UTAH SCHOOLS
FOR THE DEAF AND THE BLIND
“The Realization of Individual Potential”

2014-15 ANNUAL REPORT
The USDB Annual Report to the Education Interim Committee provides the following information:

1. Superintendent’s Message ........................................................................................................................................ pg. 3
2. Governance, Activities, and Partnerships ........................................................................................................ pg. 4
3. Summary of Programs & Services .................................................................................................................... pg. 5
4. Students Served ...................................................................................................................................................... pg. 6
5. Student Achievement ............................................................................................................................................. pg. 9
6. Graduation Rates ..................................................................................................................................................... pg. 20
7. Student Exit Data .................................................................................................................................................... pg. 20
8. USDB End of Year Financials .............................................................................................................................. pg. 23

Superintendent’s Message
The mission of the Utah Schools for the Deaf and the Blind (USDB) is “to educate students who are Deaf, Blind, or Deaf-Blind and to provide resources and enrichment activities for them and for their families so they can achieve their full academic, social, and career potential.” Consistent with that mission, the leadership of USDB has demanded significant improvement in the agency business, budgeting, and operational practices over the past two years. These efforts have eliminated inefficiencies and barriers to success that previously distracted us from focusing our resources firmly on our core mission. Now, the focus of everything we do is appropriately centered on the needs of the children we serve.

This summer, USDB received a grant to kick start a new day in professional development for our educators. We are using a modern technology platform and a targeted initiative to actually model and record examples of excellent teaching and learning. Our educational directors participated in a two day boot camp and designed a fresh approach to professional development, complete with a shared vision, to create schools that are second to none in the field of deaf and blind education. It is a new day and an exciting season of renewal at USDB, and the word is out. To that end, this spring was the most robust hiring period our agency has experienced in recent memory, despite the looming teacher shortage. Morale is high and professional educators are starting to recognize USDB as a premier destination for a rewarding career where they can be numbered among the elite providers in their field of specialty.

USDB also broke ground on a beautiful new $16M Salt Lake Center in June. This 48,000 square foot facility will provide ten additional classrooms, modern related services areas, a state-of-the-art gymnasium, a full size indoor/outdoor theater, and enough room to consolidate all of the agency administrative needs for the Salt Lake County region. The USDB Salt Lake Center is scheduled for completion in August, 2016.

Thanks to the generosity of the Utah Legislature and the oversight of the Utah State Board of Education, the future of USDB has never been brighter. This annual report provides a snapshot of the great work that happens each day with our deaf, blind, and deaf-blind students throughout the great state of Utah.

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

Governance, Activities, and Partnerships
The Utah State Board of Education serves as the school board for the Utah Schools for the Deaf and the Blind (USDB) and the Utah Legislature is the primary source of operational funding for USDB. Utah Code authorizes USDB to provide services to children with sensory disabilities from birth through age twenty-one. USDB begins instruction with infants and toddlers and coaching for parents who are the primary educational facilitators for their children. This comprehensive approach to early intervention gives Utah children a significant training and support advantage when compared to deaf, blind, or deaf-blind children in many other states. Following early intervention services, children receive appropriate school age and transitional services as outlined by individualized education or 504 plans.

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

The USDB Superintendency, including the Associate Superintendents, actively collaborate and partner with the Utah State Office of Education (USOE), the Department of Health (Babywatch), institutions of higher learning, adult service agencies, local education agencies, as well as serving on numerous councils or boards both statewide and nationally. USDB actively engages in Memorandums of Understanding (MOUs) between other state agencies to maximize resources to benefit children. MOUs are reviewed annually to ensure sound business and educational practices.

The Superintendency reports regularly to the State Board of Education, the USDB Advisory Council, and the Utah Legislature. The Advisory Council includes member representatives from the deaf, blind and deaf-blind communities. The Advisory Council meets ten times annually to advise and make recommendations to the school board and the superintendent and associate superintendents in areas of policy, budgets, and school operations.

USDB values collaboration and key partnerships with parents and various constituency groups, councils, committees, and associations. Examples of USDB participation include school community councils, PTA events, family camps and enrichment activities, Utah Association of the Deaf events, the Division of Services for the Blind and Visually Impaired Advisory Council, the Braille Literacy Advisory Committee, and the Deaf-Blind Project Advisory Council.

**Summary of Programs and Services**

The Utah Schools for the Deaf and the Blind (USDB) has a rich 131 year heritage of providing educational services to the children and youth of Utah who are blind, deaf, or deaf-blind. USDB is unique among the nation’s state school system for children with sensory disabilities. USDB is one of the few state programs
that provides all students with comprehensive services in all educational settings and placements from birth through age 21.

USDB specialized resources, services and specially trained staff provide intensive services for deaf, hard of hearing, blind, low vision or deaf-blind students not available in their home community school. Teachers are licensed and endorsed through the Utah State Office of Education in areas specific to Deaf, Hard of Hearing, Blind/Visual Impairments, or Deaf-Blindness.

USDB is the Least Restrictive Environment (LRE) for many students who require a learning environment rich in visual language and communication, or require intensive specialized instruction in the Utah Core Standards and the Expanded Core Curriculum (instruction unique to blind and visually impaired children).

Campus or magnet based instruction is available for qualified students who are deaf, hard of hearing, blind or visually impaired or deaf-blind students in the Ogden, Salt Lake City and Orem areas. Outreach services are available throughout the state in local district or charter schools. Parent Infant Program services are provided in the home or natural settings for deaf, hard of hearing, blind or visually impaired or deaf-blind infants and toddlers.

Services at USDB include:

- **Parent Infant Programs** - Deaf, Blind, and Deaf-Blind
- **Schools for the Deaf and Blind** - PreK through postgraduate
- **Deaf-Blind Classroom** - Secondary students - Located on the Ogden Campus
- **Statewide Outreach** - Parent Infant Program, Outreach services for Deaf, Blind, Deaf-Blind
- **Supported Transition Extension Program (STEP)** - Located on the Ogden Campus
- **Short Term Programs for the Blind or Visually Impaired**
- **Extra-Curricular Activities** - Summer Camps and after school programs for the deaf
- **Residential Services** - Located on the Ogden Campus

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**Students Served**

USDB is a statewide educational agency tasked with providing programs and services for students who attend traditional school-type settings in USDB campus or magnet classrooms, as well as infant and toddler programs and outreach services in school districts and charter schools.
In 2014-2015 USDB served 2,126 students/families.

**Parent Infant Program (PIP) (infants and toddlers)** – 957 children served
- 486 Deaf/HH students
- 471 Blind/VI students

**Itinerant/Outreach services** – 733 students
- 408 Deaf/HH students
- 325 Blind/VI students

**Campus and Magnet School Classes** – 359 students
- 285 Deaf/HH students
- 73 Blind/VI students

Of these students, 143 were Deaf-Blind and served in various settings.
- 66 deaf-blind students are enrolled in USDB classrooms, outreach or PIP programs
- 77 students are only served by USDB deaf-blind specialists

**Parent Infant Programs for the Deaf and Blind**
The Parent Infant Programs for the Deaf and Hard of Hearing (PIPDHH) and Blind or Visually Impaired (PIPBVI), serve children aged birth to three and their families. In partnership with the Health Department’s Baby Watch Early Intervention Program (BWEIP), the Parent Infant Program served 471 blind children birth to 3 years of age and 486 deaf or hard of hearing children for a total of 957 children and their families between June 1, 2014 and May 31, 2015. Some of these children were served extensively and others were referred and served briefly. In accordance with IDEA Part C services, children are served in their homes, in daycare locations, and other natural environments.

Close relationships with audiologists, pediatric ophthalmologists, other healthcare professionals, and BWEIP agencies throughout the state provide for reciprocal referrals. The PIP also works in collaboration with the Newborn Hearing Screening Committee and hospital staff including Audiologists and Ophthalmologists to follow-up on children identified by the initial well-baby hearing/vision screening and initial neonatal intensive care unit (NICU) or in-hospital screenings. Other audiology and vision services are provided for the early intervention population through an ongoing collaboration between private medical providers and USDB related service providers as well as clinical support through the Children with Special Healthcare Needs initiative.

**Methodology Choices in the USD Early Intervention Program**

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

- 63 families chose to use sign language with their child (25% of enrollment).
- 92 families chose a complete program of aural communication with their child (37% of enrollment).
- 92 families were still in the process of choosing a methodology (37% of enrollment)
- 3 families chose to use another form of communication (1% of enrollment)
Campus and Magnet Based Instructional Programs

USDB embraces the Utah State Board of Education’s mission of ensuring that students are well prepared for their future by providing high quality instruction in every classroom, attention to college and career ready student performance standards, and accompanying assessments to drive effective instruction. Students who attended USDB campus programs fully participated in the state assessments and were all included in the Utah Comprehensive Accountability System (UCAS) and School Grading Accountability Systems. USDB uses other assessments designed specifically for our population. These assessments supplement state assessments providing data to drive instruction.

USDB students received services through an Individualized Education Program (IEP) or 504 plan, with the Utah Core Standards as the foundation for learning in every classroom. Campus and magnet students continued to make progress in areas of the core, and in their Individualized Education Plans. Although some students required some modification or adaptations to the Standards due to additional disabilities, campus and magnet based programs are designed to provide optimal learning environments for students who required intensive services from a teacher of the deaf, blind or visually impaired, or deaf-blind throughout their school day.

American Sign Language (ASL) & Listening and Spoken Language (LSL)

Within the School for the Deaf, students and families are welcome to choose instruction in one of two communication modalities: American Sign Language and English (ASL/English) or a Listening and Spoken Language (LSL) approach. The ASL/English approach guides student education through the Utah Core Standards through the language of ASL. The LSL approach emphasizes the maximization of the potential of amplification devices and the verbal skills of the student while teaching the Utah Core Standards. All settings, regardless of the student’s chosen language program, seek to infuse specific language development strategies throughout the curriculum.

Braille and Large Print
USDB recognizes that identifying the use of appropriate reading media will significantly impact a student’s reading fluency and access to the Utah Core Standards. As such, Utah Schools for the Blind (USB) follows federal Office of Special Education Programs (OSEP) guidance and Utah Code to thoroughly assess and consider a student’s current and future need for Braille. According to Utah Code 53A-25a-103,104, students who are blind or visually impaired must be regularly assessed to determine appropriateness of Braille as a reading medium. Based on a learning media assessment, some students at USB will use Braille as their primary reading medium, some will use large print or regular print with low vision aids, and others will use a combination of print and Braille (dual readers).

Student Achievement

Utah School for the Blind (USB) Student Outcomes

USB self-contained and magnet classrooms are located in Ogden, Salt Lake City, and Orem. Although a majority of our students return to their home school districts by 3rd grade, those students who remain in a USB placement are provided intense specialized services specifically in early preparatory Braille skills (literacy), numeracy, visual efficiency, and communication modes. Although some students may require some modification or adaptations to the Standards due to additional disabilities, programs are designed to provide optimal learning environments for students who require intensive services from a teacher of the visually impaired throughout their school day.

USB monitored and assessed students in all required state assessments such as Student Assessment of Growth in Excellence (SAGE) as well as the Dynamic Learning Maps (DLM, which just completed its first year of testing. The school also used other standardized assessments such as the Woodcock Johnson III (Braille Adaptation) for additional data to inform instruction and interventions. USB utilized the Jerry Johns Basic Reading Inventory, an individually administered informal reading assessment given in Braille or Large Print media. The Jerry Johns assesses five core components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This assessment provided longitudinal data to monitor student growth in Braille and large print reading fluency.
In addition to the Utah Core Standards, USB provides specialized instruction in areas of the Expanded Core Curriculum (ECC) for students with vision impairments (blindness to low vision). The ECC is comprised of nine areas that are explicitly and systematically taught to students with vision impairments. These nine areas focus on supplementing skills and experiences that students with vision impairments miss due to their disability. They include compensatory skills (Braille, Nemeth, and tactile graphics), independent living skills, recreation and leisure, social skills and career education, orientation and mobility, self-advocacy, use of assistive technology, and the development of sensory efficiency skills. The ECC is taught throughout the school day, in the community and at home for students. Extracurricular activities are offered to all students including students who are deaf, hard of hearing, as well as multiply disabled students. Pre and posttest assessment data indicate that students continue to progress in all areas of the ECC.

School for the Deaf (USD) Student Outcomes

USD self-contained and magnet classrooms are located within Kenneth Burdett School (KBS), Jean Massieu School (JMS), Deaf Central, and Deaf South programs. Some of these classes use an ASL/English approach and others use a Listening and Spoken Language (LSL) approach.
One measure of success of USD programs is the number of students that are on competitive grade level and functioning comparable to their hearing peers. The majority of children using LSL transition out of intensive USDB services by 5th grade and have either mainstreamed back to their neighborhood schools or transferred to an ASL/English classroom.

The goal for the American Sign Language/English (ASL/English) program is to develop socially well-adjusted adults that meet college and career ready standards and are successful in the world around them. Therefore, ASL students often maintain placement within USDB throughout their educational career in order to receive academic instruction in their first language, promote a Deaf culture and identity, and have direct communication with their teachers and peers. The chart below reflects communication preferences throughout the state in our school age programming:

Student progress in either modality is measured by individualized diagnostic and achievement testing, and statewide testing. Very few students participated in an alternate assessment. Students receiving itinerant services are tested as part of the district-wide assessment system. Those students attending a USD campus or magnet class were assessed and tracked by USD.

Students in self-contained or magnet classrooms receive services through an Individualized Education Program or 504 plan with a focus on the Utah Core Standards. Students who are deaf or hard of hearing are encouraged to engage in ASL/English development, LSL training, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. The educational program for each student is customized to meet their unique learning needs. USD monitors student growth in language, reading, and math.

**Vocabulary Growth**
Academic competency is contingent upon language proficiency. USD measures language development on an on-going basis. A majority of USD students are enrolled in the early childhood and early elementary grades.

Expressive and receptive language vocabulary for each child is measured to determine language growth. Other aspects of language are measured individually with informal measures that assist in deriving individual language outcomes and vary from student to student based need, age and communication modality. Because of the diversity of these assessment tools, they will not be reported here. Some standardized measures included the Oral and Written Language Scales (OWLS), Preschool Language Scales - 5th edition (PLS-5), Preschool-Clinical Evaluation of Language Fundamentals (CELF-P), Bracken and Peabody Picture Vocabulary Test (PPVT). Informal measures included ASL Developmental Rubrics, the MacArthur Communication Development Inventory: Words, Gestures, and Sentences, SKI-HI Language Development Scale and Cottage Acquisition Scales for Listening, Language and Speech (CASLLS) and the Teacher Assessment of Spoken Language (TASL). These measures were used to show student growth and to assist teachers in writing specific language goals for each child.

The following chart illustrates vocabulary growth using the Receptive One-Word Picture Vocabulary Test (ROWPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT). This chart demonstrates very impressive language growth for our students in our self-contained and magnet classrooms.

Using this chart, typical growth would be represented as a value of zero, indicating that a student made one year’s growth in one year’s time. But, as this graph indicates, our students have been making substantial growth in area of receptive and expressive vocabulary that is well beyond what national standards would expect from their initial results upon entering USD.

**Academic Assessments for Deaf/HH Students**
USD has been using the “Measures of Academic Progress” (MAP) assessments to gage student growth. This assessment is administered each fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in mathematics, reading, and writing. As noted by trend lines, students made continual progress and growth in the areas of reading, language usage (writing), and math.

All students in USDB campus based programs and magnet classrooms have access to related services through their individualized education plans. These services include speech/language development, occupational therapy, physical therapy, adaptive physical education, counseling, orientation and mobility, appropriate educational technology for access to curriculums; audiology and optical support.

“We feel like your program did a great job preparing her to be mainstreamed. The only thing we wish was different is we wish she could still be seen by the USDB audiologist to maintain that high level of service. Thank you!!”

Deaf-Blind Program
Deaf-Blindness is a unique and low-incident disability that requires specialized strategies to help the deaf-blind individual communicate and access their environment. USDB’s Deaf-Blind program is a nationally recognized model that provides comprehensive deaf-blind services for children who have a combined vision and hearing loss. Deaf-Blind teachers provide direct and consultative services for local education agencies and provide training and oversight of communication interveners who work directly with students to access their educational environments.

Utah is the first in the nation to recognize the need for specialized deaf-blind trained educators; in fact USDB has the first deaf-blind endorsed teachers in the nation. The USDB Deaf-Blind division also has the reputation of providing a premier Communication Interveners Training Program. Three of the school’s deaf-blind endorsed teachers currently participate or head national committees in the process of designing a national credential training program for communication interveners.

A dedicated deaf-blind secondary classroom is housed on USDB’s Ogden campus for those students requiring instruction in both visual and communication modes. This classroom may well be the basis for future deaf-blind classrooms in other USDB locations.

**The Communication Matrix, a common assessment for deaf-blind students reflects a 36% increase communication skills over a 4 year period!**

**USDB Outreach Programs**

**BLIND OUTREACH ENROLLMENT= 325**

**143 deaf-blind students served statewide...a 22% increase in the last 4 years**

Deaf-Blind Family Camp - June 2014

“ I appreciate that there are lots of opportunities for info and support delivered in many formats- website, links to resources, webinars, articles, connections etc. It allows each family to connect in the way that best fits them and with the timing that works best for their family.” (Deaf-Blind Parent)
During the 2014-15 school year, USDB outreach teachers were located throughout the state and traveled to various schools to work with students who are deaf, hard of hearing, blind, visually impaired or deaf-blind. These teachers were members of student Individualized Education Plan (IEP) teams and provided direct or consultation sensory services as assigned. They also provided input on 504 Plans, and environmental adaptations as needed in local schools that allowed students to access the general or special education curriculums. USDB outreach educators were responsible for student assessments in situations where students were suspected to have, or identified with, a hearing or vision loss. They worked to design appropriate individual educational goal(s), provide appropriate interventions -whether direct instruction (one-on-one) or consultative services to general education or special education teachers- to ensure curriculum access. Outreach teachers were considered part of the local school district or charter related services division and collaborate with members of each student’s IEP team.

Outreach students are also provided opportunities to learn and participate in USDB programs and activities offered throughout the school year. Students are also eligible to participate in USDB’s extracurricular activities, Short Term Programs and summer camp enrichment programs.

Outreach Teachers of the Blind

USB Outreach teacher (TVI) ranks included 15 itinerant teachers and three educational services aides located throughout the state. TVI’s provided direct instruction to students, including braille instruction, training on low vision equipment, and self-advocacy skills. They also assisted Orientation and Mobility instructors in helping students travel safely in and around their schools. Consultation services included collaborating with general and special education teachers on such things as appropriate classroom accommodations including preferential seating, extended time on assignments, large print or braille materials, and the use of low vision equipment throughout the day as outlined in the student’s Individualized Education Plan (IEP). TVI’s created student goals and accommodations based on thorough functional vision assessments which measured a student’s visual acuity, field of view, contrast, and functional performance on educational tasks in the classroom. TVI’s relied on the pathology and diagnosis of an eye report to assist them in determining appropriate educational planning.

Within the Blind Outreach Program, USDB strived to assist general education teachers in adapting student materials using their primary mode of literacy; braille or large print. Some students who use large print are also learning braille as a secondary mode of literacy (secondary braille). Fluency baseline data was collected in the fall and spring (pre and posttest measurements) using the standardized assessment, the Jerry Johns Reading Inventory. This graph represents two years of longitudinal data for USDB outreach students.
This graph provides data for students who use large print, some with optical accommodations, others who use Braille as a secondary media (print is their primary reading modality), and academic Braille students who use Braille as their primary reading modality.

**Outreach Teachers of the Deaf**

Throughout the 2014-15 school year, USD teachers focused on enhancing the language and communication skills of students by providing direct services or consult with the regular education teachers in the classroom on how to promote language access.

USD provided 17 outreach teachers to 408 deaf or hard of hearing students throughout the state. These teachers gave direct services to students on a regular basis, while meeting the needs of others through a consultant model. This school year USD began collecting data regarding vocabulary growth and reading levels. Next year, we anticipate being able to report student growth in these areas.

Additionally, outreach teachers also provided in-service training to general educators, consulted with district personnel, supported peer interactions, provided specialized materials, and collaborated with parents and families. Their services also included administering assessments, attending IEPs, preparing appropriate lessons to meet IEP goals, and collecting data to monitor progress. Assessment data for these students were tracked by the school district or charter school in which they were enrolled.

For the past year, the Utah School for the Deaf has sought innovative ways to provide services to students in remote parts of the state. Combining the talents of IT staff and the specialized skills of our teaching and interpreting staff has produced unprecedented opportunities to deaf and hard of hearing students across the state. The School for the Deaf is currently providing interpreting services to four students utilizing iPads. One student in a rural part of the state is participating in classes with other deaf students for core instruction. USDB anticipates that these types of services will continue to grow in upcoming years.
Supported Transition Extension Program (STEP)

The USDB Supported Transition Extension Program (STEP) provides older students with opportunities to live on campus and attend local high schools, community colleges, or work experiences specific to their independent living goals. This program is designed for young adults (ages 16-21) who are currently enrolled in a high school or post high school program and who require additional specialized, intensive instruction to successfully transition to post high school life. The program is designed to prepare deaf, blind, and hard of hearing or visually impaired students with college and career readiness skills, opportunities to practice daily living skills, and tools needed to gain competence and confidence in managing personal independence whether educationally or employment driven. The STEP program is intricately weaved into the USDB residential program with many shared classes, activities, and learning opportunities held after school hours.

STEP qualified students must be able to demonstrate competency in routine activities of daily living and have an expected outcome of independent living or independence with minimal supports. Last year USDB provided a STEP placement for 13 students. Qualified students began their STEP program in a residential cottage on the Ogden Campus in order to access classroom instruction and specially designed programs within the community. As they progressed in skill development and education, students were eventually placed in an advanced living setting with only minimal supports in order complete further independent living experiences.

Enrichment Programs

USDB provides supplemental programs that enhance student learning in a variety of venues such as Short Term Programs, afterschool programs, summer camps, and family camps. These programs provided opportunities, outside of scheduled day school hours, for students and families to hone skills specific to their sensory needs.

Short Term Programs for the Blind and Visually Impaired
USB offers short term programs and summer camps that focus on all nine areas of the Expanded Core Curriculum. This year, these programs provided a multi-faceted approach to ECC instruction. Instruction included community based instruction, use of mentors, experiential learning and direct one-to-one instruction. Short term program and summer camp staff were comprised of an inter-disciplinary team of adapted physical education teachers, occupational therapists, special education teachers and recreation therapists. USB partnered with the University of Utah and BYU to recruit college students to create this inter-disciplinary team. The typical ratio of instructor to student was 2:1 (1:1 for students that require additional support). Short term programs and summer camps focused on skills, activities and/or experiences that students face in their everyday lives.

A total of 201 blind or visually impaired students participated in either short term program or summer camps.

Deaf Extracurricular Programs and Activities

The School for the Deaf offers many extracurricular opportunities for deaf and hard of hearing students across the state in the form of reading support, a basketball team for boys and girls, drama development and experiences, summer camps that have included art, literacy, dance, cheerleading, basketball, science, drama, and a week-long overnight adventure camp. These experiences are critical to the social development of USD students and affords opportunities these students might otherwise miss.

This past year USD hosted the annual Western States Basketball & Cheerleading Classic. This was a very valuable part of the Deaf experience for our students while they competed in a tournament against other schools for the deaf in the western region of the United States. USD students enjoyed the opportunity to meet and mingle with other deaf and hard of student their age. In fact, this year USD can boast that our students won the tournament after a 37 year drought! We were impressed with the caliber of student play as well as proud of USD’s students for being gracious hosts to the visiting schools.
USDB Graduation Rate

Because the majority of USDB students, other than ASL/English students, exit before high school, the annual number of graduating seniors is minimal at USDB. During the 2014-2015 school year, 100% of all eligible USDB students graduated (11 deaf students and 1 blind student) with either a diploma (50% of students received a high school diploma) or certificate of completion (50% of students received a certificate of completion). No students dropped out of USDB high school during the 2014-2015 school year.

Student Exit Data

Students exit USDB services for a variety of reasons. In many situations USDB services continue after exit through outreach services in neighborhood schools. Some students remain at USDB in order to receive the intensive instruction that cannot be provided in any other setting or to access the Least Restrictive Environment (LRE). During the 2014-15 school year, USDB continued to provide a supportive campus-based transition program for students who were 16 years and older, through age 21 within the STEP Program.

School Age USDB Exit Data

Blind Programs

The majority of students exiting the USB program no longer require intensive services by 3rd grade and return to a school district or charter school classroom in the LRE close to home. Some students return to the general education classroom with some school district or charter school special education support, other students return with no special education support required, and some are placed in a special education classroom with full supports.

Deaf Programs

The majority of children using Listening and Spoken language who are deaf or hard of hearing transition out of intensive USDB services by 5th grade and have either mainstreamed back to their neighborhood schools or have transitioned to one of our ASL/English programs. The goal for USDB’s ASL/English students is to become socially well-adjusted adults able to thrive in the hearing and deaf environments.
Therefore, most students maintain their placement with USDB throughout their educational career in order to receive academic instruction in their first language and have direct communication with teachers and peers.

The graph below is a representation of students who exited our programs (PreK - Post High) or transitioned to another program during the school year or at the end of the 2013-2014 school year.

Exit and Transition Survey Information

USDB Exit & Transition Survey provides valuable information from students and families across the state. Survey solicitations were sent to students who exited, graduated, or transitioned from USDB services during the last four school years.

Transition Students

USDB is focused on providing effective life skills training for students transitioning into adult life. During the 2014-15 National Accreditation process and subsequent review, our transition program was identified as an area in need of improvement. We are currently focusing our efforts on improving curriculum and instructional components while working on applications to improve student outcomes. One major emphasis will focus on job coach responsibilities and the application of skills for our residential students in a variety of settings. We are also focusing on our school counseling program to improve and intensify effective counseling for all students for career readiness and transition. We are aware that some of graduates/post-high graduates may have multiple disabilities that impact post high options, specifically in areas of employment and postsecondary educational opportunities. Many of our students with multiple disabilities have limited opportunities for employment and postsecondary education, a statewide problem.

Parent Comments

“We had the best experience at USDB! It set an amazing foundation for our son to mainstream and develop his speech.”

“(Our daughter) has done great and we are looking forward to pre-K at the local preschool this fall again. Thanks to JMS for providing such a great start!”

“My [PIPBVI provider] was amazing! She helped my child in so many ways and gave me ideas and activities to help him learn and grow. Thank you!”
Parents and former student surveys (campus students only) suggest that USDB needs to intensify their curriculum and approach to better prepare students for adult life. To respond to this concern, USDB is prepared to organize a USDB career readiness and transition taskforce to identify, map, and implement a responsive program to improve student outcomes.
**FY2015 EXPENDITURES**

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**FY2015 OTHER EXPENSES BREAKDOWN**

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<td>Data Processing</td>
<td>$621,653.00</td>
<td>31%</td>
</tr>
<tr>
<td>Office Supplies and Equipment</td>
<td>$217,017.00</td>
<td>11%</td>
</tr>
<tr>
<td>Other Administration</td>
<td>$452,970.00</td>
<td>23%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,988,079.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**FY2015 REVENUE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniform School Funds</td>
<td>$24,258,700.00</td>
<td>77%</td>
</tr>
<tr>
<td>Medicaid and Other Federal Grants</td>
<td>$891,236.00</td>
<td>3%</td>
</tr>
<tr>
<td>Trust Lands Enrichment Funds</td>
<td>$961,429.00</td>
<td>3%</td>
</tr>
<tr>
<td>Dedicated Credits</td>
<td>$5,240,767.00</td>
<td>17%</td>
</tr>
<tr>
<td>Donations</td>
<td>$221,167.00</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$31,573,299.00</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>