

***Washington School
for the Deaf***



***Board of Trustees
Packet***

February 6, 2009

Washington School for the Deaf Board of Trustees Packet February 6, 2009

- Agenda
- Updated Board of Trustees listing
- School Calendar 2008/2009

AGENDA ITEMS

- Minutes – December 5, 2008, Board Meeting
- Finance Committee Update
 - Report from January 13, 2009, meeting
- Superintendent's Report
 - Agenda
- Policy Review – 1st Reading
 - Policy 3403
 - Self Harm/Suicide Threats/Suicide Attempts by Students

INFORMATIONAL ITEMS

- School Year 2008/2009
 - Behavioral Referral (BRF) – three year comparison
 - Enrollment Information
- Procedure 3403P
 - Self Harm/Suicide Threats/Suicide Attempts by Students
- KCTS 9 Golden Apple Awards
 - Featuring Debra Renner, WSD Student Life Counselor
- Budget Reports
 - Budget Summary for the Board of Trustees
 - Charts
 - Allotment vs. Expenditures FY 2009
 - Monthly Balances FY 2009
 - WSD Expenditures by Month & Year

**WASHINGTON SCHOOL FOR THE DEAF
BOARD OF TRUSTEES MEETING
February 6, 2009**

- 9:00 a.m. Call meeting to order and determination of a quorum
Announcements and introduction of guests
Approval of December 5, 2008, meeting minutes
- 9:15 a.m. Financial Update
- Board Finance Committee
 - Cost saving ideas
 - April Rounds, Human Resources Manager
- 9:45 a.m. Reports
- Superintendent's Report
 - Human Resources Update
 - Construction Update
- 10:30 a.m. Break
- 10:45 a.m. Policy Review
- 1st Reading: Self-Harm/Suicide Threats/Suicide Attempts by Students (Policy 3403)
- 11:15 a.m. Curriculum and Assessment
Shauna Bilyeu, Curriculum Coordinator
- 12:15 p.m. Lunch
- 1:00 p.m. School Improvement Initiatives
Jane Mulholland, Assistant Superintendent
- 2:00 p.m.
(if needed) Executive Session to "evaluate the qualifications of an applicant for public employment or to review the performance of a public employee" pursuant to RCW 42.30.110 (1)(g)
- 3:00 p.m. Adjourn

WASHINGTON SCHOOL FOR THE DEAF BOARD OF TRUSTEES

Rick Hauan, Superintendent (360) 696-6525, ext. 0400 (rick.hauan@wsd.wa.gov)
 Jane Mulholland, Assistant Superintendent (360) 696-6525, ext. 0402 (jane.mulholland@wsd.wa.gov)
 Judy Smith, Executive Assistant (360) 696-6525, ext. 0401 (judy.smith@wsd.wa.gov)

Voting Members	Address	Cong Dist.	Home Phone Work Phone	Date Apptd.	Term Expires	E-Mail/Fax
Allie "AJ" Joiner Chair	15806 18 th Ave. W., B 102 Lynnwood, WA 98087	1	(425) 743-9872 (TTY)	08/30/06	07/01/10	allie.joiner@wsd.wa.gov
Pat Clothier Vice Chair	11290 Walker Road Mount Vernon, WA 98273	2	(360) 757-4259 (V/TTY) (H) Cell: (360) 421-3674	06/27/02	07/01/10	pat.clothier@wsd.wa.gov
Gail Pollock	5808 NE 36 th Avenue Vancouver, WA 98661	3	(360) 695-4769 Cell: (360) 521-4769	02/09/06	07/01/10	gail.pollock@wsd.wa.gov
Nita Kamphuis	5404 S. Caballo Rd. Kennewick, WA 99338	4	(509) 627-1368 (509) 967-6050	09/19/08	07/01/13	nita.kamphuis@wsd.wa.gov
Char Parsley	3427 W. 7 th Avenue Spokane, WA 99224	5	(509) 838-3770 TTY and VP	03/16/07	07/01/11	char.parsley@wsd.wa.gov
Rita Reandeau	1636 Yukon Harbor Rd., SE Port Orchard, WA 98366	6	(360) 871-7367 (360) 443-3626 Cell: (360) 551-3034	08/19/04	07/01/09	rita.reandeau@wsd.wa.gov Fax: (360) 443-3662
Ariele Belo	1625 19 th Avenue Seattle, WA 98122	7	(206) 388-1275 TTY	01/30/07	07/01/11	ariele.belo@wsd.wa.gov
Sidney Weldele-Wallace	19501 SE 332 nd Place Auburn, WA 98092	8	(253) 833-6487 (253) 833-9111 ext. 4705	06/27/02	07/01/11	sidney.wallace@wsd.wa.gov Fax: (253) 288-3463
Larry Swift,	2306 Glen Kerry Ct., SE Lacey, WA 98513	9	(360) 491-8745	07/31/02	07/01/09	larry.swift@wsd.wa.gov Fax: (360) 491-8745

WASHINGTON SCHOOL FOR THE DEAF 2008/2009 School Year

July 08

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 08

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 09

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24	25	26	27	28	29	30
31						

August 08

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24	25	26	27	28	29	30
31						

January 09

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25	26	27	28	29	30	31

June 09

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30	31					

September 08

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28	29	30				

February 09

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

Key

Staff in-service days ○

First and last day of school 

Non-school days - BLUE

Travel days - RED

October 08

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
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March 09

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24	25	26	27	28	29	30
31						

Mark Your Calendar!

**Homecoming - October 24, 2008*

**Roadrunner Classic*

New Mexico School for the Deaf

December 11-13, 2008

**WSBC at*

California School for the Deaf/Riverside

January 28 - February 1, 2009

***Awards Night.....*

**Academic - March 26, 2009*

**Sports - May 14, 2009*

November 08

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April 09

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	

After School Electives

Fall - Begins September 9, 2008

Winter - Begins December 2, 2008

Early Spring - Begins February 10, 2009

Spring - Begins April 14, 2009

Literacy Faire	July 17-26	Thanksgiving Break	Nov. 27-28
Ed. Reform (8 hours ea.) (teachers)	Aug. 22, Sept. 2	Winter Break	Dec. 22-Jan. 2
Safety Training	Aug. 20, Nov. 10	Martin Luther King Jr. Day*	January 19
New Employee Orientation	August 21	President's Day*	February 16
Teacher Pre-service Day	August 21	Spring Break	March 30-April 3
Registration Day**	August 24	Memorial Day	May 25
First Day of School	August 25	High School Graduation	May 28
Labor Day	September 1	Last Day of School	June 5
Veterans' Day*	November 11		

2009 WASL SCHEDULE

3-8th grade testing window - April 13 - May 1, 2009

High School Reading & Writing - March 16-19, 2009

High School Math - April 13-14, 2009

High School Science - April 20 and 22, 2009

*Travel days as well as holidays

**Transportation will not be provided on Registration Day

Quarters end: 1st Quarter: October 28, 2008; 2nd Quarter: January 20, 2009
3rd Quarter: March 25, 2009; 4th Quarter: June 5, 2009

AGENDA ITEMS

WASHINGTON SCHOOL FOR THE DEAF
BOARD OF TRUSTEES MEETING
December 5, 2008

Board Members: Allie Joiner (District #1)
Pat Clothier (District #2)
Gail Pollock (District #3)
Nita Kamphuis (District #4)
Rita Reandeau (District #6)
Ariele Belo (District #7)
Sidney Weldele-Wallace (District #8)
Larry Swift (District #9)

Absent: Char Parsley (District #5)

Legal Counsel: Bonnie Terada

Superintendent: Rick Hauan

Guests: April Rounds, Human Resources Manager
Jane Mulholland, Assistant Superintendent
Kris Rydecki, Director of Outreach
Lorana Myers, Federation
J. Piper Gallucci, WPEA
Chris Newell, School Psychologist
Gretchen Volker, Secretary Senior
ILS Students – Daniel Laurion, Shaylee Fogelberg

Recorder: Judy Smith

Interpreters: Rosyln Ward, Don Coates

The meeting was called to order by Allie Joiner, Board Chair, at 11:28 a.m. It was determined that a quorum was present.

ILS Students (Independent Living Skills) (Daniel Laurion, Shaylee Fogelberg)

The ILS students are working on a food drive to benefit Share House a local shelter for families. They have a goal of 600 cans of food (deadline for donations is December 16, 2008.) The Board took up a collection (\$101) to purchase items for the food drive.

Minutes from November 7, 2008, meeting

Larry Swift moved that the November 7, 2008, minutes be approved. Gail Pollock seconded the motion. It was voted on and approved.

Reports

Financial Update

The Board Finance Committee met this morning. It appears that WSD will not have to make any further budget cuts this biennium. It is unknown what cuts may or may not have to be made in the next biennium (2009-2011). The Governor's budget is due out December 18, 2008.

The Board is recommending that budget discussions be open to all interested parties during a special meeting in mid-late spring. The next several months will be challenging but it is important to keep focused on the students and their educational needs.

The Board Finance Committee has asked that the Superintendent add an appendix to the Strategic Plan to articulate that although the state is in a financial crisis and WSD must make cuts, a minimum standard for services for deaf and hard of hearing children will be maintained.

The staff has done a tremendous job in cutting costs and the Board is very appreciative of the extra sacrifice everyone has made to serve our students. The Board members have made a commitment to cut their expenses by 10%.

Current budget update (as of October 2008): WSD is on track for the operating, minor public works, and construction budgets. All projects are running on time (or completed) and on budget.

The Board congratulated the Superintendent on his efforts to gain approval from the Governor's Office for the students and staff to travel to Riverside, California, for the Western States Basketball Classic (WSBC).

Superintendent's report

- **D.E.A.F. (Deaf Education Advocates Foundation) Tour – November 17, 2008**
 - *Tom Koenninger (The Columbian) and De Stickel (Hewlett Packard) recently visited WSD. Both have agreed to be an honorary member of the D.E.A.F. Board. They will attend D.E.A.F. Board meetings when their schedule allows.*
- **Staff Celebration – November 25, 2008**
 - *Over 100 staff members attended the November 25th celebration!*
- **Meeting with Listen & Talk**
 - *This meeting focused on pulling together the partnership and providing additional joint services with WSD and Listen & Talk. The WSD/Listen & Talk partnership is currently serving 33 children throughout the state of Washington.*
- **Joint meeting at Clark College – December 1, 2008**
 - *Larry Swift and the Superintendent attended a joint meeting of local school boards hosted by Clark College. Clark College is very*

interested in working with both WSD and WSSB on various programs. The next meeting will be held in spring 2009.

- **Four-day school week**

- *Barriers:*
 - *Currently linked with local school districts for mainstream activities and if WSD students go home on Thursday they would miss out on classes/activities every Friday.*
 - *Family impact by sending students home Thursday night rather than Friday afternoon.*
 - *Would lessen the number of school days but increase the length of the school day. We must have 180 school days.*
 - *WSD wants to be available to deaf and hearing children more days rather than less.*
 - *This topic will be discussed again at a future Board meeting.*
- *WSD's enrollment continues to grow and the BRFs (Behavioral Referral Form) continue to decline.*

Policy Review – 2nd Reading

- *Student Teacher-Intern (Policy: 5600). The purpose of this policy to establish a structure when interns come to WSD.*
- *Changes to Policy 5600:*
 - *General Guidelines/Expectations (bullet 6):*
 - *Add fingerprinting requirement*
 - *Change “an” to “and” in the sentence beginning “However, student.....”.*
 - *Change “student teachers/interns” to “student teacher/intern” throughout document*
- *Changes to Form 5600F1:*
 - *The Student Teacher/Intern will (bullet 2):*
 - *Change “Work 10 hours a week” to “Provide 10 hours of service per week”.*
- *Sidney Weldele-Wallace moved to adopt policy 5600 with the corrections noted above. Rita Reandeau seconded the motion. It was voted on and approved.*

School Calendar 2009/2010

- *Two proposed calendars were recently emailed and voted on by staff:*
 - *Option A: Classes held during the week of November 9th. This option would be very costly as Veterans’ Day is in the middle of the week and would require student supervision on a holiday.*
 - *Option B: No classes held during the week of November 9th. This option would save the agency approximately \$20,000 in additional staff costs.*

- o *Pat Clothier moved that Option B be approved for the 2009/2010 school year. Gail Pollock seconded the motion. It was voted on and approved.*

Executive Session

The Executive Session was cancelled.

January meeting – January, 2009

The January Board meeting has been cancelled as a cost saving measure. The Board Finance Committee members will meet in Olympia on January 13, 2009. A report will be brought back to the February Board meeting.

February Board meeting – February 6, 2009

The February Board meeting will be held on the Vancouver campus on Friday, February 6th (9 a.m. – 3 p.m.).

Adjournment

Gail Pollock moved that the meeting be adjourned. Pat Clothier seconded the motion. It was voted on and approved. The meeting adjourned at 1:51p.m.

*Allie "AJ" Joiner, Chair
WSD Board of Trustees*

*Rick Hauan, Superintendent
Washington School for the Deaf*

Date

Date

January 19, 2009

Board of Trustees

Washington School for the Deaf

Dear Colleagues,

The finance committee, (Larry Swift, Rita Reandeau, and Pat Clothier) met with the school Superintendent, Rick Hauan, Assistant Superintendent, Jane Mulholland, Financial Operations Administrator, Chuck McCarthy and Legal Council, Bonnie Terada on Tuesday, January 13, 2009.

As directed at the December board meeting, we reviewed the current financial status of WSD, the anticipated expenditures for this school year and the proposed budget for the 2009-2011 biennium.

WSD administration has done a remarkable job predicting the state's financial status and planning expenditures to assure the least impact for students' academic and social well-being. The fiscal cuts made for fiscal year 2009 were carefully considered and foremost in all budget considerations was that there would be zero impact to student safety. The staff and administration need to be commended for their diligent work.

The expense of a new phone system (total end cost = \$138,000.) is an unavoidable expense since we have exceeded the life expectancy of the current system (installed in 2002/2003) and can no longer get the hardware for repairs. Although expected, WSD had hoped to limp along with the present system until the next biennial budget request. Unfortunately, that is not the case and the administrative team feels we can up-grade all the software and server needs with \$80,000 from the current budget. We will have further discussions at the February board meeting.

The Governor's 2009-2011 budget has been sent to the Legislature. Our committee looked at the probable effects of additional cuts.

1. A 4% cut which would have a moderate impact in student services,
2. A 7.5% cut which would have a critical impact in academic services,
3. A 10% cut which would have a critical impact in mandated academic and student services

The March forecast from the Senate and the Legislature will give us the first "real" budget numbers. At that time, we suggest that the full board invite staff and community to offer ideas and suggestions. Then the Board of Trustees will need to make a resolution of prioritization using the Administrative recommendations and community input.

With regards,

Pat Clothier

Superintendent's Report Agenda

February 6, 2009

Rick Hauan, Superintendent

- Legislative Visits
 - Representative Jim Jacks
 - Representative Kathy Haigh
 - Senator Rosemary McAuliffe

- Student transportation co-op

- Listen & Talk

- Hands & Voices

- SchoolMessenger

- RESPECT

- House and Senate Analysts

- NW Classic

- Emergency signaling system

- ILS Food Drive

- Attending Deaf Bilingual Coalition Meeting on February 6, 2009

Jane Mulholland, Assistant Superintendent

- Team WSD

- WSBC (Western States Basketball Classic)

WASHINGTON SCHOOL FOR THE DEAF

POLICY: **3403**

Adopted:

SUBJECT: **Self Harm/Suicide Threats/Suicide Attempts by Students**

Approved by:

Allie "AJ" Joiner, Chair, Board of Trustees

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats or actions related to self-harm or suicide shall not be tolerated on school property or at activities under the jurisdiction of the school. Staff will take all information regarding threats or actions of self-harm suicide seriously. Staff will follow the procedures below for the protection of the student. Staff will make no promises to the student about keeping the information secret. Information regarding self-harm, suicide threats or suicide attempts cannot be held as confidential.

INFORMATIONAL ITEMS

Behavioral Referrals (BRFs)

THREE YEAR COMPARISON - BEHAVIORAL REFERRAL FORMS (BRFs)

<i>Month</i>	2008-2009 School Year			2007-2008 School Year			2006-2007 School Year		
	<i>Enrollment</i>	<i>Days in Month</i>	<i># BRFs</i>	<i>Enrollment</i>	<i>Days in Month</i>	<i># BRFs</i>	<i>Enrollment</i>	<i>Days in Month</i>	<i># BRFs</i>
August	109	5	2	N/A	N/A	N/A	N/A	N/A	N/A
September	109	20	61	103	18	33	117	22	55
October	110	23	96	104	27	71	118	26	121
November	113	16	24	106	22	59	115	23	122
December	113	15	26	107	18	79	113	13	50
January	116	19	31	110	22	41	113	25	99
February		19		109	24	53	114	23	91
March		20		110	25	64	114	25	111
April		19		111	22	53	116	20	80
May		19		112	25	72	116	26	78
June		5		112	16	25	116	13	29

Enrollment Information 2008/2009 School Year

Month	Vancouver Campus										Off Campus Outreach					
	Day	Residential	Post High School Apartments	Elementary	Middle	High	Post High School	Enrolled & Post High School	30-day diagnostic placement	Partnerships	Birth to 3		Partnerships			
											Southwest WA	Central WA	Listen & Talk	SRVOP	Consultations (school year to date)	Distance Learning
August	37	72	3	23	30	56	3	91	17	5	19	9	33	--	--	--
September	37	72	3	23	30	56	3	89	19	5	23	10	33	--	3	11
October	37	73	4	23	30	57	4	109	2	5	22	10	33	64	16	7
November	40	73	3	24	29	60	3	116	4	5	23	10	33	67	18	6
December	40	73	2	24	29	60	2	115	3	5	19	10	33	66	20	6
January	40	74	2	24	30	60	2	116	3	5	25	9	33	71	22	8
February																
March																
April																
May																
June																

TOTALS	Vancouver Campus	Off-Campus Outreach	Total Served
Current Month Totals	116	168	284

Additional information:

Admissions Information	Students participating at:
Applications in process: 1 Waiting list: 0 Beds available: **Boys: 1 **Girls: 0	Harney Elementary: 1 Hudson's Bay High School: 2 Fort Vancouver High School: 6

SRVOP Sites (School Districts) Scheduled:
Medical Lake Franklin Pierce Anacortes Granger Mercer Island Bellingham Mabton Peninsula Burlington Royal City Steilacoom Lakewood Sunnyside Tacoma Mt. Vernon Toppenish University Place NWESD South Kitsap Lake Chelan Oak Harbor Bethel Moses Lake Clover Park Quincy Eastmont Waterville

WASHINGTON SCHOOL FOR THE DEAF

PROCEDURE: **3403P**

Adopted:

SUBJECT: **Self Harm/Suicide Threats/Suicide Attempts by Students**

Approved by:

Rick Hauan, Superintendent

If a student makes a statement that s/he wants to harm or kill himself/herself or takes any action to harm or kill himself/herself, WSD staff follows the procedure outlined below.

Notification & Initial Interview

- 1) Residential staff immediately notifies the dean, who in turn notifies the Director of Student Life. Academic staff immediately notifies the psychologist or counselor, who in turn notifies the principal.
- 2) The dean/psychologist or counselor calls the Clark County Crisis Services (CCCS) and arranges to have the student evaluated by a mental health professional. After the initial interview, the mental health professional determines if an on-site visit is needed.
 - No visit required: mental health professional provides follow-up instructions to dean/psychologist or counselor.
 - On-site visit required: see “Assessment—On Campus” below.
- 3) The dean/psychologist or counselor contacts the parents and informs them of the situation.

Assessment—On Campus

- 1) If the mental health counselor comes to WSD to evaluate the student, the dean/psychologist or counselor:
 - Calls to arrange for an interpreter.
 - Prepares Medicaid and/or insurance information for the mental health professional.
 - Has parental information ready for the mental health professional.
- 2) If CRMH arrives and the student is out of control or refuses to talk to the mental health professional, the dean/psychologist or counselor calls 911 and the student is transported by emergency services to the hospital designated by the mental health professional. The dean/psychologist or counselor calls the parents and asks the parents to come and take their child home.

- 3) For students able to cooperate, CCCS assesses the student's mental health situation.
 - If the student is stable and presents no risk to him/herself, CCCS makes the necessary connections for follow-up the next day.
 - If CCCS determines the student is not stable and the student presents a continuing risk of self-harm, the student is transported by emergency services or state car to the hospital designated by the mental health professional for further evaluation or treatment. In this case, the parents are required to pick the student up at the hospital.
 - In the event the hospital releases the student and parents have not arrived to pick up their child, the student returns to the school or cottage but remains in the principal's office or the cottage family room where staff provides line-of-sight supervision until the parents arrive.
- 4) The dean/psychologist or counselor notifies parents of the result of the mental health professional's evaluation.
- 5) The dean will ensure the school is informed of the situation; the psychologist or counselor will ensure the residential program is informed of the situation.
- 6) The dean/psychologist or counselor fills out the PIF.

Follow-up

Depending on the situation and the mental health professional's diagnosis, the student may not be allowed to return to campus until a mental health professional from his/her hometown has evaluated the student and has determined the student:

- Is safe to return to school and/or the residential program without the need for extra supervision or other conditions that would substantially change the nature of the services provided in the school or residential program; and,
- No longer presents a continuing risk of self-harm.

Any student who threatens or attempts self-harm or suicide will be placed on the ESP list for a minimum of 90 calendar days. Summer vacation days do not count toward the 90 days.



KCTS 9 Golden Apple Awards

FOR EXCELLENCE IN EDUCATION

2008

Debra Renner

**Sign Language Interpreter, Evergreen High School,
Evergreen School District**

As an educational sign language interpreter and assistant to the Teacher of the Deaf, Debra strives to do everything she can to ensure that all of her students receive the best possible instruction for their learning styles and abilities. She is constantly looking for ways to encourage her students to take responsibility for their own learning and help them to develop independent life skills. Her math program to teach skills around balancing checkbooks and paying bills is called by a colleague “the best and most complete program of its kind”—it’s complete with late-payment penalties, junk mail distractions to weed out, and the occasional hassle of running out of cash before payday. To encourage deaf and hard-of-hearing students to learn to advocate for themselves, she has arranged a system making students responsible for requesting interpreting services for school-related activities outside of the school day. Due to her enthusiasm and hard

work, these students have been able to take advantage of both social and learning opportunities so important in the teenage years that they may not otherwise have had access to. She gives these students the skills and the confidence to solve problems on their own in high school and beyond. Writes her colleague, Casey Foote, “Debbie is a joy to work with! Not only does she make each student feel their own value and self-worth, she does so with the staff in our class as well.”



Organizational Profile

P.1 Organizational Description

P.1.a Organizational Environment

P.1.a.1 Main services and delivery mechanisms:

Founded in 1886, the Washington School for the Deaf (WSD) serves eligible deaf and hard of hearing children ages birth through 21 across the state. Located in Vancouver, WSD is divided into three unique programs: Academic, Residential, and Statewide Outreach.

Additionally, WSD offers a post high school transition program. WSD is accredited by two organizations: The Northwest Association of Accredited Schools (NAAS) and the Conference of Educational Administrators of Schools and programs for the Deaf (CEASD).

WSD Vision
Inspiring a passion for learning and life
WSD Mission
Washington School for the Deaf is an educational community and statewide resource committed to ensuring all deaf and hard of hearing students in Washington reach their full potential.
WSD Values
Excellence in education; continuous learning for both students & staff; respect for others; personal responsibility & integrity; innovation; and open honest communication with all stakeholders.

Academic Program – The program offers classes from PreK through 12th grade and serves students age 3 through 21. Students benefit from small classes, direct instruction from teachers who are specifically trained to work with deaf and hard of hearing children, and a fully accessible communication environment. The academic program offers a comprehensive range of grade-appropriate classes, as well as specially designed instruction to address educational delays. American Sign Language (ASL) is the primary instructional language and provides the foundation for language development and English language acquisition. In order to support students in maximizing their full communication potential, students receive training in speech, speech reading, and use of residual hearing. WSD has a comprehensive assessment system designed to monitor student progress and allow teachers to make appropriate instructional decisions. As with all students in Washington, WSD students participate in the Washington Assessment of Student Learning (WASL), Options math testing, Star Reading, Accelerated Reader, Accelerated Math and additional teacher-created assessments. The academic curriculum offered is aligned with Washington State Essential Academic Learning Requirements (EALRs) to ensure a high quality educational experience. Students benefit from on-campus support services provided in ASL by specialists in the fields of guidance and counseling, audiology, psychology, transition, nursing, community services, technology, recreation, occupational therapy, physical therapy, and student safety.

Residential Program – The Cottage program offers a linguistically rich, positive nurturing environment for the students who live farther than one hour from the Vancouver campus. Qualified and dedicated staff supports students in being able to communicate freely, grow emotionally and excel academically. Nearly 60% of students enrolled at WSD participate in the Residential Program. These students receive room, board and transportation to and from the school at no cost to the school district or the family. The

residential staff helps students develop positive self-esteem and strong self-identity through family style groupings, social interactions, and a low staff-to-student ratio. Students benefit from an integrated approach to learning and personal development. Through independent living skills, academic assistance, community involvement, and after school programs such as athletic sports and vocational training students, are exposed to a wide array of activities and opportunities.

Statewide Outreach Services – The Outreach program provides evaluations, consultation, training, technical assistance and resources to families, agencies, communities and the 296 school districts across the state. The WSD outreach team consists of state-certified professionals from a variety of specialties, each of whom also has expertise in deafness. Team members include audiologist, school psychologist, speech/language pathologist, educational interpreter consultant, ASL specialist, distance education coordinator, and an early intervention specialist. All services are provided using direct communication methods that are culturally and linguistically appropriate for deaf and hard of hearing children ages birth through 21. Outreach services can be provided at the home school or district, on-site at the WSD campus, or via the K-20 statewide video conferencing system.

- Evaluation services: Initial evaluations for special education, three-year re-evaluations, placement/IEP evaluations, accommodation needs, educational assessments, speech/language assessments, ASL assessments, and functional vocational evaluation
- Consultation Services: Individualized Family Service Plans (IFSPs), IEPs, classroom accommodations, teaching strategies, behavior management, functional behavior analysis, (FBA), use of technology in the classroom, assistance to parents and families, and assistance regarding educational interpreting
- Technical Information and Resources: Referral information for assistive technology, resources for deaf and hard of hearing individuals, lending library and information clearing house
- Training Services: Teacher and interpreter training, parenting skills training, communication training, and training for professionals
- Community Services: ASL classes, summer and weekend enrichment programs, deaf awareness, family learning weekends, and training retreats
- Family-Infant Toddler Services: family resource coordination, child development information, understanding the impact of hearing loss, parent-infant home visits, family support groups, family nights, weekend retreats, play groups focusing on language and social skills, support with preschool transitions, communication options and exposure to a variety of communication methods, adult and peer deaf role models

Post High School Transition Program - This is a new program for deaf and hard of hearing young adults in Washington. They have graduated from high school, and want to continue developing their independent living, academic and work skills. The program provides students with work experience training through programs offered by ESD-112 such as the Construction Academy or the Certified Nursing Assistant program, or through partnerships with a variety of local businesses. Students

receive training in resume writing, job search techniques, interviewing, teamwork, leadership skills, worksite behavior, interaction with co-workers and employers, life skills, money management and job skills.

P.1.a.2 Organizational culture: WSD’s culture is designed to address the educational needs of deaf and hard of hearing infants, toddlers, young children and school-age students throughout Washington State. All internal operations and departments--business operations, clerical, maintenance, food service, custodial, health services, technology and administration--support the core mission. WSD is responsive to the requirements and needs of students, parents, the legislature, the governor, the Office of Superintendent of Public Instruction (OSPI), Office of Finance and Management (OFM) and other regulatory agencies. WSD ensures staff has the training and the tools needed to accomplish their jobs.

P.1.a.3 Employee Profile: All teachers and related service providers have master’s degrees and meet the certification requirements established by the US Department of Education and OSPI. Certificated staff comprises almost 30% of the regular workforce. All are proficient in ASL. The Washington Public Employees Association (WPEA) is the professional union that represents the certificated staff at WSD.

Total Workforce (including on-call staff) = 140

Representation	Staff %
Exempt	7%
Non-Represented	4%
WFSE	67%
WPEA	22%

Time Worked	Staff %
Full Time	22%
School Year	55%
On-Call	23%

Departments	Staff %
Administration	7%
Facilities & Food Service	23%
Outreach	10%
Academic - Teachers	17%
Support Staff	15%
Residential	28%

Classified staff includes those who work in the residential department, facilities and food service, technology, nursing, the business office, and support staff. Non-certificated staff is represented by the Washington Federation of State Employees (WFSE). Administrators and managers are not represented by a union.

Every department serves as an educational component of the school. High school students learn important vocational skills through job shadowing and work experience with staff in the maintenance, gardening, food service and custodial departments, as well as in classrooms and office settings. The new Kastel Vocational Building, specially designed to house the maintenance and nutrition services departments with teaching labs, opens July 2009.

Staff expects and is provided a safe and enjoyable working environment. Employee needs are addressed in a variety of formats such as regular department meetings, union-management committee meetings, annual climate surveys,

and Board of Trustees meetings. WSD administration understands the importance of good communication. Supervisors arrange for a variety of educational workshops, trainings, and professional activities based on individual, department and school-wide needs. Supervisors establish yearly performance goals for each staff member, which support the agency strategic plan. The Principal completes classroom observations of certificated staff as part of the annual performance review process.

Staff participates in the agency’s strategic planning process. Supervisors work with their staffs to establish department goals and action plans that support agency goals and performance measures. All staff receives 16 hours annual safety training which includes sessions on Child Protective Services (CPS) reporting, blood borne pathogens, anti-harassment and CPR/First Aid training. New staff attends an orientation and job-specific training that includes information on agency policies/procedures, ethics, and emergency response plans. In addition, new staff is required to complete 32 hours of safety training within the first six months of employment. The training is planned jointly by the supervisor and HR manager.

P.1.a.4 Major technologies, equipment, and facilities:

Technologies - The school utilizes the K-20 network, an internet system established in the state for schools and colleges. WSD uses this system for both business and academic activities. The campus is fully networked using fiber optics. All computers are on a five-to-seven year replacement cycle. WSD has installed a technological solution so the need for TTY’s is eliminated and all staff has access to communications from the deaf community. Students and staff utilize video phones to communicate directly with parents. Much of WSD’s future focus will be on establishing distance learning through the internet.

Facilities – The WSD campus consists of 27.5 acres located in Vancouver, Washington. There are 13 buildings ranging in age from 1911 to 1999. The newest buildings on campus are three cottages built to house residential students during the school year. We are beginning a major reconstruction on campus. The first building to be constructed will be a Vocational Educational, Cafeteria, & Maintenance Support building which incorporates vocational training into the design. Building is in progress and is scheduled for completion in July 2009.

P.1.a.5 Legal and regulatory environment: Federal and state statutes and regulations affect the mission, direction, and actions of our organization. The primary federal enabling law supporting the function of our organization is the Individuals with Disabilities Education Act, which mandates that all states must provide a full continuum of placement options for students with disabilities. For students who are deaf or hard of hearing, each team of professionals, including the parents, must consider the opportunities for the students to communicate directly with peers and school personnel in the student’s chosen communication mode. WSD is the only placement option that allows deaf or hard of hearing students to communicate directly with all other students and school personnel in American Sign Language. Therefore, WSD’s legal vitality is strong for deaf or hard of hearing students whose chosen communication mode is the visual modality.

In addition to federal and state special education laws, the federal No Child Left Behind (NCLB) Act and the

implementing state and federal regulations have directly impacted operations in the academic department in recent years. Determining how high-stakes, statewide tests will be implemented at WSD, how curriculums should be modified to align with these examinations, and how students will obtain their high school diploma are weighty issues confronting our organization.

Though WSD is not considered one of the “common” schools in Washington State, the majority of state laws and regulations guiding the operations of public school districts also apply to WSD. Thus, regulatory issues ranging from the subject matter of nutritious lunches to teacher certification directly influence the school. Additionally, because WSD is a residential facility, state statutes and regulations affecting the health, safety, and welfare of our students are in force.

P.1.b Organizational Relationships:

P.1.b.1 Organizational structure and governance

system: WSD is governed by a policy-setting Board of Trustees. The board consists of nine members selected from each of the congressional districts in the state. The board’s primary duty is to set policy for the agency and provide the governor with a review of the superintendent’s performance. The superintendent of the school is appointed by the governor and serves in the small agency cabinet. The organizational chart provides the lines of authority within the agency and defines the reporting hierarchy.

P.1.b.2 Key customer and stakeholder groups: 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.

Parents and students – Deaf and hard of hearing students as well as their parents/custodians are our primary customers. Improving the educational opportunities both through the Vancouver school and outreach activities is the core mission of the agency. WSD values frequent and effective communications with parents. Logs sent home weekly offer a great opportunity for parents to communicate with staff, follow their child’s academic progress, address concerns, and ask questions. Parents also receive a monthly WSD newsletter. Students have the experience all aspects of school life from sports to student government. Direct communication with staff and students without the use of interpreters is a key factor in the educational and emotional development of the students. =

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 special education directors from the ESDs and local school districts to establish needs and present WSD as one component in the continuum of service options for deaf and hard of hearing students.

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

Local School Districts – WSD works with local districts to support intervention and promote student learning for deaf, and hard of hearing children, including those with cochlear implants, whose families have chosen the local school district for academic placement. Services offered include:

- Evaluation and IEP development;
- Technical assistance with academic programming;
- Linkages with other agencies for possible support
- Direct academic or intervention service, when possible;
- Consultation to support students

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

- **Washington State University – Vancouver (WSU-V):** WSU-V established a career exploration program for middle- and high-school students and offers other opportunities throughout the state.
Clark College: WSD collaborates with Clark College to provide more opportunities for deaf or hard of hearing high school students to access vocational-technical programs, and help post-secondary students succeed in college.

Department of Vocational Rehabilitation - WSD links students with DVR to explore post-school vocational and training opportunities. WSD also works with DVR to support students in WSD’s Post High School Program (PHSP).

DSHS – Early Childhood Committee - WSD works with the local Family Resource Council to provide services for children and families who are deaf or hard of hearing in Southwest and 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 continues 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 which are located throughout the state. While primarily serving the adult deaf and hard-of-hearing population, they are a valuable resource for WSD. They may 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 parents or WSD staff.

Vancouver School District (VSD)–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.

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

- Empower deaf or 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 that it 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.

P.1.b.3 Role of suppliers and partners: As a state agency, WSD is required to utilize the contracts for supplies negotiated by General Administration (GA). WSD works closely with GA to develop agency-unique contracts, such as the one for weekend travel, and considers GA to be a partner in the development of these contracts. WSD staff has served on any number of GA committees developing Smart Buy contracts.

WSD contracts with ESD112 for a number of services such as day-student transportation. The agencies work closely to provide services that support both students and staff. WSD is an active participant on various committees such as the Safe Schools Task Force, and attends meetings organized by ESD112. Examples of such meetings are the monthly meetings with local school district superintendents and the special education director’s meetings.

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

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

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

- Promote the well-being of deaf and hard of hearing children at home, school and in the 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 (WSDAA) – The association is made up of stakeholders who have firsthand knowledge of the services offered through WSD. This partnership between alumni and WSD focuses on promoting academic success and supporting the well-being of students throughout the state of Washington served by WSD staff.

Activities include:

- The promotion of WSD as an educational leader for deaf and hard of hearing students in the state through continued improvements in program development;
- 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 advocacy for the rights of deaf citizens and the cultural richness of the Deaf community throughout Washington State

P.2 Organizational Challenges

P.2.a Competitive Environment

P.2.a.1 Competitive position: WSD is the only state-operated residential school for deaf and hard of hearing students in Washington. As such, WSD does not have any direct competitors. Other schools within the state offer educational opportunities for deaf and hard of hearing students and many local school districts have programs for the deaf and hard of hearing. WSD does not view these programs as competitors. Rather, we see them as partners in the statewide service of these students, and offer support for local programs through our outreach services.

P.2.a.2 Key Success Factors: WSD’s success is not defined by increased funding from the legislature, increased staffing or new buildings. While these things are important, they do not reflect success. The true success of the agency is measured by the success of our students, not only as measured by test scores but also on how well they do after graduation.

P.2.a.3 Comparative and Competitive Data: Because WSD is the only public residential school for the deaf and hard of hearing in our state, it is difficult to compare performance results with like organizations. However, WSD aggregated student achievement results compare similarly with deaf and hard of hearing children in local school districts, and are on par with student achievement statistics nationwide. WSD students range from multiply disabled students with significant cognitive challenges to students performing at the post-high school range for reading and math.

WSD is also making strong gains in areas targeted through the GMAP process. The percentage of students positively responding to revisions in our school-wide behavior management system has increased significantly. Our outreach services to students are beginning to demonstrate exponential growth, rather than static or linear growth models. In the operations support arena, maintenance staff

is completing repairs in a more timely fashion – with fewer personnel – than in years past before goal-setting and data collection were implemented.

P.2.b Strategic Challenges: WSD’s charter states it will provide services and support to students throughout the state of Washington. Over the last five years, this mission has generated a wide-ranging discussion among stakeholder groups in the state. As a result, the Washington State Institute for Public Policy (IPP) conducted a study of deaf education throughout the state at the request of the legislature. As an agency that provides statewide support for children with hearing loss, WSD participated in the stakeholder meetings. From these meetings, as well as in-depth interviews with professionals and parents around the state, IPP issued a report on the state of deaf education in Washington. That report indicated that children with hearing loss in Washington and their families receive fragmented services and there is a lack of a cohesive system to support their needs. The summary and recommendations in this report to the legislature have helped define the future role of WSD. Legislation to be submitted by the Governor’s Office in January 2009 outlines a process in which WSD will change its agency structure and become a center for deaf education in the state. In addition to the operation of a residential school in Vancouver that meets the diverse needs of students with hearing loss, the agency will provide assistance and expertise to local school districts in the state by developing regional programming. In order to create programming that supports the new vision of the agency, WSD faces the following four challenges:

- 1) Providing services to deaf and hard of hearing students across the state, regardless of where they live.
- 2) Improving the on-campus academic achievement of students and supporting the unique needs of students at WSD.
- 3) Designing the structure for the regional programs
- 4) Reorganizing the agency structure to meet the new vision

Services to deaf and hard-of-hearing students across the state: The agency has developed partnerships and programs to reach deaf and hard-of-hearing students who are not enrolled at the Vancouver campus. Examples of these collaborative efforts are WSD’s partnership with Listen and Talk to provide services for students who are using an oral approach to communication and the Shared Reading Video Outreach Program, which supports the language and literacy development of children through an interactive videoconferencing system. WSD is developing a distance learning program in which students throughout Washington can take advantage of online learning opportunities and receive direct instruction from a certified teacher of the deaf.

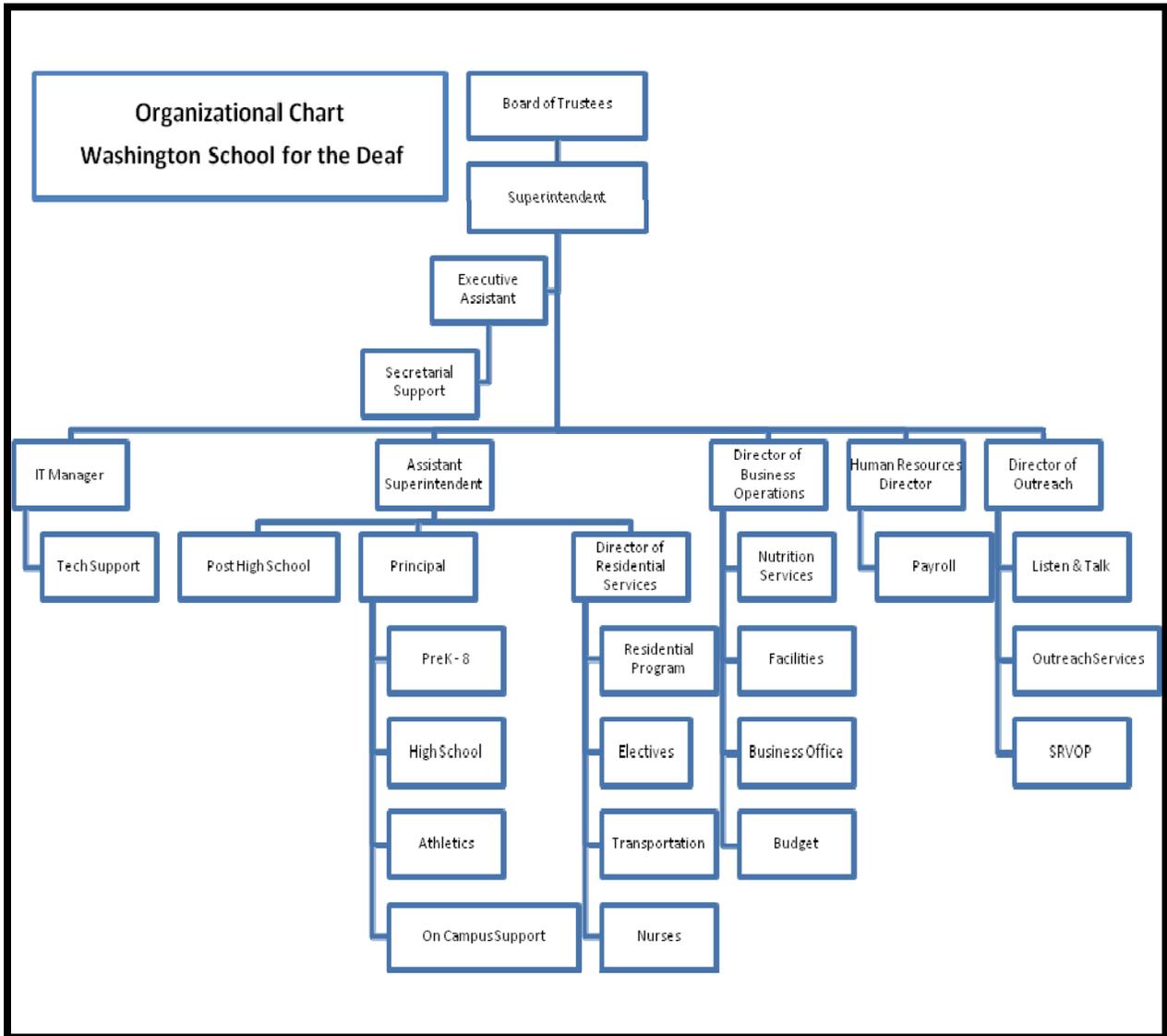
Academic Improvement: The agency is tasked with graduating students who cannot only pass the standardized tests required in the state, but who can either continue receiving further education or becoming gainfully employed. The challenge to the agency is that the majority of students who enroll at WSD are far behind their hearing peers in all areas of academic achievement, language development, and social development. Nationwide statistics indicate that deaf high school students are graduating with

a 3rd–4th grade reading level. In addition to this being unacceptable to the parents of these students, it significantly limits their post high school options. The school is reviewing methodologies and curriculums that can address this issue, although there is limited empirical data to provide guidance.

Regional Programs: The Governor’s office plans to submit legislation in January 2009 that will mandate the agency to establish at least two regional programs within the state. The agency director will convene an advisory panel for implementing a structured program to deliver a continuum of educational services to children who are deaf or hard of hearing in two educational service districts. This panel will be tasked with reporting to the legislature regarding the structure of the regional programs, scope and sequence of the programming, additional resources and policy changes required for the implementation and operation of the sites.

Agency Reorganization: The new legislation will also stipulate the reorganization of the agency. WSD will become the Washington State Center for Childhood Deafness and Hearing Loss. The reorganization will modify the responsibilities of the agency, and require WSD to operate multiple programs throughout Washington. This will affect the agency’s organizational structure including policy, funding, and staffing. The challenge to the agency is how to organize itself in a manner that provides the most effective leadership and efficient delivery of services.

P.2.c Performance Improvement System: WSD uses the GMAP process as a mechanism for improvement. There are weekly GMAP presentations related to student behavior, as well as regular GMAP presentations to the Board of Trustees. During the weekly leadership team meetings, student behavior trends are analyzed using data from the previous week. From these trends, plans are developed for both general student behavior and specific student behavior targeted for improvement. Using this process, the agency is being proactive in addressing student issues thereby reducing the risk potential to students, staff and the agency. The presentations to the Board of Trustees are open to the public and cover a wide range of topics from transportation and budget trends to student test scores. The GMAP presentations to the board are published on the WSD web site. These presentations allow the board and the public an opportunity to address issues and offer ideas or concerns that can improve the organization and provide clarity. In addition to the GMAP process, panel meetings are conducted between the academic and residential departments where ideas and concerns are shared in an open dialog. Each department is required to hold weekly meetings where the supervisor shares information with their respective staffs and solicits concerns and questions from staff.



Part 1: Leadership

How do your senior leaders lead? How do you govern and address your social responsibility?

Leadership at WSD begins with our governing Board of Trustees. They provide policy direction and governance for the actions taken by the agency. The board meetings are held monthly and are open to the public. Following the direction given by the Board, senior leaders implement programs that address the core mission of the agency. The Executive Leadership Team consists of the Superintendent, the Assistant Superintendent, the Human Resources Manager, the Director of Business Operations, and the Director of Outreach. This team meets weekly to discuss issues and provides direction for the agency. The Strategic Plan provides the basis for decision-making.

Agency leadership is provided by the Executive Leadership Team through a focus on the agency's mission, vision and values. These elements are applied to the daily operation of the agency through the Strategic Plan. All decisions are evaluated through that lens.

As a school, which operates a residential program, WSD takes very seriously its responsibility to provide a safe environment for our students. The Leadership Team conducts weekly GMAP analysis on student behavior. This team consists of the Executive Leadership Team with the addition of the Director of Residential Programs, the Executive Assistant, Facilities Manager, IT Manager and the Nutrition Services Manager. Using the data from these reviews, decisions and action plans are created to improve behavior and identify needs for system improvement.

Each member of the Leadership Team holds weekly meetings with staff. Ideas, concerns, and issues raised at the Leadership Team meeting are shared at these meetings, so that the information is disseminated across the agency. Additionally, quarterly meetings are held between the academic and residential department staff to discuss issues, provide common training, and to improve communication between the departments. The agenda for these meetings is set by the department heads.

The social responsibilities of the Washington School for the Deaf extend to deaf and hard of hearing students throughout the state and measures are in

place to provide services to students in their local school districts and to the professionals who serve them through evaluations and consultative support. In order to meet our responsibilities and the needs of students not enrolled at the Vancouver campus, WSD offers programs that reach statewide such as the Shared Reading Video Outreach Project, summer programs such as the Literacy Faire, WASL Preparation Camp, and Total Immersion and contracted services through Listen & Talk which provides oral training. We also offer training and skills improvement for educational interpreters from around the state using the classes offered over the K-20 network and on campus workshops.

1a). How do your senior leaders set and deploy your organizations vision and values throughout the organization, workforce, and stakeholders?

The primary customers WSD serves are the deaf and hard of hearing students across the state. Providing educational opportunities either through on campus education or outreach efforts is center to our mission and is the focus of our strategic plan.

Stakeholders provide systematic ongoing input throughout the process of policy development. Policies are presented to the two unions related to the agency and other groups who may have an interest in the policy, for review. After the policy has been drafted, it is presented to the board for a first reading. Comments and changes recommended from the board are incorporated into the policy and it is then scheduled for a second reading at the next board meeting. At that time, additional comments are taken from any participant attending the meeting. Necessary changes are incorporated and the board can then adopt the policy. This ensures that policy has had a full review and that stakeholder concerns are considered.

The agency follows the process established by the Department of Personnel, all employees have had their position descriptions updated and all Performance and Development Plans include measurable results. Employees, including senior leaders, are evaluated yearly. The plans are based on measurable results and assessments are aligned with the department and agency strategic goals.

The decisions regarding the biennial budget for the agency are focused on the needs of our students and on providing increased educational opportunities and the promotion of operational effectiveness. With 80%

of our budget directed to salaries, benefits, and 15% to fixed costs there is little room for discretionary spending. The agency carefully monitors expenditures. Reports are provided monthly to the Board of Trustees and the Leadership Team. All expenditures require the signatures of the department manager and the Director of Business Operations and must meet a defined operational goal.

1b). How do senior leaders employ a governance system to assure regulatory and legal compliance and ensure ethical behavior?

The Washington School for the Deaf serves a dual role as both a school and a state agency and because of this dual role; the agency exists in a highly regulated environment. All decisions and programs are vetted to assure compliance with legal requirements. An Assistant Attorneys General attends each Board meeting and reviews all policies before implementation. The agency has assigned the Director of Business Operations the additional role of researching the Executive Ethics Board decisions and rulings ensuring that decisions and actions taken by the agency meet these criteria.

Senior leaders and supervisors are expected to model ethical behavior. All staff members are required to exemplify ethical actions for students. If there are ethical violations by any staff member, procedures are in place to deal with the violation. Ethical concerns may be raised by any staff member or by any citizen. These concerns are directed to the Superintendent, who will then assign either the Director of Business Operations or another senior leader to conduct a through investigation, research the Executive Ethics board decisions and issue a finding to the Superintendent. If there is not a violation, those involved are informed of the finding.

If there has been a violation, further action may be taken by the Superintendent to include disciplinary action. Always the goal is to improve the system and ensure ethical behavior.

All new staff completes 32 hours of safety training within the first six months of being hired. Additionally, all staff employed by the agency completes 16 hours of safety training annually. Safety training includes training on Child Protective Services (CPS) reporting, Blood Borne Pathogens, CPR/First Aid, Ethics, Diversity and Anti-harassment, and other pertinent school safety related topics such as Gang Awareness, Defensive Driving, and Emergency Procedures. Department managers in the Residential, Academic, Nutrition Services, and Maintenance departments provide job-specific safety training throughout the school year.

WSD promotes the safety and welfare of its students and staff by having a well-represented safety committee that meets on a regular basis to monitor safety drills, conduct safety inspections, review accident reports and create agency-wide safety policies and procedures. The safety committee helps assure safety compliance in all areas on campus by monitoring ADA building and access requirements, implementing “Safe School Plans”, completing thorough accident investigations, and recording and reporting information required by law.

As a school, WSD is required to meet the educational requirements set forth by both the federal government and the Office of the Superintendent of Public Instruction. WSD is a fully accredited school. The accreditation takes place every five year by both the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the Northwest Schools, Colleges and Universities (NASCU).

Part 2 -Strategic Planning - How do you develop and deploy your strategy?

Figure 2.1

WSD Goals & Objectives
Goal 1 - Students will meet or exceed state academic standards - See Figure 7.1
Objective 1.1: Students will demonstrate one-years growth in mathematics, writing and reading levels on an annual basis
Goal 2 - WSD will provide extended learning and transitional opportunities for deaf or hard of hearing students and post-graduates - See Figure 7.1
Objective 2.1: 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.
Objective 2.2: WSD will provide increased extended learning opportunities for school age deaf or hard of hearing students throughout the state.

Goal 3: WSD will enhance the instructional program and school facilities to support a variety of educational programs - See Figure 7.1
Objective 3.1: WSD will enhance the ASL immersion program for enrolled students in grades K-12 and adults throughout Washington State
Objective 3.2: WSD will provide oral and aural communication services for deaf and hard of hearing children throughout Washington State.
Objective 3.3: WSD will implement construction projects in each of the next three biennia designed to provide an instructionally appropriate and safe learning environment.
Goal 4: Deaf or hard of hearing students will demonstrate positive citizenship and pro-social behaviors - See Figure 7.1
Objective 4.1: 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.
Objective 4.2: WSD will collaborate with stakeholder groups to create academic and social emotional programming for students who do not demonstrate the criteria for admission to the school.
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 - See Figure 7.1
Objective 5.1: 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.
Goal 6: WSD will use technology to the maximum degree possible to assist students to meet their developmental and educational goals - See Figure 7.1
Objective 6.1: Expand educational opportunities for deaf and hard of hearing students throughout Washington State through video conferencing.

Strategic planning is a collaborative process. The plan is developed with input from various stakeholder groups such as parents, students, educators, the board of trustees and senior management. The focus of the plan is to improve the educational opportunities for deaf and hard-of-hearing students across the state. Once this information is gathered, the senior management team sensitizes the input and presents a draft to the board. In an open meeting, the board discusses the plan, takes comments from those in attendance and finalizes the document. The final plan is submitted to the Office of Financial Management, posted on the internet and distributed to staff and stakeholders so that all individuals or groups with an investment in the success of the organization understand the direction and goals of the agency. While formal adoption of a strategic plan is only required by the state as part of the biennial budget process, the Board of Trustees and the senior management recognize that the plan may have to be adjusted and revised as new issues arise.

After the strategic plan is finalized and distributed, action plans are developed for its implementation.

2.a) What are your key strategic objectives and action plans?

Key objectives include increasing services to deaf and hard of hearing students across the state and academic improvement of the students enrolled at the Vancouver campus. As part of the strategic plan, WSD establishes a series of goals with objectives and

measures (See Figures 2.1 and 7.1) that are developed with these key objectives in mind. Plans to implement these goals are developed within the affected departments.

2.b) How do your strategic objectives address strategic challenges and strategic advantages?

The objectives in the strategic plan are focused the accomplishment of the primary mission of the agency which is to provide educational services to deaf and hard of hearing students across the state. The school has been in existence for over 125 years and has developed into a statewide resource for childhood deafness. Our greatest strategic advantage is the number of professionals in various aspects of childhood deafness that are co-located on our campus. The opportunity for these professionals to collaborate in the development of programs and to provide interdisciplinary evaluations of students is one of the strengths that make WSD a unique asset to the citizens of the state.

2. c) How do you develop and deploy action plans through out the organization to achieve your key strategic objectives?

Action plans are developed by the department staff involved with a particular objective. These plans are evaluated by senior management to ensure that the specific goal of that objective is met. This is especially true for the goals established for the academic department – Goal 1 (figure 2.1). The

department evaluates various curriculums and chooses the one will meet the needs of our students. They make a recommendation to the board and after the curriculum is adopted, the curriculum committee decides on the strategy for implementation.

Many of the goals require cross-functional teams to succeed. This is exemplified by the work being done on Objective 3.2. To meet this object it required that individuals from the Outreach department, finance department, senior leadership and outside vendors such as Listen and Talk, are collaborating in the development of programs that reach students across the state. Such collaboration has resulted in an increase over the last 3 years in programs being offered to deaf/hard-of-hearing students across the state whose parents have chosen to keep the student enrolled in the local school district. (See Figure 7.4)

Part 3 - Customer and Market Focus - How do you use customer and market knowledge? How do you build relationships and grow customer satisfaction?

3.a) Who are your key customers or key customer groups?

The primary customers of WSD are the deaf, hard-of-hearing students and their parents throughout the state of Washington. These students are served through a variety of means. Students can attend school at the Vancouver campus as a residential or day student. In addition, children and families can receive services in their home community through a variety of off-campus, outreach programs.

Figure 3.1 Examples of Services Provided to Customers

Services Provided	Customer
Pre-K through High School Education – Vancouver Campus 7.3	Deaf & Hard of Hearing Students from throughout Washington State
Vocational Training 7.8	Students attending the Vancouver Campus
Post High School Training 7.8	Students who have graduated from High School but need additional training to enable them to enter the work force or attend college
Distance Learning 7.4	Students in remote or small school districts
Summer Literacy Programs 7.4	Deaf & Hard-of-Hearing students from any school district in the state
Total Immersion Programs 7.4	Parents, relatives, classmates, first responders, educators, etc.
Evaluations and Consultations 7.4	Students in Local School & Educational Service Districts

Since the majority of deaf and hard-of-hearing students remain in their local school districts, the outreach program is the key to serving these students through their local school district or Educational Service District. Service to these students takes many forms such as; evaluations, educational consultation, educational interpreter training, summer programs, educational programs for various individuals (parents, educators, relatives, classmates, first responders, etc.) who have a need to understand deafness. Our distance learning programs are becoming a high priority for the agency. WSD is offering a literacy and language development program to districts around the state using video technology through the Shared Reading Video Outreach Project (SRVOP). In addition, WSD is developing online classes so that students around the state of Washington can receive direct instruction from a certified teacher of the deaf/hard of hearing.

3.b) How do you determine key customer requirements, needs, and changing expectations?

Many of the customer requirements are determined because of the educational requirements established by the state legislature, Office of Superintendent of Public Instruction (OSPI) and the federal government (No Child Left Behind and IDEA). In addition to compliance with these requirements, WSD meets with parents, educators, and other stakeholders to develop programs that address their needs.

3.c) How do you build relationships to acquire customers, to meet and exceed their expectations, to increase loyalty and repeat business, and to gain referrals?

WSD builds relationships through at variety of venues with direct contact being the most productive. The superintendent or other members of the leadership team travel throughout the state meeting with local school district special education directors and with the program specialist in the Educational Service Districts. Additionally, the Board of Trustees holds meetings at various locations throughout the state so that stakeholders can provide input and express their concerns. In addition, WSD has developed informational materials such as brochures, newsletters and DVDs that describe programming. These materials are distributed regularly throughout the state of Washington.

Part 4 - Measurement, Analysis, and Knowledge Management - How do you

measure, analyze, and then improve organizational performance?

WSD's performance centers around four major components: 1. Education of students attending the Vancouver campus; 2. Improvement of educational outcomes for deaf and hard of hearing students across the state; 3. On campus safety for students, and; 4. The financial health of the agency. Using WSD's measured performance in these four components allows the agency to allocate resources (financial and staffing) to areas that need to be improved or that show success.

4.a) How do your senior leaders and your organization measure, review, and improve its performance?

As a school, WSD has a long history of measuring student performance. While standards have changed over time, the core function of measuring student performance against an established standard remains constant. With the advent of the Washington Assessment of Student Learning (WASL) and the Federal No Child Left Behind act (NCLB) measuring student performance is critical to the school. Student academic progress is reviewed and analyzed by the senior leadership in the education department on a quarterly basis. School improvement plans are developed from this analysis along with input from the teaching staff. Individualized Education Plans (IEP's) are developed for each student with input from teachers, specialists and the parents. A student's performance is measured against the goals and standards set in the plan and reviewed quarterly in conjunction with academic progress

Senior leaders review the number of deaf and hard of hearing students from around the state who receive academic support and educational consultation services through our outreach program. Each service is analyzed for effectiveness, the number of students served and ways to improve the service. To accomplish this goal WSD senior leaders collaborate and provide direct and consultative support to local educational agencies (local school districts) and other stakeholders such as parents, outside services providers, as well as other agencies that provide education and support to children who are deaf or hard of hearing.

On campus, student safety is a primary concern of the agency. Each week, student behavior reports are reviewed and discussed at the Leadership Team meeting. Data on times, types of incidents, gender, age and location are presented. Action plans to improve student behavior result from this review. Additionally, monthly and yearly trends are presented for discussion and analysis by the Leadership Team.

Financial data is presented to the Board of Trustees monthly. Current and year to date expenditures are shared with managers so that they remain within budget allotments. Specific data on various categories is developed and presented. This data is used to determine if there is a need to reallocate resources or if there is a need to request additional funding from the legislature.

The GMAP process is used to analyze and present targeted performance measures. These presentations are made to the Leadership Team and the Board of Trustees where the information brings focus to issues, as positive progress, and to identify areas where improvement is needed. Action plans are developed if needed and timelines established for further action.

Presentations at the board meetings are open to the public and staff. Comments, questions and input from these groups are encouraged. The presentations are posted on the WSD website so that the information is shared with those who cannot attend the meetings.

4.b) What are your key performance measures?

Key educational performance measures are:

- Students demonstrating one year's growth in mathematics, reading, writing, (figure 7.2)
- The number of students in on and off campus vocational training (figure 7.8)

Key measures for outreach are:

- The number of distance learning courses (new measure – base line has not been established)
- Partnerships established with local school districts and the impact of outreach activities on students not enrolled at the Vancouver campus (figure 7.5)

A key measure used in evaluating student safety is:

- The number of students who receive a serious infraction for physical aggression (figure 7.7)

In order to determine the efficacy of the Vancouver campus WSD measures both the number of students enrolled, the number of applications accepted, the number of applications denied and the number of students on a waiting list for the residential program (figure 7.3).

The ultimate outcome for the program is that students who graduate from WSD make a successful transition from school-to-work. We now measure post-school success by conducting follow-up interviews with graduates for 2 years after graduation to determine if they are employed or pursuing post-secondary education (figure 7.9).

4. c) What comparative data do you use to support decision making and evaluate organizational performance?

Since WSD is the only residential school for the deaf and hard of hearing operated by the State of Washington comparative data is slender. WSD reviews national trends but the educational standards from state to state vary by a wide margin. Our WASL scores are posted and could be used to compare WSD to other schools but given our low student population and the fact that most of our students come to us far behind their peers, the comparison would not be relevant. WSD uses year-to-year student data to determine progress.

Due to the specialized nature of the school, there is lack of external data from other state schools to compare our progress. Standards and operational data from other schools for the deaf throughout the country cannot be used because there is no standardized structure or testing methodology. Each state has developed a system that is unique to that state.

As a state agency the school compares favorably to other agencies, WSD is always on budget, budget submittals are completed as scheduled, and there have been no audit findings in the last twenty years.

Part 5 – Human Resource Focus: How do you engage your workforce to achieve organizational and personal success?

5. a) How do you determine key factors that affect your workforce’s commitment to accomplishing your organization’s mission and how to your assess workforce engagement?

WSD uses the performance evaluation and training processes to engage the workforce to achieve both organizational and personal success. Key factors that determine workforce engagement are outlined in the HR management reporting process. The HR report is submitted to the Governor’s office twice a year and includes measures such as the percentage of completed performance expectations and evaluations for employees, the number of sick leave and overtime hours accrued, employee satisfaction (see figure 7.6) survey data and analysis, turnover and other relevant factors that affect the workforce. Key factors of the employee survey ratings include:

- Productive workplace
- Learning & development
- Performance & accountability
- Commitment

The measures and results are shared with staff. Staff members are encouraged to provide suggestions to

decrease the usage of sick leave, improve staff recognition and morale, and reduce agency turnover. (see figure 5.1)

All managers and supervisors receive on-going training in effective evaluation of staff. The first part of the process includes establishing written expectations and reviewing the job description at the start of each performance period. Employees use the evaluation process to provide feedback to management regarding needed support and their future career goals. Employees are evaluated on their overall performance at the end of the performance period and are given feedback throughout the school year. Staff members participate in the performance process, including a self-evaluation at the end of the performance period. The goal of an interactive performance process is performance success and a clear connection between employees’ work and the school’s mission. The school consistently has a 94% or higher completion rate of evaluations.

Figure 5.1

Question	Apr 06	Nov 07
I have the opportunity to give input on decisions affecting my	3.5	3.56
I receive the information I need to do my job	3.8	3.77
I know how my work contributes to the goals of my agency	4.12	4.14
I know what is expected of me at work	4.28	4.25
I have opportunities at work to learn and grow	3.59	3.66
I have the tools and resources I need to do my job effectively	3.76	3.75
My supervisor treats me with dignity and respect	4.29	4.29
My supervisor gives me ongoing feedback that helps me improve my performance	3.72	3.76
I receive recognition for a job well done	3.34	3.43
My performance evaluation provides me with meaningful information about my performance	3.39	3.45
My supervisor holds me and my co-workers accountable for performance	4.14	4.11
I know my agency measures its success	3.39	3.43
My agency consistently demonstrates support for a diverse workforce	N/A	3.83

The culture of the school is an integral part of the Deaf community and is one of the reasons for an average low level of turnover. Many employees report that WSD is a home-like environment for both the staff and the students. It is an extremely family-oriented environment where Deaf culture is honored and celebrated. It is common to find WSD staff supporting the students by volunteering their time to participate in fundraising events, attend sports games, and help with student projects. The school is in business of educating students to provide them with as many tools as possible so they will succeed in their adult lives. Employees at WSD understand the school’s mission and are engaged in making WSD a great place for students and staff. This is reflected in their everyday work at the school. During the 2007 accreditation process, all staff members were involved and engaged in responding to surveys that covered a variety of areas such as:

- 1) Philosophy
- 2) Mission, Beliefs and Objectives
- 3) Organizational Design and Staff
- 4) Education Programs

- 5) Learning Media Services and Technology
- 6) Student Services
- 7) Student Life and Student Activities
- 8) Facilities
- 9) Health and Safety
- 10) Finances
- 11) Assessment of Student Learning
- 12) Planning

The in-depth accreditation process engaged staff to assess the current climate of WSD in the above key areas and challenged them to think of creative ways to get business done.

WSD focuses on providing an array of staff training and development opportunities. All staff receives a minimum of 16 hours of safety training each year in topics such as CPR/First Aid, CPS reporting, blood borne pathogens and ethics. Employees have opportunities to enroll in classes in the training and development program provided by the state's Department of Personnel. Courses range from instruction in technology and software programs, customer service, and supervisory training, to managing job stress and interpersonal communications.

WSD administration understands that on-going communication is necessary for workforce engagement. "Team WSD" was created in the 2007/2008 school year in response to employee feedback regarding the need for increased communication between management and employees. In Team WSD meetings, representatives from different departments discuss issues, brainstorm solutions and work together to create solutions and problem-solve. Team WSD meets at least monthly and information is shared with all staff. Employees are engaged and empowered to make a difference in how communication strategies are implemented at the school.

The leadership team, which includes all department managers, meets weekly to discuss strategic planning and goal setting, analyze student behavior data, review projects and share information. Managers are required to hold regular meetings with their staff members to share key items discussed in the leadership team meetings.

The academic and residential departments meet during the school year to discuss student behavior, safety and other relevant topics. The joint meetings are called "ARC meetings" which stands for Academic – Residential Conferences. Staff in both student-centered departments find that these meetings provide a time to meet (without students) to relay important information and collaborate on shared goals.

5.b) How do you build an effective and supportive work environment? How do you access workforce capability and capacity needs, including skills, competencies, and staffing levels and how do you manage your workforce capability and capacity to accomplish your performance objectives?

Extra care goes into recruiting and retaining talented teachers. All teachers have a master's degree in Deaf education, teaching certification and are fluent in sign language. Teachers undergo a twelve-month probationary period before they are eligible to become permanent employees at the school.

Support networks are put into place for new staff. New staff are given a detailed job description and performance expectations within the first week of hire. All new staff attends a general new employee orientation, which covers workplace policies and processes, as well as an on-the-job orientation with their supervisor and a "mentor" employee. WSD is currently reviewing ways to increase the connection between WSD and the new employee, in hopes to increase the likelihood that the employee will remain at WSD. It is important that each employee understands how their work connects to the school's mission.

Student enrollment is a key factor used in determining capacity needs in the academic and residential departments. Student numbers, staff-to-student ratio requirements, programming and strategic planning drive staffing levels. Performance objectives are created and reviewed by the leadership team, the Board of Trustees and staff on a regular basis. Performance objectives are communicated and performance is evaluated at least annually.

WSD encourages professional development for all staff, especially teachers, and funds are set aside to support the goal of continuing education. The school has been fortunate to recruit and retain enough teachers to educate the student population at the school; however, this is becoming increasingly difficult because there is a shortage of special education teachers who meet the highly qualified requirements.

In addition to key responsibilities and competencies, specific elements, such as range of teaching techniques used, student achievement data, and classroom observations are incorporated into the teachers' performance evaluations. The use of multiple measures in these evaluations provides teaching staff with specific information on their performance as an educator.

Each department has established a set of measurable goals as part of the government management accountability and performance (GMAP) process. Performance is tracked and reported regularly. A monthly GMAP presentation is provided at the Board of Trustees meeting, highlighting a specific department's performance. Staff members are engaged in meeting goals because they know their performance is being measured and reported. They feel encouraged to participate in goal-setting and process improvement. The GMAP process is an effective way to manage and assess performance objectives.

Part 6 – Process Management: How do you design your work systems? How do you manage and improve your key organizational work processes?

The Washington School for the Deaf has identified certain key processes that are critical to the mission of the school. By focusing on and improving these processes, the school has changed the image of the school, met customer expectations for improved services and provided focus for the staff and WSD.

6.a) What are your organization's key work processes, and how do you determine the key work process requirements for each process?

WSD's key processes are focused on the student and the education of that student. Starting with the students admission, their education and academic achievement, their safety while on campus and the maintenance of the buildings so that the students can learn. The following are some examples of key processes that are utilized by WSD.

Admissions - All applications for enrollment at WSD are reviewed by the admissions team, which is a multi-disciplinary team. The team closely follows the Admissions Policy and adheres to the criteria for admission to ensure that all students enrolled at WSD qualify for admission based on their handicapping condition; and these students pose no threat to self or others. The Admission Team makes recommendations on appropriate supports necessary for each student's success at WSD. After the Admission Team reviews the application data and recommendations, the members make a decision for acceptance or denial.

Academic improvement - In order, provide academic excellence for all students attending WSD, every effort is made to provide quality instruction by selecting skilled teaching staff and appropriate curriculum materials for instruction. All teachers at

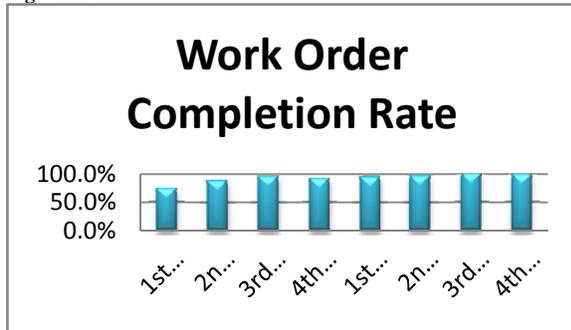
WSD must hold a MA in Deaf Education, and meet the NCLB standard for highly qualified in the core areas they are assigned to teach. Curriculum is adopted following strict guidelines and must be Board of Trustee approval. All curriculum materials used are selected based on review by the Interdisciplinary Team and appropriateness for use with deaf/ hearing-impaired students. Students at WSD are involved in WSAL (Washington State Assessment of Student Learning) testing. These tests are designed to measure student progress in basic skills and the application of that knowledge and to ensure that students are getting a quality education. Students are tested on basic academic skills such as math computation as well as advanced skills, such as comparing and contrasting reading passages. WSD receives accreditation through NAAS (Northwest Association of Accredited Schools) and CEASD (Counsel of Educational Administrators of Schools and Programs for the Deaf). WSD is involved in a self-study review of the entire school's program every five years. Based on the self-study a School Improvement Plan or Process that is consistent with the vision of the strategic plan is developed, implemented and reviewed on an ongoing basis.

Behavior management - WSD academic and residential staff uses a Behavior Referral Form (BRF) to document inappropriate behavior of students and actions taken by staff. The form allows the staff member to delineate the seriousness of the behavior (level 1 - moderate, level 2 – serious or chronic, or level 3 – severe, dangerous or illegal) and further classifies the types of behavior. It lists the actions taken by the staff member and administrative review. WSD staff completes this form for all student violations of the Student Conduct Code. Using the principles of GMAP the WSD leadership team analyzes BRFs on a weekly basis using a factor analysis of the various elements of student behavior. Students who receive a high number of BRFs or commit serious offenses are referred to the Student Life Counselor/Teacher Assistance Team (STAT). Academic and Residential staff may refer a student to the STAT when students, for whatever reason, are not experiencing success in the classroom or in the residence. STAT reviews the student's behaviors and recommends modifications and/or strategies for behavior interventions. If a change in program is recommended or testing is required, the student's academic case manager will arrange for an IEP meeting, which will include the parents.

Maintenance of Facilities - Every two years the condition and the repair needs of each building is evaluated and prioritized for inclusion in the budget. The most critical needs with life-safety needs have the highest priority with the cost of the project and how the project fits within the scope of the Master Plan following. The maintenance crews, safety committee, and other staff provide input to the

facilities manager, who then meets with the Director of Business Operations and the Superintendent. This core group then evaluates and prioritizes each request following the criteria mentioned above. Minor repairs that can be handled within the operating budget scope are scheduled for the next two years. Emergent or emergency needs are brought to the attention of the Director of Business Operations and the Superintendent on a case-by-case basis and a determination is made following the criteria mentioned above. The department tracks the work-order completion rate to determine the allocation of resources.

Figure 6.1



6.b) How do you implement, manage, and improve your key work processes to meet key process requirements and to achieve better performance and meet key requirements? What are your key performance measures or indicators and in-process measures used for control and improvement of your processes?

Senior leadership is actively involved in the management and improvement of processes. The leadership team strives for constant improvement for each process. An example of this is the admissions process. As mentioned above the admissions team is

a multi-disciplinary team, which reviews each application for enrollment. The process this team uses is reviewed not only within the agency but also by the Department of Licensing Review, who makes recommendation on how to improve the evaluation. Internal and external suggestions for improvement are evaluated and when needed incorporated into the process.

Figure 6.2

Process	Managed Through	Outcome	Example of Measures
Admissions	Policy Criteria for Admission Team Review of Application Data	Students are appropriately admitted/denied	Waiting lists # of students rejected Length of diagnostic placements
Behavior Management	BRF STAT Case Management	Students are safe Improved Behavior	# of students receiving serious or chronic referrals
Academic Improvement	Curriculum Adoption Accreditation WSAL Testing	Students receive an education equivalent of that offered by local educational agencies	Scores in Math, Reading, Writing WASL Scores
Human Resources	Mandatory Safety Training PDP Hiring Practices	The best employees are hired, retained and trained by the school	Turnover rate Number of PDP's completed
Facilities	Work Orders Department Meetings Capital Construction	The facilities are in good condition to enhance the learning experience	Work order Completion Rate
Information Technology	Technology Improvement Plans	Students and staff have the needed technology	% of computers and servers replaced in a year

Part 7 – Business Results: What are your product and service, customer-focused performance, financial and market, workforce-focused performance, organizational effectiveness, performance, process effectiveness and leadership results?

Figure 7.1

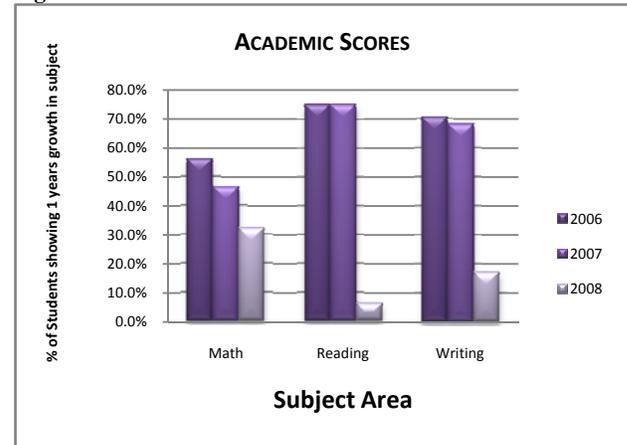
Performance Measure	FY 06 Target	FY 06 Actual	FY 07 Target	FY 07 Actual
% of students that demonstrate one-years growth in mathematics	90%	56%	90%	46.30%
% of students that demonstrate one-years growth in reading	70%	75%	85%	70.50%
% of students that demonstrate one-years growth in writing	70%	75%	85%	68.06%
% of students understanding the safety curriculum	85%	90%	90%	95%
Number of contracts established with local school district personnel, other public agencies and/or families of children who are deaf or hard of hearing	10	14	10	21
The number of on-campus vocational exploration/training strands	3	2	6	11
The number of students placed in off-campus training/work sites as part of school to work transition	2	8	4	6
% of work orders completed within 30 days	90%	92%	90%	97.70%
Number of distance learning opportunities provided to students who are deaf or hard of hearing and the number of ASL classes offered to remote school districts through the use of video and computer technology	4	13	8	10

The performance measures listed in Figure 7.1 represent the measures that were in place during the 2005-07 biennium. These measures are part of the budget process and are reported to the Office of Financial Management on a quarterly basis. Senior Leadership tracks all these measures. Results that do not meet goals (red) have more emphasis placed on them.

The decline in academic score continued into the next year (see figure 7.2). Based on this information and recognizing the problem, the school is taking actions to reverse this problem. First is the assignment of a curriculum specialist to review the course material, then increased training for teaching staff, and finally the integration of subject matter across grade level. As a result of the emphasis that leadership put on tracking measures the agency has seen the opportunity to change measures to better suit the operation. As an example, the measure on student safety has been narrowed (for reporting proposes only) to tracking Level 3 Physical Aggression (see figure 7.7). The agency has stopped reporting the percentage of work orders completed. This measure is still tracked internally.

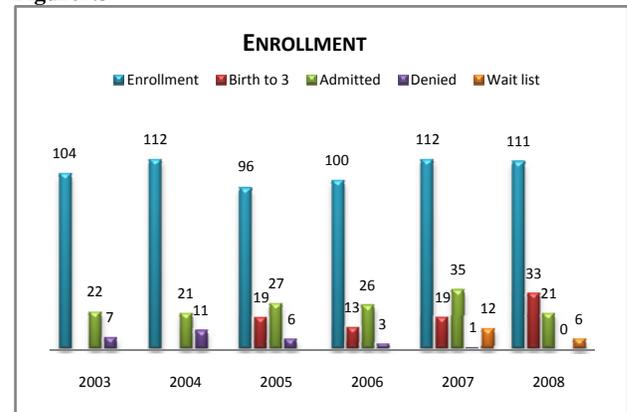
7.a) What are your organization’s key performance and improvement results in key business areas?

Figure7.2



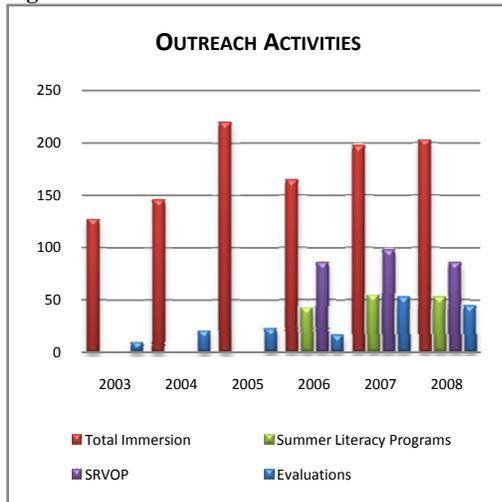
The challenge to the agency is that the majority of students who enroll at WSD are far behind their hearing peers in all areas of academic achievement, language development, and social development. Nationwide statistics indicate that deaf high school students are graduating with a 3rd-4th grade reading level. In addition to this being unacceptable to the parents of these students, it significantly limits their post high school options. The school is reviewing methodologies and curriculums that can address this issue, although there is limited empirical data to provide guidance.

Figure7.3



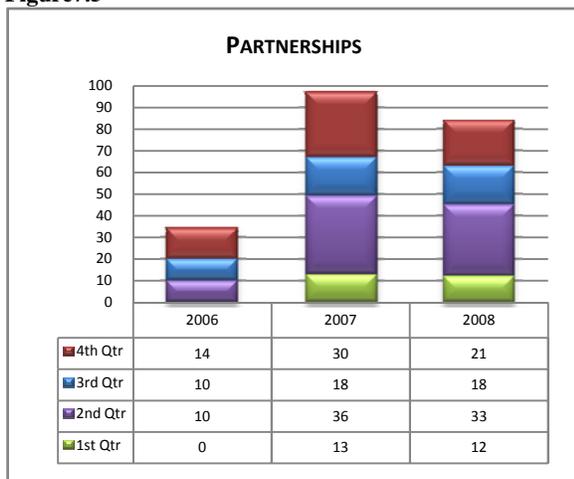
After a period of declining enrollment, the school’s student population is leveling. WSD has a very strict admission criterion. This has enabled the school to deny admission to potential students who where not a good fit for the program or would have posed a risk to other students. Even with the admission criteria, WSD has admitted from 21 to 35 new students each year. We have seen an increase in the need for birth to three programs. Since this program started the number of children enrolled has increased from 19 to 33.

Figure7.4



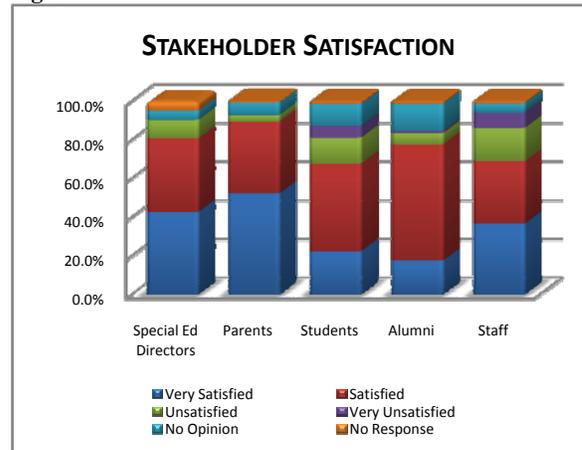
Outreach activities have grown from a modest beginning in 2003 to a robust program. The program offers summer literacy programs to students from throughout the state, evaluations of deaf or hard of hearing students for small school districts, total immersion programs for individuals who need to know more about what it is to be deaf, and the Shared Reading Video Outreach Program (SRVOP) offered to students in their home district. WSD anticipates that these programs will only continue to grow. The agency feels that outreach programs offer the greatest opportunity for growth, which can enhance the educational possibilities, and outcomes for deaf and hard of hearing students across the state.

Figure7.5



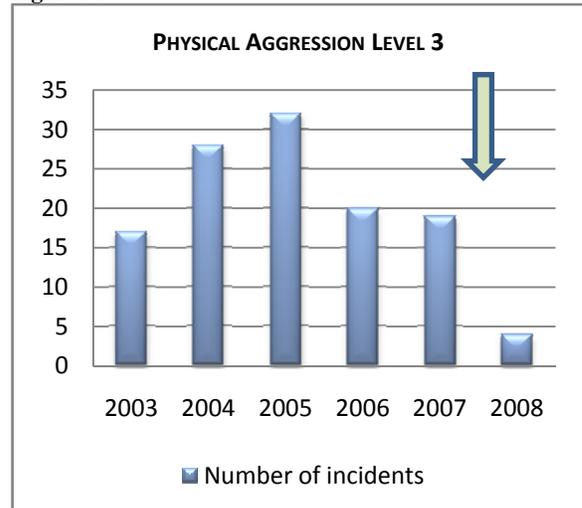
Partnerships with other agencies, school districts and groups who are involved with deaf children are vital to the continued growth of the school. WSD tracks these partnerships on a quarterly basis and some groups might be counted in more than one quarter. Our lowest count per quarter will always be the first quarter because schools are not in session during that time.

Figure7.6



As part of the accreditation process this last school, satisfaction surveys were conducted of various groups. The majority of the responses rated the school vary satisfied or satisfied with the direction of the school and with the offerings of the school.

Figure7.7



The number of Level 3 (serious) incidents of physical aggression has declined for the last three years. Analysis of this trend shows that this is the overall trend in incidents at every level of student behavior management. This decline can be increased admission screening, behavior management teams, and the emphasis that the leadership team places on behavior management by ensuring that student behavior is the first item on the agenda for the weekly leadership meeting.

Figure7.8

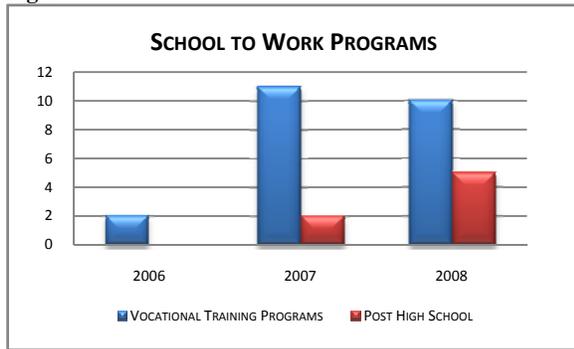
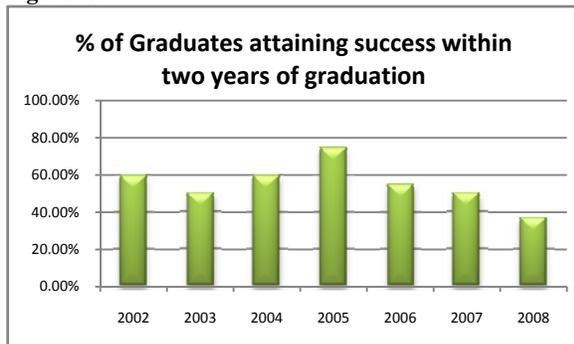


Figure 7.8 tracks the number of School to work transition programs offered each year. These programs are a vital component of the educational curriculum allowing students to explore a variety of work like situations so that they can needs and demands of various jobs. The agency feels this is so important to the success of our students that the new maintenance/cafeteria building was designed so that vocational training would be a key component. The figure also tracks the number of students enrolled in the post high school program. This new program offers students who have graduated the chance to gain skills and experience with real employers so that they can find jobs and success.

Figure7.9



The ultimate outcome for any school is to produce young adults that are successful in life. The school strives to give the students enrolled here the tools needed to accomplish this outcome. The problem with tracking the success is that in most cases it depends on self-reporting and the schools ability to located former students. Given the information WSD given it would appear that there is a decline in the success rate over the last 4 years. While concerning it does follow the national trend, where the deaf are underemployed and therefore become dependent on SSI payments from the Federal Government.

7.b) How do your key performance results compare to competitors or others in your industry?

As discussed in part 4, the school does not have any competitors within the state and that it is impossible

to draw comparisons with other schools for the deaf across the country because of the differences in programs and testing.



2008
Washington State
Quality Award

Washington School for the Deaf
Lite (Assessment) Feedback Report

This document provides a Lite (Assessment) Feedback Report for the Washington School for the Deaf (WSSD). Used in conjunction with the Criteria for Performance Excellence and Scoring Guidelines, this feedback report is the conclusion of the application process.



January 20, 2009

Rick Hauan
Interim Superintendent
Washington State School for the Deaf
611 Grand Blvd
Vancouver, WA 98661

Dear Mr. Hauan:

Congratulations for taking the Washington State Quality Award challenge! We commend you for applying for this award. Your application for the Award and use of the Baldrige Criteria demonstrate your organization's commitment to performance excellence.

This feedback report was prepared for your organization by members of the Washington State Quality Award Board of Examiners in response to your application for the Washington State Quality Award. It presents an outline of the scoring for your organization and describes areas identified as strengths and opportunities for possible improvement. The report contains the Examiners' observations about your organization and is not intended to prescribe a specific course of action. Please refer to "Preparing to Read Your Feedback Report" and "Considerations for Reviewing Small Organizations" for further details about how to use the information contained in your feedback report.

We are eager to ensure that the comments in the report are clear to you so that you can incorporate the feedback into your planning process to continue to improve your organization. As direct communication between Examiners and applicants is not allowed under the operating procedures for the application process, please contact me at (360) 697-2444 if you wish to clarify the meaning of any comment in your report. We will contact the Examiners for clarification and convey their intentions to you. Additionally, WSQA also offers an opportunity for you to meet with WSQA to discuss the feedback report. If you are interested, please phone the office to set up this meeting.

The feedback report is not your only source for ideas about organizational improvement. Current and previous Award recipients can be potential resources on your continuing journey to performance excellence. An Award recipients' contact list may be found at www.baldrige.nist.gov/Contacts_Profiles.htm or at www.wsqa.net. Additionally, national and state recipients will share their stories at our annual WSQA Symposium scheduled in May.

Thank you for your participation in the Washington State Quality Award process. Best wishes for continued success with your performance excellence journey.

Sincerely,

Jennifer Sprecher, Executive Director
Washington State Quality Award

Enclosures

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Preparing to Read Your Lite (Assessment) Feedback Report

Your feedback report contains Washington State Quality Award Examiners' observations that are based on their understanding of your organization. They have provided comments on your organization's strengths and opportunities for improvement relative to the Baldrige Criteria. The feedback is non-prescriptive. It will tell you where Examiners think you have strengths to celebrate and where they think improvement opportunities exist. The feedback will not say specifically how you should address these opportunities. The specifics will depend on what you decide is most important to your organization. Applicant organizations read and use feedback comments in different ways. We've gathered some tips and practices from prior applicants for you to consider.

- Take a deep breath and prepare to benefit from the feedback process. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Remember that you should not view your score on a normal scoring curve. The majority of organizations overall scores for a full application are in the 0-300 point range (0-30%). Industry leaders score in the 400-600 point range (40-60%) and role model organizations are in the 700-1000 point range (70-100%). A two year study of average national applicant scores ranged from 19-49% at the item level. Remember also that you are responding to the Lite (Assessment) Criteria, thus the potential point range is limited to the 500-650 (50-65%) range.
- Please keep in mind that high performing organizations often spend several years within the same band. When reviewing a second feedback report we encourage you not to become discouraged if you have not increased scoring bands, but rather to focus on both your new strengths and opportunities.
- Especially note comments in boldface **type**. These comments indicate particularly important observations - those the Examiner Team felt had substantial impact on your organization's performance practices, capabilities, or results (either a strength or opportunity for improvement) and, therefore, had more influence on the team's scoring of that particular item.
- You know your organization better than the Examiners know it. There might be relevant information that was not communicated to them or that they did not fully understand. Therefore, not all of their comments may be equally accurate.
- Although we strive for "perfection," we do not achieve it in every comment. If Examiners have misread your application or misunderstood your organization on a particular point, don't discount the whole feedback report. Consider the other comments and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You've worked hard and should congratulate yourselves.
- Use your strengths comments to understand what the Examiners observed you do well and build upon them. Continue to evaluate and improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.

- Prioritize your opportunities for improvement. You can't do everything all at once. Think about what's most important for your organization at this time and decide which things to work on first.
- You may decide to address all, some, or none of the opportunities in a particular Category. It depends on how important you think that Category or comment is to your organization.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

Considerations for Reviewing Small Organizations

All applicants are reviewed in the context of their individual key factors. In the case of small organizations, size is a significant factor. While an organization's size does not affect the applicability of the Aldridge Criteria, it does need to be factored into the assessment of an applicant's responses in its Washington State Quality Award application. Therefore, Examiners with large-organization frames of reference should be careful not to apply operational and procedural requirements as they review small organization applications.

Some guidelines are given below for understanding the context for reviewing a small organization:

- Small organization applicants are defined as those with 500 or fewer employees. Also noteworthy is the significant difference in resource availability between a 450-person organization and a 50-person organization.
- Social responsibility and community involvement must be viewed in the context of the applicant's size. A large organization might have impacts on a national or international basis; a small organization will frequently focus its involvement on a local community.
- The issues of fiscal and managerial accountability, ethical behavior, and legal compliance are as pertinent to a small organization as they are to a large one, and the responses of management to these issues are equally important. A small organization, however, will necessarily address these issues in the context of its size, ownership (many are privately held or family-owned), and responsibilities. Good governance practices are still an imperative.
- While large organizations frequently have complex computer/information systems for data management, a small organization (depending upon how small) may perform data and information management with a combination of personal computer- or work station-based data management systems and manual methods.
- Due to limited workforce and funding resources, benchmarking and competitive comparison information in a small organization environment may be based largely on literature/trade association information and comparisons with best practices in the local geographic area.
- In the context a small organization, systems for workforce involvement and process management may rely more on informal verbal communication than on formal written communication and documentation. However, all applicants have the same requirements to demonstrate that their processes are repeatable, can produce the

desired results, and are deployed fully and systematically throughout the organization.

- The ability of a small organization to leverage key suppliers, particularly large suppliers, has to be viewed in the context of workforce availability and the volume of business that it does with the supplier.
- The ability of a small organization to obtain customer and market knowledge through independent third-party surveys, commissioned studies, extensive interviews, or focus group techniques is limited by its resources. The important consideration for Examiners is to assess whether the applicant, given its resources, is using appropriate mechanisms to gather and use information to improve its customer and market focus and satisfaction.
- The expectation that large organizations will segment their results data with regard to various customer and workforce segments may require modification in small organizations, depending on the complexity of these groups and the level of resources needed to gather and analyze the data.

Introduction

By submitting a Washington State Quality Award Lite (Assessment) application, you have differentiated yourself from most State of Washington organizations. We are eager to make your efforts achieve the maximum benefit possible. This feedback report was written for your consideration in accelerating your journey toward performance excellence.

The Board of Examiners has evaluated your application for the Washington State Quality Award Lite (Assessment). Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

This feedback report contains a detailed listing of strengths and opportunities for improvement, and scoring information. Background information on the examination process is also provided.

We encourage you to use the feedback as input to your strategic planning process. As a Washington State Quality Award Lite (Assessment) applicant, you are already a winner in the journey toward performance improvement!

Details of Strengths and Opportunities for Improvement

Category 1 – Leadership

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 2. (Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- Legal and ethical compliance are priorities for the organization. Executive leader’s model ethical behavior and all staff complete ethics training. The Superintendent oversees the investigation of ethics allegations and complaints. The Assistant Attorney General attends each Board meeting to assure Board actions are in compliance with legal requirements. The Applicant complies with numerous federal and state laws, such as the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind. In addition, compliance is achieved through the organization's accreditation by the Conference of Educational Administrators of Schools and Programs for the Deaf, and the Northwest Schools, Colleges and Universities. Along with compliance to laws, these processes support the organizational value of personal responsibility and integrity.

Opportunities for Improvement

- The organization's vision, mission and values reflect a high priority on assisting students to achieve high academic performance; however, the organization faces a major challenge in raising academic performance to meet existing state standards. Although The Executive Leadership Team adopted GMAP as a tool to track issues, report results and make improvements, it is not clear how priorities or actions from GMAP are prioritized, documented, delegated, or measured. There is no information provided regarding how the use of GMAP improves results. There is also no information on how issues raised by staff are addressed. Without a clear action planning, follow up and measurement process, the Applicant may be unaware of how this tool assists the achievement of organizational goals, such as academic or financial.
- While the application contains numerous priorities, actions, and measures related to behavior in educating children, there is no information on how the organization addresses this organizational challenge. It is unclear if the applicant has information to determine if current initiatives result in a decrease of behavior incidents or how these may affect academic behavior. Without a systematic approach to measurement and review of student behavioral issues, the applicant may be unaware of how this affects students and teachers, which may make it difficult to achieve the organization’s mission to have deaf and hard of hearing students reach their full potential.

Category 2 – Strategic Planning

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 2. (Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- The applicant's strategic plan identifies six goals and specific objectives aligned with each goal, including increasing services to deaf and hard of hearing students across the state and academic improvement of students at the Vancouver campus, as well as student academic achievement, instructional resources, student citizenship, vocational training options, and use of technology. The applicant recognizes the importance of a collaborative approach to build its strategic plan, involving key partners and stakeholders including parents, students, educators, the Board of Trustees, and senior management staff. The applicant uses initiatives such as open Board meetings to discuss the strategic plan and the internet to post the final plan. These approaches support the applicant's goal of responsiveness to key partners and open communication.
- The applicant's four major departments develop action plans that cover key activities and responsibilities for their respective areas. The Academic Department develops recommendations on curriculum for the Board to consider for approval. A Curriculum Committee implements the Board's adopted curriculum. The applicant uses cross-functional teams to assist these processes, as needed. The Outreach Department and the Finance Department collaborate with senior leadership and outside vendors to develop programs reaching students across the state. Programs being offered to deaf/hard of hearing students statewide increased over past three years which reflects applicant's objectives to enhance immersion programs (Objective 3.1), provide oral and aural communication services (Obj. 3.2), and expand educational opportunities through video conferencing (Obj. 6.1).

Opportunities for Improvement

- While the development and public discussion of the initial strategic plan draft includes input from partners such as parents, students, educators, Trustees and senior management, it is unclear how these partners remain involved after development of the initial draft. Aside from Board meetings, there is little information on how the applicant collects input from stakeholders. The application mentions active pursuit of partnerships with key customers. However, it is unclear how local school districts and other statewide partners and groups, such as OSPI, ESD's, DSHS Office of Deaf and Hard of Hearing, and the Washington State Association of the Deaf participate in the strategic planning process. It is also unclear how professionals in areas of childhood deafness collaborate with the applicant to address educational needs. Without a systematic approach to include key partners throughout the process, the applicant may be missing significant opportunities to assess needs and verify results.

- While major departments develop action plans in support of the applicant's key goals and objectives, it is not clear how this is managed, monitored, and implemented throughout the organization. There is no evidence of integrated performance measurement activities aligned with action plans. It is not evident how learning occurs from the action plan results and how it feeds into the applicant's future strategic planning or revisions to the current plan. Without a systematic approach to monitoring action plans against the strategic plan, the applicant may be unaware of alignment of priorities or corrective actions needed to achieve their stated goals and objectives (Fig. 2.1).
- It is unclear how the strategic plan goals/objectives fully respond to the applicant's stated challenges including a plan to address recent legislation to expand statewide services and reorganization of the agency's structure to operate multiple programs. Without a detailed plan regarding legislative changes and ability to revise the current strategic plan, it may be difficult to address key priorities and ensure organizational alignment when assigning limited resources to numerous objectives and challenges in order to meet the mission to assist deaf and hard of hearing to reach their full potential.

Category 3 – Customer and Market Focus

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 2. (Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- Applicant's customers are primary and secondary school students who are deaf and hard of hearing and their parents throughout the state of Washington. The organization uses state and federal mandates to determine customer requirements. An Outreach program reaches students in local school districts and provides services, including evaluations, training, and summer programs. The Applicant also provides a Distance Learning Program in literacy and language development. Such programs align with objectives to provide services throughout the state, addressing the organization's mission to provide services to assist deaf and hard of hearing students reach their full potential.
- The applicant's leadership team meets with parents, educators, and local school districts throughout the state and also holds its Board meetings in various statewide locations. Informational materials describing programs available, including brochures, newsletters and DVD's, are distributed throughout the state. These activities support applicant's desire to collaborate with partners and stakeholders statewide. These processes support access to applicant information and support the organizational value of open communication.

Opportunities for Improvement

- It is not clear as to how other key partners/stakeholders including staff and union are identified as customers and how often contact occurs or is deployed to determine and respond to customer expectations. It is not clear as to how extensive the customer contact is among all departments and programs. Without a systematic approach to define how customer and market knowledge is utilized, there may be missed opportunities to build upon these relationships, respond to changing expectations and improve overall customer satisfaction.
- It is not evident that a systematic approach is in place to receive and respond to key customer information, expectations and feedback from parents, students and others. There is no information as to how customer feedback is utilized to improve program operations and overall planning. Such approaches may assist the applicant to more fully address changing expectations or program activity changes as they collaborate with customers and partners.

- While Board meetings throughout the state provide an opportunity for input, there is no evidence of a systematic approach to building strong relationships with identified customer groups. Such integration may better respond to the applicant's limitations, both financially and geographically and better serve the interest of deaf and hard of hearing students and their parents.
- While the applicant generates informational materials and distributes these throughout the state, it is unclear as to how widely the materials are distributed and whether customers find the information helpful and useful to access applicant services and/or participate in applicant sponsored activities. Such feedback may provide opportunities to learn and improve on creating effective information sharing tools to support the applicant's stated value for frequent communication with customers.

Category 4 – Measurement, Analysis, and Knowledge Management

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 2.
(Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- The applicant focuses periodic performance reviews around four major components: student academic progress, students services through statewide outreach program, on-campus student behavior, and financial data. Performance measures include student year-to-year growth in math, reading, writing; number of distance learning courses and outreach programs; number of partnerships with local school districts established; and in the safety area, students that receive serious infractions. The applicant also reviews student post-school success - whether working or pursuing post-secondary education. These key measures relate to the applicant's core goals and objectives on educational growth, outreach services, and student safety.
- The applicant uses the Government Management Accountability and Performance (GMAP) model to review progress on performance measures. The organization conducts academic progress reviews quarterly, financial data monthly, and student behavior on a weekly basis. Staff presents performance results to the Senior Leadership Team and Board of Trustees, and publishes them on the applicant's website for public review and input. If needed, the organization develops additional action plans, including timelines. In the academic progress area, staff develops school improvement plans along with Individualized Education Plans (IEP) for students. The GMAP model provides the applicant's leaders with measures, review, and performance improvement opportunities to meet the organization's mission, vision, and values.

Opportunities for Improvement

- While the Senior Leadership Team and Board review performance measures regularly and develop action plans as needed, it is not clear on how this information is fully deployed to departments, employees, partners, stakeholders for appropriate follow-up and monitoring. Further, it is not clear how issues and actions or public feedback contribute to the overall improvement of the applicant operations and/or strategic plan.
- While senior leaders collaborate and consult with local districts and other stakeholders on the outreach program activity, there is no indication as to how this is organized and deployed throughout the state and how inputs lead to the applicant's further learning and improvement or impacts the strategic plan.

- On campus safety is seen as a key component that is regularly reviewed and measured by senior leaders and the Board and action plans created. However, it is not clear who monitors these plans and how results feed into the applicant's learning and improvement of operations or future planning. Further, it is unclear how student feedback is received and utilized to address campus safety.
- Without a clear process, the applicant may miss opportunities to respond to its primary concern for student safety and be proactive in addressing student issues and reduce the risk potential to students, staff and the applicant agency.

Category 5 – Workforce Focus

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 3. (Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- The Applicant describes several approaches for monitoring agency and employee performance and productivity. Each department manager uses GMAP to measure and report results. Supervisors complete an annual performance evaluation for each employee, which includes input from the employee on individual goals and priorities. Additionally, Human Resources tracks sick leave, overtime, employee satisfaction, and turnover. These approaches support the Applicant's priority of engaging staff in agency planning and of aligning each employee's responsibilities with the agency's strategic goals.
- The organization has a variety of methods in place to solicit feedback from employees. As a part of the accreditation process, all staff complete a survey assessing the current performance of the organization. An additional survey annually rates employee satisfaction. The Applicant established an Employee Council, made up of a representative group of employees to improve communication between management and employees. These methods reflect that basic systems are in place to receive employee feedback and involve employees in workforce engagement.
- The Applicant places a high priority on selecting and retaining teachers with Master's Degrees in Deaf Education, teaching certificates, and fluency in American Sign Language. New staff attend an orientation and have a "mentor" who helps the them become acquainted with the organization and the position. The applicant sets aside funds for professional development. These efforts support the Applicant's strategic goal and key challenge of improving academic performance by hiring and retaining staff with the skills and qualifications to meet the unique needs of deaf and hard of hearing students.

Opportunities for Improvement

- While the Applicant relies on selecting professionals with Masters Degrees in Deaf Education, teaching certificates, and American Sign Language fluency, there appears to be a shortage of qualified candidates now and in the future. The Applicant does not identify priorities or strategies to address this emerging organizational challenge. There is also no information about plans for future vacancies and recruiting needs. Without a specific focus on staff recruiting and retention, the organization may be unable to meet the staffing needs of the future.

- The organization identifies a number of ways to collect, measure, and report results, such as GMAP, Employee Council, surveys, and employee evaluations. However, there is no information regarding how follow up occurs, or how actions plans are developed, tracked, and measured for improvement. There is little information on how the applicant uses these types of reports and information. Without a systematic method for developing and tracking employee measures, identified issues and recommendations, the Applicant may miss opportunities for identifying issues and recommendations to reinforce a culture of employee engagement.
- While the applicant expresses desire for employee input on areas such as use of sick leave, recognition, morale and reducing agency turnover, it is not clear how such information is utilized to learn and improve applicant operations. While "Team Applicant" was created recently to improve communication between management and employees, it is not clear how meeting results and/or recommendations are tracked for follow up.

Category 6 – Process Management

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 2. (Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- The Applicant's purpose and priorities relate to providing a high quality education and key processes in four areas reflect a commitment to that purpose: (1) The Admissions process uses established policy and criteria applied by a multi-disciplinary team. (2) The academic improvement process uses an interdisciplinary team to set teacher qualifications and make recommendations to the Board of Trustees regarding curriculum changes. These reviews result in a school improvement plan. (3) The behavior management process consists of a review of Behavior Referral forms weekly with serious offenses referred to a student-teacher team. Students may be referred for counseling to address behavioral issues. (4) The facilities maintenance process consists of a comprehensive master plan evaluated each two years. Facilities work orders are logged and tracked for timeliness and completion.
- The skill level of teachers is the primary core competency described.. The background of teachers with Masters degree in Deaf Education, teaching credentials, and fluency in American Sign Language provide the organization with a high caliber of professional staff. This supports the values of excellence in education, continuous learning for both students and teachers, and innovation.

Opportunities for Improvement

- The Applicant describes its organization as divided into three programs: Academic, Residential, and Statewide Outreach, however there is no information provided for programs other than academic programs. The Applicant does not explain how it identifies key processes or reviews existing procedures for potential improvements. Without a systematic approach to define, review, and implement processes, the applicant may miss significant opportunities to enhance and improve operations identified as key challenges and strategic goals.
- The Applicant describes academic achievement as a basic purpose of the program and defines processes for admissions and for academic improvement to support this purpose. However, the applicant does not describe a process for periodically reviewing existing policies and procedures, or for reviewing teacher qualifications. Without periodic review of existing policies and procedures, the applicant may miss opportunities for improving programs and achieving higher academic results.

- Although the Academic Improvement process is well defined, it is unclear who is responsible for implementing plans, how they are prioritized, or how they are tracked for progress after improvement. Although behavior management appears to be a strategic challenge, the application includes information only on how many incidents are handled. Without a systematic process to prioritize and track progress, the applicant may be unaware of the effectiveness or impact of changes, in order to address the challenge of improving the on-campus academic achievement of students.
- On-campus safety is a key component the applicant regularly reviews and measures. Although senior leaders and the Board create action plans to address this topic, it is not clear who monitors these plans and how results feed into the applicant's learning and improvement of operations or future planning. Further, it is unclear how students receive feedback and how the applicant uses it to address campus safety. Without a clear process to address this strategic challenge, the applicant may miss opportunities to respond to this concern for student safety and be proactive in addressing student issues and reduce the risk potential to students, staff and the applicant agency.

Category 7 – Results

Your score in this Criteria Item for the Stage 2, Consensus Review, is in Band 2. (Please refer to Appendix Scoring Guidelines Figure 2.)

Strengths

- Performance measures noted for several assorted key areas (Fig. 7.1) surpassed targets in 7 of 9 areas in FY 06 and 6 of 9 areas in FY 07. The per cent of students understanding the safety curriculum supports a key goal for applicant's students to demonstrate positive citizenship and pro-social behaviors (Goal 4). Also, the number of Level 3 (Serious) physical aggression incidents have declined from high of 32 in 2005 to 4 in 2008 (Fig. 7.7 - Physical Aggression Level 3). The number of contracts established with local school districts, public agencies, and parents of deaf/hard of hearing (21) increased from previous fiscal year and number of distance learning opportunities above target support one of applicant's primary programs of Statewide Outreach Services.
- The applicant's student enrollment has leveled off to about 110 students after two years of declining enrollment. The applicant has also seen a growth in a newer birth to 3 program to a total of 33 students in 2008.
- The number of outreach activities (Fig. 7.4) have grown overall during the past three years primarily in the areas of summer literacy programs (50), the Shared Video Outreach Program (80+) and evaluations (45+). During three-year period 2003-05, these areas were very limited and primarily total immersion activities were provided by the applicant. Also, the number of School to Work Programs have increased overall from 2006 (Fig. 7.8)
- Stakeholder satisfaction (Fig. 7.1) was measured in a one-time survey as part of the Applicant's accreditation process. Stakeholders surveyed included special education directors, parents, students, alumni and staff. Results are reported for each stakeholder group.
- When asked about "the direction of the school and its offerings", respondent groups answered "satisfied" or "very satisfied" as follows: Students: approximately 65%; staff: 65% staff; alumni: 75%; special education directors: 80% and parents: 85%.

Opportunities for Improvement

- While outreach activities show growth (Fig. 7.4) in recent years, it is not clear how extensive these activities have occurred throughout the state and the extent that all districts in the state are being served. The number of total immersion activities have steadily grown from 130 in 2003 to over 200 in 2008. Summer literacy programs have gone from none in 2005 to 50 in 2008 and the Shared Video Outreach Program from zero to over 80 during the same time period. Evaluations have also grown from < 10 in 2003 to nearly 50 in 2008. While the applicant feels that outreach programs offer the greatest opportunity for growth, the lack of clear targets and appropriate measures may hamper future success in this area.
- Based on information presented in Stakeholder Satisfaction (Fig. 7.6) and recent Employee Survey Results (Fig. 5.1), it is not clear what significance there is to the staff related responses and results. It is not evident what number of staff responses were received out of the total number of employees. While the applicant expresses desire for employee input on areas such as use of sick leave, recognition, morale and reducing agency turnover, it is not clear how such information is utilized to learn and improve applicant operations. While "Team Applicant" was created recently to improve communication between management and employees, it is not clear how meeting results and/or recommendations are tracked for follow up.
- In Fig. 6.1 Work Order Completion Rate, the number of work orders are not indicated, completion time, nor is the time period that these results cover. Without such information, it is difficult to determine whether applicant's key factor of "completing repairs in a more timely fashion with fewer personnel" can be successfully addressed.
- In Fig. 7.9 Percent of Graduates Attaining Success w/in Two years of Graduation, the percentage of graduates attaining success fell from 75% in 2005 to 38% in 2008. However, it is not clear as to the number of respondents nor the number of graduates of which there are attempts to track. While national trends of underemployment and SSI payments are generally cited, no specific data is presented to determine how closely the recent declines are reflecting national trends. Such information may assist applicant in measuring the success of objectives (Fig. 2.1 Applicant Goals and Objectives, Objective 2.1 "Applicant will implement a post-graduate transitional program for deaf and hard of hearing who have recently graduated...") and key factors outlined to positively impact the post-graduate outcomes of students they serve.
- While the applicant states that financial data is presented to the Board of Trustees monthly, there is no information provided on financial results or marketplace performance to support applicant's contention of comparing favorably to other state agencies and being always on budget.
- There is no comparative information from other deaf and hard of hearing schools or similar programs regionally or nationally. While the applicant cites that there are no direct competitors to compare itself to, the lack of comparisons to common outcomes such as test scores, employment and other post-graduate outcomes makes it difficult to determine appropriate targets and overall success of the applicant's programs.

- Although applicant strategic challenge is recruiting/retaining teachers, little data given. Fig. 7.6, Stakeholder Satisfaction, presents results of a stakeholder satisfaction survey in which "staff" were one group completing the survey. Regarding "the direction of the school and the offerings of the school," staff responded they were "very satisfied" at a rate below 40%. Combining "very satisfied" and "satisfied" produces a satisfaction rate just above 60%. 20% of staff report they are "unsatisfied" or "very unsatisfied," and the remaining respondents reported no opinion or did not respond to the question.
- While outreach activities show growth (Fig. 7.4) in recent years, it is not clear how extensive these activities have occurred throughout the state and the extent that all districts in the state are being served. The number of total immersion activities have steadily grown from 130 in 2003 to over 200 in 2008. Summer literacy programs have gone from none in 2005 to 50 in 2008 and the Shared Video Outreach Program from zero to over 80 during the same time period. Evaluations have also grown from < 10 in 2003 to nearly 50 in 2008. While the applicant feels that outreach programs offer the greatest opportunity for growth, the lack of clear targets and appropriate measures may hamper future success in this area.

Your Next WSQA Application

The timing for reapplication to WSQA is an individual organizational decision that is based on how quickly the organization is able to act on their feedback and then gather results from their actions. Many organizations find that a period of 18-24 months is appropriate. Typical considerations for determining the time to reapply include:

- Ability to address a substantial amount of the key findings of the report.
- Ability to demonstrate the results that have occurred from addressing the key findings. Please remember that 45% of the total score is in the results.
- Ability to demonstrate at least one cycle of learning/ improvement within key process changes.

Closing Thoughts on Writing a Better Application

Improvement is the driving force behind the submission of a WSQA application. Examiners are trained to focus on content and ignore editorial issues. By focusing on the creation of feedback that reflects the applicant content versus editorial issues, examiners provide comments that are valuable in helping an organization improve. However, WSQA recognizes that many organizations intend to reapply at some point in the future as a critical component of their improvement process. Additionally, many organizations use all or portions of their applications to communicate with their internal and external stakeholders through numerous mechanisms including web, mailings, meetings, and presentations. For this reason, the examiners have assembled a few suggestions that may help your organization in writing a stronger application. We hope that these suggestions may be of some assistance in the future.

Suggestions for writing a stronger report:

- Provide clear figures that are labeled
- Provide targets and comparisons
- Provide process responses to “how” questions versus “anecdotal” information.
- Provide clear goals related to the key factors provided in the Organization Profile.

Maintaining the Improvement Momentum

WSQA has seen many strong approaches to maintaining the improvement momentum including:

- Prioritizing the feedback of this report, creating action plans to address the feedback, and holding follow up progression meetings on the action plans. WSQA offers a follow up workshop entitled Turning Feedback into Action to facilitate this process.
- Conducting internal reviews with internal examiners.
- Conducting on-line self-assessment surveys during the non-application years. WSQA offers two types of these surveys.
- Participating in an Improvement Collaborative with other organizations.
- Joining a Round Table group of past WSQA recipients.

Please contact WSQA for more information on these and other methods of maintaining the improvement momentum within your organization.



Final Note

Thank you for taking the quality challenge to pursue the Washington State Quality Award. It is our sincere hope that the feedback provided in this Lite (Assessment) Feedback Report is both reaffirming to your strengths as well as insightful into your operation's opportunities for improvement. Excellence is a journey. We wish you well on your journey to performance excellence. Congratulations!

Sincerely,

WSQA Application Review Team
WSQA Board of Examiners

Appendix

By submitting a Washington State Quality Award application, you have differentiated yourself from most organizations. The Board of Examiners has evaluated your application for the Washington State Quality Award. Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

This feedback report contains the Examiner's findings, including a summary of key themes of the application evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. Background information on the examination process is provided on the following pages.

Lite (Assessment) Application Review Process

Stage 1: Independent Review

The application process begins with Stage 1, Independent Review; in which members of the Board of Examiners and/or Judges Panel are assigned to the assessment applications. Assignments are made according to the Examiners' areas of expertise and to avoid potential conflicts of interest. Each application is evaluated independently by Examiners who write comments relating to the applicant's strengths and opportunities for improvement. All applicants go through the Stage 1 evaluation process.

Stage 2: Consensus Review

Applicants then move forward to Stage 2, Consensus Review. During Stage 2 Examiners conduct a series of conference calls and meetings to reach consensus on comments that capture the team's collective view of the applicant's strengths and opportunities for improvement and the scoring range for each Category. Comments are documented in a consensus scorebook. The consensus process is shown in Figure 1.

Step 1	Step 2	Step 3	Step 4
<p>Consensus Planning:</p> <ul style="list-style-type: none"> • Clarify the timeline for the team to complete its work • Assign Category/Item discussion leaders • Discuss key business/organization factors 	<p>Virtual Consensus:</p> <ul style="list-style-type: none"> • Review all independent review evaluations - draft consensus comments and propose scores • Post consensus review worksheets for the team to review • Address feedback, incorporate inputs, and propose a resolution of differences on each worksheet • Review updated comments and scores 	<p>Consensus Calls:</p> <ul style="list-style-type: none"> • Discuss a limited number of issues related to specific comments or scores, and discuss all Key Themes • Achieve consensus on comments and scores 	<p>Post Consensus Call Planning:</p> <ul style="list-style-type: none"> • Revise comments and scores to reflect consensus decisions • Prepare final consensus scorebook • Prepare feedback report

Figure 1—Consensus Review Process

Scoring Guidelines

Education Criteria for Performance Excellence 2008

Band	Process (For Use With Categories 1-6)
<p style="text-align: center;">1 Not Evident</p>	<ul style="list-style-type: none"> • No systematic approach to Item requirements is evident; information is anecdotal. (A) • Little or no deployment of any systematic approach is evident. (D) • An improvement orientation is not evident; improvement is achieved through reacting to problems.(L) • No organizational alignment is evident; individual areas or work units operate independently. (I)
<p style="text-align: center;">2 Beginning</p>	<ul style="list-style-type: none"> • The beginning of a systematic approach to the basic requirements of the Item is evident. (A) • The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the Item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The approach is aligned with other areas or work units largely through joint problem solving. (I)
<p style="text-align: center;">3 Basically Effective</p>	<ul style="list-style-type: none"> • An effective, systematic approach, responsive to the basic requirements of the Item, is evident. (A) • The approach is deployed, although some areas or work units are in early stages of deployment. (D) • The beginning of a systematic approach to evaluation and improvement of key processes is evident. (L) • The approach is in early stages of alignment with your basic organizational needs identified in response to the Organizational Profile and other Process Items. (I)
<p style="text-align: center;">4 Overall Effective</p>	<ul style="list-style-type: none"> • An effective, systematic approach, responsive to the overall requirements of the Item, is evident. (A) • The approach is well deployed, although deployment may vary in some areas or work units. (D) • A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes. (L) • The approach is aligned with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)

Figure 2 – Scoring Guidelines

Band	Results (For Use With Category 7)
1 Not Evident	<ul style="list-style-type: none"> • There are no organizational performance results and/or poor results in areas reported. • Trend data are either not reported or show mainly adverse trends. • Comparative information is not reported. • Results are not reported for any areas of importance to the accomplishment of your organization's mission.
2 Beginning	<ul style="list-style-type: none"> • A few organizational performance results are reported, and early good performance levels are evident in a few areas. • Some trend data are reported, with some adverse trends evident. • Little or no comparative information is reported. • Results are reported for a few areas of importance to the accomplishment of your organization's mission.
3 Basically Effective	<ul style="list-style-type: none"> • Good organizational performance levels are reported for some areas of importance to the Item requirements. • Some trend data are reported, and a majority of the trends presented are beneficial. • Early stages of obtaining comparative information are evident. • Results are reported for many areas of importance to the accomplishment of your organization's mission.
4 Overall Effective	<ul style="list-style-type: none"> • Good organizational performance levels are reported for most areas of importance to the Item requirements. • Beneficial trends are evident in areas of importance to the accomplishment of your organization's mission. • Some current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance. • Organizational performance results are reported for most key student, stakeholder, market, and process requirements.

Figure 2 - Scoring Guidelines continued

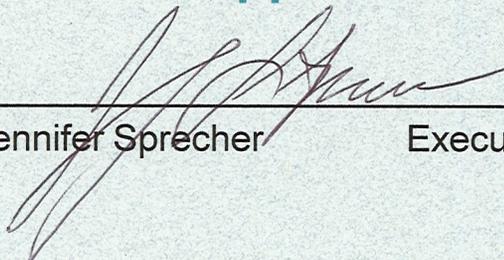


Certificate of Submission of Lite (Assessment) Application

PRESENTED TO

Washington School for the Deaf

**Has successfully submitted a Lite (Assessment)
Application and received a feedback report**



Jennifer Sprecher

Executive Director, WSQA

1/22/09

Date

Budget Summary for the Board of Trustees

2008-09 School Year as of December 2008

Operating Budget - Annual - July 2008 through June 2009

Agency Annual Budget	\$8,915,000
Revenue Received - Outreach Contracts	\$3,081
Year to Date Expenditures	
Budget Balance for the year	\$8,918,081

Operating Budget (By Department)

Department	Annual Budget	Expenditures to Date	Balance Until Year End
Administration	\$910,859	\$406,761	\$504,098
School for the Deaf - Vancouver:			
<i>Academic Program</i>	\$2,033,861	\$1,030,659	\$1,003,202
<i>Residential Program</i>	\$1,413,184	\$691,790	\$721,394
<i>Transportation Costs</i>	\$829,473	\$476,867	\$352,606
<i>Facilities</i>	\$730,084	\$335,524	\$394,560
<i>Support Services</i>	\$1,150,486	\$555,354	\$595,132
<i>Special Activities</i>	\$92,000	\$74,659	\$17,341
Agency Indirect Costs	\$1,022,415	\$449,155	\$573,260
Statewide Outreach	\$521,988	\$224,856	\$297,132
Post Grad Program	\$213,731	\$51,446	\$162,285
Regional Center 1	\$0	\$0	\$0
Regional Center 2	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Balances	\$8,918,081	\$4,297,071	\$4,621,010

Operating Budget (By Object)

Object	Annual Budget	Expenditures to Date	Balance Until Year End
Salaries	\$5,068,532	\$2,489,782	\$2,578,750
Benefits	\$1,600,011	\$778,020	\$821,991
Goods & Services	\$2,079,721	\$947,607	\$1,132,114
Travel	\$92,681	\$58,781	\$33,900
Equipment/Software	\$77,136	\$76,725	\$411
Reimbursements - See Notes	<u>\$0</u>	<u>\$53,844</u>	<u>\$53,844</u>
Balances	\$8,918,081	\$4,297,071	\$4,621,010

Capital Budget - Biennial

Minor Public Works Biennial Budget	\$1,325,000	New Construction Biennial Budget	\$10,900,000
Expenditures to Date	\$1,257,328	Encumbrances to date to Date	\$10,900,000
Estimated Future Expenditures	<u>\$67,672</u>	Estimated Future Expenditures	<u>\$0</u>
Budget Balance	\$0	Budget Balance	\$0

Operating Budget By Department for the Month of December 2008

Department	Budget	Expenditures for the Month	Balance for the Month	Balance from the Previous Month	Current Balance YTD
Administration	\$77,320	\$66,292	\$11,028	\$28,238	\$39,266
School for the Deaf - Vancouver:					
<i>Academic Program</i>	\$187,426	\$169,892	\$17,534	\$38,756	\$21,222
<i>Residential Program</i>	\$107,733	\$115,991	\$8,258	\$8,356	\$16,614
<i>Transportation Costs</i>	\$98,898	\$99,899	\$1,001	\$97,030	\$98,031
<i>Facilities</i>	\$59,058	\$49,265	\$9,793	\$29,485	\$39,278
<i>Support Services</i>	\$87,379	\$94,071	\$6,692	\$2,664	\$4,028
<i>Special Activities</i>	\$0	\$99	\$99	\$17,242	\$17,341
Agency Indirect Costs	\$59,212	\$44,216	\$103,428	\$86,571	\$189,999
Statewide Outreach	\$47,973	\$35,730	\$12,243	\$8,012	\$20,255
Post Grad Program	\$16,194	\$6,193	\$10,001	\$50,119	\$60,120
Regional Center 1	\$0	\$0	\$0	\$0	\$0
Regional Center 2	\$0	\$0	\$0	\$0	\$0
Balances	\$741,193	\$593,018	\$148,175	\$78,189	\$226,364

Operating Budget By Object for the Month of December 2008

Object	Budget	Expenditures for the Month	Balance for the Month	Balance from the Previous Month	Current Balance YTD
Salaries	\$393,945	\$407,672	\$13,727	\$22,604	\$8,877
Benefits	\$128,733	\$130,299	\$1,566	\$19,095	\$17,529
Goods & Services	\$198,106	\$57,687	\$140,419	\$53,852	\$194,271
Travel	\$13,981	\$8,894	\$5,087	\$15,087	\$10,000
Equipment/Software	\$6,428	\$44	\$6,384	\$44,541	\$38,157
Reimbursements from Others	\$0	\$11,578	\$11,578	\$42,266	\$53,844
Balances	\$741,193	\$593,018	\$148,175	\$78,189	\$226,364

Previous Monthly Balance	\$78,189
Current Monthly Balance	<u>\$226,364</u>
Gain/Loss for the Month	\$148,175

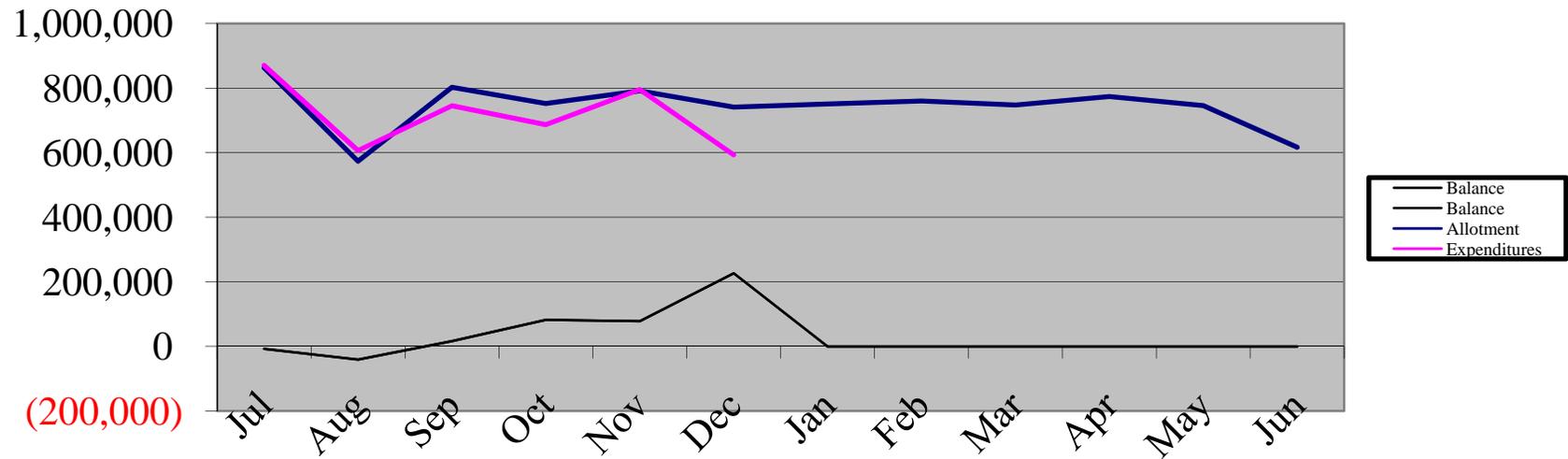
Current Balance	\$226,364
Supplemental Reduction	<u>\$126,000</u>
Phone System Purchase	<u>\$80,000</u>
Balance	\$20,364
Additional Phone Equipment 10/11	<u>\$58,000</u>
Projected Balance	<u>\$37,636</u>

Project for Fiscal Year End **Balanced**

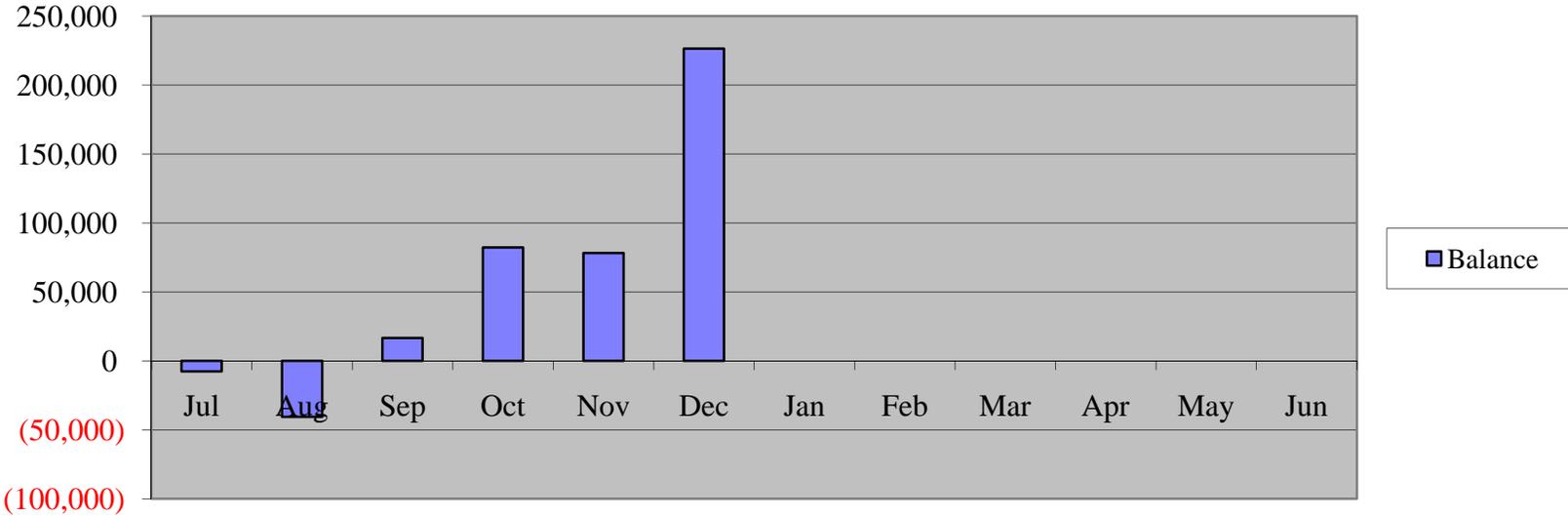
Notes:

1. *Reimbursements* are a recovery of expenses such as USDA, paid meals, SRVOP administrative fee, etc.
2. *There will be a \$126,000 reduction in our allotments when the Governor's supplemental budget is passed by the legislature.*

Allotment vs Expenditures FY 2009



Monthly Balances FY 2009



WSD Expenditures by Month & Year

