kindergarten
1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th
Post-High
Multiple Disabilities
Vision Impaired


Utah School for the Deaf
Classroom Demographics
50
45
40
35
30
25
20
15
10
5
0
Preschool
Kindergarten
1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th
Deaf and Hard of Hearing
Multiple Disabilities


Deafblind Current Demographics
13
26
65
5
3% Districts
Metropolitan Districts
Rural Districts
USDB Self-Contained


Deafblind Communication Intervener Services
27.5%
11.7%
60.8%
Currently Assigned
Pending Assignment
No Intervener Needed

Description of Services

Service	Personnel	Students- 3% District	Metro Students	Rural Students
Teacher DHH Classroom	39	182	**20**	**43**
Teacher DHH Itinerant	17	255	29	252
Teacher DHH PIP	10	107	367	32
Teacher BVI Classroom	12	75	12	5
Teacher BVI Itinerant	11	104	34	146
Teacher BVI PIP	17	140	25	83
Educational Braille Support	4	13	9	2
Deafblind Teacher/Specialists	11	58	9	41
Deafblind Interveners *	74	51	4	19
Interpreters (ASL,Oral,Cued)	26	137	20	41
Orientation and Mobility	10	97	33	72
Occupational Therapy	2	90	12	13
Physical Therapy	1	62	8	11
Speech Language Pathology	5	147	14	11
Aural Habilitation	8	89	10	5
Psychology / Counseling	5	Provides Social skills training to all self-contained classes and provides assessments as needed to all self-contained students and some itinerant students		
Nursing	8	Provides 1-to 1 care for 7 students, care plans for 70 students and health care/screenings for classroom students		
Audiology	6	Test all self-contained children, rural testing, and assist state agencies in testing babies statewide.		
Low Vision	2	Not on IEPs, assessed as needed		
Assistive/Adaptive Technology	3	13	13	19
		Provides educational technology and assistive technology to all self-contained students and consultation to districts		
Adaptive Physical Education	1	170	21	24

*Children who are deafblind and need intensive support in order to access communication, people, and the environment may receive the support of **communication interveners**, a specially trained paraeducator who provides one-on-one support.

Description of Student Outcomes

Utah School for the Deaf

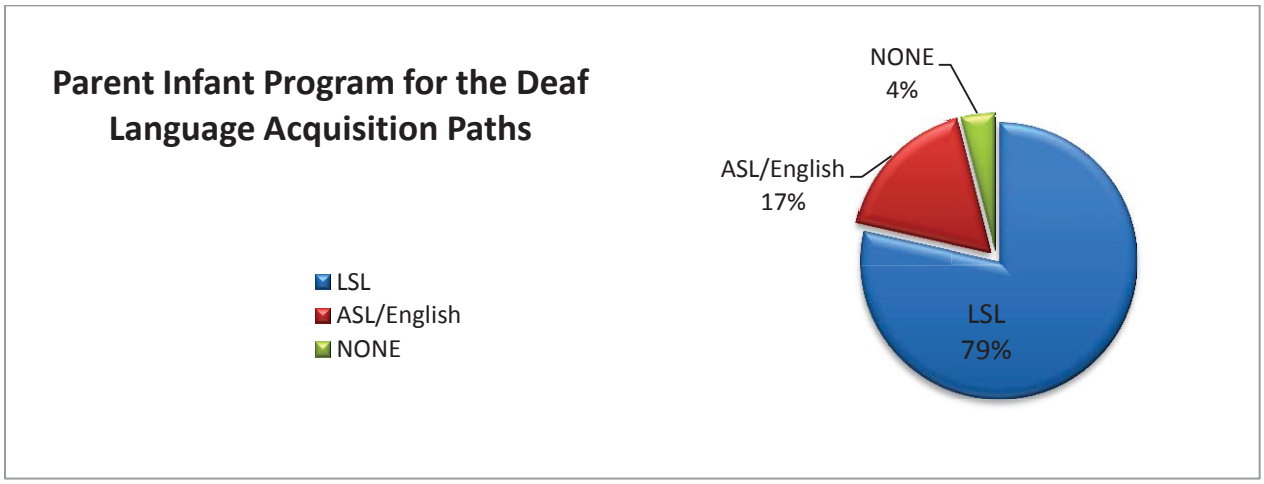
Parent Infant Program for the Deaf and Hard of Hearing

The journey for most of our children begins with infants and toddlers in the Parent Infant Program (PIP). Children with hearing loss are often identified through universal newborn hearing screening administered by the Utah Early Hearing Detection and Intervention (EHDI) programs of the Utah Department of Health in all Utah hospitals. The USDB Parent Infant Program collaborates with the Utah Department of Health through the state's Baby Watch and EHDI programs as authorized by Utah Code (53A-25b-305).

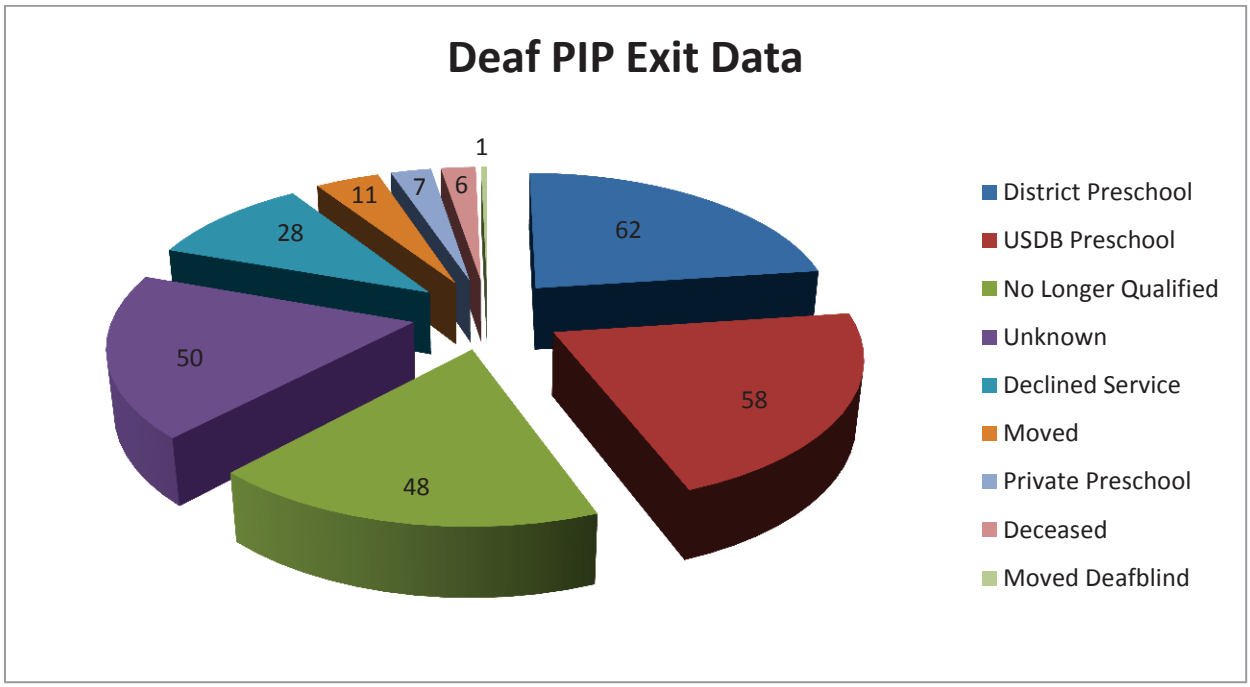
The Utah School for the Deaf offers families two distinct communication paths: American Sign Language/English (ASL/English) or Listening and Spoken Language (LSL). ASL/English programs emphasize the use of American Sign Language as a first language, on which base students can acquire written English as a second language. This program is designed to provide students with access to direct communication with teachers and peers through the use of American Sign Language throughout their school career. **Children in American Sign Language/English rarely transition out of USD classrooms before graduation. 17% of Deaf PIP children are enrolled in the ASL/English program.**

Listening and Spoken Language programs emphasize the use of auditory technology such as hearing aids or cochlear implants to teach students to listen and talk. **Over 70% of children enrolled in the LSL program mainstream out of the infant and toddler program or in the early childhood years often performing on level with their non-disabled hearing peers. 79% of children in PIP are enrolled in the Listening and Spoken Language program**.

The Parent Infant Program recognizes that early identification and early intervention services for children with sensory loss can significantly optimize developmental potential. Our mission is to provide high quality hearing services to children under the age of three who have hearing loss, and their families. Considering the large number of infants and toddlers served in USD early intervention, a significant number of students are able to transition out of intensive services during their participation in PIP.

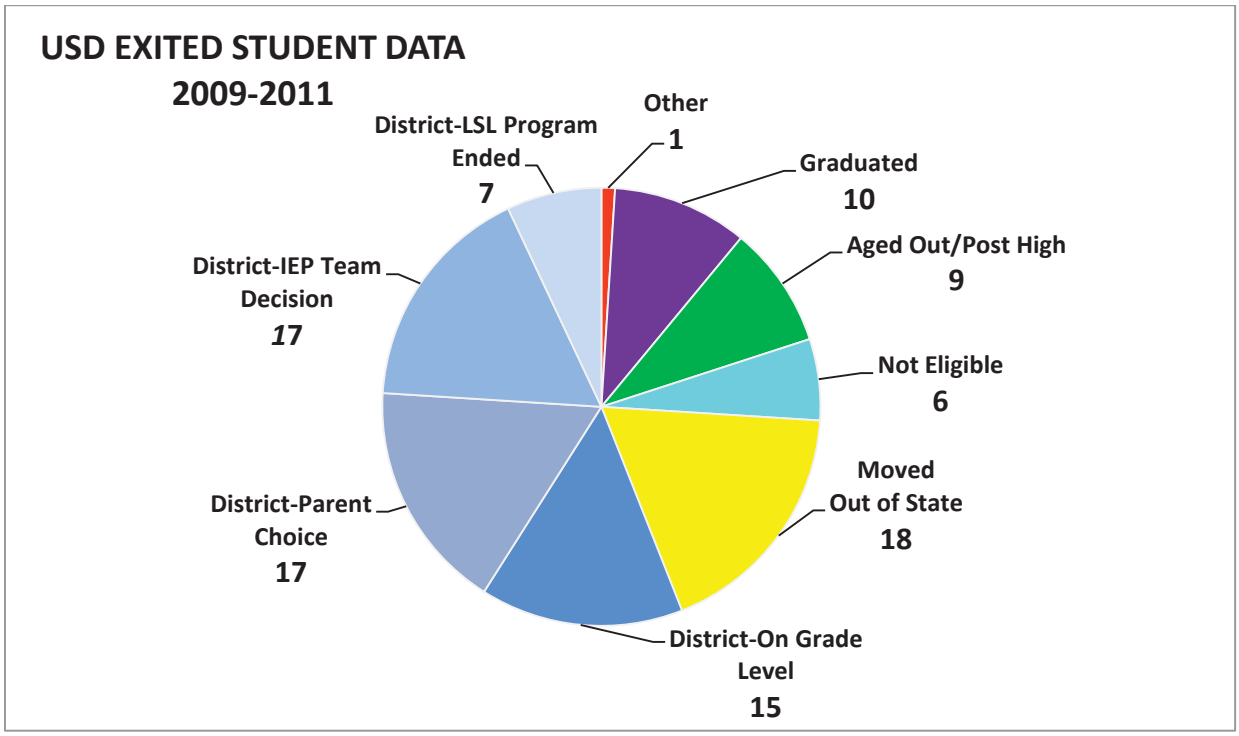


Parent Infant Program for the Deaf
Exit Data

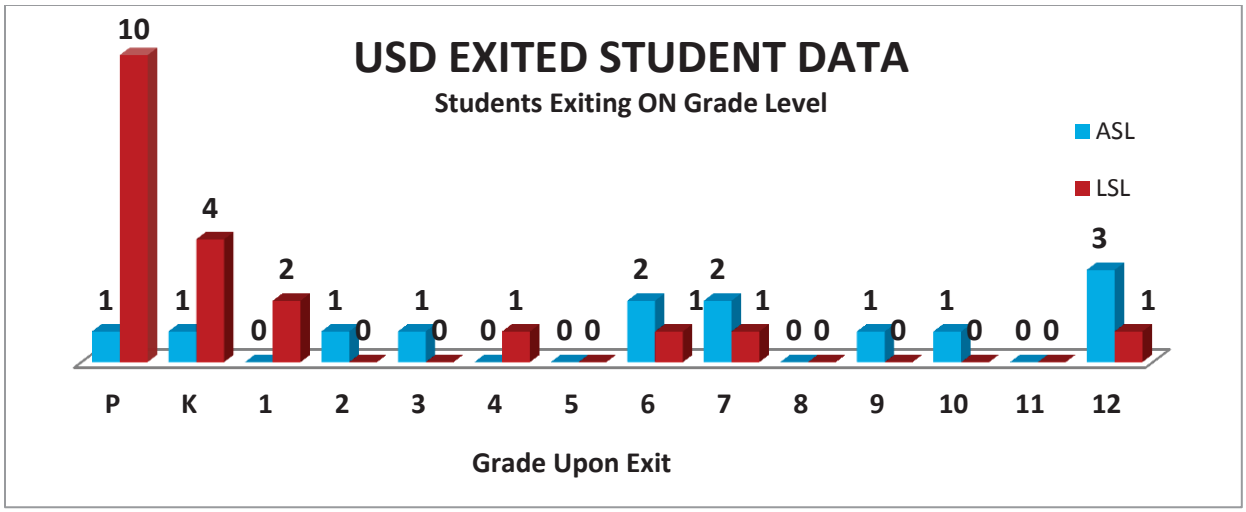


- USDB preschool - (62 children) Placement in Listening and Spoken Language or ASL/English preschools.
- No Longer Qualified – (48 children) Remediated hearing to no longer qualify for special education services during PIP years.
- Unknown – (50 children) unable to locate or transition not tracked.
- Declined services – (28 children)
- Moved –(11 children)
- Private Preschool – (7 children)
- Deceased – (6 children)
- Moved to Deafblind Services – (1 child)
- 42% of PIP children transitioned out of intensive USDB special education services.
- 20% of PIP children transitioned into USDB preschool services.

Utah School for the Deaf
School Age Exit Data



- 19% of Utah School for the Deaf students remains through high school graduation or post-high school programs.
- 56% of USD students transition to less restrictive and less intensive special education services in district or charter school programs.



- Most students using Listening and Spoken Language mainstream in the early childhood years. Over 70% of students using LSL from PIP and into early childhood services are mainstreamed by 3rd grade.
- Most students in ASL/English remain in Utah School for the Deaf throughout their school career.

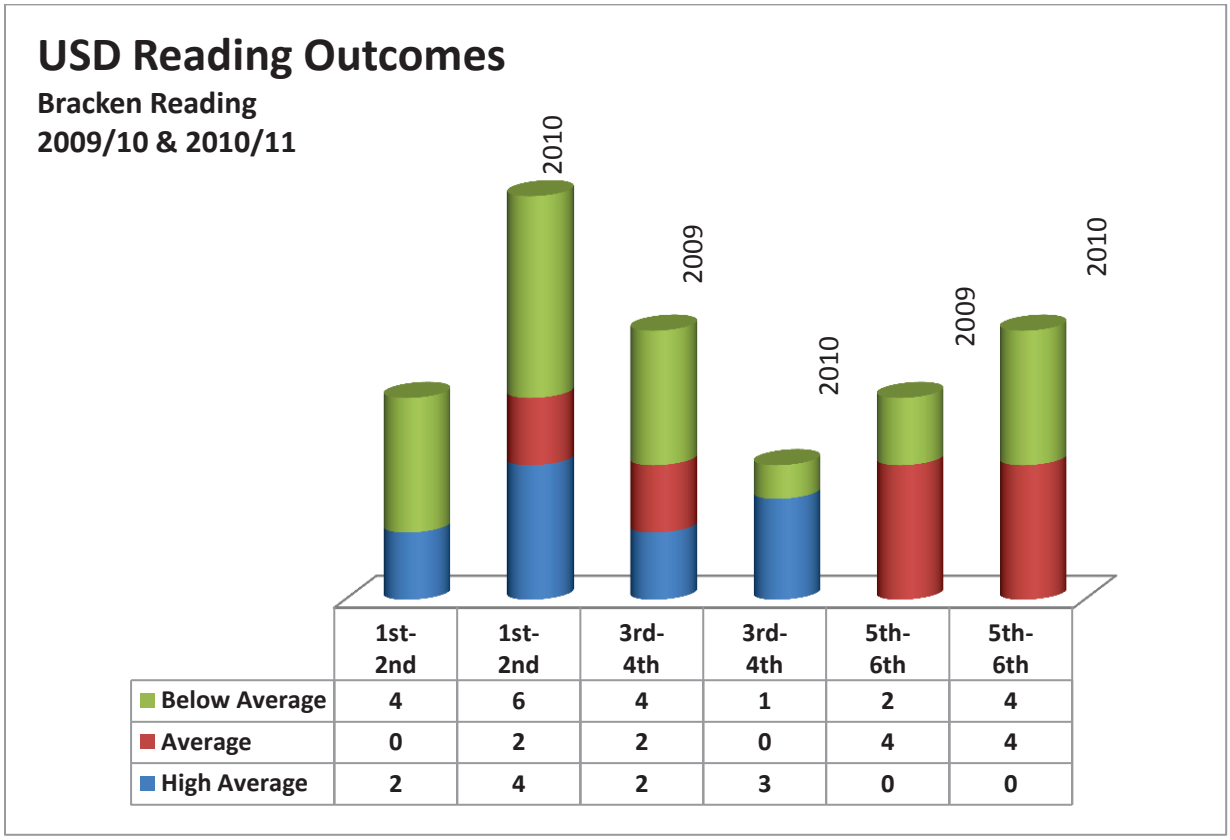
Assessment at Utah School for the Deaf

Consistent with the "Promises to Keep" initiative of the Utah State Board of Education, the Utah School for the Deaf is committed to effective assessment to inform high quality instruction and accountability. 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. USD administers individualized assessment to guide in the development of Individualized Educational Programs or 504 plans.

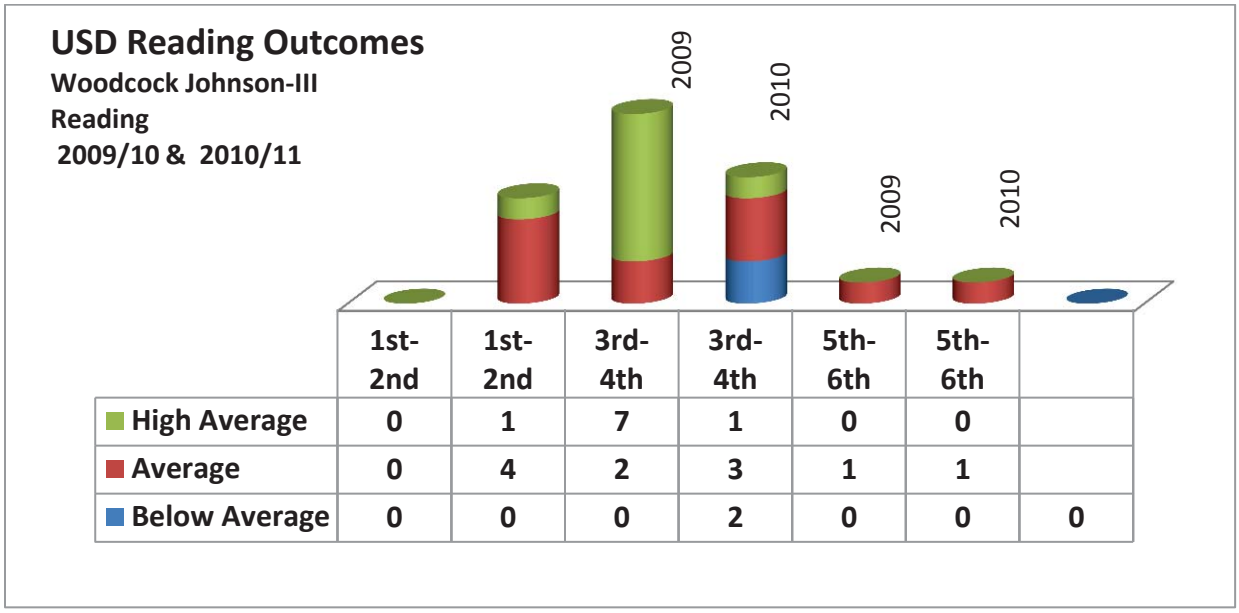
In addition to individualized diagnostic and achievement testing, USD participates fully in the Utah Performance Assessment System for Students (UPASS). Students receiving itinerant services are tested as part of the district-wide assessment system. Students attending USD campus or magnet schools are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

Standardized and Diagnostic Reading Assessment

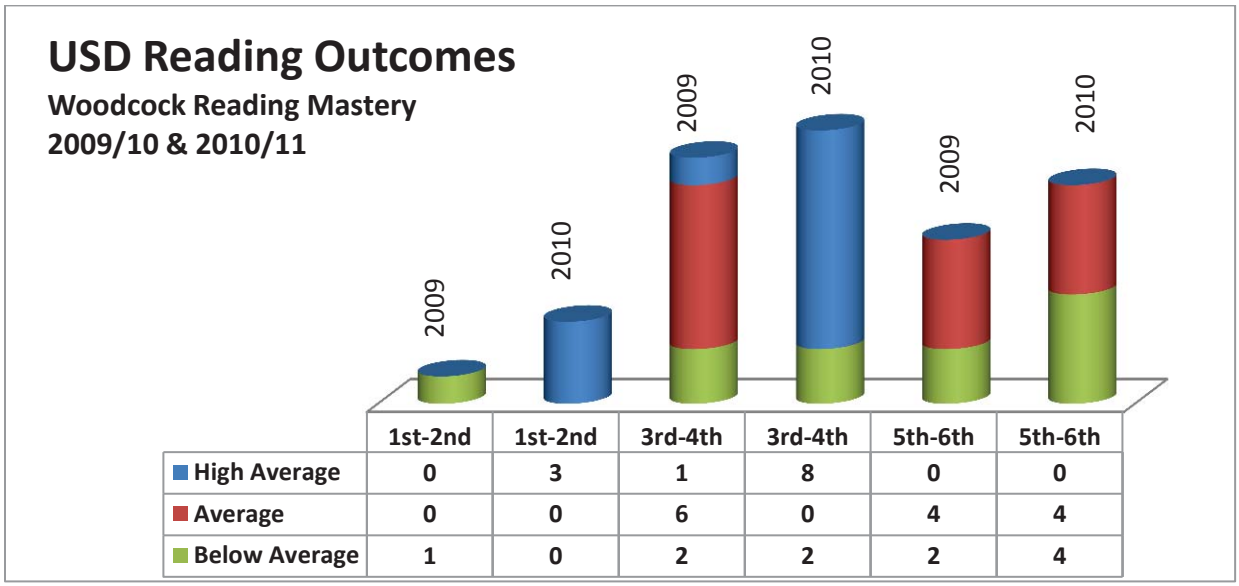
Literacy is the desired outcome for every student with hearing loss. The Utah State Office of Education suggests that students who are deaf or hard of hearing be administered an alternate test rather than the Dibels Test. USD gives a variety of reading assessments to monitor student growth.



	1st-2nd	1st-2nd	3rd-4th	3rd-4th	5th-6th	5th-6th
Below Average	4	6	4	1	2	4
Average	0	2	2	0	4	4
High Average	2	4	2	3	0	0



	1st-2nd	1st-2nd	3rd-4th	3rd-4th	5th-6th	5th-6th	
High Average	0	1	7	1	0	0	
Average	0	4	2	3	1	1	
Below Average	0	0	0	2	0	0	0



	1st-2nd	1st-2nd	3rd-4th	3rd-4th	5th-6th	5th-6th
High Average	0	3	1	8	0	0
Average	0	0	6	0	4	4
Below Average	1	0	2	2	2	4

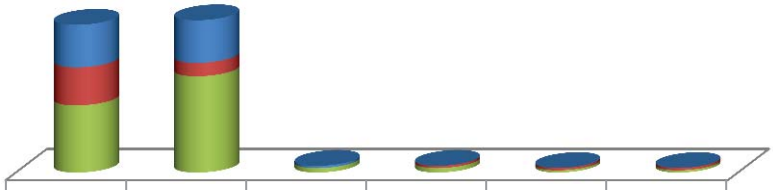
Language Assessment

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

USD Language Outcomes

Preschool Language Scale 4

2010-2011



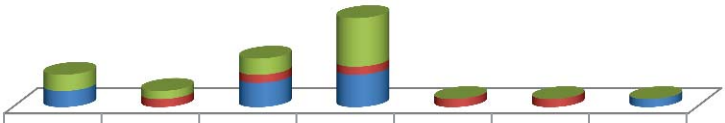
	Pre-E	Pre-R	Kinder-E	Kinder-R	1st-2nd-E	1st-2nd-R
High Average	19	19	1	0	0	0
Average	17	6	0	1	1	1
Below Average	30	43	2	2	1	1

The Peabody Picture Vocabulary Test is a measure of receptive vocabulary.

USD Language Outcome

Peabody Picture Vocabulary

2010-2011

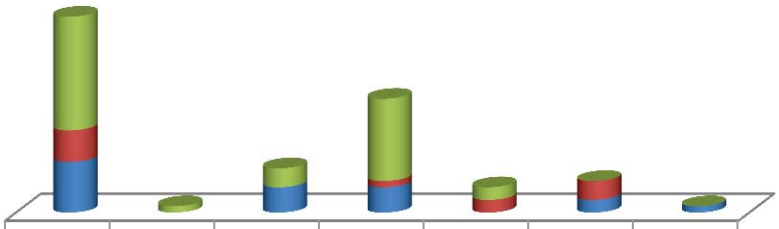


	Pre	Kinder	1st-2nd	3rd-4th	5th-6th	7th-9th	10th-12th
Below Average	2	1	2	6	0	0	0
Average	0	1	1	1	1	1	0
High Average	2	0	3	4	0	0	1

The Expressive One Word Picture Vocabulary Test is a test of expressive language skills.

USD Language Outcomes

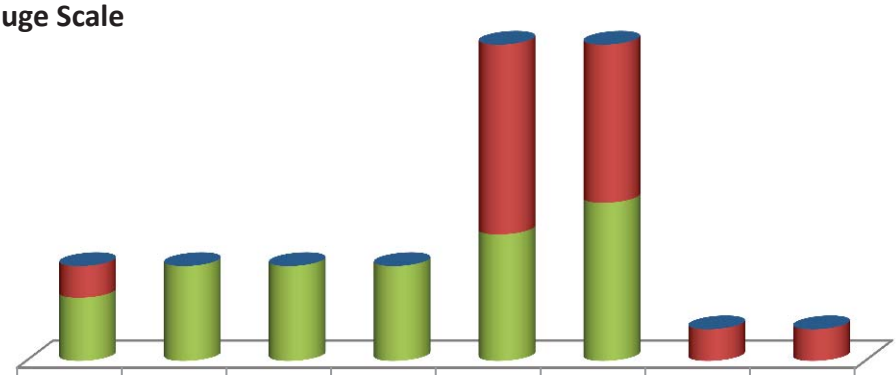
Expressive One Word
2010-2011



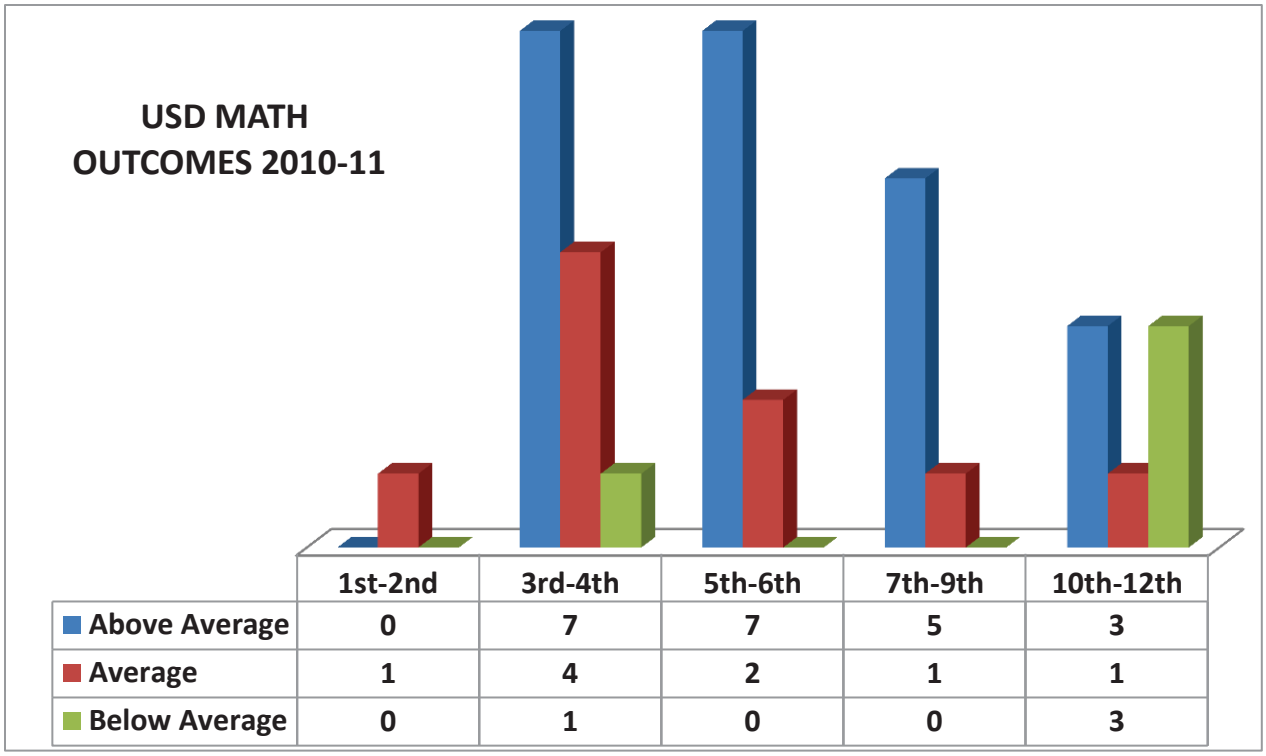
	Pre	Kinder	1st-2nd	3rd-4th	5th-6th	7th-9th	10th-12th
Below Average	18	1	3	13	2	0	0
Average	5	0	0	1	2	3	0
High Average	8	0	4	4	0	2	1

USD Language Outcomes

Oral Written Langauge Scale
2010-2011

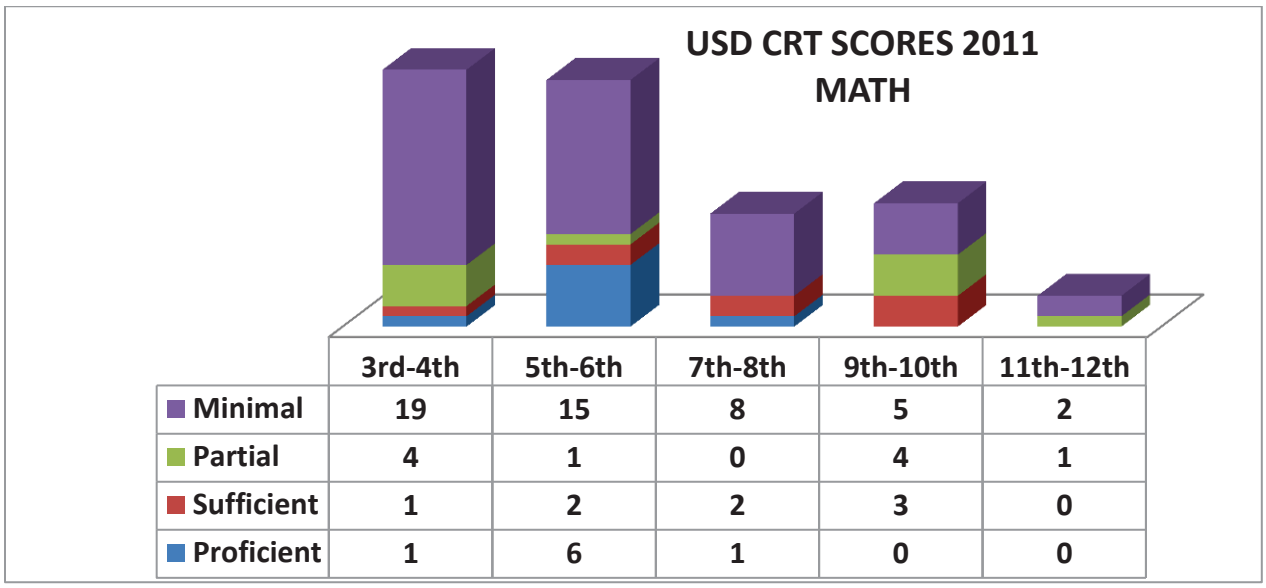


	Kinder-E	Kinder-R	1st-2nd-E	1st-2nd-R	3rd-4th-E	3rd-4th-R	5th-6th-E	5th-6th-R
High Average	0	0	0	0	0	0	0	0
Average	1	0	0	0	6	5	1	1
Below Average	2	3	3	3	4	5	0	0



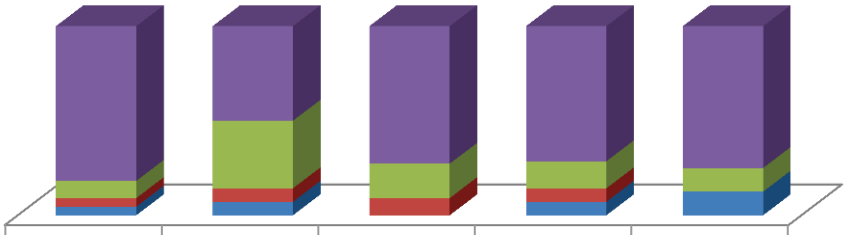
	1st-2nd	3rd-4th	5th-6th	7th-9th	10th-12th
Above Average	0	7	7	5	3
Average	1	4	2	1	1
Below Average	0	1	0	0	3

State Assessments for the Utah School for the Deaf



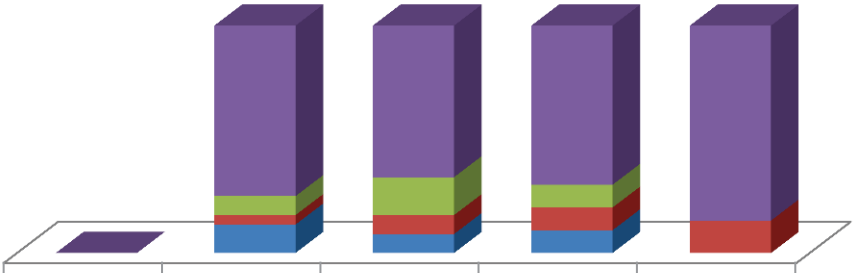
	3rd-4th	5th-6th	7th-8th	9th-10th	11th-12th
Minimal	19	15	8	5	2
Partial	4	1	0	4	1
Sufficient	1	2	2	3	0
Proficient	1	6	1	0	0

USD CRT SCORES 2011
Language Arts



	3rd-4th	5th-6th	7th-8th	9th-10th	11th-12th
Minimal	18	7	8	10	6
Partial	2	5	2	2	1
Sufficient	1	1	1	1	0
Proficient	1	1	0	1	1

USD CRT SCORES 2011
Science



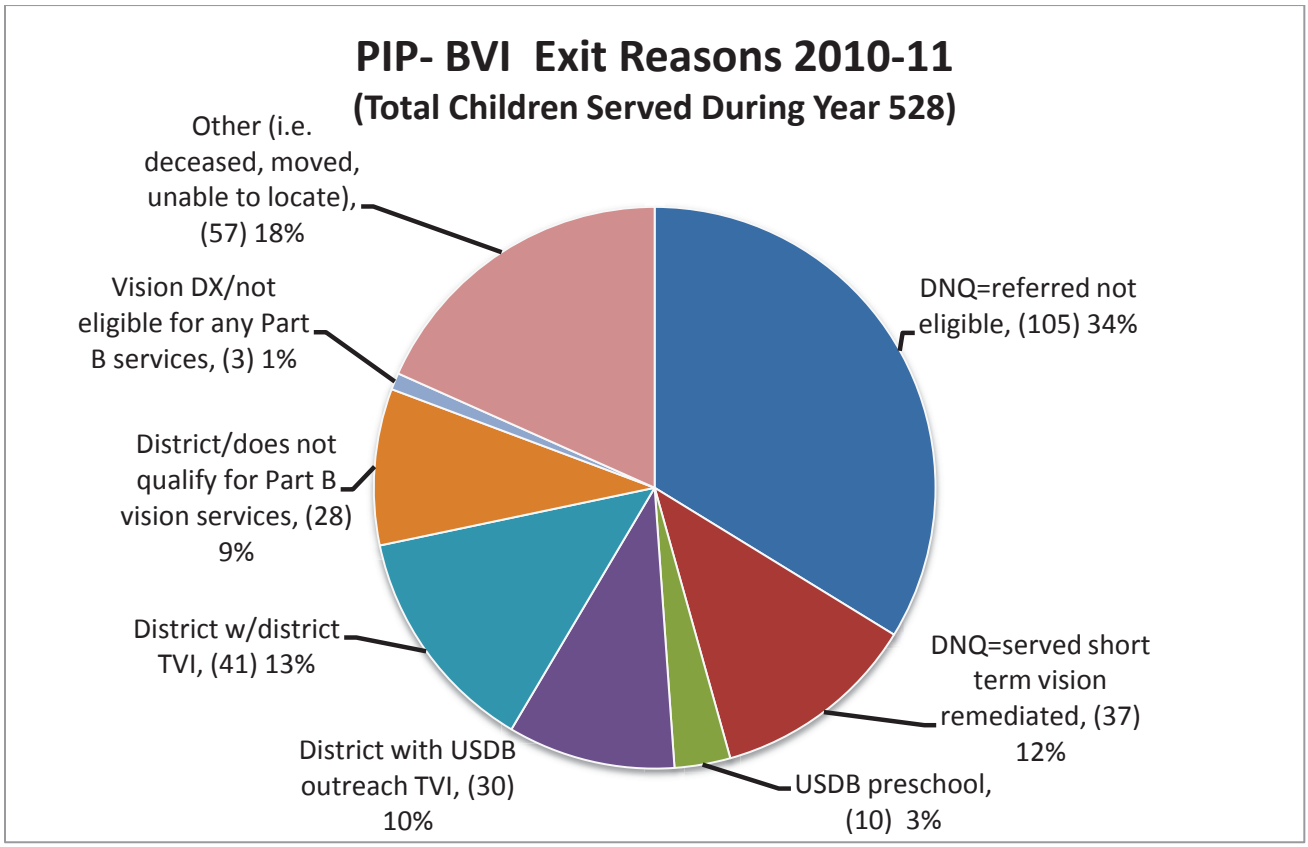
	3rd-4th	5th-6th	7th-8th	9th-10th	11th-12th
Minimal	0	18	8	7	6
Partial	0	2	2	1	0
Sufficient	0	1	1	1	1
Proficient	0	3	1	1	0

Utah School for the Blind

Parent Infant Program for the Blind and Visually Impaired

The journey for most of our children in the USDB Parent Infant Program for the blind and visually impaired begins with identification through collaborative efforts with the Health Department's Baby Watch program. Approximately 52% of our infants or toddlers have disabilities in addition to vision impairment. The national average of children with visual impairments who have additional disabilities is 52-68%.

Transition of Blind and Visually Impaired from PIP

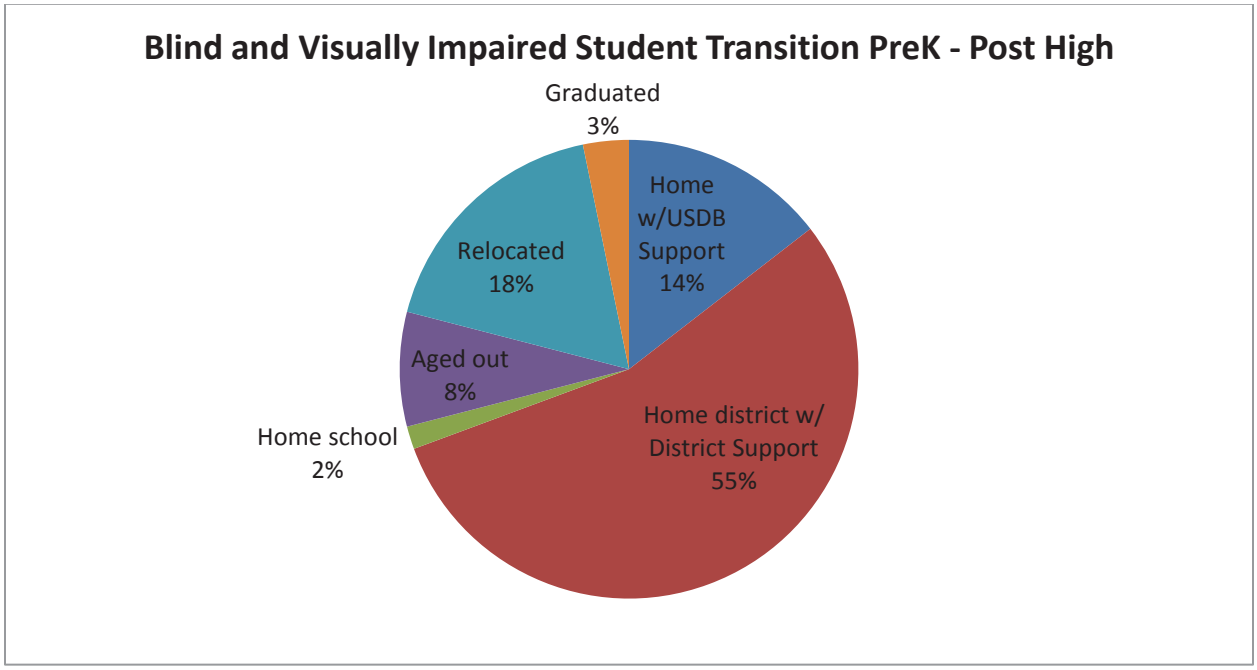


1. DNQ=served short term - As a result of early intervention, some children who are blind or visually impaired, without concomitant disabilities, return to a level of functioning equal to their non-disabled sighted peers.
2. At three years of age, children transition from the Parent Infant Program for the Blind and Visually Impaired (PIP-BVI) to Part B school-age special education services.
    a. USDB preschool
    b. District preschool with USDB outreach TVI
    c. District preschool with district TVI
3. DNQ= referred not eligible - Because of the difficulty of diagnosing vision impairment with infants and toddlers, a third of children have been served in a diagnostic placement until they are found to not be eligible.
4. Vision DX refers to children that the ophthalmologist has been unable to confirm vision loss.

School-Age Transition of Blind and Visually Impaired

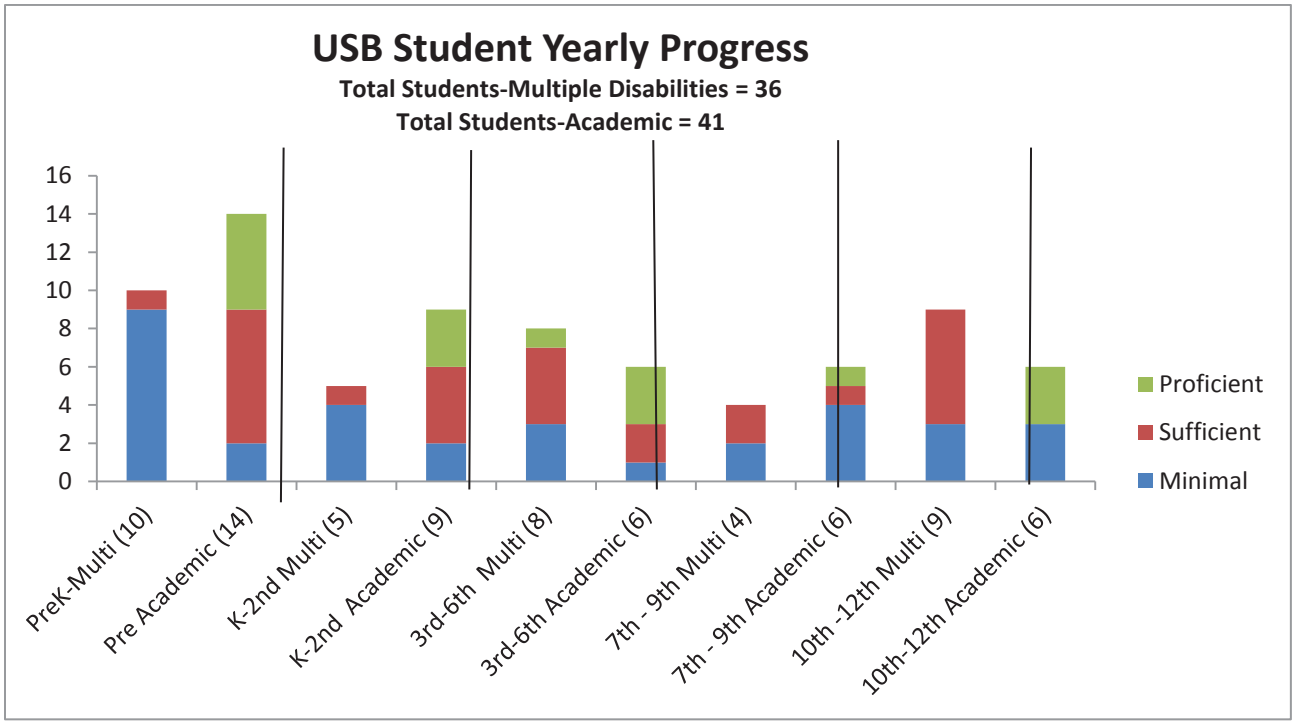
Some transitioning Parent Infant Program- Blind Visually Impaired (PIP-BVI) children may be placed in a USB classroom to receive intensive services in areas such as Braille, technology, tactile graphics, and orientation and mobility; for children with visual impairments and concomitant disabilities, intensive services may be required in areas of visual efficiency. If the vision issues are remediated, these children return to their home school districts. The guidelines provided through Utah Administrative Rule 277-800 assist in the determination of appropriate placement.

USDB demographics indicate that the majority of students with visual impairments typically begin transitioning to their home school districts following kindergarten. The rise in post high can be attributed to the Supported Transition Extension Program (STEP) providing intensive instruction in independent living skills.



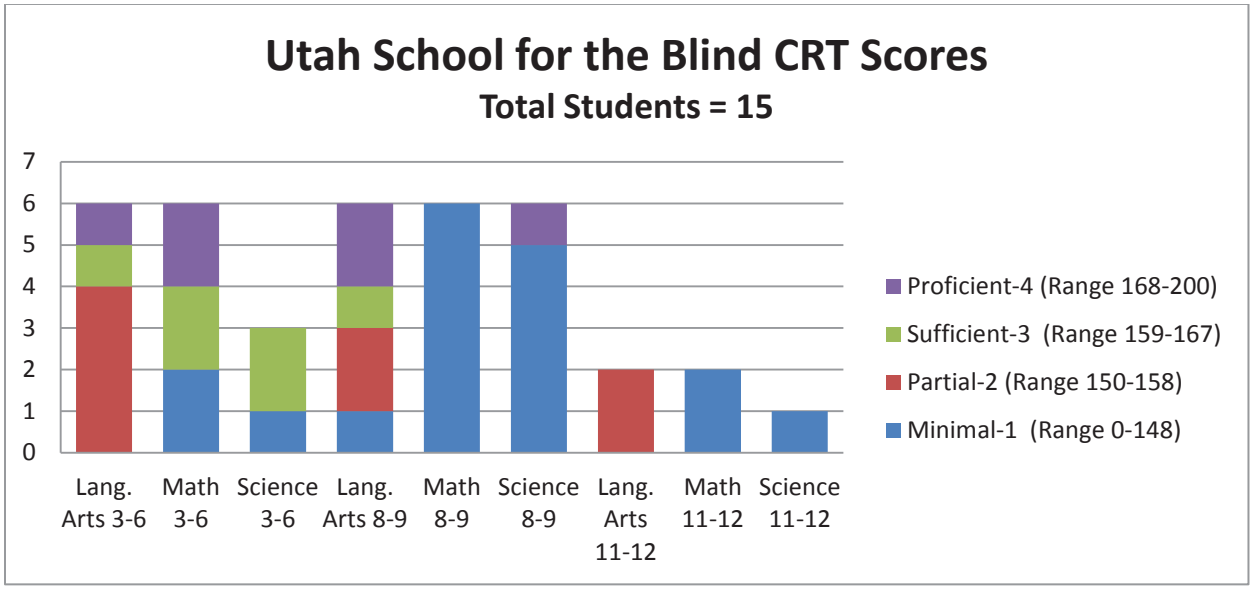
Assessment at Utah School for the Blind

Utah School for the Blind is committed to effective assessment to guide high quality instruction and encourage accountability. Clear understandings of the students we serve in USB classrooms, and the effectiveness of our interventions, guide us in the development of program improvement plans. USB administers individualized assessment to guide in the development of Individualized Educational Programs specific to academic and functional performance.



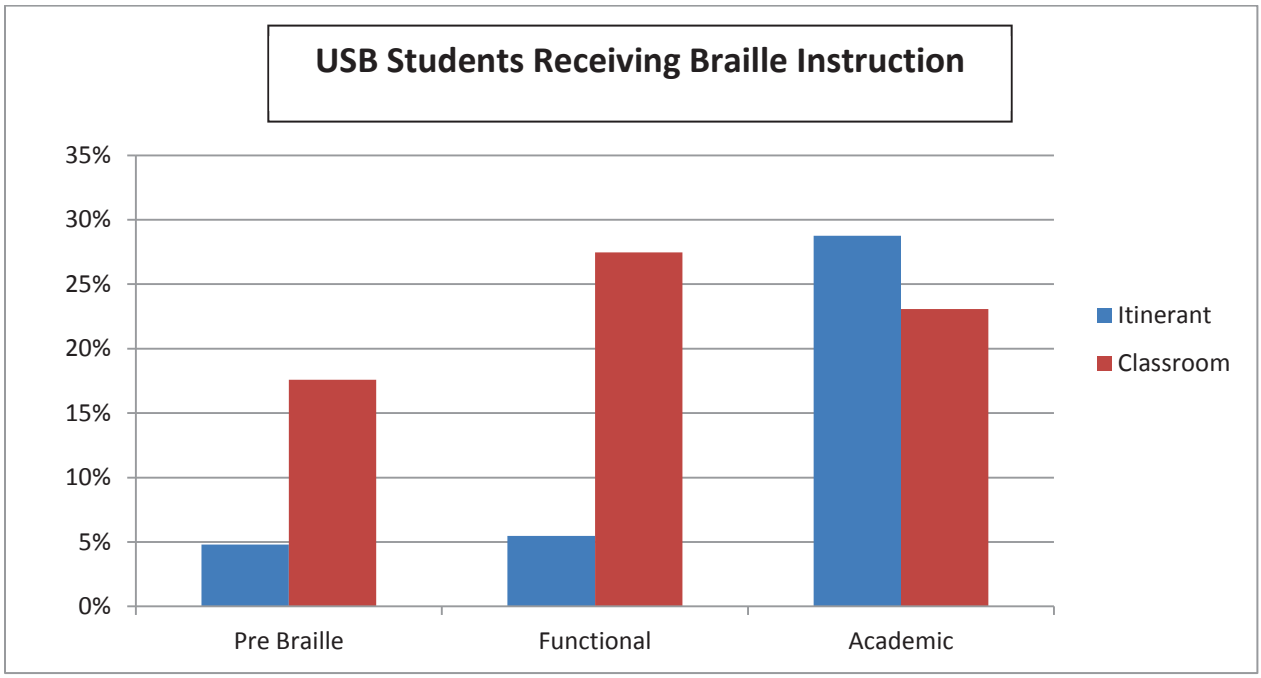
State Assessments for the Utah School for the Blind

The state required assessments, Criterion Referenced Tests (CRTs), begin in the 3rd grade. Most academic students with vision loss have mainstreamed out of USB by the 3rd grade. Therefore the number of students taking statewide assessment is minimal.



USB Students Receiving Braille Instruction

As defined in Utah Code 53A-25a-104, instruction in the reading and writing of Braille will be provided to students as determined through regular needs assessments. USB follows Code and provides Braille instruction to students in either USB classrooms or through USB itinerant services as appropriate.



Rural Considerations

Children with sensory disability from rural areas rarely have access to the intensive services available to families living along the Wasatch Front. Early intervention services are comparable, but beyond PIP eligible age, many local educational services are limited. USDB accommodates the needs of these students by providing intensive services through our comprehensive itinerant and related services programs.

In extreme cases children are placed in residential services on the USDB Ogden Campus. USDB makes every effort to provide services needed by the child or family in their home community rather than to remove the student from their home and family environment.

Conclusion: Success Stories

Graphs and numbers may provide critical statistical data, yet numbers can't define a certain critical element of success. It is the child, our student, who breathes life into those statistics. May I conclude with a few USDB success stories…

Success #1: Sam is an elementary student living in a distant rural area. Blind since birth, Sam is an extremely inquisitive student. Everything he touches, hears, smells and explores provides critical sensory input that expands Sam's world. Most important, Sam knows Braille. Receiving his initial services from the Parent Infant Program for the Blind and Visually Impaired, Sam now receives services from a USB itinerant teacher who teaches Braille for literacy, Nemeth math code for numeracy, and the Expanded Core Curriculum – which teaches additional skills that a blind or visually impaired child might need to be successful our society today. Sam loves Braille, and currently calls his Braille learning center his "Braille hut." Sam also receives orientation and mobility services from a USDB Orientation and Mobility (O&M) Specialist who provides specific instruction so Sam can learn to successfully navigate his environments with his white cane. Sam's world is literally at his fingertips. Sam is on grade level and excels in the classroom environment.

Success #2: One former USDB student began in the Parent Infant Program for the Blind and Visually Impaired. She moved on to USDB for preschool. Quality instruction combined with a young girl's determination prepared her to return to district schools for the remainder of her school years where she received support from USDB outreach teachers. When she was about seven she began losing her hearing. Eventually deafblind services from USDB began to provide instructional coaching related to deafblindness for her IEP team. She was very involved in school including extra-curricular activities like drama productions. She graduated from high school and is now in her second year attending a university on scholarship. Brigham Young University has created a documentary about her. Deafblind services supported her through graduation and she is now a member of deafblind advisory and transition committees.

Success #3: From a second grade ELL Class to a 12th Grade college-bound student; this visually impaired young man entered the USB Region II classroom at the age of seven needing to learn Braille, English, and methods to use his limited amount of vision. Since an early age, his career goal was to be a Veterinarian and that is still his dream today. He is on track to attend college with his successful completion of his high school math and sciences. He credits his success to his teachers who have taken the time to encourage him, teach him braille and technology and to participate in extra-curricular activities by joining the Future Farmers of America (FFA). Currently he is very active in career development events through the Utah FFA Association and participates in public speaking events, parliamentary procedures, discussion meets, job interviews and dairy food judging. He has been an officer of the Granite Mountain FFA Chapter for the past 3 years, holding the titles of Vice President, Sentinel and Treasurer. He is truly on the road to success.

Success #4: A ten year old student from a very rural area in Utah began to receive services in the Parent Infant Program due to his profound hearing loss. He received a cochlear implant when he was three and a half years old. Since there was no self-contained program available in his area, he was put in a non-categorical preschool in the district with intensive services from a USDB outreach teacher of the deaf. Following preschool, he went into a mainstream kindergarten with continued services from a USDB teacher of the deaf. He is now in fifth grade and has scored above average in language and math on the CRTs for his grade. His cochlear implant, FM system, and the great support he has received from his USDB teacher of the deaf has been a great benefit in assisting him in his academic pursuits. He is a well-adjusted young man who is able to communicate with his peers orally and he loves to read.

Success #5: A seven year old profoundly deaf child who has been deaf since birth was identified at nine months old. Within a week of her identification, the USDB Parent Infant Program was contacted and she began to receive services. At 15 months of age she received a cochlear implant and when she turned three, she began preschool at USDB. She spent kindergarten and first grade partially in the mainstream and partially in a classroom with a USDB teacher of the deaf. Now she is fully mainstreamed in her neighborhood school for second grade. She talks on a cell phone and comes to second grade with a 2.5 grade reading level from first grade. She is very social and an excellent communicator.

Success #6: Another child's hearing loss was not identified until she was three years old. Mother reports that her behavior at this time was continually becoming problematic. She was beginning to have temper tantrums, becoming clingier with parents, and refusing to participate in age-appropriate activities including preschool, where she was enrolled in her district. Her hearing loss was identified and she received a cochlear implant in one ear and a hearing aid in the other. She was then enrolled at the Utah School for the Deaf. Intensive language services were provided by both the USDB classroom teacher in a group setting and a USDB Auditory-Verbal Therapist individually. Parents were also provided bi-weekly Parent/Child therapy sessions to learn how to address their child's language needs in the home. Within one year at USDB, her Preschool Language Scale score recorded an almost two year improvement. By kindergarten, her language test scores, as well as her academic testing, were on level with typical peers. She is now mainstreamed in her neighborhood school for first grade. She is reading above grade level, and her mother reports she is reading books on her own. Her favorites are *Junie B. Jones* and *Little House on the Prairie*. Her parents credit USDB for the progress she has made in language development and being able to mainstream not just on level with, but ahead of, her peers.

Respectfully Submitted,

Steve W. Noyce, Superintendent
Utah Schools for the Deaf and the Blind

Educational Resource Center (ERC) and

Utah State Instructional Materials Access Center (USIMAC)

Educational Resource Center (ERC)

The mission of the Educational Resource Center is to provide library support to the Utah schools for the Deaf and the Blind as well as all Local Education Agency's (LEA's) within the state of Utah. This includes providing information, technology, and instructional materials which assist Utah children with sensory impairments in reaching their maximum potential. It is also the mission of the ERC to facilitate access to materials, information, and training for teachers and parents of children with sensory impairments.

The ERC consists of two locations, one in Salt Lake City, and the other in Ogden. The SLC ERC currently employs a Librarian and two library technicians. The Ogden ERC currently employs a Librarian and three Library technicians.

Both locations complete a full inventory (over 100,000 items) each year in March. This included curriculum, teaching aids, APH kits, literacy programs, Large Print books, Braille textbooks, equipment (switches), etc. As a result of this inventory we have been able to update our records completely. We now have an accurate perpetual inventory thereby allowing our patrons to more easily locate the items they need. This inventory also allows us to pin point any damaged or missing items. Coupled with our end of the year reconciliation and annual patron agreements we have been able to drastically reduce the amount of damaged or lost items from the previous year. After completing our first annual inventory during the 2009-2010 school year we had an actual loss of over $500,000. With tighter controls on our inventory and the addition of our annual patron agreement, in the 2010-2011 school year we had an actual loss of only $16,700; a dramatic cost reduction over the prior year. Our goal is to have less than $10,000 of loss each year.

The ERC has continued with their interactive "Story Time" program. This has proved to be an invaluable program. During Story Time, children come to have an interactive (audio, visual, and sensory) story time with the Librarian. Each story is specific to the children's needs based on their impairment. We have seen many breakthroughs with this program including children opening up and speaking during story time where they haven't previously in their classrooms.

In May and June of 2010, the ERC undertook an enormous project of donating outdated textbooks to Bangladesh. One of the ERC technicians took it upon herself to see this project through including recruiting volunteers, obtaining donated packing tape and boxes, and ensuring that all requirements were met in order to ship the books "Free Matter for the Blind" internationally. Over 1,000 volunteer hours were donated in order to complete this project. The library in Bangladesh said our shipment was the largest donation they had ever seen.

Utah State Instructional Materials Access Center (USIMAC)

Students Served: 153
School Districts Served: 24
Charter Schools Served: 8

USIMAC, located within the Ogden Campus of USDB, employs a program coordinator, 2 Braille Transcribers, 2 Braille Transcriber Volunteers, 2 Braille Proofreaders, 4 part-time Braille Proofreader Aides, a Graphics Arts Specialist, and 2 Large Print Specialists.

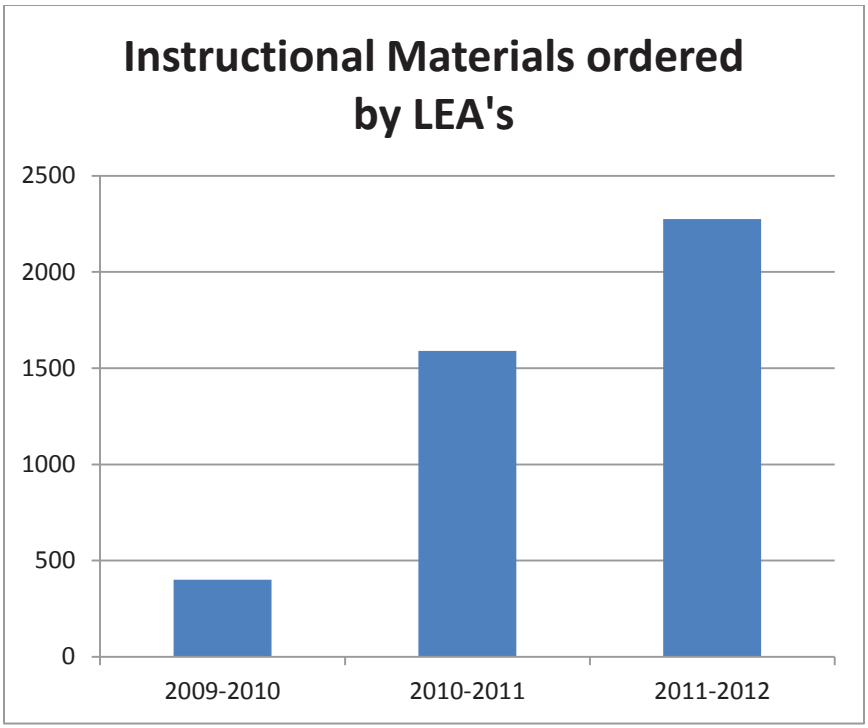
The USIMAC program was created to ensure that all children within the State of Utah, who have print disabilities, will receive their textbooks and other core material: 1) In the format they need it in, and 2) in a timely manner (the same time as their non-print disabled peers). In the past, children with print disabilities were not receiving their textbooks and other printed materials in a timely manner. During the 2010-2011 school year the delay has drastically decreased. LEA's are ordering their material sooner and USIMAC has increased staff capacity with the formation of our Preferred Braille Network (PBN). This network consists of 16 contracted Braillist's across the country and has resulted in more timely production of materials.

Children with print disabilities cannot use regular printed core materials. The USIMAC program produces accessible core materials in several formats including Braille, Large Print, audio (MP3 format), digital (e-texts such as PDF, HTML, Word, text), or DAISY (which can be a combination of audio and digital formats.

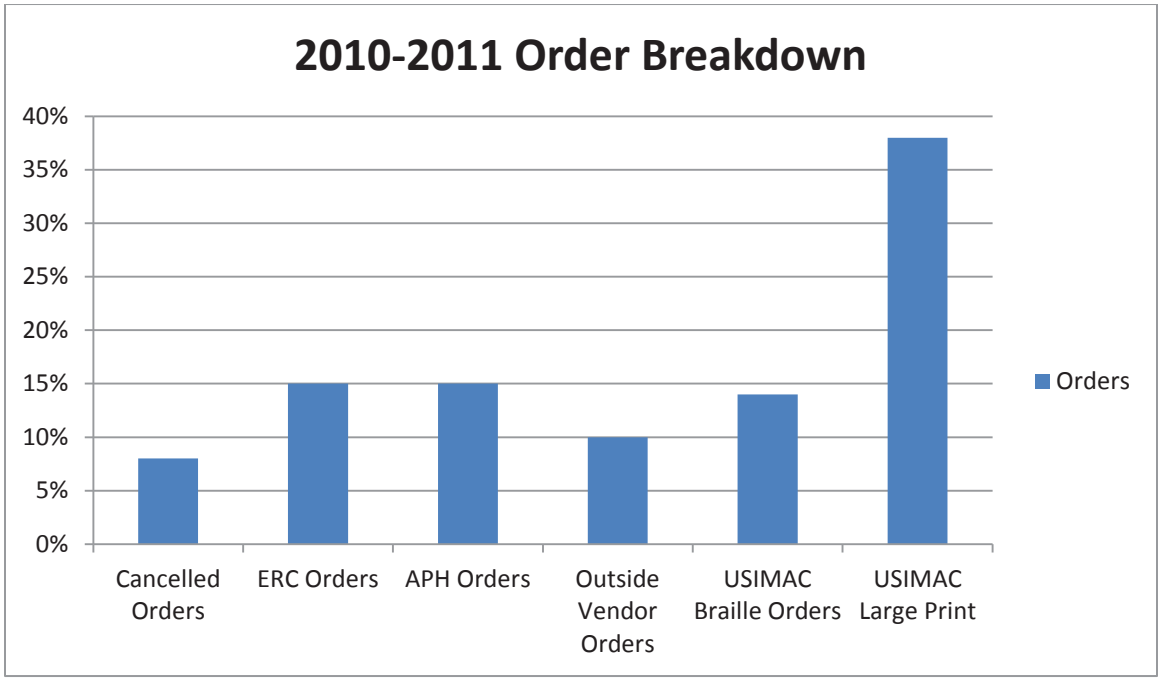
The USIMAC program has been extremely successful as demand has boomed! While we have made a great start, we believe this is only just the beginning.

Below are a few statistics of the continued growth USIMAC has seen during the last few years:

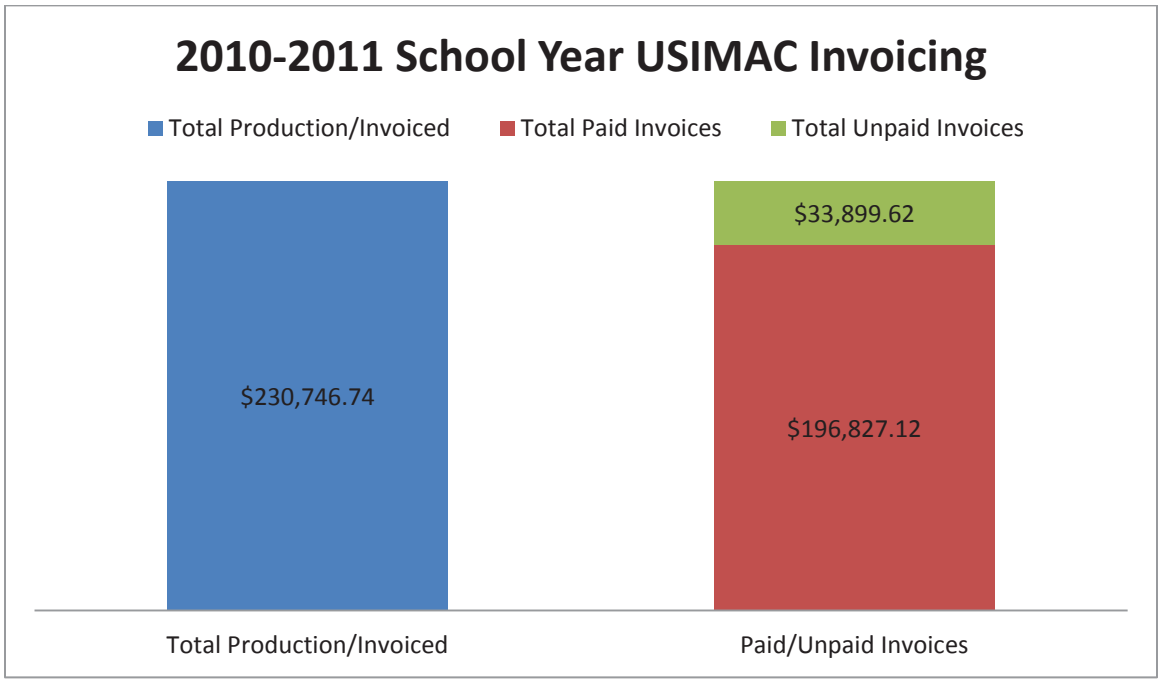
- Number of materials USIMAC ordered in 2009-2010 school year 449
- Number of materials USIMAC ordered in 2010-2011 school year 1,690
- Number of materials USIMAC ordered to date in 2011-2012 school year 2478



The orders received during the 2010-2011 school year are broken down as follows:



According to Board Rule R277-800, materials produced in USIMAC are to be invoiced to the ordering LEA at 75% of the actual cost. A total of $230,746.74 in materials were ordered and procured/produced during the 2010-2011 school year for LEA's in the state of Utah. Of that $230,746.74, all invoices have been paid except for $33,899.62 of which we are still expecting to receive around $20,000.



While there is still a small amount of unpaid invoices from the 2010-2011 school year, in conjunction with USOE, USIMAC has developed some policies and procedures of operation that will completely eliminate any unpaid invoices in the future. Before production begins on any project, each LEA Special Education Director must provide an approval on the estimated quote that they are given. By requiring this approval, each of the LEA's are aware of the production costs up front. This allows them to have better control of their budget and ensures payment once the project is complete. Also, rather than generating one large invoice at the end of the school year for all materials created, invoices are being generated per project as soon as it is completed and delivered. The LEA's are given 30 days to pay the invoice. To date during the 2011-2012 school year, USIMAC has already received payment for all invoiced projects.

2010-2011 Accomplishments

1) Met with all LEA's within the State of Utah (K-12) who have used our services in the past or expressed interest in our services and explained our services.

2) Formed the Preferred Braille Network (PBN)