

Interagency Agreement

Between the
Utah State Office of Education,
Utah Schools for the Deaf and the Blind,
and Local Education Agencies



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August 2014

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We would like to thank those who have contributed to this document. Staff members of many state agencies and LEAs, as well as other stakeholders have had input into this document over several years. This will be a guide to ensure the success of students with sensory disabilities as they access the general curriculum.

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Purpose of the Interagency Agreement

This document has been developed to establish procedures to ensure effective communication and relationships with the Utah State Office of Education (USOE), the Utah Schools for the Deaf and the Blind (USDB), and Local Education Agencies (LEA). The USDB is created as a single public school agency that includes the Utah School for the Deaf, the Utah School for the Blind, programs for students who are deaf-blind, and the Parent Infant Program (R277-800). This document will further explain agency roles, services for students with sensory disabilities, financial obligations to students and participating entities, and a basic process for resolving disagreements among the parties.

The USOE will coordinate a review of the Interagency Agreement at least every two years. The review process will include discussion with USOE staff, USDB administration, and LEA special education directors to ensure that all perspectives are considered and addressed prior to the completion of a new interagency agreement.

Dispute Resolution Procedure

When there is a dispute about an issue that requires outside assistance to conclude the appropriate outcome for the student or resolve a billing dispute, a resolution plan between USDB and the LEA will be laid out to describe the method and timetable for solving the conflict between them. Issues surrounding the conflict and goals of resolution should be outlined by both parties (i.e., USDB and the LEA) and submitted to the State Special Education Director no later than two weeks after the notification of the dispute.

A dispute resolution panel will be convened by the USOE to review the IEP, the individual student situation that is the root of the conflict, and any other pertinent information. The panel will consist of three members:

- A USOE-selected Compliance Officer.
- A Dispute Resolution/Hearing Officer to be chosen by the USOE from an established list of qualified persons.
- A third panelist will be selected from a pool of predetermined qualified special educators (e.g., special education directors, teachers, administrators, etc.). The respective parties (LEA and USDB) may veto the individual proposed as the third member. However, there are only two vetoes allowed. If both vetoes are used, the third proposed panelist will be final.

Within 30 days from the date of notification of the dispute, the dispute resolution panel will meet, review the submitted information, and make recommendations regarding the outcome of the dispute. All parties (USOE, USDB, and the LEA) will be informed of the dispute resolution panel's recommendations no later than two weeks after their meeting.

Responsibilities and Designation of the LEA

The LEA (i.e., school district of residence or charter school of enrollment) is the single point of entry for USDB services for students ages three through 21. No student may enroll in USDB programs or services without referral from the LEA. LEAs and the USDB will continue to consider primary and secondary disabilities and other factors (including transportation needs and length of time student would be transported daily) when making special education service and placement decisions. Students with a sensory disability may receive services under IDEA, Section 504, or a USDB Preschool Services Plan.

School District/Charter School Is the LEA

The LEA has responsibility for the design and implementation of an IEP or 504 Plan for qualifying students. Students with sensory disabilities who enroll in a Utah school district or charter school may be eligible to receive intensive services from sensory specialists employed by the USDB. In this case, the services from the USDB may be included on the IEP as specialized instruction or as a related service. For some LEAs, services from USDB staff may require payment by contract. LEAs always have the option to employ sensory specialists to meet the IEP or 504 Plan needs of enrolled students. LEAs are responsible for the development of the IEP, including any assessments necessary for initial placement, but may not commit USDB to services without USDB participation in the IEP. LEAs and USDB personnel must consider the least restrictive environment as well as the intensive service needs of the student in determining the appropriate placement.

LEAs, working with USDB staff, are responsible for the provision of internet access and technical support to permit USDB staff to access the internet through technology hardware and software. The LEA and USDB technology staff will jointly determine procedures to ensure access to LEA technology systems. USDB is responsible for the provision and maintenance of all needed hardware and software provided to USDB staff.

USDB as Designated LEA (R277-800-7(B))

In order to meet the educational needs of students, the IEP team, including representation from USDB, may decide to enroll a student in a USDB program and to designate USDB as the LEA for that student. In this situation, the USDB program is considered a placement option within the LEA continuum, and LEA staff must continue to attend the IEP meetings.

When USDB is the designated LEA, the USDB accepts responsibility for the design and implementation of the IEP or 504 Plan. The USDB accepts all responsibility for the provision of special education and related services and costs documented in the IEP. The USDB may request consultation from the LEA for the design of services that are required by the student in addition to the sensory needs.

Communication Regarding Designation of Services

(1) For students currently enrolled with the USDB as the designated LEA, the USDB will provide a list of students and their IEP due dates for the upcoming school year to the Special Education Director of the referring LEA. This list must be provided at the end of the current school year, no later than **June 30**.

(2) For students currently enrolled with the LEA and receiving USDB services through USDB Outreach Programs, the LEA will provide a list of students and their IEP due dates for the upcoming school year to the USDB Asst. Superintendent. This list must be provided at the end of the current school year, no later than **June 30**.

(3) For students currently enrolled with the LEA and receiving no services from the USDB, the LEA will invite a USDB representative to attend any meeting where USDB services may be considered for that student.

(4) When a change of placement is being considered, both parties will participate and establish a timeline to ensure a successful transition for the student.

Responsibilities of LEAs and USDB

IEP Meeting Invitation/Attendance

An LEA representative and a representative from the USDB must attend the IEP or 504 meeting when initial placement or transition from USDB to the LEA is being considered, or if the transition is from the LEA to USDB placement.

The LEA will invite USDB staff to attend all initial IEP or 504 plan meetings for all students with sensory impairments, including those for students transitioning from Part C to Part B, those moving from out of state, and/or transferring LEAs. The LEA may invite USDB staff to IEP or 504 Plan meetings when there is a possible need for USDB services and/or technical assistance. USDB services **may not** be included in the IEP or 504 plan **unless** a USDB representative is present at the meeting.

All IEP or 504 plan meetings must be held at a mutually agreed upon time and location with appropriate notification to all parties.

Interpreters

Certified Sign Language interpreters must be hired for students who require any relay of communication. If at any time an LEA or USDB employee is using sign language to inform a deaf student of what a teacher, student, or other individual has said, or vice versa, the employee is performing interpreting services and must be certified (Utah Code Annotated 53A-26a-301).

In 2012, the Office of Special Education and Rehabilitation Services (OSERS) clarified that "IDEA requires that personnel providing special education and related services to children with disabilities be appropriately and adequately prepared." The IDEA regulations specify that the State Educational Agency is responsible for establishing and maintaining qualifications to ensure that personnel necessary to make FAPE available

are appropriately and adequately prepared and trained consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing related services (§34 CFR 300.156).

LEAs are responsible to provide certified interpreters for all students needing an interpreter within the LEA, except when USDB is the designated LEA. For further information about interpreters in Utah go to: <http://utahinterpreterprogram.org/>. The USDB is responsible to provide certified interpreters for all students who are designated to attend USDB programs.

The USOE and USDB are responsible to provide ongoing interpreter training toward certification and mentoring for all interpreters, as requested by individual LEAs. This training will also provide certified interpreters with the opportunity to improve skills and move up to a higher level of certification.

An LEA may choose to contract with the USDB for interpreter services for students attending the LEA of residence or an LEA school where a USDB extension classroom is located. USDB requests notification of intent to contract as soon as possible, to allow for staffing.

Accessible Instructional Materials

The Individual with Disabilities Education Improvement Act of 2004 (IDEA) §300.210 defines requirements for states to provide textbooks and core instructional materials in accessible formats for students who are blind or print disabled in accordance with the National Instructional Materials Accessibility Standard (NIMAS).

Each LEA, including USDB as the designated LEA, is responsible for ensuring the timely provision of accessible textbooks and materials. The USOE is responsible to facilitate the process and will meet with USDB and LEAs annually to discuss the costs of accessible materials in the state and determine an equitable cost-sharing plan.

USDB Services

Utah Code (53A-25b-303) requires the USDB to provide an educational program for a student based on assessments of the student's abilities, and in accordance with the student's IEP or Section 504 accommodation plan. The USDB offers a continuum of placements available to meet the needs of students with sensory disabilities for special education and related services (§300.115).

USDB Early Intervention (EI) and Parent Infant Program (PIP) Services

Early intervention (EI) services are provided for students ages birth to three years of age under the direction of the State Department of Health. The USDB PIP and Teachers of the Deaf-blind provide services to any children birth to three years of age with vision, hearing, or dual-sensory loss confirmed by an audiologist and meeting the definition within Utah State Code and BabyWatch Guidelines. PIP specialists and Teachers of the Deaf-blind work with the EI programs on a twelve-month basis, as

noted on the Individual Family Service Plan (IFSP). Some supplemental services may be available from PIP in addition to the services detailed in the IFSP. USDB will collaborate with LEAs during the transition of students from Part C to Part B by age three.

USDB Deaf Mentor Program

The USDB Deaf Mentor program provides an adult deaf role model for hearing families of children who have a documented hearing loss and who have chosen to learn American Sign Language (ASL).

USDB Is the Designated LEA

Administration

All students enrolled with the USDB as the designated LEA are to be included in all USOE-required student enrollment reports, such as the Fall enrollment count, the Child Count of students with disabilities, and the End of Year Enrollment report.

Individual transportation needs are determined by the IEP team. When the USDB is the designated LEA, the USDB is responsible for transportation included as a related service in the IEP, or if required to implement a 504 Plan. LEAs are encouraged to combine resources with the USDB in providing within-LEA transportation whenever possible.

For students enrolled with the USDB as the designated LEA, the USDB shall annually administer, as applicable, the Utah Comprehensive Assessment System (UCAS) tests specified, except that a student may take an alternate test accordance with the student's IEP (Utah Code Annotated Section 53A-1-602, 53A-25b-304).

USDB shall develop and implement all programs, policies, and procedures required of all LEAs by the Utah State Board of Education.

USDB STEP Program

The USDB Supported Transition Extension Program (STEP) provides a structured residential environment in Ogden, Utah, which encourages individuality and responsibility in order to promote skills for college and career readiness or community involvement, including the Expanded Core Curriculum. This program is designed for students ages 16 through 21 and offers comprehensive academic, social, job readiness, college preparation, and life skill instruction designed to prepare students for independent adulthood. A variety of activities are available for students who live on campus after school hours.

USDB Special Schools

The USDB special schools consist of special classes with small groups of students with sensory disabilities, taught by teachers with appropriate endorsement(s) who are employed by USDB and, and housed in USDB facilities.

Jean Massieu School of the Deaf

The goal of the Jean Massieu School of the Deaf (JMS) in Salt Lake City, Utah, is to provide a linguistic, curricular, and cultural education for students through an American Sign Language/English Bilingual Program. ASL and written English are used for instruction and interaction. Both ASL and English are viewed as languages of equal importance. Teachers/staff use ASL to instruct and communicate directly with their students on a daily basis.

Kenneth C. Burdett School of the Deaf

The Kenneth C. Burdett School of the Deaf (KBS) in Ogden, Utah, provides quality educational programs through the classroom, community and vocational learning environments utilizing an ASL-English approach. Students have the opportunity to reach their potential through various experiences that enhance self-esteem, self-advocacy, and independence. KBS serves students with a wide range of cognitive and academic abilities. These students receive instruction in a Life Skills program that allows the students to learn and practice skills in the environments where they are likely to be used. Vocational training and transition planning are also provided.

USDB School for the Blind

The Blind Campus located in Ogden, Utah, provides educational programs utilizing the Utah Core Standards, Essential Elements, and the Expanded Core Curriculum. The Utah School for the Blind (USB) serves students with a wide range of visual, academic, and cognitive disabilities that require intensive services from a teacher of the visually impaired. Braille, technology, orientation, mobility, use of low vision equipment, and other areas of the Expanded Core Curriculum are addressed.

USDB Extension Classrooms Located in an LEA

Students who attend USDB extension classrooms are to be enrolled in the general education program of the LEA school they are attending. The LEA school should be designated as the “school of record.” These students will be submitted for general education enrollment by the LEA school or district in all required reports and data uploads (UTREx). These students will be counted in the LEA school or district total enrollment, and will be included in the calculation of all funding formulas, including Weighted Pupil Units (WPU) calculated in the Minimum School Program. Because these students participate in the funding formulas for the general education program of the school or district, it is expected that they will have access to LEA programs and services consistent with their IEP or 504 Plan, and consistent with services available to other students enrolled in the school.

Students who attend USDB extension classrooms are not to be enrolled in the special education program of the school they are attending. Students in this type of program have the USDB as the designated LEA, and so the USDB is responsible to ensure the

students receive a free appropriate public education (FAPE). The USDB accepts full responsibility for all special education and related services (including interpreting) as required on the IEP. The LEA has no obligation for special education and related services, and shall receive no state or federal special education funding related to these students. Any special education or related services needed in order to access the general education program of the school or district, is the responsibility of the USDB.

Students in the USDB extension classrooms generate general education funding for the LEA in which the USDB classroom is located and generate federal IDEA funding for USDB, as well as legislative line item funding for USDB. Any arrangements beyond those articulated in this agreement are to be determined through a written agreement between USDB and the LEA(s) providing the classroom space. These agreements should be documented by both parties, and should be reviewed at least annually.

The USDB is responsible for transportation when it is included in the IEP as a related service. LEAs are encouraged to combine resources with the USDB in providing within LEA transportation whenever possible.

School District or Charter Is the LEA

USDB Outreach Services

USDB outreach teachers provide direct special education and related service as outlined on the student's IEP or 504 Plan. The USDB outreach teacher provides input toward goals, objectives (as needed), and methodology to members of the LEA IEP team or 504 Plan.

Students who receive USDB outreach services are to be enrolled in the general education and special education program (where eligible) of the LEA school they attend. These students are included in the calculation of state special education and IDEA funds for the school district or charter school. These students are not submitted by the USDB to UTREx, and do not generate state or federal special education funding for the USDB. However, the line item appropriation received by the USDB is designed to include the costs of operating the USDB outreach programs. As such, USDB outreach teacher services will be provided to all students within LEAs with less than three percent (3%) of the total student population of the state at no cost to the LEA. LEAs with greater than three percent (3%) of the student population statewide may elect to contract with the USDB to provide outreach teacher services, as needed. During the 2014-2015 school year, USDB, USOE, and LEAs will convene to determine an alternate cost-share method to replace the 3% calculation.

Prior to initiation of services, contracts must be signed and distributed between the LEA and USDB. Timely payment from the LEA must be processed before the close of the school year; the USOE will assist with the collection of outstanding balances.

USDB Direct Service to Students

USDB provides a variety of direct services to students attending an LEA. These services are determined by the IEP or 504 team, with representatives of the LEA and

USDB in attendance. USDB participates in USDB Medicaid time studies for services provided directly by USDB; those same services should not be included in LEA Medicaid time studies. USDB participation in LEA Medicaid studies may be appropriate for the LEAs who have entered into a contractual agreement with USDB, and will be determined by both USDB and LEA administrations prior to inclusion.

Orientation and Mobility

USDB will provide Orientation and Mobility (O&M) services to all eligible Utah students at no cost to the LEA, if the LEA has provided USDB with notice of intent to use USDB O&M services prior to December 1st of the year preceding the year when the services are requested, as additional FTE requests may need additional legislative funding. LEAs may choose to provide their own O&M services. Eligibility for O&M services is determined by the IEP or 504 team, and services from the USDB must be documented in the IEP or 504 Plan.

Deaf-blind Services

The USDB will provide Deaf-blind services to all eligible Utah students at no cost to the LEA. Eligibility for Deaf-blind services are determined by the IEP or 504 team, and services from USDB must be documented in the IEP or 504 plan.

The USDB Deaf-blind teacher provides direct service to students, technical assistance, professional development, curriculum content supervision, staff supervision, mentoring, and professional development for interveners, and support for Deaf-blind services to LEA staff, families, early intervention (EI) providers, service providers, and others regarding the needs of students with Deaf-blindness. The Deaf-blind teacher must be included in processes/meetings for eligibility determination and IEP or 504 Plan development, including service determination.

Interveners are specially trained paraprofessionals who provide access to information and communication, and facilitate the development of social and emotional well-being for children who are deaf-blind (NCDB, 2013). Eligibility for intervener services is determined by the IEP or 504 team and must be documented on the IEP or 504 Plan. USDB will provide interveners for all eligible Utah students at no cost to the LEA. LEAs may choose to provide their own interveners and may receive financial support from USDB at the LEA's rate of pay for comparable paraprofessionals. Financial support from the USDB to the LEA for interveners may not exceed the amount paid for comparable paraprofessionals in the USDB salary schedule. All interveners, whether employed by USDB or the LEA, must complete the USDB intervener training program or a national certification.

An intervener works under the direction of the Deaf-blind and classroom teachers in support of the IEP. The USDB will provide a plan for the training of all interveners and substitute interveners to the LEAs annually. The USDB and the LEA will together develop a plan for the provision of a substitute intervener based

on student's unique needs. Options may include USDB hired substitute intervener, LEA hired substitute intervener, or other arrangements mutually agreed upon by the USDB and the LEA. All substitute interveners, whether employed by the USDB or the LEA must complete the USDB intervener training program or a national certification. USDB will participate in fiscal support for substitute interveners at the LEA's rate of pay for comparable paraprofessionals. Financial support from the USDB to the LEA for substitute interveners may not exceed the amount paid for comparable paraprofessionals in the USDB salary schedule. LEAs will provide documentation for reimbursement for the interveners and substitute interveners they hire according to the USDB's reimbursement schedule.

Diagnostic Services

The USDB will provide a variety of diagnostic assessment services to LEAs to support the appropriate evaluation of students with sensory impairments.

[The USDB Assistive Technology Team \(USDB ATT\)](#)

The USDB ATT may assist LEAs with evaluations of students facing more specialized communication challenges in addition to a sensory disability. They may suggest technology, other assistive devices and activities to assist the students' communication needs. The USDB ATT team has a lending library of equipment and is available to consult with LEAs upon request for students with sensory disabilities.

[Deaf-blind Assessment and Coaching Team \(DB ACT\)](#)

The USDB DB ACT is available as a resource for LEA teams serving individuals with a combined vision and hearing loss. The DB ACT may provide Deaf-blind-specific information as it relates to service providers from other disciplines, work collaboratively with LEA teams to plan and conduct assessments, and/or design appropriate interventions. Professional development for members of the DB ACT occurs regular intervals (at least every other year) supported by USDB.

[Low Vision Support](#)

LEAs who hire their own vision specialists are responsible for conducting basic eligibility assessments such as a Functional Vision Assessment after a student has failed vision screening. USDB offers low vision evaluations at no charge to all LEAs. Preliminary assessments, specifically a Functional Vision Assessment is required prior to a low vision evaluation. Parents and Teachers of the Visually Impaired are encouraged to attend the evaluation.

Audiological Support

The USDB offers audiological testing (such as hearing testing after a student has already failed an audiological screening) on an as needed basis for LEAs and

annually for USDB students, assistance with the functioning of hearing aids, and minor hearing aid repairs.

USDB Consultation to LEAs

USDB teachers and related service providers will provide occasional consultation to LEA teachers, parents, and related service providers to answer questions related to sensory impairments. This occasional consultation is available to all LEAs at no cost.

USDB specialists will provide ongoing consultation to LEA teachers, parents, and related service providers, as needed. Ongoing USDB consultative services are provided as outlined in the IEP section titled “supplementary aides and services.” The USDB specialist, in collaboration with the school team, will provide expertise about sensory impairments to answer questions and may also:

- Suggest appropriate educational strategies, accommodations, adaptations, and modifications, and assist with their implementation.
- Provide referrals to other USDB direct service providers, vendors, and resources.
- Assist in the recommendation of appropriate assessments, technology, and methodologies.
- Provide training, mentoring, and support to LEA classroom teachers.

Students receiving USDB ongoing consultation services are included in the calculation of state special education and IDEA funds for the school district or charter school. These students are not submitted by the USDB to UTREx, and do not generate state or federal special education funding for USDB. However, the line item appropriation received by the USDB is designed to include the costs of operating the USDB outreach programs, such as consultation to LEAs. As such, ongoing consultation is available at no cost to LEAs with less than three percent (3%) of the total state enrollment. LEAs with greater than three percent (3%) of the total state enrollment may choose to contract with USDB for ongoing consultation, if desired.

USDB-Contracted Direct Services to an LEA

Any arrangements beyond those articulated in this document are to be determined through a written agreement directly between the USDB and the LEA and should be reviewed at least annually. To allow USDB and the LEA to project personnel needs and costs, service needs should be initiated at least one year prior to expected service obligations. Examples of areas in which written agreement may occur include the following:

- USDB outreach services/teacher to an LEA with greater than three percent (3%) of the total state enrollment
- Related services
- ASL interpreter
- Assessment
- Assistive and educational technology Instruction
- Use of LEA space for USDB activities
- Other services as agreed upon

Other Services Available From the USDB

Professional Development

Upon LEA or USOE request and based on availability of funding, the USDB will provide professional development throughout the state to LEA administrators, classroom teachers, related service providers, early intervention providers, families, and other school and community agencies on a variety of topics, such as:

- Strategies for working with students who are deaf or hard of hearing.
- Strategies for working with students who are blind or visually impaired.
- Strategies for working with students who are Deaf-blind.
- Use of assistive technology when working with students with sensory impairments.
- Cochlear implants.
- Interpreter training.

Utah State Instructional Materials Access Center (USIMAC)

In the state of Utah, there is a single “authorized entity” that produces the alternate formats for students with print disabilities called the Utah State Instructional Materials Access Center (USIMAC). This USIMAC is presently housed within the USDB. The USIMAC is the state resource for accessible alternate format instructional materials and coordinates with the National Instructional Materials Access Center (NIMAC). The USIMAC is the state-authorized user and producer of alternate format accessible instructional materials (i.e., braille, large print, audio or digital).

The USOE will provide resources for the set up and operation of the USIMAC, which will be housed at the USDB. The operation and process for requesting instructional materials through the USIMAC will follow the referral process outlined by the USIMAC. See <http://www.usimac.org>.

The USIMAC will continue to fine-tune the production process to increase efficiency, decrease production time, and be able to provide greater service to customers. Work will continue on refining USIMAC’s internal production process. Below is a list of a few key areas of focus as the program continues to grow and expand.

1. Develop the SAP software and include an e-commerce website.
2. Delivery of all digital and audio materials electronically.
3. Create an online database of all available materials including Tiger tactile graphics.
4. Market materials through the American Printing House (APH) Louis Database.
5. Pursue additional avenues of alternate format production including 3D printing, e-pub books, foreign language braille/proofreading, and other formats that may be helpful to students with print disabilities.
6. Expand services to colleges, universities, and other states around the country.

7. Develop a Prison Braille Program in the State of Utah.
8. Relocate to a more centralized location.

Cost-Sharing Option for Purchase of Accessible Instructional Materials

In an effort to make the cost of providing accessible instructional materials to students with print disabilities appropriate and reasonable across the LEAs, a cost-sharing plan has been established through collaboration between the USOE, LEAs, and the USDB. The cost-sharing plan for the USIMAC accessible materials will be a formula calculated with a base per LEA and an additional cost per total students with disabilities within the LEA (based on most recent child count). This will determine the total LEA cost for required USIMAC accessible materials for the entire year. An individual LEA may “opt in” or “opt out” of the cost-sharing option each year. LEA costs will be reconfigured each year, based on past and projected costs. LEAs opting out of the USIMAC retain responsibility for providing accessible materials and may purchase materials from the USIMAC at full cost.

Utah Comprehensive Accountability System (UCAS) Technical Assistance

The USDB may provide consultation and technical assistance to LEAs regarding assessment when the student attends the LEA program. Any requests for accessible formats or questions regarding accommodation or administration should be directed to the USOE.

Educational Resource Center (ERC)

The ERC provides information, technology, materials, instructional support, and professional learning opportunities. The ERC works to facilitate access to materials, information, and training for teachers and parents of students with sensory impairments throughout the state of Utah. In addition to providing materials, the ERC responds to other requests for support from USDB and LEA teachers specifically related to accessing the Utah Core Standards. The ERC also conducts a special weekly sensory story time that follows the Utah Core Curriculum for library skills. The ERC is located in the USDB Ogden campus and in Salt Lake City.

Assistive Technology Trial Period

Assistive technology (specific to sensory impairment) is available to LEAs from the ERC for a 30-day trial/loan period to allow for an evaluation and trial of the equipment with the student. The duration of the loan and immediate availability of resources may vary, based upon the request.

If, following the trial, the LEA decides to purchase a similar assistive technology device for an individual student, the loan period may be extended up to another 30 days while waiting for a piece of equipment that has been ordered by the LEA.

When an LEA no longer needs an assistive technology item, it is encouraged to list LEA-purchased equipment through the ERC so that it may continue to be used statewide by another LEA in need.

Descriptive and Captioned Media Program

Descriptive and captioned media are available to all LEAs at no charge from the national depository. This includes download access, VHS, and DVDs on academic topics that have been open-captioned or described for the blind requiring no special equipment.

Professional Library

Books about deafness, vision impairment, and Deaf-blindness are available to LEAs on a 30-day loan. Professional journals in these areas are also available for on-site research at the Ogden ERC.

Additional USDB Resources

USDB offers additional supportive services to families of students with sensory impairments. These services are outside the scope of a free and appropriate public education (FAPE) under IDEA and are not the responsibilities of LEAs.

- Deaf mentor (ages three through six years)
- Athletics
- Family support services
- Parent resource library
- Short-term programs
- American Sign Language instruction
- Summer camps

Funding Distribution

LEA Funding

LEAs receive state funding from the Minimum School Program through the calculation of Weighted Pupil Units (WPU). The Minimum School Program includes funding for a wide variety of programs, including special education.

LEAs receive federal special education funding through the IDEA grant. The formula for IDEA funds includes calculations for Base, Population, and Poverty. Each LEA must submit an application for funds annually, through the Utah Consolidated Application (UCA).

USDB Funding

The USDB receives state funding through a line item appropriation from the Utah State Legislature. These funds are designated for the overall operations of USDB programs, which are designed by the USDB Superintendent with oversight from the Utah State Board of Education. USDB is not eligible for state funds distributed through the Minimum School Program, except where specifically designated by the legislature.

The USDB is eligible for IDEA funding, and receives funds through the same distribution formula used for all LEAs. The USDB calculations of Population and Poverty are based on enrollment submitted by USDB through UTREx. This enrollment includes students served in USDB Extension Classrooms (including preschool and residential), but does not include students served in USDB Outreach programs. However, USDB use of IDEA funding is not limited to services for students in Extension Classrooms. USDB must submit an application for funds annually, through the UCA.

The cost for USDB services is approved annually by the Utah State Board of Education.

Services Chart

Service	Students placed with USDB as designated LEA	Students enrolled in LEAs with less than 3% of total enrollment	Students enrolled in LEAs with greater than 3% of total enrollment
Classroom services at a USDB special school or extension classroom (including residential placement at a USDB special school).	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Outreach services provided by a USDB sensory specialist at the students' school of residence. Services are determined by the IEP or 504 team and range from direct service to consultation.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
Special programs offering instruction in the Expanded Core Curriculum for students who are blind or visually impaired.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Language or communication-based instruction for students who are deaf or hard of hearing.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
Assessment for eligibility, placement, educational programming, and evaluation.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
Transition planning (for the transition from early intervention to preschool or the transition from school to post-school) and services.	Available at no cost to LEA	Available at no cost to LEA	Available by contract
USDB American Sign Language interpreter or transliterator.	Available at no cost to LEA	Available by contract	Available by contract
Interpreter training.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Deaf-blind services.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Orientation and Mobility (O&M) services.	Available at no cost to LEA with notice	Available at no cost to LEA with notice	Available at no cost to LEA with notice
USDB Assistive Technology Team (USDB ATT) assessments to determine assistive technology needs.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Augmentative communication devices.	Available at no cost to LEA	Available for short-term (trial) loan; availability varies	Available for short-term (trial) loan; availability varies
Assistive technology.	Available at no cost to LEA	Available for short-term (trial) loan; availability varies	Available for short-term (trial) loan; availability varies
Educational technology.	Available at no cost to LEA	Consultation available at no cost; services available by contract	Consultation available at no cost; services available by contract
Technology demonstration labs.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Access to ERC materials, consistent with ERC policy and procedure.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
Extended School Year services provided by USDB sensory specialists, as determined by the IEP team.	Available at no cost to LEA	Available at no cost to LEA	Available by contract

Service	Students placed with USDB as designated LEA	Students enrolled in LEAs with less than 3% of total enrollment	Students enrolled in LEAs with greater than 3% of total enrollment
Transportation, consistent with the USDB transportation policy.	Available at no cost to LEA	Not available	Not available
Low Vision services.	Consultation available at no cost to LEA	Available at no cost to LEA for LEA students who have not passed the school-wide screening	Evaluation available at no cost to LEA for LEA students who have not passed the school-wide screening once a Functional Vision Assessment is completed by LEA
Vision screening.	Available at no cost to LEA	Consultation available at no cost to LEA Services available through Division of Services for the Blind and Visually Impaired for children 3.5 to 8 years of age	Consultation available at no cost to LEA Services available through Division of Services for the Blind and Visually Impaired for children 3.5 to 8 years of age
Audiology services.	Available at no cost to LEA	Available at no cost to LEA for LEA students who have not passed the school-wide screening	Available by contract for LEA students who have not passed the school-wide screening
Hearing screening.	Available at no cost to LEA	Consultation available at no cost to LEA.	Consultation available at no cost to LEA.
Psychology services.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Speech-Language Pathology services.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Occupational therapy.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Physical therapy.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Nursing.	Available at no cost to LEA	Not available	Not available
Behavior intervention and support.	Available at no cost to LEA	Consultation available at no cost to LEA	Consultation available at no cost to LEA
Professional Development.	Available at no cost to LEA	Available at no cost to LEA	Available at no cost to LEA
USIMAC.	Cost share	Cost share	Cost share

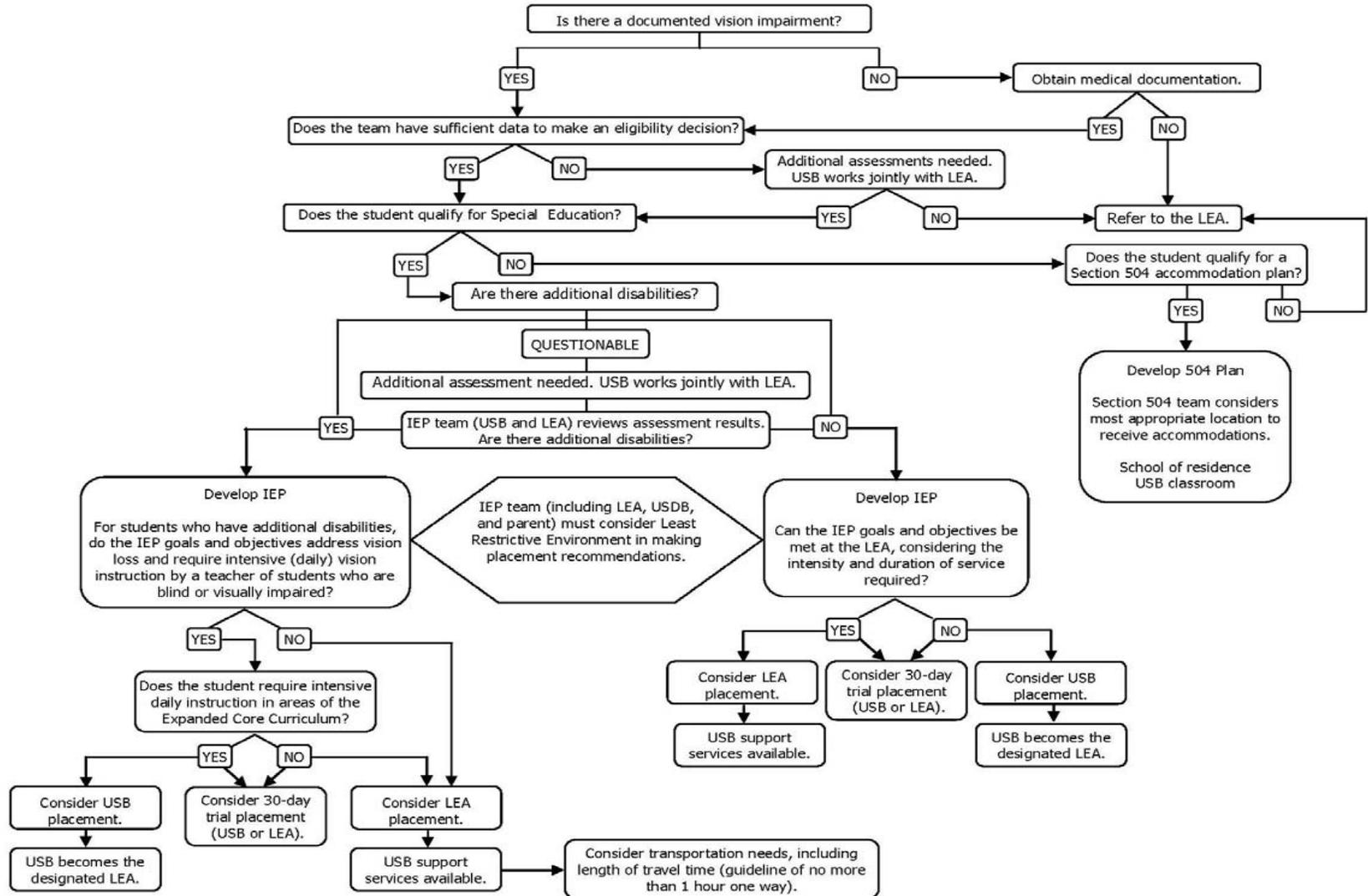
Communication Protocol

Topics	USDB	LEAs	USOE-SES
Request Clarification or Resolve Concern	<ol style="list-style-type: none"> 1. Resolution should first be attempted by discussion initiated by USDB staff with the LEA staff involved. 2. If it is not resolved, discussion is initiated by USDB director/superintendent directly with the LEA special education director. 3. If it is not resolved by the LEA special education director, then either the USDB/USOE liaison or USOE Director of Special Education should be contacted by USDB Superintendent. 4. If it is not resolved by the USDB/USOE liaison or USOE Director of Special Education, the State Superintendent of Public Instruction should be contacted by USDB. 5. Disputes may also be resolved using mediation, as per the USOE/USDB/LEA Interagency Agreement. 6. USDB will refer parents or advocacy groups who approach USDB with concerns about services provided by the LEA to the LEA Special Education Director. 	<ol style="list-style-type: none"> 1. Resolution should first be attempted by discussion initiated by LEA staff with the USDB staff involved. 2. If it is not resolved, discussion is initiated directly with the USDB director for the particular division or area of concern. 3. If the problem is not resolved at the USDB director level, then the USDB Superintendent should be contacted and given an opportunity to resolve the issue. 4. If it is not resolved by the USDB Superintendent, then either the USDB/USOE liaison or USOE Director of Special Education should be contacted by the LEA Special Education Director. 5. If it is not resolved by the USDB/USOE liaison or USOE Director of Special Education, the State Superintendent of Public Instruction should be contacted by the LEA. 6. Disputes may also be resolved using mediation, as per the USOE/USDB/LEA Interagency Agreement. 	<ol style="list-style-type: none"> 1. Resolution should first be attempted by discussion initiated between LEA and USDB staff. 2. If it is not resolved, discussion is initiated directly with the USDB director for the particular division or area of concern and the LEA special education director. 3. If the problem is not resolved at the director level, then the USDB Superintendent should be contacted and given an opportunity to resolve the issue. 4. If it is still not resolved by the USDB Superintendent, the State Superintendent of Public Instruction should be contacted by USOE-SES. 5. Disputes may also be resolved using mediation, as per the USOE/USDB/ LEA Interagency Agreement.

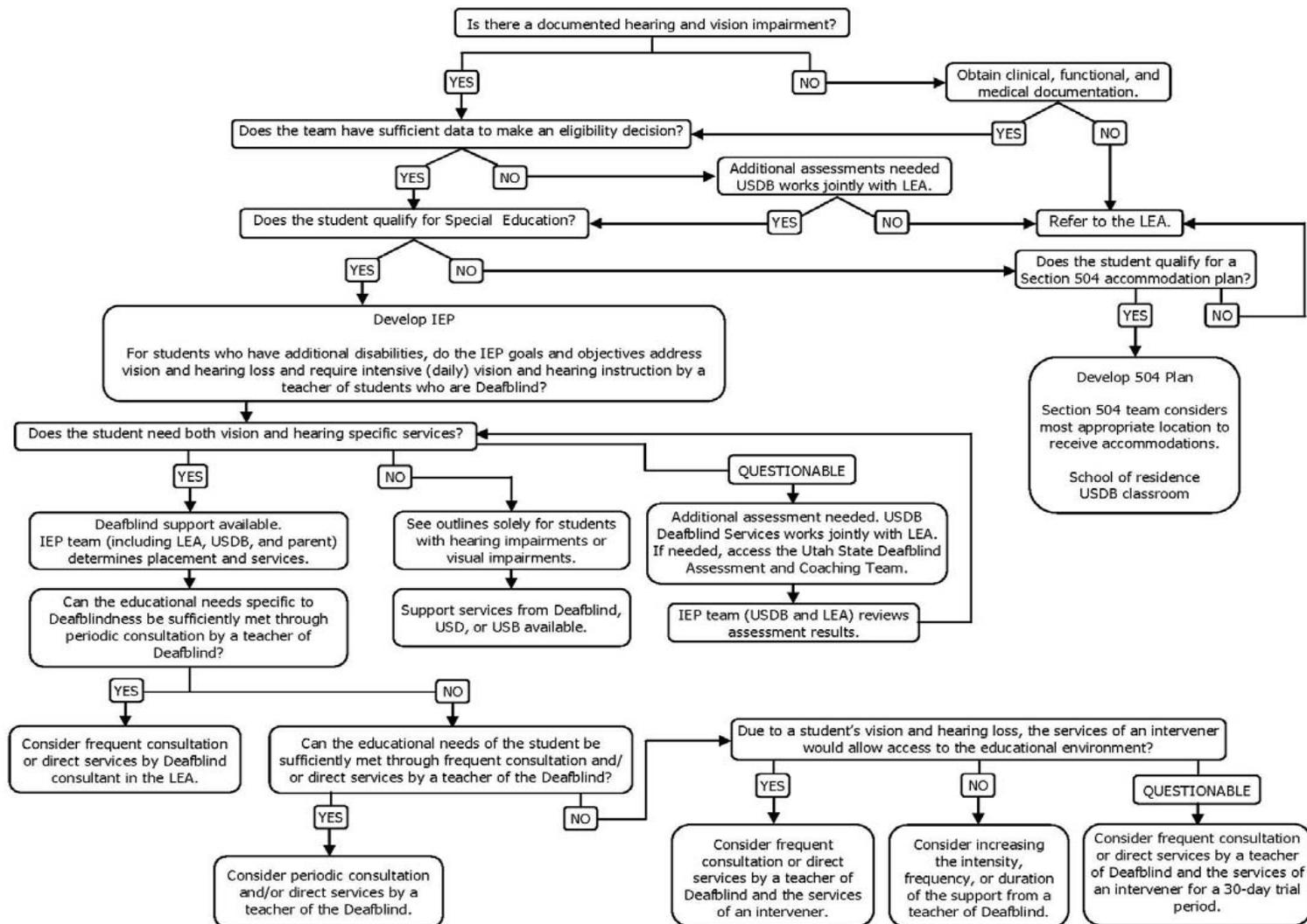
Topics	USDB	LEAs	USOE-SES
Increase Communication	<ol style="list-style-type: none"> 1. USDB directors will increase contact with each LEA special education director. 2. USDB directors will contact special education directors at least twice a year to report on each student served by USDB providers and identify the levels of service provided each student. 3. JMS and KBS will report to districts annually the students served in their special school. 4. USDB Directors and Superintendent will present at meetings of other organizations (to be determined by USDB) to discuss USDB programs on an annual basis. 5. USDB Directors will share newsletters with USOE-SES. 	<ol style="list-style-type: none"> 1. LEA special education directors will review USDB-provided student lists for accuracy and report any inaccuracies to the USDB director within 30 days. 	<ol style="list-style-type: none"> 1. USOE-SES will ensure that USDB Superintendent and Directors are included on the LEA special education director email list. 2. USOE-SES will schedule ongoing meetings with USDB Superintendent. 3. USOE/USDB liaison will coordinate with USDB Superintendent regarding input/information for the Spedometer Newsletter. The USOE/USDB liaison will notify USDB Directors. 4. USOE/USDB liaison may attend USDB administrative staff meetings, when invited. 5. USOE-SES will visit USDB programs, including rural programs, to become familiar with their needs, functions, and achievements. 6. USOE-SES will invite USDB Superintendent to USEAP meetings.
Services to Students (IDEA & 504)	<ol style="list-style-type: none"> 1. USDB will ensure that each student served by USDB services is either on an IEP or a 504 accommodation plan by annually creating lists of IDEA and 504 students to be sent to LEA special education directors and 504 coordinators. Many students are followed and monitored by USDB in rural areas by audiology to make sure their hearing technologies, hearing 	<ol style="list-style-type: none"> 1. LEA special education directors will review lists provided by USDB directors of IDEA students receiving USDB services for accuracy and report inaccuracies to USDB Directors within 30 days. 2. LEA special Education directors. 3. USDB will implement any process or procedure that an LEA requires to track 	<ol style="list-style-type: none"> 1. USOE-SES will clarify fiscal requirements for IDEA and State special education funds for LEAs and USDB through professional development and inclusion of written technical assistance. 2. USOE-SES and the Utah PD/TA Network will provide USDB with professional

Topics	USDB	LEAs	USOE-SES
	<p>aids, cochlear implants, or FM systems, are functioning properly.</p> <p>2. USDB itinerant teachers also monitor to ensure that students continue to use their technology appropriately, advocate for themselves, and that general education teachers make the necessary accommodations including use of FMs.</p>	<p>and log services to individual students.</p>	<p>development, as requested and in accordance with identified priorities and needs.</p> <p>3. USOE-SES will consider USDB's specific professional development needs during budget planning.</p>
IEP Meetings	<p>1. USDB will cc: LEA special education director on each notice of meeting and invite appropriate LEA personnel from LEA provided list.</p> <p>2. USDB will provide LEAs with a list of USDB staff to be invited to attend IEP meetings.</p>	<p>1. LEA special education directors will create and provide USDB an annual list of LEA representatives (with contact information) to be invited to IEP meetings.</p> <p>2. LEA special education directors will provide USDB directors with IEP meeting notice timeline guidance.</p>	

Blind/Visually Impaired Guidelines



Deafblind Guidelines



Glossary

Deaf-blindness or Deaf-blind means written verification provided by a medical professional stating that an individual has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. The definition of Deaf-blindness also includes the provisions of 53A-25b-102 and 301.

Designated LEA means that when the USDB is the designated LEA, the USDB shall provide all appropriate services to the student consistent with the student's IEP or Section 504 accommodation plan.

Educational Resource Center (ERC) is a center under the direction of the Utah Schools for the Deaf and Blind (USDB) that provides information, technology, and instructional materials to assist Utah children with sensory impairments in progressing in the curriculum. 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.

Hearing impairment/deafness:

(1) Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness.

(2) Deafness is a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and that adversely affects a student's educational performance (R277-800-1-L(1)(2)).

Intensive Services is defined as services requiring vision, Deaf-blind, or hearing services for more than 180 minutes or more per day for K-12 students/post-high; 90 minutes per preschool day. This does not include related services that are not vision, Deaf-blind, or hearing specific. These services must be defined within the IEP with additional specificity.

Local Education Agency (LEA) means the Utah school districts, the Utah Schools for the Deaf and the Blind, and all Utah public charter schools that are established under State law that are not schools of an LEA (§300.4-300.45).

National Instructional Materials Accessibility Standard (NIMAS) means the electronic standard that enables all producers of alternate formats for students with print disabilities to work from one standard format available from publishers for this purpose.

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and includes speech-language pathology and audiology services;

interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services; and medical for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. An exception is made for services that apply to students with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's function (e.g., mapping), maintenance of that device, or the replacement of that device (§300.4-300.45).

Section 504 accommodation plan means a plan required by Section 504 of the Rehabilitation Act of 1973 and designed to accommodate an individual who has been determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activities.

USDB means the Utah Schools for the Deaf and the Blind.

USOE means the Utah State Office of Education.

Utah State Instructional Materials Access Center (USIMAC) is a center that receives National Instructional Materials Accessibility Standard (NIMAS) electronic file sets and produces them in the accessible alternate format required by students with print disabilities based on orders from LEAs.

Visual Impairment including blindness is an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness that adversely affects a student's educational performance (§300-306-13a.).