

STRATEGIC PLAN 2009-2014



Washington School for the Deaf - Vancouver, WA

WASHINGTON SCHOOL FOR THE DEAF

STRATEGIC PLAN

AGENCY OVERVIEW – OPERATIONAL & CAPITAL BUDGETS 2009-2014

MISSION STATEMENT

WSD is an educational community and statewide resource committed to ensuring all deaf and hard of hearing students in Washington reach their full potential.

VISION STATEMENT

WSD is responsible for ensuring all deaf or hard of hearing students in Washington State are successful in their adult lives. The Washington School for the Deaf will operate as the statewide educational, consulting and transitional center for deaf or hard of hearing students, their families and their school districts.

BELIEFS

- All children/students can succeed.
- Immersion in Deaf culture and ASL, in addition to involvement with Deaf role models and the Deaf community, is foundational to a Deaf child's identity and sense of empowerment.
- Teamwork among community partners is essential to student success.
WSD partners include but are not limited to:
 - Parents
 - Students
 - Staff
 - School Districts
 - Early Intervention Programs
 - Businesses
 - Agencies
 - Private and Nonprofit Organizations
 - Higher Education
 - Alumni
- WSD is a community of learners encouraging students to value lifelong learning.
- WSD's educational program is relevant to today's society and is designed to achieve literate, inspired, critical thinkers with a world view.
- Outreach services are responsive to school districts, parents, children and community partners, and are delivered throughout the state.

PRIORITIES OF GOVERNMENT

Primary:

- Improve student achievement in elementary, middle and high schools

Secondary:

- Improve the value of postsecondary learning
- Improve the security of Washington's vulnerable children and adults
- Improve the safety of people and property

STRATEGIC PLANNING CONTINUITY

The 2007-2012 Strategic Plan established goals for the agency which sought to improve services that WSD provides to our students and stakeholders across the state. The new Strategic Plan was reviewed and modified by an internal team of professionals, students and stakeholders. This draft was presented to the WSD Board of Trustees who reviewed the Strategic Plan identifying areas of strength addressing areas in which we have gaps.

The 2009-2014 plan provides greater clarity and guidance in our *mission statement* and our *beliefs statement*. The plan continues to focus on improvement of:

- student academic standards,
- vocational training opportunities,
- instruction through staff training and professional development,
- technology use in the instructional setting,
- instructional programming enhancements,
- partnerships with outside agencies (i.e. School Districts, ESD's, OSPI, and other stakeholders),
- activities aimed at being a leader as educational resource center for deaf and hard of hearing students in the state, and
- student behavior and citizenship supports.

The agency continues to realize positive growth by setting measurable goals and making business and program decisions based on this plan. Activities include:

- increasing our ASL immersion programs,
- establishing and following a curriculum adoption processes,
- augmenting improved instructional capacity, and
- developing a comprehensive student management system.

The Board of Trustees and agency management recognize that a Strategic Plan is a dynamic document. As new challenges arise, the plan must be revised to address new issues and opportunities confronting the agency.

GOALS

Goal 1: Students will meet or exceed state academic standards.

Objective 1: Students will demonstrate one-year's growth in mathematics, writing, and reading levels on an annual basis.

Strategies:

1. Yearly progress in reading, writing, and math will be compiled and disaggregated for all students.
2. A specific staff member will be assigned the responsibility of aggregating and disaggregating achievement data and reporting the results to all stakeholders.
3. The School Improvement plan will be reviewed and revised each year to establish reasonable instructional goals and measurable outcomes for students in light of previous years' learning results.
4. WSD will adopt curriculums designed to facilitate student progress.
5. The staff will collaboratively implement a spiraling curriculum to assure continuity of instruction across grade levels.
6. Adjust the working day of one certificated teacher to coordinate the after school tutor center in concert with residential personnel.
7. WSD will provide a supplemental literacy program to provide additional learning opportunities for students who may not otherwise qualify for Extended School Year services.
8. Specific training for staff and a package of services will be developed to address the literacy and communication needs of English Language Learning (ELL) students.
9. Collaborate with ESD school improvement teams.

Activity: Annual evaluation all enrolled students in reading, writing and mathematics.

Measures:

1. The percentage of students that demonstrate at least one-year's growth as measured by an annual pre-test and post-test in mathematics. *Goal – 90% (Office of Fiscal Management – OFM - measure)*
2. The percentage of students that demonstrate at least one-year's growth as measured by an annual pre-test and post-test in reading. *Goal – 70% (OFM measure)*
3. The percentage of students that demonstrate at least one-year's growth as measured by an annual pre-test and post-test in writing. *Goal -70% (OFM measure)*
4. That Middle and High School students are meeting the internal educational standards as established by WSD. *Goal – 90% (Internal measure)*

Ultimate Outcome: Students leaving WSD have the skills needed for post-secondary schooling or for entering the work force.

Objective 2: WSD curriculum will be aligned horizontally and vertically (Preschool-PHS) with Washington state standards across all content areas.

- Hire curriculum/assessment specialist
- Determine the current status of WSD's curriculum alignment
- Identify and prioritize gaps (make sure to include all the curricular areas that are not currently included).
- Identify activities to be completed, such as:
 - Inclusion of strategies to support students that are not at grade level;
 - Inclusion of strategies/programming to address the gaps new students have at the time of placement at WSD;
 - Development of a specific cycle of adoption, to include an ASL curriculum.
- Create an action plan and timeline.

Objective 3: WSD will develop a coordinated system of assessment of student learning outcomes to include tests given, collection of data, analysis of data and support to teachers on how to use the analysis to inform instruction.

- Hire curriculum/assessment specialist
- Identify what is currently being used within individual classrooms and department-wide, and evaluate and how these tools portray student growth and inform instruction and decision making.
- Identify and prioritize gaps within the assessment system.
- Research standardized, curriculum-based, non-standardized and informal assessments.
- Determine which will be used as part of the coordinated system of assessment.
- Arrange for initial training for use of the assessments, and ongoing training on how to use the information to guide instruction.
- Create procedures and timelines to ensure standardization of data collection and reporting.

Objective 4: WSD will adopt and implement an ASL curriculum for the purpose of developing in students a strong language base for learning.

- Use the established curriculum adoption process to review and select a curriculum.
- If no curriculum can be identified, develop a plan for creating a curriculum.
- Identify an assessment component for the curriculum
- Provide initial and ongoing training to teachers.
- Establish an action plan and timeline.

Objective 5: WSD will conduct a review of its IEP development and implementation process to ensure compliance with state and federal requirements.

- Review previous Corrective Action Plan from OSPI.
- Conduct randomly selected file reviews to determine current issues.
- Review WSD's IEP process related to the link between evaluation, IEP development, implementation and accountability mechanisms for special education services (related services and specially designed instruction).
- Develop a set of recommendations for improvement based on the review findings.
- Establish an action plan and timeline.

Objective 6: WSD will review and revise its admissions process to ensure compliance with the law, incorporate practices that will result in appropriate placement decisions for potential students, and communicate clearly with staff, parents and districts regarding process and decisions.

- Complete external audit.
- Review recommendations and determine which to accept.
- Establish action plan and timeline for implementation of adopted recommendations.

Goal 2: WSD will provide extended learning and transitional opportunities for deaf or hard of hearing students and post-graduates from throughout the state.

Objective 1: WSD will implement a post-graduate transitional program for deaf or hard of hearing individuals who have recently graduated from or otherwise no longer qualify for services through their local school districts.

Strategies:

1. WSD will utilize available dormitory housing to support independent living skill development of program participants.
2. WSD will partner with other social service agencies and private entities to provide off-campus vocational training opportunities for participants.
3. WSD will link participants with services and possible employers in their residence upon completion of their transitional program at WSD.
4. Partner with WSU-V Center for Youth Workforce Preparation to provide off-campus training in informal education and career exploration.

Activity: WSD will locate supported work placements for all program participants and offer entry-level academic skill development for participants seeking enrollment in post-secondary training programs.

Measure: The number of deaf or hard of hearing participants securing gainful employment or matriculating to formal post-secondary training programs receiving will increase by 25% annually from a base figure as of June, 2007.

Objective 2: WSD will provide increased extended learning opportunities for school-age deaf or hard of hearing students throughout the state.

Strategies:

1. WSD will develop an operational plan to ensure that each deaf or hard of hearing student in our state has the opportunity to attend up to six weeks of educational programming at WSD that supplements the academic or transitional program in their local school district.
2. WSD will consult with local school districts and OSPI to determine how summertime learning opportunities could be structured to support improved performance on statewide assessments.
3. WSD will provide opportunities for deaf or hard of hearing students participating in short-term extended learning opportunities to meet gainfully employed deaf adults in a variety of employment sectors.
4. WSD will access ESD support to determine feasibility of providing extended learning opportunities in various regions throughout the state.

Activity: WSD will create an operational plan to support up to six weeks of extended learning opportunities for each deaf or hard of hearing student in the state.

Measure: The number of participating students satisfying at least one academic or transitional objective on their local school district IEP will increase by 10% annually, using a baseline obtained on September 1, 2007.

Ultimate Outcome: Deaf or hard of hearing students will demonstrate success in their transition to adult life.

Goal 3: WSD will enhance the instructional program and school facilities to support a variety of educational programs.

Objective 1: WSD will enhance the ASL immersion program for enrolled students in grades K-12 and adults throughout Washington State.

Strategies:

1. Development of an ASL immersion program K-12 on the Vancouver campus.
2. Development and enhancement of the High School Total Immersion program for students throughout the state of Washington both deaf and hearing.
3. Development and enhancement of the Adult Total Immersion program for adults throughout the state of Washington both deaf and hearing.

Activity: WSD will conduct three immersion programs per year.

Measure: Increase the baseline ASL knowledge of the 150 participants, as measured by pre- and post-testing. *Goal 100% (Internal Measure)*

Objective 2: WSD will provide oral and aural communication services for deaf and hard of hearing children throughout Washington State.

Strategies:

1. WSD will expand the public/private partnership with Listen & Talk, Inc to provide consultative services to support oral and aural development of children enrolled in local school districts.
2. Partner with other stakeholders to provide staff training and other capacity-building opportunities for service providers in public schools to gain skills in supporting the oral and aural development of children.
3. Alert stakeholder groups that campus facilities are available for use to provide staff development opportunities to various stakeholder groups.
4. Canvass school districts, parents, and other stakeholder groups to determine the kind and level of additional services needed to support deaf or hard of hearing children whose chosen communication mode is oral.

Activity: WSD will utilize internal staff and partnering with other stakeholders to provide direct and indirect specialized oral and aural development services to deaf and hard of hearing children.

Measure: The number of children receiving direct or indirect specialized oral and aural development services will annually increase by 25%, compared to baseline data as of June, 2006. *Goal 25% increase over base (internal measure).*

Objective 3: WSD will implement construction projects in each of the next three biennia designed to provide an instructionally appropriate and safe learning environment.

Strategies:

1. WSD will implement a series of prioritized minor works projects for each of the next three biennia which will assure a safe environment and increase the capacity of the school to serve the changing needs of its students while staying current with minor repairs to the facility
2. WSD will develop a comprehensive plan for the construction of new campus facilities which is based on:
 - a. Disaggregated enrollment projections that take into account such things as the incidence of cochlear implants, diverse behavioral patterns and any changes in family preferences for the learning of their children;
 - b. A revised assessment of the school's role in using a variety of methods to serve the diverse needs of deaf or hard of hearing students; and

- c. An analysis of how the school will collaborate with families, public schools, and other agencies to assist in the development and education of deaf or hard of hearing students; and
- d. Service needs of deaf or hard of hearing children to prepare them for the world of work.

Activity: Maintain the current facility while developing and implementing a 10-year Capital Plan for both major and minor public works projects.

Measures:

1. In order to maintain a safe environment for student learning the maintenance department will complete 90% of all work orders within 30 days of submittal. (*OFM measure*)
2. New capital construction of a combined vocational education, cafeteria, and maintenance and operations building will be completed.

Ultimate Outcome: A safe environment for learning will be maintained and enhanced.

Objective 4: WSD staff will receive the training they need to be able to provide appropriate programming for students with special needs.

- Identify the training needs across departments, including the cottages.
- Explore resources for providing initial training on specific topics, and resources to provide ongoing training as new needs arise.
- Research and identify specialized assessment tools for students with additional disabilities.

Objective 5: WSD will improve the safety and security of the WSD campus by:

- a) Designing and installing clear signage throughout campus;
- b) Installing a visual emergency notification system throughout campus.
- c) Reviewing the video security system for adequacy.
- d) Establishing an action plan and timeline.

Goal 4: Deaf or hard of hearing students will demonstrate positive citizenship and pro-social behaviors.

Objective 1: WSD will review and enhance a school-wide behavior management system that seeks to increase pro-social behaviors as well as decrease socially maladaptive behaviors.

Strategies:

1. WSD will implement a positive behavioral support system in the residential program that provides rewards and privileges commensurate to specific acts of pro-social behaviors.
2. WSD will modify their behavior management system utilized in the school environment to identify positive motivators for pro-social behaviors.
3. WSD will implement a school-wide safety curriculum that promotes individual safety and pro-social behavior.

Activity: Evaluate students on their knowledge of the safety curriculum.

Measure: The percentage of students who can demonstrate their knowledge and understanding of the school-wide adopted safety curriculum based on classroom/teacher assessment. *Goal – 85% (OFM measure)*

Objective 2: WSD will partner with stakeholder groups to create academic and social emotional programming for students who do not demonstrate the criteria for admission to the school.

Strategies:

1. WSD will conduct a data analysis of the applications denied for admission over the previous five years to determine the most prevalent reasons for denial and the service needs of those students.
2. WSD will approach various stakeholder groups to determine how service needs reflected by the data analysis might be met in an off-campus program.
3. WSD will generate a proposal for service delivery which integrates the data demonstrating the services needs and the partnerships necessary to deliver the academic and social emotional services to pertinent students.

Activity: WSD will develop a proposal to increase academic and social emotional services to students who do not meet the enrollment criteria for the on-campus program.

Measure: Using parent report, students denied admission to the on-campus program will receive an increased level of ongoing services in their local school district or other locale. *Goal: 50% success rate (Internal Measure)*

Ultimate Outcome: Deaf or hard of hearing students will be socially well-adjusted and able to protect themselves both on- and off-campus.

Goal 5: Students will receive increased opportunities in middle and high school to achieve anticipated post-school outcomes consistent with gainful employment or post-secondary enrollment.

Objective: WSD will increase on- and off-campus vocational opportunities for enrolled high school students and short-term on-campus transition planning for students enrolled in the public schools.

Strategies:

1. WSD's after-school elective program will identify and prioritize activities that are vocational in nature or otherwise align with common transitional activities that prepare students for post-school outcomes.
2. WSD will increase opportunities to develop career path training on its campus utilizing existing resources such as the nutrition services, maintenance shop, residential elective programs, etc.
3. WSD will offer to assign a staff member to an external vocational training facility for instructional support to enrolled students. On a space-available basis, other deaf or hard of hearing students served in the public schools could access the services of the WSD staff member.
4. WSD will provide vocational placements within the greater SW Washington community to all students at least once during their high school career.
5. WSD will provide increased extended learning opportunities for students throughout the state.
6. Develop statewide coordination with extension offices of higher education entities, such as those affiliated with Washington State University.

Activity: Increased development of vocational training opportunities.

Measures:

1. WSD will expand on-campus vocational exploration/training strands (e.g. landscaping, auto mechanics, and culinary arts) to provide an opportunity for hands-on training to prepare students to transition from school-to-work. Training opportunities will be provided both on campus and in businesses in the local communities for students 16-21 enrolled at WSD and in local schools throughout the state. *Goal – 2 to 6 strands per quarter (OFM measure)*
2. WSD will place enrolled students in off campus training/work sites. *Goal – 2 to 4 students in actual off-campus training per quarter (OFM measure)*

Ultimate Outcome: Deaf and hard of hearing students will receive a broad exposure to potential career opportunities upon graduation and post-graduation.

Goal 6: WSD will use technology to the maximum degree possible to assist students to meet their developmental and educational goals.

Objective 1: Expand educational opportunities for deaf and hard of hearing students throughout Washington State through video conferencing.

Strategies:

1. WSD will expand reading instruction through Shared Reading Video Outreach Project (SRVOP) in students' local school districts.
2. WSD will explore software and curriculum packages that expand student learning.
3. WSD will expand distance learning opportunities for students.
4. WSD will provide technology skill development that is student-specific and individualized.
5. WSD will develop and implement a technology scope and sequence at each instructional level.
6. WSD will assess the feasibility of utilizing Communication Assisted Realtime Translation (CART) captioning for students and implement a pilot program.

Activity: WSD will increase technology use to deliver services to students and their families.

Measures:

1. Distance learning opportunities will be offered to students who are deaf or hard of hearing. This opportunity will be provided in their local school districts through the use of video and computer technology. *Goal – 4 to 8 classes offered through distance learning per quarter. (OFM measure)*
2. WSD will establish statewide partnerships with local school district personnel and families of children who are deaf or hard of hearing to encourage positive, active involvement in the education of their children. *Goal – 10 contracts established with school districts or other stakeholders per quarter. (OFM measure)*

Ultimate Outcome: Deaf or hard of hearing students will become technologically literate.

Objective 2: WSD will provide appropriate educational technology in all instructional area and ensure staff has initial and ongoing training to incorporate technology into instruction.

- Complete a comprehensive inventory of current educational technology resources: hardware and software.
- Establish an on-going system, designed to include staff input, for reviewing, assessing and making purchasing decisions regarding educational technology.
- Provide Initial and on-going training for helping staff incorporate educational technology into their instructional areas.
- Establish an action plan and timeline.

PERFORMANCE ASSESSMENT

WSD is the only public residential school for the deaf in our state. It is difficult to compare performance results with other schools or agencies within the state. Achievement results are comparable to deaf/hard of hearing students in public schools. WSD students participate in the WASL. The graduation rate for students receiving a CAA or CIA for the 2008 school year was 100%.

WSD is making strong gains in targeted areas and data are reported formally through the GMAP process. Behavioral issues, which had been an area of concern in the past, have decreased in response to positive interventions. Outreach services continue to grow. Business and Operations staff provides timely and efficient service to programs both on and off campus. All data are reported quarterly to the Office of Financial Management using the Performance Measure process. Goal areas are established to reflect goals within the Strategic Plan with an emphasis on student growth, which meets the mission of the agency.

MAJOR PARTNERS

The Washington School for the Deaf is actively pursuing partnerships with various groups throughout the state including other state agencies, colleges, ESD's, schools, and various groups dedicated to improving opportunities for the deaf and hard-of-hearing. Below is a representative list of current partners.

Office of the Superintendent of Public Instruction (OSPI) – WSD works in cooperation with OSPI to offer services to the deaf and hard-of-hearing students throughout the state.

Educational Service Districts (ESD) – WSD meets with the various Special Education Directors from the ESD's and their local school districts establishing needs assessments and to present WSD as one component in the continuum of service options for students receiving services in their local school district.

Washington Sensory Disability Services (WSDS) – WSD works collaboratively with WSDS to provide direct service to students and school personnel and expand the ability to offer appropriate services on our campus in Vancouver as well as at local school districts through activities such as:

- Shared Reading Video Outreach Project;
- Spring Family Retreat;
- Video conferencing and training options;
- Innovative educational programs located in diverse regions of the state.

Listen and Talk – WSD has established a relationship with Listen and Talk to provide consultation and limited direct auditory and verbal therapy services to children and families located throughout the state of Washington.

Local School Districts – WSD works with local districts to promote educational intervention for deaf/ hard of hearing children. Services include:

- On-campus placement for educational and residential programming;
- Evaluation and IEP development;
- Technical assistance with academic programming;
- Linkages with other agencies for support;
- Direct local academic or intervention service;
- Consultation and/or systemic change to support students.

Hands and Voices – WSD is actively involved with the Washington chapter of Hands and Voices, a non-profit organization dedicated to supporting families and their children who are deaf or hard of hearing, as well as the professionals who serve them.

Universities and Community Colleges – WSD is working to establish relationships with four-year colleges and universities, along with community colleges, to expand transitional opportunities for deaf or hard of hearing students.

- **Clark College:** WSD partners with Clark College to provide opportunities for deaf or hard of hearing high school students and post-secondary students to succeed in college and access vocational-technical training programs.

Department of Vocational Rehabilitation - WSD links students with DVR to explore post-school vocational and training opportunities. WSD is also working together with DVR to develop a high school independent living program for deaf or hard of hearing students from both public schools and WSD. This program would be for students who graduate but require an additional year of remediation and training to be better prepared to transition to work or further training. Currently, due to DVR's order of selection, most deaf or hard of hearing students wait for two or more years before being placed in vocational programming.

DSHS – Early Childhood Committee - WSD works with the local Family Resource Council to provide services for children and families who are deaf/hard of hearing in SW Washington as well as North Central Washington. Additionally, WSD has been an active member of the statewide committee established in response to HB 2765 to study statewide services birth to 3 and will continue to work with the other stakeholders to improve the service delivery to this population.

DSHS – Office of Deaf and Hard of Hearing – WSD works with ODHH to further their mission to remove barriers for deaf or hard of hearing individuals.

- **Centers of the Deaf and Hard of Hearing** – ODHH contracts with Centers located throughout the state, and while primarily serving the adult deaf and hard-of-hearing population, they are a valuable resource for WSD. They can provide assistance with the transition of our students to the work force. Additionally, some of the centers are connected to the K-20 system and can facilitate video conferencing between the parents of our students and the school for meetings thereby avoiding lengthy travel for either the parents or our staff.

Vancouver School District – In cooperation with the district, WSD has established program links with VSD to provide students reciprocal access to elementary, middle and high school programs for instruction supporting students' academic interest areas as well as access to after school program options. This opens the door for a wider variety of course options for students from a variety of school districts and allows students from Vancouver to access services on WSD campus.

WSD Parent-Staff Organization – The Parent Staff Organization (PSO) is designed to:

- Promote the well-being of deaf children at home, school and community; secure adequate laws for education of deaf and hard of hearing children;
- Establish close relationships between the home and school, and;
- Develop a relationship between the school and community that promotes the highest degree of physical, mental, social, and emotional development in deaf and hard of hearing children.

WSD Alumni Association – The association is made up of stakeholders who have first hand knowledge of the services offered through WSD. This partnership between alumni and WSD focuses on promoting to further academic success and support the well-being of students throughout the state of Washington served by WSD staff. Activities include:

- The promotion and increase of program development at WSD as an educational leader for deaf and hard of hearing students;
- Recognizing and providing an award for student leadership;
- On-going support and networking for WSD graduates, students and prospective students;

- Preservation of the heritage of deaf adults and cultural components of the Washington School for the Deaf and its' impact on the deaf culture in Washington State;
- Support and advocate for the rights of deaf citizens and the cultural richness of the Deaf community throughout Washington State.

Washington State Association of the Deaf – The WSAD, operated by and for the Deaf community, advocates and is dedicated to improve the quality of life for deaf and hard of hearing individuals including but not limited to deaf-blind individuals, parents of deaf children, interpreters, late deafened adults, and Children of Deaf Adults (CODA). WSAD works to:

- Empower deaf /hard of hearing individuals to exercise self-determination, independence, and a better means for quality of life necessary to lead self- reliant and productive lives in Washington State;
- Advocate for equal opportunities in social, educational and employment opportunities;
- Educate and protect the rights to accessible services, and equipment;
- Recognize and promote awareness that American Sign Language (ASL) is the primary natural language for most deaf individuals and should be utilized to the fullest extent possible;
- Recognize American Sign Language (ASL) as a foreign language for high school and college credits; and
- Preserve and respect Deaf culture and heritage.

ASSESSMENT OF INTERNAL CAPACITY AND FINANCIAL HEALTH

Based on our current organizational structure and mission, the school has the staffing and organizational capacity to meet the established goals. The Washington School for the Deaf continues to face recruiting challenges when searching for qualified candidates for specialized positions such as the Teachers, Outreach Director, Speech-Language Pathologist (SLP), and School Psychologist. We recruit using organizations specializing in recruiting SLPs and School Psychologists, such as the National Association of School Psychologists and the American Speech-Language Hearing Association. Additionally, we list job vacancies on many websites for hard-to-fill positions, mail recruitment announcements to colleges and universities.

Challenges in recruitment exist because of the specific qualifications we require as well as national shortages. WSD staff must also be proficient in American Sign Language (ASL) which eliminates many highly qualified candidates.

WSD recently completed a comprehensive self-study through a joint accreditation process with the Conference of Educational Administrators of Schools and programs for the Deaf (CEASD) and the regional accreditation organization, Northwest Association of Accredited Schools (NAAS). This process included extensive self-assessment by staff, students, parents and stakeholder groups. This Strategic Plan that was adopted by our Board of Trustees and includes goals and objectives recommended by the internal and external teams. Additionally, WSD conducts annual service and climate surveys to provide feedback on strengths and gaps.

We submitted a supplemental budget which increased our capacity to meet the needs of Deaf Multi-Disabled students at WSD. We anticipate this funding will continue. Our operational funding has remained relatively stable and is currently adequate for the existing daily programmatic needs of the agency. Nonetheless, program expansion to increase on-campus school-to-work transition training opportunities as well as off-campus outreach services may necessitate increased funding in future biennia covered by this strategic plan.

We have a major capital project for a Vocational/Cafeteria/Maintenance building that will be completed June 2009. Other significant capital investment needs include a new academic and physical educational facility. The current buildings do not meet programmatic needs. The agency will be submitting a capital budget request to meet these needs for the 2009-2011 biennium.

STATUTORY AUTHORITY REFERENCES

Chapter 72.40 RCW – The Washington School for the Deaf, established by territorial and state authority, provides comprehensive educational programs for students whose hearing loss requires special programs.

RCW 72.40.010	School Established – Purpose
RCW 72.40.019	Appointment of Superintendent – Qualifications
RCW 72.40.023	Superintendents – Powers and Duties
RCW 72.40.024	Superintendents – Additional powers and duties
RCW 72.40.028	Teachers’ qualifications – salaries-Provisional certifications
RCW 72.40.031	School year – School term – legal holidays – use of school
RCW 72.40.040	Who may be admitted
RCW 72.40.050	Admission of nonresidents
RCW 72.40.060	Duties of school districts
RCW 72.40.070	Duties of educational service districts
RCW 72.40.080	Duty of parents
RCW 72.40.090	Weekend transportation – Expense
RCW 72.40.100	Penalty
RCW 72.40.110	Employees’ hours of labor
RCW 72.40.120	School for the Deaf – School for the Blind – Appropriations
RCW 72.40.200	Safety of students and protection from child abuse and neglect
RCW 72.40.210	Reports to parents – Requirement
RCW 72.40.220	Behavior management policies, procedures, and techniques
RCW 72.40.230	Staff orientation and training
RCW 72.40.240	Residential staffing requirement
RCW 72.40.250	Protection from child abuse and neglect – Supervision of employees and volunteers – Procedures
RCW 72.40.260	Protection from child abuse and neglect – student instruction
RCW 72.40.270	Protection from sexual victimization – Policy
RCW 72.42	Board of Trustees
20 U.S.C. Sec 1400 et. seq.	Individuals with Disabilities Education Act of 2004