



STRATEGIC PLAN

2007 - 2012



Washington School for the Deaf - Vancouver, WA

WASHINGTON SCHOOL FOR THE DEAF

STRATEGIC PLAN

AGENCY OVERVIEW – OPERATIONAL & CAPITAL BUDGETS 2007-2012

MISSION STATEMENT

The mission of the Washington School for the Deaf is to address the needs of deaf or hard of hearing students statewide through educational and related services and partnerships for systemic, integrated services to improve learning outcomes regardless of where students attend school.

VISION STATEMENT

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

PRIORITIES OF GOVERNMENT

Primary:

- Improve student achievement in elementary, middle and high schools

Secondary:

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

STRATEGIC PLANNING CONTINUITY

The 2005-2010 Strategic Plan was an ambitious undertaking which sought to improve the agency and the services provided to our students. The goals addressed student academic standards, vocational opportunities, staff training, technology use, enhancement of their instructional program, increasing partnerships with outside agencies (School Districts, ESD's, SPI, and others), increased efforts in becoming the recognized educational resource center for deaf and hard of hearing students in the state, and supporting student behavior and citizenship improvement.

The agency has had successes with this plan such as increased ASL immersion programs, curriculum adoption processes, improved instructional capacity, and development of a comprehensive student management system

The Board of Trustees and agency management recognize that a Strategic Plan is a dynamic document and that as new challenges arise, the plan must be revised to address new issues and opportunities confronting the agency. The 2007 – 2012 Strategic Plan keeps and improves upon elements from the previous plan that are critical areas of measure for the agency such as student academic standards, enhanced instructional programs, vocational and transitional opportunities, and improved technology. Focusing on these critical areas will allow the agency to improve the educational opportunities for students across the state.

GOALS

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

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

Strategies:

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

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

Measures:

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

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

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

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

Strategies:

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

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

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

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

Strategies:

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

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

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

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

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

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

Strategies:

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

Activity: WSD will conduct three immersion programs per year.

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

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

Strategies:

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

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

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

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

Strategies:

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

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

Measures:

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

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

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

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

Strategies:

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

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

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

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

Strategies:

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

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

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

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

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

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

Strategies:

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

Activity: Increased development of vocational training opportunities.

Measures:

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

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

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

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

Strategies:

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

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

Measures:

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

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

PERFORMANCE ASSESSMENT

Because WSD is the only public residential school for the deaf in our state, it is difficult to compare performance results with like organizations. However, our aggregated student achievement results compare similarly with children in local school districts, and are on par with student achievement statistics nationwide. For individual student achievement, our 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 is increasing. 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 less personnel – than in years past when goal-setting and data collection were not implemented.

While WSD is meeting the agency goals as established by performance measures generated for the previous biennial budget, we recognize these measures record short-term performance. As we continue to develop data-collection methods to track employment trends over multi-year spans, our ability to assess long-term gains by our students will increase.

APPRAISAL OF EXTERNAL ENVIRONMENT

Significant legislative scrutiny of the present and future mission of WSD will impact service delivery in the coming years. The recently completed comparative study by the Washington State Institute for Public Policy yielded limited impact in the function of the agency; nonetheless, more “interim activity” by various legislative entities is expected but as of now remains undefined. WSD will participate in a facilitated stakeholders group examining the statewide needs of the deaf education service delivery spectrum. The culminating report of this stakeholders group is expected to yield substantial direction for WSD in assisting local school districts in serving the school-to-work and academic needs of students in various placements statewide. Major partners in this effort include: Educational Service Districts, local school districts, OSPI, private schools, and the Deaf community.

Stakeholders from the Puget Sound area are recommending the development of short term placement options for deaf and hard of hearing students at WSD. At a meeting conducted earlier this year, local school district personnel and other interested stakeholders recommended short-term extended learning opportunities at WSD to counteract social isolation within school systems and limited availability of transitional activities specifically tailored to a deaf student population. Expected partnerships necessary to develop these short-term placement options to receive extended learning opportunities include: local school districts, Educational Service Districts, Department of

Vocational Rehabilitation, institutions of higher education, community youth development agencies, and other private and public businesses and agencies, and deaf adults in various work settings.

The on-campus educational program and Outreach service delivery will continue to evolve, as more Deaf children are undergoing cochlear implantation at a young age. First, the increase in students with cochlear implants requires inventive measures to assist school districts in linking specially trained service providers to students in public schools, in both urban and rural areas of Washington. Conversely, the number of students whose benefit from cochlear implantation falls short of effective oral communication has resulted in an increasing number of non-users making application to the school. Additionally, WSD is making programmatic adjustments to serve students with cochlear implants who utilize both sign and oral communication modalities. WSD anticipates increasing partnerships with various organizations to achieve these objectives.

The passage of the federal Individuals with Disabilities Education Improvement Act of 2004 requires that WSD be operated such there is neither an incentive nor disincentive for a deaf or hard of hearing student be enrolled at WSD. This balance is best maintained by ensuring WSD receives operational and capital funding that is borne by the entire citizenry of our state, rather than by requiring local school districts to flow local levy funding to the school, which would act as a substantial disincentive for enrollment at WSD.

MAJOR PARTNERS

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

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

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

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

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

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

Local School Districts – WSD works with local districts to support intervention and promote student learning for deaf, hard of hearing or children 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 and/or systemic change to support students.

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

- ***Washington State University – Vancouver (WSU-V)***: WSU-V established a career exploration program for middle- and high-school students in January of 2006. WSD anticipates expanding opportunities for deaf or hard of hearing students in Southwest Washington by accessing these programs in the coming years. Similarly, other extension programs offered in other WSU sites around the state are appropriate avenues to expand access to deaf or hard of hearing students attending their local school districts.
- ***Clark College***: WSD will partner with Clark College to provide more opportunities for deaf or hard of hearing post-secondary students to succeed in college and high school students to access vocational-technical programs offered at the college.

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

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

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

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

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

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

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

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

- The promotion and increase of program development at WSD as an educational leader for deaf and hard of hearing students;
- Recognizing and providing an award for student leadership;
- On-going support and networking for WSD graduates, students and prospective students;
- Preservation of the heritage of deaf adults and cultural components of the Washington School for the Deaf and its’ impact on the deaf culture in Washington State;
- Support and advocate for the rights of deaf citizens and the cultural richness of the Deaf community throughout Washington State.

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

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

ASSESSMENT OF INTERNAL CAPACITY AND FINANCIAL HEALTH

Based on our current organizational structure and mission, the school has the staffing and organizational capacity to meet the established goals. The Washington School for the Deaf has faced a number of recruiting challenges when searching for qualified candidates for specialized positions such as the Outreach Director, Speech-Language Pathologist (SLP), and School Psychologist. We have targeted recruitments to companies that specialize in recruiting SLP and School Psychologist such as the National Association of School Psychologists and the American Speech-Language Hearing Association, as well as posted our recruitments on many websites related to recruiting positions in schools, mailed our recruitment announcements to colleges and universities with programs in speech and language, psychology and educational administration and we sent the information to other local and national organizations.

We face challenges in recruitment because of the specific qualifications we require for these specialized positions. Most specifically, we require proficiency in the use of American Sign Language (ASL). We receive applications from individuals who meet many of the qualifications, but they are not proficient in ASL which is one of the most important requirements to work in one of the above positions.

In a recent survey, WSD staff expressed: 1) satisfaction with their jobs; 2) they understand their roles and understand the impact they have on our students; 3) they feel supported by their co-workers; and, 4) they are familiar with the goals of the agency and the GMAP process. Areas of focus drawn from the feedback data include: 1) ensuring staff have opportunities to give input; 2) recognizing staff for a job well done; and 3) clearly communicating goals, expectations and agency vision.

Even though the recent supplemental budget reduced our capacity because of the reductions for the Smart Buy program, our operational funding has remained relatively

stable and is currently adequate for the existing daily programmatic needs of the agency. Nonetheless, program expansion to increase on-campus transitional and off-campus outreach services may necessitate increased funding in future bienniums covered by this strategic plan.

Our major shortfall is in the area of capital investment. Most of the buildings on campus have outlived their useful life and are in serious need of replacement but because of the ongoing questions about the future of the agency, the legislature has been reluctant to fund the needed capital improvements. Given that reluctance, the agency will prioritize the capital budget requests focused on safety issues for the existing buildings for the 2007-09 Biennium. In future years our plan is to request replacement and/or renovation projects in a phased development capital plan.

STATUTORY AUTHORITY REFERENCES

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

RCW 72.40.010	School Established – Purpose
RCW 72.40.019	Appointment of Superintendent – Qualifications
RCW 72.40.022	Superintendents – Powers and Duties
RCW 72.40.024	Superintendents – Additional powers and duties
RCW 72.40.028	Teachers’ qualifications – salaries-Provisional certifications
RCW 72.40.031	School year – School term – legal holidays – use of school
RCW 72.40.040	Who may be admitted
RCW 72.40.050	Admission of nonresidents
RCW 72.40.060	Duties of school districts
RCW 72.40.070	Duties of educational service districts
RCW 72.40.080	Duty of parents
RCW 72.40.090	Weekend transportation – Expense
RCW 72.40.100	Penalty
RCW 72.40.110	Employees’ hours of labor
RCW 72.40.120	School for the Deaf – School for the Blind – Appropriations
RCW 72.40.200	Safety of students and protection from child abuse and neglect
RCW 72.40.210	Reports to parents – Requirement
RCW 72.40.220	Behavior management policies, procedures, and techniques
RCW 72.40.230	Staff orientation and training
RCW 72.40.240	Residential staffing requirement
RCW 72.40.250	Protection from child abuse and neglect – Supervision of employees and volunteers – Procedures
RCW 72.40.260	Protection from child abuse and neglect – student instruction
RCW 72.40.270	Protection from sexual victimization – Policy
RCW 72.42	Board of Trustees
PL 100-297	Federal Education for all Handicapped Children -State Operated Programs
PL IDEA	Formerly PL 94-142
PL 99-457	Federal Education for all Handicapped Children (Birth to Six)