

WSSB

Accreditation 2010



**Northwest Association of
Accredited Schools**

April 18-21, 2010

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2010 Accreditation Schedule of Events

Sunday, April 18

4:00-6:00 pm On site team orientation to WSSB (welcome and tour)
6:00 pm Dinner with the Steering Committee (WSSB Fries Auditorium)

Monday, April 19

8:00 am Fries Auditorium
Welcome and Introductions (Education Focus)
Goals
Presentation by Staff
Jim Whitford, Chair, overview of process

8:45-9:00 am Role of Visiting Team

9:30-11:30 am Observe and interview

11:30 am-12:00 pm Lunch

12:00-2:00 pm Observation

2:00-3:00 pm Writing

3:00 pm Presentation to Steering Committee

6:00-8:00 pm Observation of Residential/Recreation Program (interested parties can arrange with WSSB)

Tuesday, April 20

8:00 am Fries Auditorium
Welcome back
Goals

8:15 - 11:45 am Presentation by Staff
Strategic Overview (Dean Stenehjem)
Buildings and Grounds (Rob Tracey)
Outreach (Dee Amundsen)
On-campus Programs (Craig Meador)

11:45 – 12:45 pm Lunch

1:00-3:00 pm Writing/Review/Interview

Wednesday, April 21

9:00 – 11:00 am Fries Auditorium
Exit Interview with Steering Committee and Board of Trustees
Representatives

2010 Accreditation - On-Site Team

Jim Durst, Superintendent
Indiana School for the Blind and Visually Impaired
7725 North College Avenue
Indianapolis, IN 46240-2504
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jdurst@isbvik12.org

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Texas School for the Blind and Visually Impaired
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MilesFain@tsbvi.edu

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Washington State University Vancouver
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gselby@vancouver.wsu.edu

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dennis.mathews@esd112.org

Dr. Rita Reandeau, Director of Special Education Services
South Kitsap School District
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Port Orchard, WA 98366-3034
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Pat Kelley, Itinerant TVI
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Castle Rock, WA 98611
(360) 274-8546

Dr. William Hundley, Superintendent
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Stevenson, WA 98648-0850
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Jim Whitford
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Washington State School for the Blind

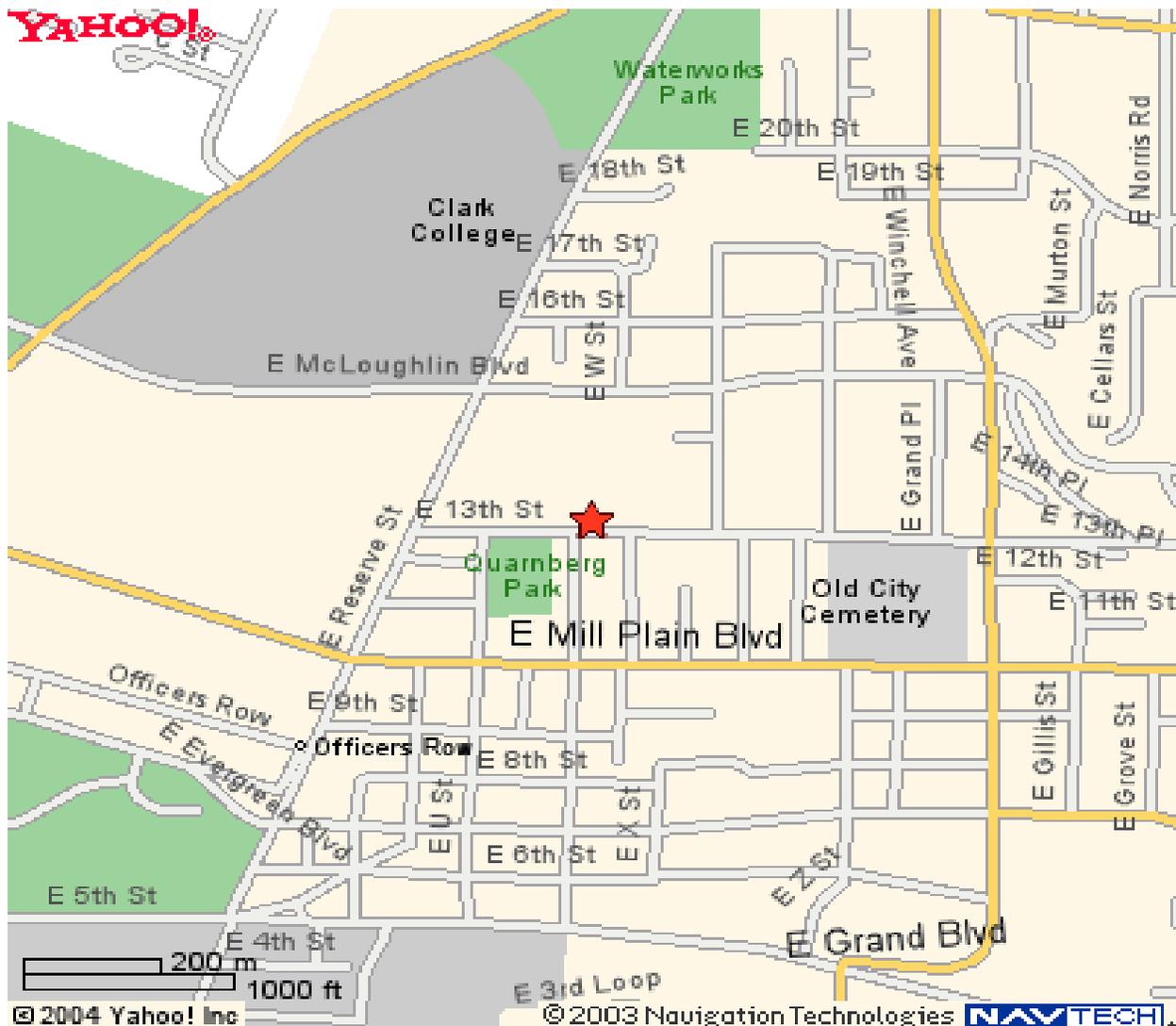
2214 East 13th Street
Vancouver, WA 98661

(360) 696-6321

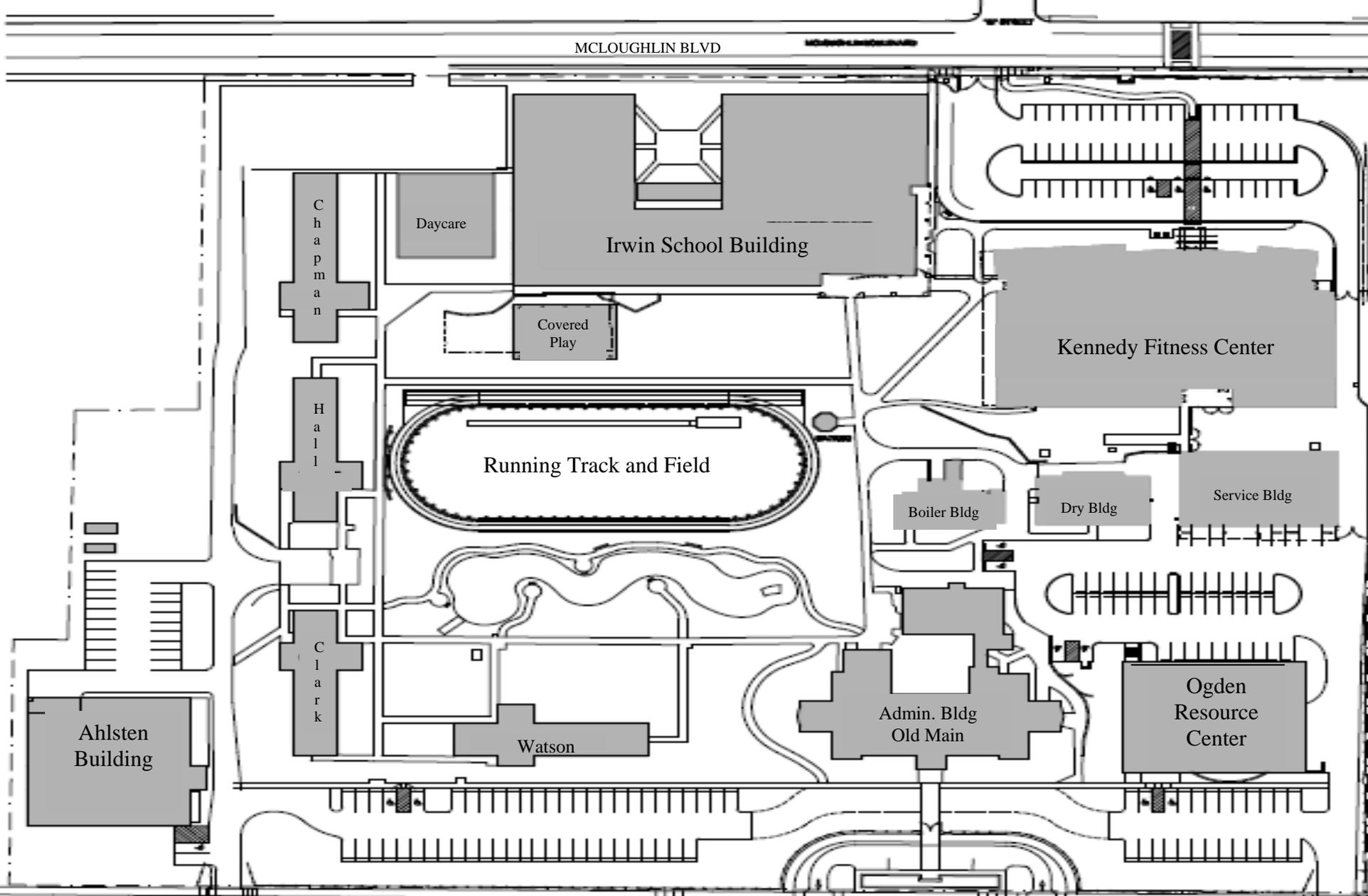
www.wssb.wa.gov

Directions from Interstate 5:

1. From the North or South, take exit 1C, Mill Plain Blvd.
2. Follow Mill Plain Blvd. to the east
3. Turn left at the traffic light on E. Reserve
4. Turn right on 13th Street for the Old Main Entrance
5. Follow approximately 1 block to the entrance marked by signs



WASHINGTON STATE SCHOOL FOR THE BLIND
2214 EAST 13TH STREET, VANCOUVER, WA 98661-4120
PHONE: (360) 696-6321 FAX: (360) 737-2120



13th Street

2010 Accreditation Steering Committee

Dr. Dean Stenehjem, Superintendent

Karen Mowry, Assistant Principal

Renee Corso, Associate Principal, Evening and Residential Programs

Dee Amundsen, Director of Outreach

Kim Johnson, Teacher of the Visually Impaired

Theresa Tate, Teacher of the Visually Impaired

Craig Meador, Director of On Campus Programs (Chair)

WASHINGTON STATE SCHOOL FOR THE BLIND

2214 EAST 13TH STREET, MS: S-27

Vancouver WA 98661-4120

PHONE: (360) 696-6321 FAX: (360) 737-2120

ADMINISTRATION

Stenehjem, Dean (Superintendent) 130
Merz, Janet (Executive Assistant/Facilities)..... 120
Old Main front office/main line (Cindy Varley) 100

BUILDINGS AND GROUNDS

Tracey, Rob (Plant Mgr.) cell-606-5897 131
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Sorter, Judi 159

OUTREACH

Amundsen, Dee (Director) 124
Dlugo, Joe (cell) 360-600-4094
Gallagher, Peggy (cell)-607-9317 134
Glenn, Laurel (cell) 360-296-3020
Golding, Catherine (cell) 509-420-3960 (office) 509-547-5747
Humble, Rod (cell) 607-4855 (vm only) 164
Kier, Kathryn (cell) 360-609 -2397
Love, April (cell) 360- 931-3892
McAlexander, Cindy (cell) 607-4850..... 112
McClanahan, Bruce (cell) 931-5267..... 157
Martin, Claudia (cell) 360-624-2651 188
Stebbins, Diana 135
Stockton, Annie (cell) 360-600-3533
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RESIDENTIAL LIFE

Corso, Renee (Associate Principal) 121
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Health Center (Robin & Cathlene) Pager 360-408-0112..... 123
LIFTT Program (3rd floor) Cell 360-921-5973 137
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Fernandez, Adrienne (Recreation) (cell 360- 901-2513) 180
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TRANSPORTATION

Charter Bus Monitor's cell phone..... (360) 921-0044
Day Student Transportation (Lynda Searcy)..... 141
Res. Student Transportation (Renee Corso) 121
Vehicle Scheduling (Cindy Varley)..... 164

SERVICES FOR THE BLIND 360-696-6238

Meredith Harden 360-696-6213
Juana Killion (non-working visually impaired adults) 360-696-0520

WASHINGTON STATE SCHOOL F/T DEAF .. 360-696-6525

McDonald Cottage..... East 4335, West 4337
Roberts Cottage West 4373

CENTRAL PARK DAYCARE 360-696-4525

PIANO HOSPITAL 360-693-1511

WASHINGTON STATE SCHOOL FOR THE BLIND
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ALBERS, Bonda.....	147	McALEXANDER, Cindy	112
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**WASHINGTON STATE SCHOOL FOR THE BLIND
BOARD OF TRUSTEES
2009-2010**

Dean O. Stenehjem, Ed.D., Superintendent (360) 696-6321, ext. 130 (dean.stenehjem@wssb.wa.gov)

Janet Merz, Executive Assistant (360) 696-6321, ext. 120 (janet.merz@wssb.wa.gov)

Voting Member	Address	Cong Dist.	Home Phone Work Phone	Date Apptd.	Term	E-Mail
SNOOK, Edwin	8301 NE Juanita Drive Kirkland, WA 98034	1	(425) 814-1716	01/09/09	1/09/09 07/01/13	snooke1@verizon.net
NELSON, Chuck	2053 Greenview Lane Lynden, WA 98264	2	(360) 354-1025	04/06/01	09/30/06 07/01/11	cpnlyn@comcast.net
RAINEY, Steve Chair	15313 SE Evergreen Hwy Vancouver, WA 98683	3	(360) 253-5844	11/01/04	09/08/08 07/01/13	wsteverainey@aol.com
KEMP, Jim Vice-Chair	PO Box 117 Cowiche, WA 98923	4	(509) 678-4601	05/25/06	07/02/07 07/01/12	jkemp7010@aol.com
WALSH, Lorna	4046 S. Madelia Spokane, WA 99203	5	(509) 939-5114	04/09/09	04/09/09 07/01/11	lorna98765@aol.com
PERRY, Sherry	79 Clear View Pl. Port Ludlow, WA 98365	6	(360) 437-1355	10/07/04	09/08/08 07/01/13	sperry@olympen.com
FITTS, Annabelle	4703 S. Angeline Street Seattle, WA 98118	7	(206) 723-6433	01/27/04	07/02/07 07/01/11	annabellefitts@yahoo.com
CHO, Yang-su	322 243 rd Avenue SE Sammamish, WA 98074-3452	8	(425) 557-0966	11/20/08	11/20/08 07/01/13	yancho@dsb.wa.gov
COLLEY, Denise	2305 Maxine Street SE Lacey, WA 98503	9	(360) 438-0072 (360) 486-5893	03/31/03	07/23/09 07/01/14	dmc0124@comcast.net

**WASHINGTON STATE SCHOOL FOR THE BLIND
EX-OFFICIO MEMBERS
2009-2010**

Ex-Officio Members	Address	Professional Organization or Affiliation	Home Phone Work Phone	Date Apptd.	E-Mail
BALDWIN, Paul	2214 East 13 th Street Vancouver, WA 98661	Teachers Assn. of WSSB	(360) 696-6321	09/01/08	paul.baldwin@wssb.wa.gov
COLLEY, Berl	2305 Maxine Street SE Lacey, WA 98503	Washington Council of the Blind	(360) 438-0072	01/07/05	blc0901@comcast.net
HONE, Scott	5320 NE 30 th Avenue Vancouver, WA 98663	WA Federation of State Employees Local #1225	(360) 695-3251	11/14/08	scott.hone@wssb.wa.gov
FREEMAN, Michael	3101 NE 87th Ave Vancouver, WA 98662	National Fed. of the Blind of Washington	(360) 576-5965 (360) 418-2307	07/01/92	k7uij@panix.com
CURTIS, Jean	4317 NE 66 th Ave. T233 Vancouver, WA 98661	Parent Representative	(360) 601-5562	11/8/06	curtis_jean@hotmail.com

Common Acronyms

AG	Attorney General
ACB	American Council of the Blind
AER	Assoc. for Education & Rehabilitation of Rehabilitation of Visually Handicapped
APH	American Printing House for the Blind
BAC	Braille Access Center
COSB	Council of Schools for the Blind
COTA	Certified Occupational Therapist Assistant
CPS	Child Protective Services (Division of DSHS)
CWS	Child Welfare Services
D/B	Deaf/Blind
DCFS	Division of Children, Youth & Family Services (DSHS)
DLS	Daily Living Skills
DOP	Department of Personnel, Olympia, WA
DSB	Department Services for the Blind
DSHS	Department of Social and Health Services
EALR	Essential Academic Learning Requirements
EAS	Employee Advisory Service
ED&TP	Employee Development & Training Programs
ESD	Educational Service District
ESY	Extended School Year
GCDE	Governor's Committee on Disability & Employment Issues
GA	General Administration
HRISD	Human Resource Information Systems Div.
IEP	Individualized Education Program
IRC	Instructional Resource Center
LEA	Local Education Area
L&I	Department of Labor & Industries
LIFTT	Learning Independence for Today and Tomorrow
NCLB	No Child Left Behind

NFB	National Federation of the Blind
O&M	Orientation & Mobility
OFM	Office of Financial Management
ORC	Ogden Resource Center
OSPI	Office of Superintendent of Public Instruction
OT	Occupational Therapist
MSR	Merit System Rule
NWABA	Northwest Association for Blind Athletes
PID	Periodic Increment Date (salary increments)
PL94-142	Public Law 94-142 (education for all handicapped children)
PT	Physical Therapist
RCW	Revised Code of Washington
SPI	Office of Superintendent of Public Instruction
SSI	Supplemental Security Income
TVI	Teacher of the Visually Impaired
VEA	Vancouver Education Association
WAC	Washington Administrative Code
WASL	Washington Assessment of Student Learning
WCB	Washington Council of the Blind
WFSE	Washington Federation of State Employees (Union)
WSBF	Washington School for the Blind Foundation
WSD	Washington School for the Deaf
YES	Youth Employment Solutions

Terms

Expanded CORE: Specialized training competencies for the Blind and Visually Impaired

Washington State School for the Blind Northwest Association of Accredited Schools - 2010 Accreditation Study

Process:

After the 2004 Accreditation, WSSB made a conscious decision to track data in all aspects of the school program. This data collection has provided insight as we continue to revise our Strategic Plan every two years. The end result was that we are able to pull information for each of the six years to define progress and areas of need for this accreditation process. Some of the tools that were used to gather information for this study are:

- Annual parent survey
- Stakeholder survey
- Consumer survey –outreach
- Expanded Core Data (yearly)
- State Testing
- NAAS standards survey
- School wide program survey (2005-2008)
- Independent Study conducted by Bob Beadles,
- WSIPP study
- Strategic Plan
- Ten-Year Capital Plan
- Technology Plan
- GMAP Data Analysis

During the spring of 2009, we began the process of soliciting input and reviewing data and previous findings. This continued through the summer and staff and board members were incorporated into the process in the following activities:

- Department Reviews
- NAAS Carousel Activity
- NAAS standard survey
- WSSB Mission Survey
- Curriculum Map Review

Results of these surveys, activities and reviews were compiled by the Steering Committee into a document that formed an action plan for the next six year cycle.

Changes and Highlights

There have been many changes at WSSB since the completion of the 2004 Accreditation Study. Programs have merged and morphed. New Programs and School Changes:

LIFTT (Learning Independence For Today and Tomorrow): A post graduate program geared to the training of students in independent living and accessing the world of college, training and employment. Students live in dorm like setting (6-8 students). All the participants are required to budget, plan and shop for their daily living needs. They meet with their adult rehab counselor to obtain support for either college or work. This program was started at the request of local district personnel concerned that students were graduating without necessary Expanded CORE training that would allow for independence.

Distance Education: WSSB began our distance education prior to the 2004 study. Over the last six years it has morphed into a larger platform. The program focus now extends beyond the students on campus. Much of the energy is directed towards professional development for teachers throughout the region as well as the education of parents.

Preschool: WSSB began the preschool program in the fall of 2004. The preschool program is traditional in the concept. It is unique in the adaptation and focus on vision loss. The preschool program employs a holistic approach to learning and development. The team consists of a classroom teacher, para-educator, speech-language pathologist, OT, PT and COTA, music teacher, adaptive fitness instructor, O&M specialist and support from other departments.

On-Site Counselor: WSSB was able to secure a counselor to help with the on-going needs of students. Our counselor helps students navigate issues of blindness, self-esteem and dealing with the day to day emotional pitfalls of growing up. The counselor teams with the school psychologist, nurses and administration to form a review team for evaluation requests.

School Wide Positive Behavior Intervention Support: WSSB trained staff during 2007-2009 in the Culture of Care program, a residential child and youth care professional curriculum (National Resource Center for Youth Services). The Culture of Care program dovetails with the PBIS program. Becoming a PBIS school has been an effective way to model positive and appropriate behavior while extinguishing negative behaviors for most students.

Higher Accountability Standards: WSSB continues to work with state and federal legislation to address areas under NCLB. All WSSB core teachers and para-educators are highly qualified. They hold certification in special education/visually impaired and certification in their respective teaching areas.

Pilot Programs: One additional program was piloted during the 2008-2009 school year. This program was the "Short Course Program". The Short Course Programs were a series of week long intensive programs geared toward specific areas. Some of these included daily living skills, orientation and mobility, and assistive technology. The program did not experience a good turnout or support during the pilot year. Due to budget we suspended the program for the 2009-2010 school years. It is our hope to restart this program within a year.

Eastside Regional Program-Tri-Cities Area: This was a program that was started and was canceled due to the state's budget crisis. The program was designed to stabilize and expand programs and services with a section of Eastern Washington.

Next Steps: The notebook is a compilation of information that tells our story. We are a data driven school. We try to build decisions off this data and what is considered best practice. We welcome the opportunity to share this information with you as it requires us to be transparent and accountable to NAAS, the State of Washington, Local Education Agencies and the Council of Schools for the Blind. We appreciate your help and support in this on-site review. We are confident that your input and guidance will help us continue our programs of excellence and will help us create new ideas that will shape direction for the future.

Sincerely,

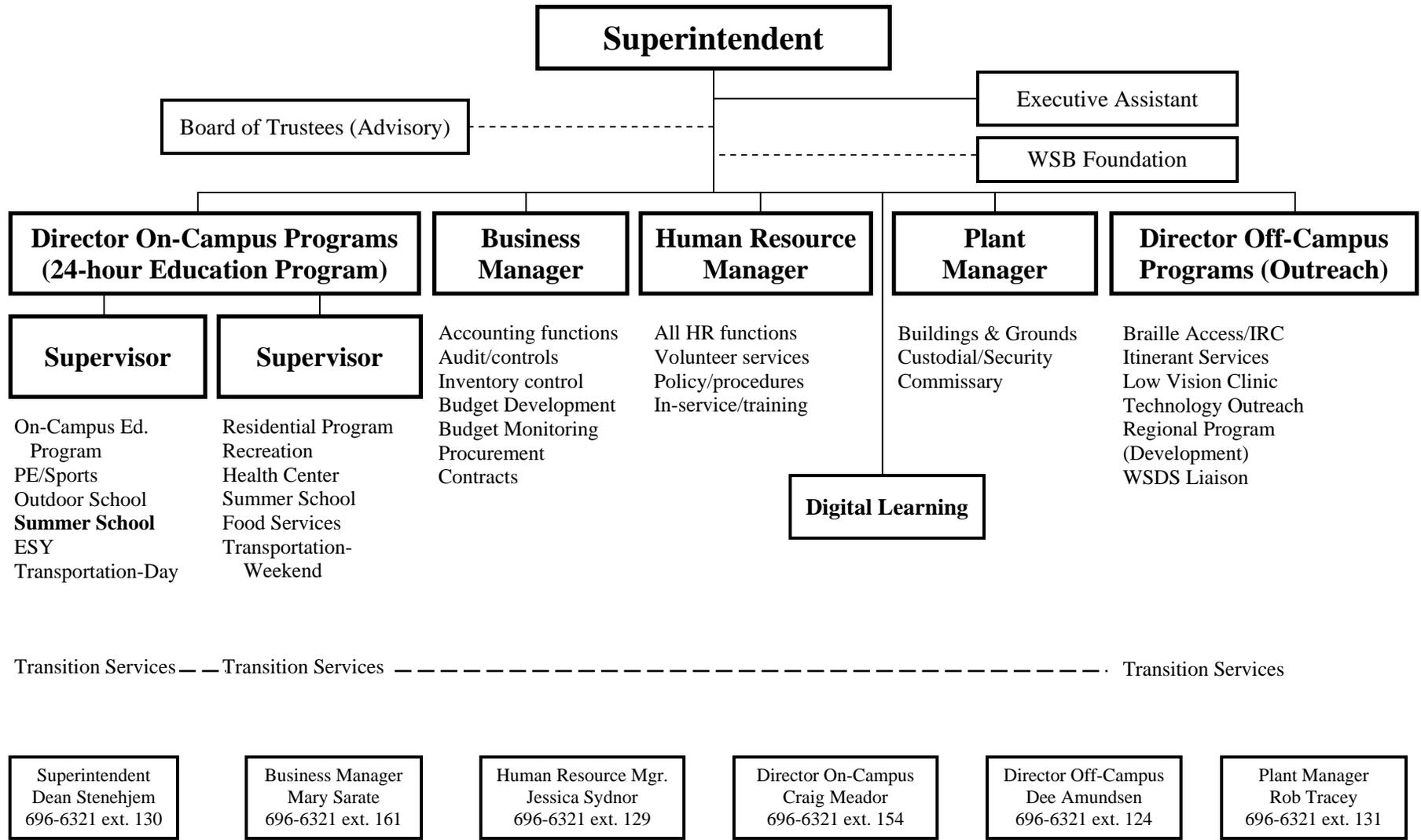
The Accreditation Steering Committee: Dr. Dean Stenehjem, Karen Mowry, Renee Corso, Dee Amundsen, Kim Johnson, Theresa Tate, and Craig Meador



Washington State School for the Blind

Organizational Chart

2009-2010





Washington State School for the Blind

2214 E. 13th Street, Vancouver, WA 98661

(360) 696-6321, Fax (360) 737-2120

Email: admin@wssb.wa.gov Web site: www.wssb.wa.gov

- ◆ **Vision:** Independence for blind and visually impaired children.
- ◆ **Mission:** The mission of the Washington State School for the Blind is to provide specialized quality educational services to visually impaired/blind youth ages birth-21 within the state of Washington.
- ◆ **Purpose:** To serve as a statewide demonstration and resource center and provide direct/indirect services to students both on campus and in the children's local communities.

Statewide LEAs/ESDs:

- ◆ Approximately 1,511 qualified blind/visually impaired (BVI) students, birth to twenty-one (2009).
- ◆ Approximately 96 FTE trained teachers of the blind serving LEAs and ESDs (2009).
- ◆ Approximately 94 birth through 3 years old BVI children identified (2009).
- ◆ National incidence of visual impairment/blindness of .1%.

Washington State School for the Blind: (diversified statewide service delivery system)

- ◆ 549 students served monthly during the 2008-2009 school year.
 - 67 on campus residential students.
 - 313 students served monthly through off-campus itinerant services and monthly materials (WSSB currently provides direct/consultant services to over 1/5 of all districts in the state). (2008-2009)
- ◆ 4 students enrolled in the LIFTT (Learning Independence for Today and Tomorrow) program. (2008-2009)
- ◆ 20 students attended a two week YES (Youth Employment Solutions) program. (June 2009)
- ◆ 21 students attended a Summer School program. (June 2009)
- ◆ 140 students from Washington, Oregon and Idaho attended a track meet at WSSB. (May 2009)
- ◆ 42 students attended a two-day Career Fair. (May 2009)
- ◆ 32 students attended the NW Environmental Science Camp. (April 2009)
- ◆ 91 low vision evaluations provided each year. (2008-2009)
- ◆ Statewide Technology Center for the Blind (2008-2009):
 - 207+ comprehensive technology evaluations provided per year.
 - 91+ online technology services provided each month.
 - Average 6-8 training sessions each month for teachers in local public schools on specialized technology.
- ◆ Braille Access Center. Braille production of over 12 million pages of Braille since fall of 1993 (self-supporting fee for service program). (Partnerships with Dept. of Printing and Corrections)
- ◆ Statewide Instructional Resource Center. Provides large print, Braille, aids and appliances to approximately 1,400 blind, deaf/blind, and blind multi-disabled children each year.
- ◆ 480+ vision-related services provided each month to the general public.
- ◆ 50,000+ people used WSSB's facilities during the 2008-2009 school year.
- ◆ Quarterly newsletter sent to approximately 2,000 individuals.

Overall on Campus Student Profile:

- ◆ 27% multi-disabled (more than one disability); 4% health impaired; 3% are deaf/blind; 64% are BVI (2008-2009).
- ◆ Ethnic minority: 1% African/American, 1% Multiracial; 5% Hispanic, 4% Asian; 1% Pacific Islander; 88% Caucasian (2008-2009).
- ◆ 22% yearly student turnover. (Transition to adult services or back into local school programs.) (2008-2009)
- ◆ 82% of students stay an average of 2.95 years or less at WSSB. (Range: 1 week to 9 years; data from 2008-2009)
- ◆ 80% of graduates (7-year study) employed or in vocational/technical/academic college program.
 - ◆ 87% employed, post secondary and/or homemakers. (2002-2008)

Statewide/Regional Staff Training:

- ◆ Partnerships for university level training established with states that have university level vision (no university level vision training programs exist in the state of Washington).

"We will provide world-class educational services to the blind and visually impaired"

- ◆ 50 participants attended WSSB's Summer Institute--Statewide training workshops for regular classroom teachers and teacher aides (July 2009).

Washington State School for the Blind

Brief Historical Overview

The following is a brief overview of some of the historical significance that WSSB has played in providing and improving services to blind and visually impaired children since establishment of the school in 1886.

- 1861 - Governor Turney asked the territorial legislature to enact a new law, which would provide for the care of the physically and mentally disabled youth.
- **February 3, 1886 – legislation passed which established the Washington School for the Deaf, Blind and Mentally Disabled.**
- 1886 - Rev. McFarland hired to help establish the school. Rev. McFarland and a class of deaf students moved from Tacoma to Vancouver.
- 1887 - Mr. James Watson hired as first Superintendent.
 - Property for the school was donated by citizens in Vancouver with an estimated value of \$5,000 (current location of the School f/t Deaf).
- 1887 – **First blind student (Harry Applegate – Tacoma).**
- **1889 – Washington becomes a state.**
- March 3, 1890 – Washington legislature under the suggestion of Superintendent Watson, **established a compulsory education law for disabled youth.**
- 1891 – Land purchased for the establishment of a separate school for the mentally disabled (current location of WSSB).
- 1905 – Mentally disabled program moved to Medical Lake, Washington.
- 1906 – Mr. Thomas Clarke hired as superintendent in charge of School for the Deaf and Blind.
 - School governed by the Board of Controls.
 - School for the Blind moved onto current campus.
- 1906 – **Robert Irwin** -first blind pupil to graduate from the Washington School for the Blind, went on to earn his B.A. from the University of Washington, M.A. at Harvard. In 1923 became first president of the American Foundation for the Blind and was credited with starting the talking book program for the blind.
- 1908 – Question asked as to whether the Schools for the Deaf and Blind should be under the Dept. of Education. Decision: the Dept. of Education does not operate schools and therefore the school should stay under the direction of the Board of Controls.
- 1913 – **Law creating a separate School for the Blind.**
- 1913 – Mr. W.B. Hall hired as the **first superintendent for the School for the Blind.** (previous supt. at the Kansas School f/t Blind)
 - 1915 – **First adult summer school program provided a WSSB.**
 - 1915 – Supt. Hall dies.
- 1915 - Ms. Sadie Hall becomes Superintendent.
- 1920 - Mr. Herbert Chapman is hired as Superintendent.
 - Stronger emphasis on academics along with manual training programs establishment along with a kindergarten program.
 - 1924 – **First High School graduating class at the School for the Blind.**

- 1926 - Herbert Chapman dies.
- 1926 – Ms. Jeanne Chapman hired as Superintendent.
 - Active integration program with Vancouver School District.
 - 1934 – Study conducted on outcomes of first 10 years of the high school program. (Don Donaldson – masters thesis – 1938, University of Washington)
 - 51 diplomas awarded (24 women, 27 men).
 - 24 pursued higher education and the remaining students are employed in various occupations including home-making.
- 1946- Ms. Marian Grew – hired as Superintendent.
 - Elimination of many of the manual skills training programs.
 - Began development of a cottage concept.
- 1955 – Mr. Byron Berhow – hired as Superintendent.
 - Developed cottage concept.
 - Building expansion – Cottages, Irwin Education and Kennedy building.
 - Expanded on campus programs, including programs for the multiply disabled.
 - **Hired first trained O&M specialist – 1972.**
 - Dept. of Health (later - Dept. of Health and Social Services provide over-site).
- 1973 – Dr. Roy Brothers hired as Superintendent.
 - Low Vision Clinic Program.
 - Larger emphasis placed on independent living.
 - Increased numbers of severe/profound disabled children on campus as part of Dept. of Social and Health Services de-institutionalization. Increased emphasis on Career Development and work experience.
 - 1981 – Consolidated services formed.
 - 1981 – Weekend transportation for most children.
- **1986 – WSSB becomes a separate state agency**, Trustees appointed by the Governor, confirmed by the Senate. School reports directly to the Governor’s Office.
 - 1987 – Development of 24 hour IEP – concept brought by Dr. Stenehjem from his work in Iowa.
 - Partnership with outside organizations like YMCA begins.
- **1989 – WSSB becomes accredited by Northwest Association of Schools and Colleges (NWASC).**
- 1990 – Dr. Dean O. Stenehjem hired as Superintendent.
 - **Expansion of outreach services (growth from 1990–2009, 600+% increase in the number of students served).**
 - Expansion of outside partnerships.
 - **1990 - Major strategic and future direction planning occurs.**
 - Development of effective partnerships.
 - Increased emphasis on parental involvement.
 - **Emphasis on WSSB as a hub of service delivery for the state.**
 - Strengthen 24 hour programs, increased emphasis on independent living.
 - Emphasis on high expectation for students (intensive short-term placement).
 - Vision loss needs to be a primary disability (does not preclude the full range of students).
 - Increased effort on the development of partnerships with a wide variety of organizations and agencies throughout the state and country.

- Development of creative solution for program improvement through on-campus and outreach services with involvement of all stakeholders.
- Campus-wide future plan implemented with major remodeling of most buildings on campus and the addition of new facilities.
- 1993 – Braille Access Center Developed as partners with State Department of Printing.
- **First state to have Braille on demand for blind consumers.**
- Over 8 million pages of Braille produced by 2003.
- **1993 – Technology Resource Center for the Blind established on WSSB Campus.**
- Training and equipment loan to districts.
- **1995 – Instructional Resource Center moved to the WSSB campus.**
- Expansion of services for LEA blind/visually impaired children.
- 1996 – Prison Braille Transcription Program developed.
- **1997 – Braille Bill passes legislature.**
- 1998 – Low Vision Task Force (statewide partnership) funding from Lions and various other partners begins.
- Mid – 1990s - WSSB in partnership with local citizens develops a private foundation to assist blind/visually impaired students in Washington WSB Foundation. Separate board outside of the board of trustees established.
 - 2005 – a director of the foundation was hired by the board.
- **2003 – Distance Learning Initiative (Digital Learning Program).**
- 1990–2009 – Major facility improvements occur based upon the school’s strategic plan and long range capital construction/improvement plan. (see campus map with projects for more details).
- Outreach – off campus program expansion continues to occur on a yearly basis. (2009 – approx. 1/5th of LEAs in the state contract with WSSB for itinerant services).
- Community partnerships – over 50,000 people per year using WSSB facilities.
- 2009 – WSSB explores expansion of service delivery on a multi-state basis. Students excepted from Oregon on an out-of-state tuition basis.

Future Directions

WSSB future directions have been shaped by gathering information from stakeholders, projecting needs, analyzing data, and establishing strategies that will help us meet future needs while putting in place systems that can be as sustainable as possible and the least likely to be impacted by downturns in economic conditions.

Since 1990, WSSB has had solid Strategic Plans that have helped map out our future direction. These plans are reviewed and updated every 2 years by bringing in stakeholders from throughout our state together to assist in determining whether we are still on course, we need to make a directional change and examine closely our successes and failures to assist in plan modifications. We are a strong believer in analyzing data both for student progress and operations.

WSSB has also been very proactive in examining operations of both on and off campus programs to explore ways we could reduce our operating cost in order to place more resources directly with students. A few examples:

- Major energy work since 1990 throughout campus to reduce our carbon footprint and reduce our operating costs. All buildings have been remodeled to decrease our energy consumption
- Outreach programs: WSSB was one of the early adopters of hybrid cars for itinerant services.
- Facility Manager's department has developed very good tracking systems that allow us to compare operating costs from month to month and year to year.
- WSSB's facility is utilized by up to 50,000 people per year when we are not using a space. This has not only provided a good resource to the community, but also helps us reduce our operating costs by spreading these costs across user groups.

We believe it is very important to explore future programs and services in such a way that sustainability also becomes a major factor.

Next Five Years:

- Continued expansion of accessible and usable online learning options for blind and visually impaired students. These courses will be not only offered to Washington blind and visually impaired students but throughout the U.S. and Canada and/or other foreign countries.
- Continue to develop additional digital resources.
- Expand on-campus options for students from throughout the Pacific Northwest. Talks will begin with the state of Oregon and may expand to other parts of the N.W.
 - WSSB hopes to pull together a Pacific Northwest Summit during 2011 to explore how states and providences can more closely work together to improve services.
 - Emphasis on intensive short-term placement on campus that will allow students to gain 1.5–5 years growth in a one year period in many specialized skill areas, therefore increasing independence once back in their local districts.
 - WSSB possible future name change: Pacific Northwest Center for the Education of Blind and Visually Impaired Children with the on-campus program continuing to be WSSB.
- Expansion of the WSB Foundation – separate from the school, but could be a key factor in helping to fund future initiatives.
- Partnerships: WSSB will continue to expand partnerships with organizations that are willing to assist in developing system that will enhance educational opportunities for blind/visually impaired students, services their families and those providing services.

The National Accreditation process along with all the data we can gather is vital to the WSSB future success.

Washington State School for the Blind 2009-2010 School Year Calendar

August 2009

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					

1st & Last Days of School	
Holiday/In-Service	
Winter and Spring Breaks	
New Employee Orientation	
Transportation Days	
Board Meetings	

February 2010

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

September 2009

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		



March 2010

S	M	T	W	T	F	S
					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			

October 2009

S	M	T	W	T	F	S
					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

New Employee Orientation	August 24
Educational Reform	August 26 (teachers only)
Safety Training/Fall Workshop	August 27-28
Labor Day	September 7
Student Registration	September 8 (no transp.)
First Day of School	September 9
End of 1st Quarter	November 6
Veterans Day Holiday	November 11
Thanksgiving Holiday	November 26-27
Winter Holiday	December 21-January 1
Students return by bus/air	January 3
M.L. King's Birthday	January 18
End of 2nd Qtr/1st Sem.	January 29
President's Day	February 15
State In-Service Day	March 12
End of 3rd Quarter	April 9
Spring Break	March 29-April 2
Memorial Day	May 31
Annual Picnic/Awards/Open House	June 10
Commencement	June 11
End of 4th Qtr/2nd Sem.	June 17
Final Day of School	June 17 (no transportation)

April 2010

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

November 2009

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2010

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						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2009

S	M	T	W	T	F	S
					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		

Board of Trustees Meetings:	September 18-19
	November 12-13
	March 5-6
	June 11
Conference Calls (BOT):	January 12 and May 6

June 2010

S	M	T	W	T	F	S
					4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 2010

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NFB Fall Convention	October 2-4
COSB Annual Meeting	October 14-15
APH Annual Meeting	October 15-17
WA Council of the Blind Conv.	November 5-7
AER Conference	3-11 (Spokane) & 3-12 (Sea)

July 2010

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						

Washington State School for the Blind

Quality Survey Information

(Based upon data gathering in response to the 2008-2009 school year)

On Campus - Parent Survey Results (updated) - September, 2009

(All parents are asked to complete survey instruments at the annual student registration function)

Nine factors were queried with a quality outcome mean measure of 4.77 out of a total possible 5.0

1. The School for the Blind has made a significant difference in my child's learning and growth.
2. I am regularly informed about my child's needs, their school program, their progress, and school activities.
3. The Principal is accessible and responsive to me.
4. The Director of Residential Life is accessible and responsive to me.
5. My child's advocate is accessible, responsive to me, and communicates with me when appropriate.
6. WSSB faculty helps me understand my child and how their disability(ies) may affect their learning.
7. Teachers have high expectations for my child and work to help my child meet those expectations.
8. My child has regular opportunities to participate in extra-curricular activities and WSSB staff encourages their participation.
9. WSSB provides a safe living and learning environment for my child.

Outreach Services Survey (Summer Institute) - compiled Summer 2009

(Data gathered from participants attending the Summer Institute)

94% of participants rated the Summer Institute with a quality outcome mean measure of 4.59 (out of 5.0)

Outreach Services Survey - compiled Spring 2009

(Data gathered from Local School Districts that contract with WSSB to provide Itinerant Vision Services)

88% respondents rated services with a quality outcome mean measure of 4.75 or higher (out of 5.0)

1. Vision services gave me a better understanding of how vision loss affects learning.
2. Vision services made a difference in my ability to plan and implement an appropriate program for my VI/blind student.
3. The delivery service model used by the TVI/O&M specialist (direct services, consultation or a combination) was appropriate to meet the needs of my student.
4. Suggestions made by the TVI/O&M specialist were easily implemented and workable in my classroom.
5. Vision services were valuable in the IEP process.
6. I feel that the TVI and/or O&M specialist's schedule in the district was flexible enough to meet the changing needs of my student.
7. If needed, material adaptations were done in a timely manner.
8. The TVI/O&M Specialist participated effectively as an integral member of the educational team.

Technology Statewide Support Program Survey - compiled Spring of 2009

(Data gathered from Local School Districts that contract with WSSB to receive technology support)

100% respondents rated services with a quality outcome mean measure of 4.0 or higher (out of 5.0)

1. Utilized computer skills support from the WA State School for the Blind.
2. Rate the computer skills support that was provided in your school district.
3. Utilized telephone support on computer issues from the Washington State School for the Blind.
4. Rate the telephone support on computer issues that were provided.

Highly Qualified Teacher Report

Last Name	First Name	Degree Range	Years	Certificate
Baldwin	Paul	BA + 45	Year 15	Biology/SPED
Brown	Shelly	MA + 90	Year 16+	Elementary Ed/O&M/TVI/SPED/ECE
Buckmier	Jerome	MA + 90	Year 8	SPED/TVI/Social Studies
Butcher	Jennifer	MA + 45	Year 10	SPED/TVI/Health
Dlugo	Joe	MA + 90	Year 5	SPED/O&M/TVI
Donaldson	Jennifer	MA	Year 5	SPED/Elementary Ed/TVI
Gallagher	Peggy	MA + 45	Year 16+	SPED/O&M/TVI/MUSIC/SCHOOL ENDORSEMENT
Glen	Laurel	MA + 90	Year 16+	O&M/SPED/ELEMENTARY EDUCATION/PSYCHOLOGY
Golding	Catherine	MA + 90	Year 16+	SPED/TVI
Hervey	Jennifer	MA + 90	Year 16+	SPED/TVI/Music/Instrumental Music
Hodge	Lisa	MA + 90	Year 15	SPED/TVI/ECE/French MS Math
Humble	Rodney	MA + 90	Year 16+	SPED/O&M
Johnson	Kim	MA + 45	Year 10	SPED/TVI/
Kier	Kathryn	MA + 45	Year 5	SPED/TVI
Koch	Judy	MA + 90	Year 16+	SPED/ECE/Elementary Ed./Early Childhood Sped
Love	April	MA + 45	Year 5	SPED
Lowell	Robin	BA + 90	Year 1	SPED
Martin	Claudia	MA	Year 2	SPED/TVI
McAlexander	Cynthia	MA + 45	Year 10	SPED/TVI/Special ed primary
McClanahan	Bruce	MA + 90	Year 16+	SPED/TVI/O&M/Continuing Certification
McCormick	Sean	MA	Year 1	SPED/TVI
Pulliam	Lori	MA + 90	Year 16+	SPED/TVI/Continuing Cert
Schultz	Carol	MA + 90	Year 10	SPED/TVI
Smith	Randi	MA+90	Year 15	SPED/TVI/Biology
Stockton	Anne	MA + 45	Year 5	SPED/TVI
Stolle	Jeanie	MA + 90	Year 16+	SLP
Strand	Brooke	MA	Year 6	SPED/TVI/Elementary ED
Tate	Lois	MA + 45	Year 10	SPED/TVI/ART/English
Trimble	Doug	MA + 45	Year 5	SPED/O&M
Wilber	Pat	MA + 90	Year 16+	SPED/TVI/Continuing Certification
Wollert	Michele	MA + 45	Year 16+	SCHOOL PSYCHOLOGIST

State Assessment for Students with Visual Impairments

Philosophy of Assessment

WSSB believes in the value of assessment. As a school we want to be held accountable for student progress. That is why we feel that it is imperative that students participate in assessments both on a local and statewide level. Information gathered through assessments help to identify need areas in instruction and in student ability. Overall we feel that it is inappropriate to gauge students based solely on a single test. Multiple tests given over a specified length of time provide the best result.

WSSB and Statewide Participation: WASL and High School Proficiency Exam (HSPE)

WSSB students have participated in the **Washington Assessment of Student Learning** since 1997. During this time we have partnered with the Office of the Superintendent of Public Instruction (OSPI) to provide feedback and suggestions to improvement. Our students have made significant progress in the reading and writing sections of the test. The majority of students performing at grade level have met or exceeded the requirements in these areas. There have been on-going issues with the math. After the 2008 testing cycle a team from WSSB met with the Assessment Department at OSPI. We reviewed the test prompts and talked about concerns with visual bias and testing fairness.

Recent Changes

In 2009 OSPI decided to contract with Educational Testing Services (ETS). ETS has been very good to work with. In the fall of 2009, they orchestrated meeting with our school and OSPI. We reviewed each prompt identifying possible bias in existing prompts. These prompts were removed and replaced. This marks a huge turning point for accessibility and testing fairness. We look forward to a continuing partnership as new prompts are created.



Washington State School for the Blind

Principal Craig Meador
3606966321

2214 E. 13th St. Vancouver 98661
Office of the Governor

Grade Span: 6-13
Updated: 9/30/2009

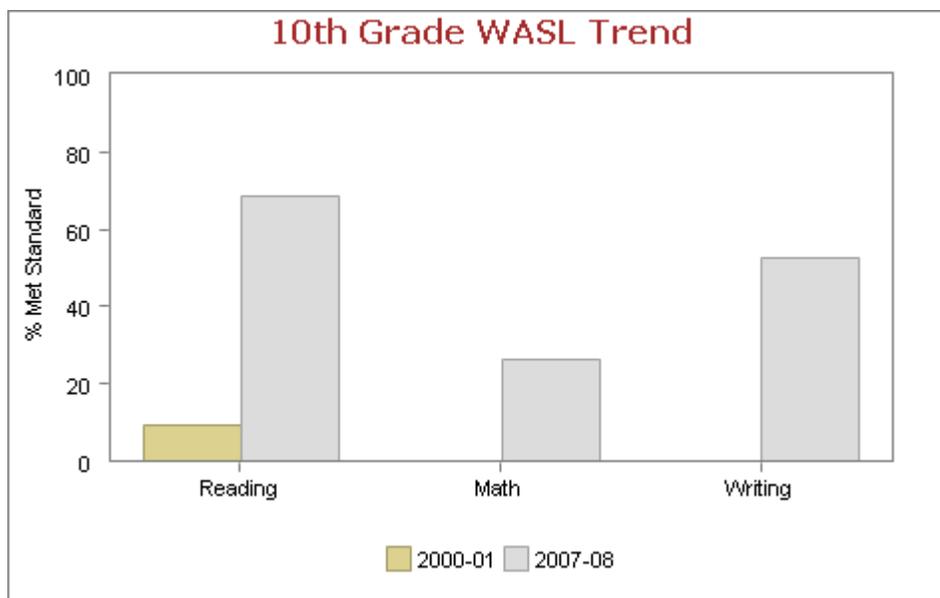
WASL Trend

This displays student performance information for the Washington Assessment of Student Learning (WASL). You can view either details or trends for an individual school, school district or the entire state.

Select a category of students:

10th Grade WASL

Year	Reading	Math	Writing
2000-01	9.1%		
2007-08	68.4%	26.3%	52.6%



Results with fewer than 10 students are not shown. Results not shown may also indicate data not available.

Washington State School for the Blind

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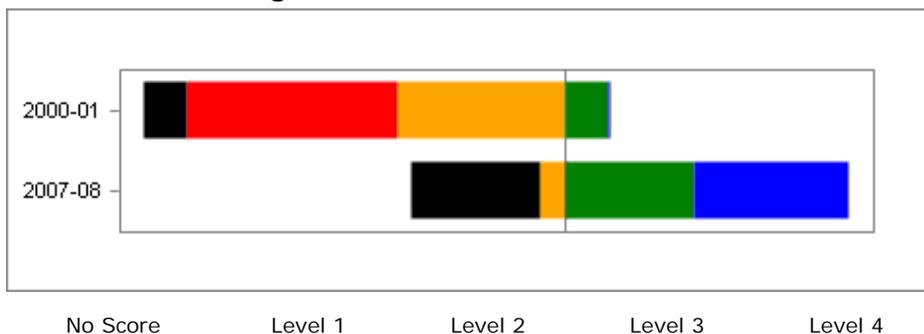
Grade Span: 6-13
Updated: 9/30/2009

This displays student performance information for the Washington State Assessment of Student Learning (WASL). You can view either details or trends for an individual school, school district or the entire state.

Select a category of students:

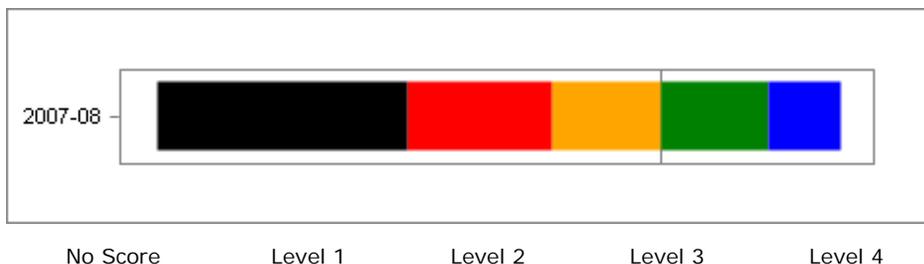
Grade 10 Students Scoring in Each Level
Reading

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
<u>2000-01</u>	9.1%	45.5%	36.4%	9.1%	0.0%
<u>2007-08</u>	27.8%	0.0%	5.6%	27.8%	33.3%



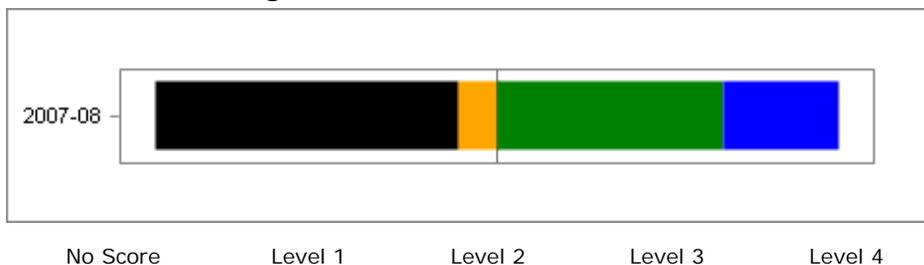
Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
<u>2007-08</u>	36.8%	21.1%	15.8%	15.8%	10.5%



Writing

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
<u>2007-08</u>	44.4%	0.0%	5.6%	33.3%	16.7%





Washington State School for the Blind

ANNUAL REPORT CARD 2009-2010

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WSSSB specializes in training blind and visually impaired students in the Expanded Core. The Expanded Core consists of:

- *Compensatory Skills
- *Orientation and Mobility
- *Social Skills
- *Independent Living Skills
- *Recreation and Leisure
- *Career Education
- *Assistive Technology
- *Visual Efficiency Skills
- *Self-Determination

WHAT MAKES US UNIQUE?



The Washington State School for the Blind is a specialized school serving the education needs of blind and visually impaired students throughout the State of Washington.

WSSSB provides a full range of programs and services for Washington's blind and

visually impaired students. Some of the WSSSB offerings are:

- On Campus Educational Program
- Outreach Services Program
- Summer School and Work Experience Program
- Summer Institute Program for public school faculty
- Distance Learning Opportunities
- Instructional Resources for Blind Students

WSSSB'S ON-CAMPUS PROGRAM

WSSSB is a fully accredited K-12 program. Students attend from around the state to gain skills that will help them achieve their highest level of independence.

Student enroll in either our day program or residential program. In addition to

their regular coursework all students are on an IEP and receive extensive training in the area of the expanded core curriculum. Realizing that true learning does not end with the school day, WSSSB programs for a 24 hour IEP. This means that all staff

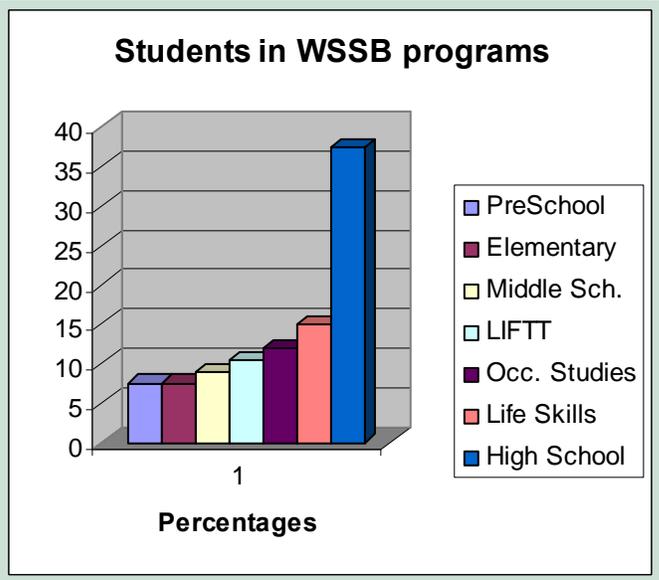
have a responsibility in the education of all students. In the context of individualized instruction, it is our job to be ready to take advantage of the "teachable moment".

STUDENTS IN WSSB PROGRAMS

WSSB's Students are placed in the seven types of instructional programs. Program Placement is based on each student's individual needs and abilities.

**LIFTT is a post high school program*

**Occupational Studies is a program that is geared towards high school students with an emphasis on work skills.*



In addition to holding core specific certification, all WSSB Teachers are certified in Special Education with an emphasis on Visual Impairment.

STUDENT SAFETY

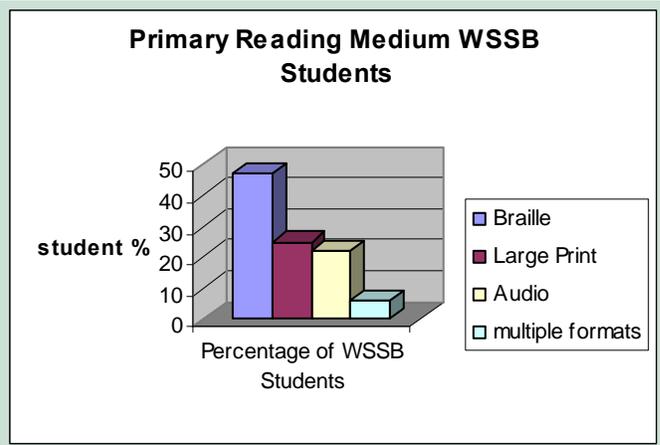
WSSB is a Positive -Based Intervention School. We follow the National Resource Center for Youth Services, *Residential Child and Youth Care Curriculum*. In addition, all WSSB staff receives 16 hours of safety training each year. Some of these are:

- *verbal de-escalation
- *CPR and AED training
- *First Aid
- *Suicide intervention
- *supervision techniques
- *conflict management
- * problem-solving skills
- *school safety, etc.

WSSB is an active member of the Clark County Safe Schools Task Force

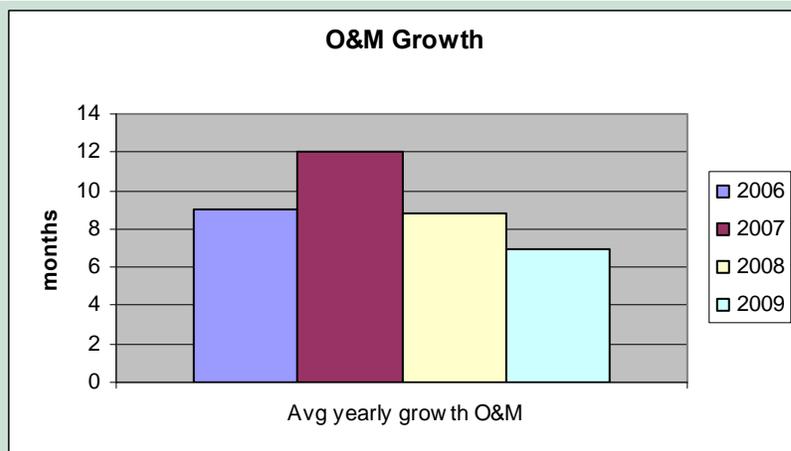
PRIMARY READING MEDIUMS

Identifying a student's reading medium and helping them become proficient and literate is a goal of WSSB. Many students will use multiple formats to access the written word. This chart demonstrates the primary reading mediums of WSSB students.

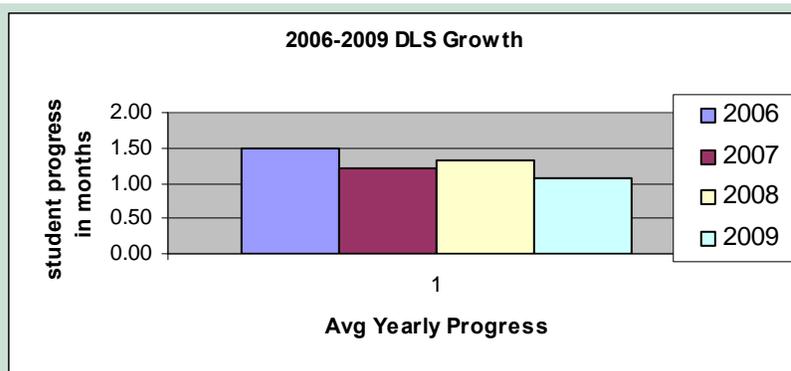


DATA IN THE EXPANDED CORE

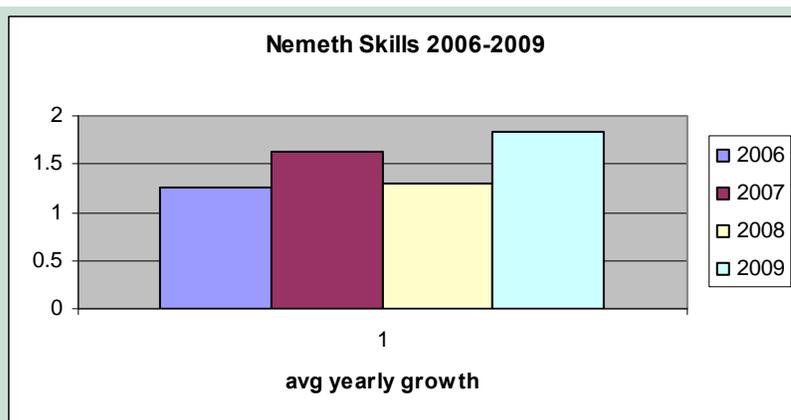
WSSB tracks all students in their expanded core progress. Students receive ongoing training in the expanded core curriculum. These areas include: Orientation and Mobility, Daily Living Skills, Assistive technology (JAWS) and Nemeth training. Here are the results over a four year window.



WSSB adopted a new checklist for 2009-10 school year. This may account for the drop-off in O&M scores for the 09-10 school year. Next year's data point will provide clarification



WSSB revised its current checklist adding additional items to the 2009-10 checklist



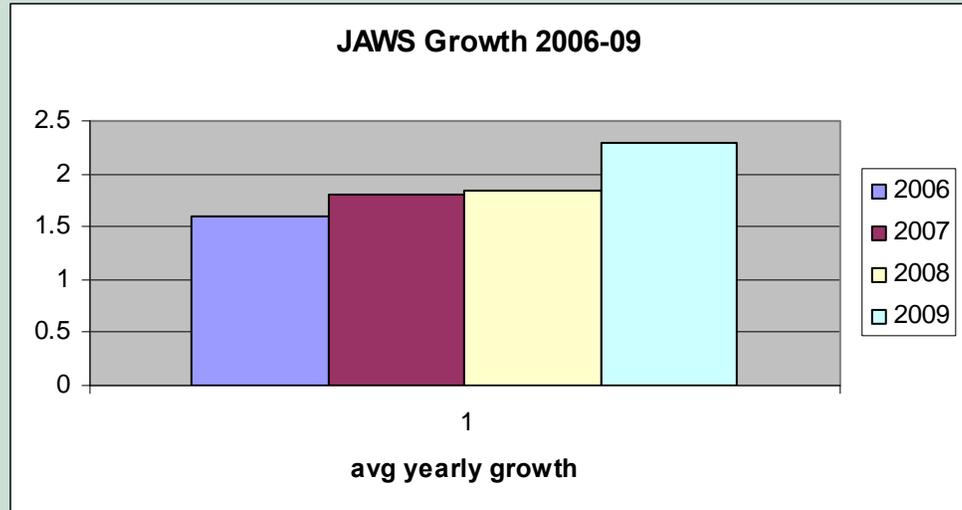
WSSB adopted new math curriculum to align with state standards in the spring of 2009

In the 2008-2009 school year WSSB provided:

- 91 low vision evaluations*
- 207 comprehensive technology evaluations*
- 90+ online technology services each month*
- 480+ vision related services provided monthly*
- 549 students served monthly on campus and through outreach services*

EXPANDED CORE TECHNOLOGY

JAWS (Job Access for Windows) is the text-to-speech software that we use at WSSB. Students are tracked on a checklist to denote progress.



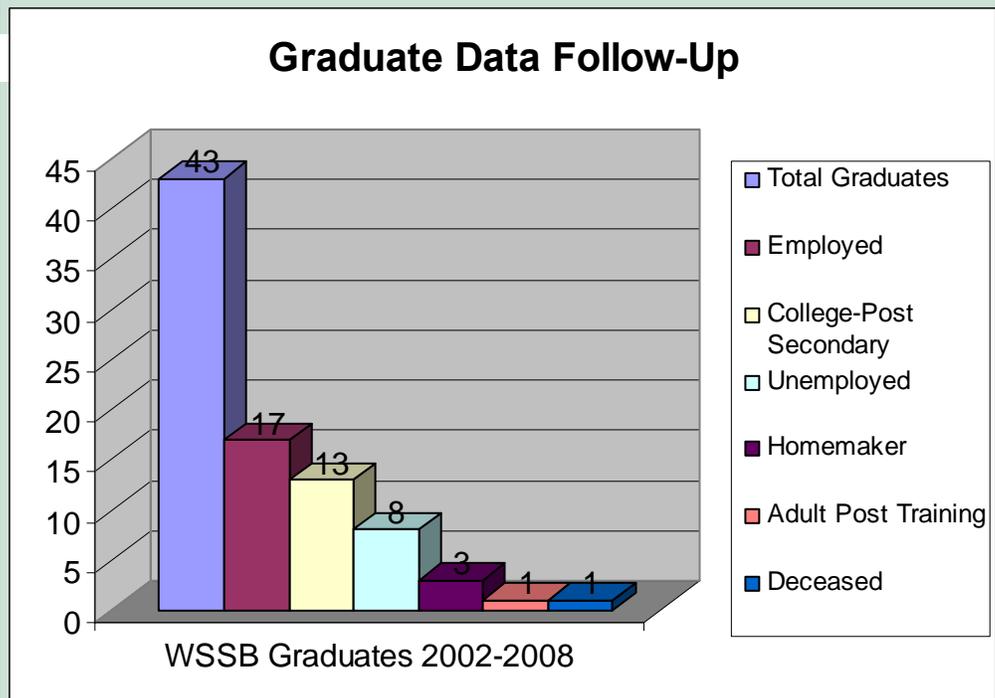
Did you Know?

The average length of stay at WSSB is 2.95 years or less.

On Average, WSSB experiences a 22% student turnover each year. These students transition to adult services or return to local districts.

GRADUATE FOLLOW-UP 2002-2009

WSSB conducts a follow-up of graduates that tracks each former student for 7 years. The purpose of this is to assist us in determining not only the success rate of students that have graduated from WSSB, but also assist in strategic changes to our programs



STUDENT DEMOGRAPHICS

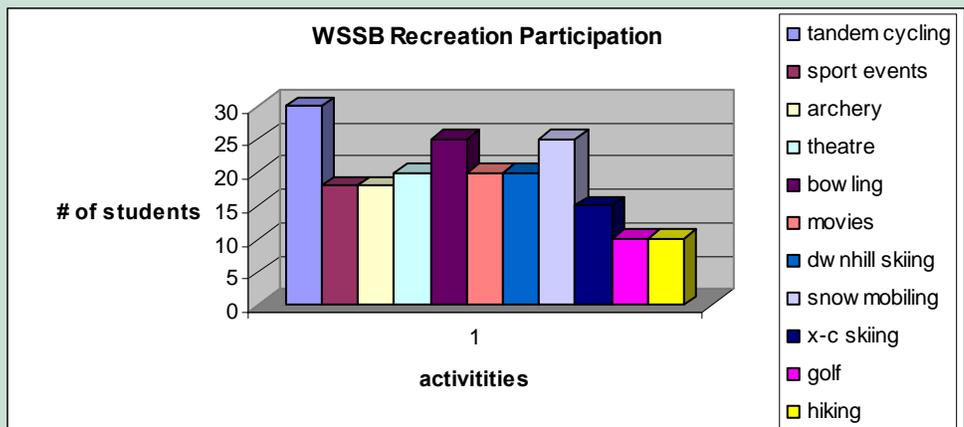
Enrollment		
October 2008 Student Count		59
May 2009 Student Count		63
Gender (October 2008)		
Male	32	54.2%
Female	27	45.8%
Ethnicity (October 2008)		
Asian	3	5.1%
Pacific Islander	1	1.7%
Asian/Pacific Islander	4	6.8%
Black	1	1.7%
Hispanic	4	6.8%
White	47	79.7%
Special Programs		
Free or Reduced-Price Meals (May 2009)	30	47.6%
Special Education (May 2009)	59	93.7%
Transitional Bilingual (May 2009)	0	0.0%
Migrant (May 2009)	0	0.0%
Other Information (more info)		
Annual Dropout Rate (2007-08)	1	3.4%
On-Time Graduation Rate (2007-08)	3	60.0%
Extended Graduation Rate (2007-08)	4	80.0%

Students in the LIFTT program or on evaluation status are not reflected in these statistics.

RECREATION & EXTRA-CURRICULAR PARTICIPATION

WSSB students have opportunities to be involved in many recreational activities. Here are the number of students that participated in 2009.

In addition to these off-campus events, students participated in on campus programs: Swimming, skating, crafts, dancing, yoga, sports, art, community events, goalball and powerlifting .



**Washington State
School for the
Blind**

**2214 E. 13th St.
Vancouver, WA 98661**

**Phone: 360-696-6321
Fax: 360-737-2120**

**We're on the web
www.wssb.wa.gov**

*We provide world class
educational services to
the visually impaired
and blind*



WSSB COMMUNITY PARTNERSHIPS

LEAs/ESDs
 Department of Services for the Blind
 Washington School for the Deaf
 Washington School f/t Blind Foundation
 OSPI/WSDS
 Lions Clubs
 Office of the State Printer
 Department of Information Services
 Corrections (Women's Prison Program)
 Vancouver Police Department
 SW Childcare Consortium
 YMCA
 Central Park Neighborhood Association
 Bonneville Environmental Foundation
 Delta Gamma

Clark College
 Washington State University-Vancouver
 Stephen F. Austin University
 Portland State University
 Florida State University
 University of Northern Colorado
 University of Washington
 Local community businesses
 Washington Reading Corps.
 S.W.O.R.D. Dive team
 University of Oregon Health Sciences
 River City Racers

SCHOOL DISTRICTS REPRESENTED

Because we are a statewide and regional school we serve students from all over. Here is a list of the districts our students represent.

School District	School District	School District
Battle Ground WA (3)	La Center, WA (1)	Renton, WA (1)
Bethel, WA (2)	Longview, WA (2)	Richland, WA (1)
East Valley, WA (1)	Lynden, WA (1)	Ridgefield, WA (1)
Edmonds, WA (1)	Monroe, WA (1)	Riverview, WA (1)
Evergreen, WA (8)	Mt. Vernon, WA (1)	Seattle, WA (2)
Highline, WA (1)	Northshore, WA (1)	Snohomish, WA (1)
Hockinson, WA (2)	North Beach, WA (1)	Spokane, WA (2)
Kalama, WA (2)	North Kitsap, WA (1)	Tacoma, WA (3)
Kent, WA (1)	Orcas Island, WA (1)	Tonasket, WA (1)
Walla Walla, WA (1)	Washougal, WA (1)	Wenatchee, WA (1)
White River, WA (1)	Yakima, WA (1)	
Regional Placements		
St. Augustine, FL	N. Clackamas, OR	Gresham Barlow, OR
Portland Public, OR	Beaverton, OR	

WSSB Staff Characteristics

Safety Training

The Washington State School for the Blind ensures that all staff, within two months of beginning employment, completes a minimum of sixteen hours of job orientation which includes a focus on student safety.

All staff receives thirty two hours of In-service training every two year on the the following:

- Verbal de-escalation and positive behavior support
- Client behavior management
- suicide assessment and intervention
- residential care supervision techniques
- mediation skills
- conflict management/problem solving skills
- physical and sexual abuse

In addition to in-house training WSSB participates in the Clark County Safe Schools Tasks Force. This is a group that meets monthly to address safety issues surrounding public schools. Training includes risk assessment, evacuation drills, and emergency planning.

Professional Development

Staff is encouraged to pursue education opportunities that will help them develop as professionals. Funds are set aside each year that help to offset the cost of workshops, classes and professional organization dues.

Note: Each year, WSSB budgets \$300 per employee that is set aside for staff development. If a staff member exceeds the \$300 allotment, they may request up to \$1,500 before June 1st of each year.

Student to Teacher Ratio:

Overall average: There is approximately 1 teacher for every 4 students

Average class size: The average class size is 6 students

Highly Qualified Teachers

When the Elementary and Secondary Education ACT went into play in the mid 2000 (NCLB) districts were required to report on teachers or programs that were not served by professionals that were highly qualified. In order to be considered highly qualified, teachers must hold current certification in their subject area or must have a combination of years experience teaching a subject area and the prerequisite number of classes in the subject field.

Since the inception of this rule, WSSB has not had teachers that are not highly qualified. All our teachers meet the HQT standards set forth by Washington State and the Federal Government.

WSSB School Characteristics

WSSB Positive Behavioral Intervention Support, Culture of Care

In 2007 WSSB made a decision to reorganize and change our discipline practice from a traditional model of action/consequence/or discipline to a PBIS model.

PBIS is built on four guiding principals these are:

1. Supporting social competence and academic achievement
2. Supporting decision making
3. Supporting student behavior
4. Supporting staff behavior

These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students.
(www.pbis.org)

WSSB adopted the Culture of Care model developed by National Resource Center for Youth Services (University of Oklahoma).

The Culture of Care model was developed for residential programs. The curriculum is designed to help improve the quality of residential care for students by strengthening the skills of staff that care for the students. The goals of the curriculum are:

- to provide a common knowledge base regarding residential care philosophy, values and programs
- strengthen the skills of staff, by providing information on child development, building relationships and teaching discipline
- keep staff current in residential care issues, programs and child care roles.

All staff at WSSB participated in 32 hours of training spread out over two years. By undertaking such a large commitment WSSB was able to redefine their approach in dealing with students. The end results was 50 % drop in student referral to the office during the first year. The second showed a subsequent drop of over 30%. By dealing with individuals and teaching desired expectations in advance, staff were able to diminish unwanted behaviors and promote positive responses.

WSSB PRIDE

The PRIDE program was the common language developed for all WSSB students.

Positive
Respectful & Responsible
Independent
Dependable
Engaged in learning

Students are taught the PRIDE program and are encouraged through activities, assemblies and reward systems that promote positive behaviors.

WSSB

A Unique Learning Environment

Mission: To provide specialized quality educational services to visually impaired youth ages birth to 21 within the State of Washington.

WSSB serves the State of Washington in a dual mode format. It provides a fully accredited K-12 educational program while maintaining a strong focus on blindness compensatory skills.

Evaluation and Placement:

WSSB serves as the right hand of the school district to provide quality education to students that are blind or visually impaired. Students wishing to attend WSSB can request an application for evaluation. The evaluation is a process that takes up to thirty school days, during which time the student remains enrolled in their local district. At the end of the thirty day evaluation a meeting is convened with WSSB staff, parents and districts to discuss the results. Provided that the student has a need in one or more the six Focus Areas:

- *Braille
- *Orientation and Mobility
- *Assistive Technology
- *Social Skills
- *Daily Living Skills
- *Vocational Education

Philosophy:

WSSB believes all students have the right to a safe and stimulating learning environment and the right to an appropriate education. WE also believe that all students can benefit from intensive short-term placement options and a menu of services that can be provided through partnerships with LEAs and ESDs. It is our goal to provide an environment that will allow students to learn skills and then to exit back to their local districts.

WSSB PROGRAM FOCUS

Rationale: In an attempt to provide a quality education for visually impaired and blind students, we have identified six compensatory skill areas:

Daily Living Skills
Braille
Orientation and Mobility
Assistive Technology
Social Skills/Self Advocacy
Vocational Education

Intensive training in these skill areas distinguishes WSSB from other educational settings.

Focus: Daily Living Skills (DLS)

Definition: Age appropriate strategies using non-visual techniques for performing activities independently as they relate to daily life.

Philosophy: Instruction in DLS is needed to compensate for lack of visual modeling. WSSB will provide instruction for each student to progress toward independence.

Objectives:

1. Take responsibility for wardrobe: organization, selection, cleaning, repair, purchasing.
2. Financial management: banking, signature, checkbook, change, purchase.
3. Basic understanding of nutrition and food selection as related to wellness.
4. Food preparation: simple to complex, appropriate food handling, menus, recipes.
5. Appropriate eating etiquette/dining.
6. Household management: cleaning, maintenance, organizing, budgeting.
7. Good personal hygiene.
8. Organization skills.
9. Health Management and emotional wellness.

Focus: Orientation and Mobility (O&M)

Definition: O&M instruction is age appropriate, ongoing training, which teaches blind and visually impaired students to move safely and efficiently in home, school, work and community settings.

Philosophy: Every student has a right to assessment and training by a qualified O&M instructor. Using a team approach, all staff and families share in the responsibility to support students through expectations and reinforcement of independent orientation, movement, and safe travel.

Objectives:

1. Concept development and problem solving.
2. Exploration of immediate environment.
3. Long cane skills, sighted guide, protective techniques.

4. Training in the use of low vision aids: magnifier, monocular.
5. Progressive training: simple routes, basic-complex residential travel, travel with public transportation, route planning, light business area travel, metro travel, private transportation.
6. Use of appropriate technology.
7. Information gathering/seeking assistance.

Focus: Social Skills/Self-Advocacy

Definition: Behavior skills for successful interactions within the community.

Philosophy: To compensate for lack of visual modeling, strategies may be necessary to positively affect the social and emotional development, quality of life, and independence of students who are blind or visually impaired.

Objectives:

1. Appropriate interaction with family members, peers and others.
2. A positive and accurate self-concept.
3. Appropriate non-verbal communication.
4. Identify and articulate personal values.
5. Awareness of the personal and social aspects of sexuality.
6. Courteous behavior and etiquette.
7. Skills for problem solving, decision making, and personal planning.
8. Skills for success in scholastic settings.
9. A sense of personal and civic responsibility.
10. Skills for success in positive self image of blindness.
11. Skills for success in mental health (Adapted from TSBVI Social Skills Curriculum).

Focus: Braille

Definition: Braille literacy refers to the development of braille reading and writing skills.

Philosophy: Braille literacy is fundamental to learning. It is essential for the enjoyment of literature and full participation in educational, employment and leisure opportunities for students who are blind or visually impaired. Braille is applied across all school curriculum areas.

Objectives:

1. Mastery of braille: contractions, rules, spelling, punctuation, grammar, layout and formatting procedures.
2. Student knowledge and skills in reading, writing and appropriate technique of reading braille.
3. The braille math code (Nemeth).
4. Student confidence and an appreciation for the value of braille reading.
5. Opportunities for students to become independent braille users and learners.
6. Training in the area of slate and stylus.
7. Training in braille music.
8. Functional braille skills as appropriate to individual needs.
9. Appropriate braille related technology.
10. Access resources.

Focus: Assistive Technology

Definition: Assistive Technology Device: any item, piece of equipment, or product system, whether acquired commercially or customized, that is used to increase, maintain, or improve functional capabilities of individuals with visual impairment.

Philosophy: Assistive technology is used to enhance the child's skills; it cannot replace them. It is a tool to enable visually impaired and blind students to facilitate the achievement of educational, lifestyle and employment goals.

Objectives:

1. Utilize commonly used applications.
2. Utilize current operating systems.
3. Utilize assistive software.
4. Utilize assistive hardware.
5. Produce written communication in ink print and braille.
6. Independently use optical character recognition devices.
7. Access the printed word through electronic medium: e-books.
8. Independently use note taking devices.
9. Install and troubleshoot technology software and hardware.
10. Know how to access resources.

Focus: Career & Vocational Education

Definition: The process by which blind and visually impaired students learn work preparedness and job skills for future employment and/or avocation.

Philosophy: It is our expectation that our students will work as adults. We will prepare students with the skills needed to become and stay employed to the highest level of their ability.

Objectives:

1. To learn a variety of specific work skills that can be generalized to various occupational clusters.
2. To learn appropriate work related behaviors: time management, grooming, money management.
3. To learn social skills appropriate to the work setting.
4. To learn organizational skills for the work setting.
5. To explore vocational options and to begin developing preferences: research, job-shadowing, work experience.
6. To provide pre-vocational training for young children.
7. To learn and use skills of self-advocacy to obtain and progress in their jobs.
8. To learn and use appropriate technology.
9. To learn to access adult agencies.

24 Hour IEP

Learning is an active process. Specialized student instruction at WSSB is planned both during the school day and into the evening hours. It is for this reason that WSSB adopted the 24-hour IEP process. The 24-hour IEP reminds students that expectations for learning occur beyond the end of the school day. It unifies both educational, residential and health center staff in a singular purpose of providing opportunity for the student to achieve their highest level of independence.

Documenting the 24-hour IEP is reflected in the body of the IEP. Goals are written for the cottage and health center. These goals reflect specially designed instruction to occur in the hours beyond the regular school day. It is also based on the premise that indirect learning will occur in the cottage setting. Goals may also include recreation and social needs. Since the residential and Irwin program are designed to work as a team, it is imperative that the goals be shared throughout the learning experience. This means that the Residential Life Counselor is an active participant in helping the student improve in the area of reading, writing, math and expanded core goals of Orientation & Mobility, Daily Living Skills, braille, etc.

The 24-hour IEP process is built on a readiness principle. This principle recognizes that the opportunity for learning could occur at any time during the day. Instructors at WSSB have the mission to deliver quality instruction at this teachable moment.



Washington State School for the Blind



Strategic Plan



July, 2009 – June, 2019

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“We will provide world-class educational services to the blind and visually impaired”

Introduction:

The primary purpose of the State School for the Blind (WSSB) is to educate and train visually impaired and blind children (RCW 72.40.010) throughout the state of Washington. WSSB is unique in the fact that it is both a public school and a state agency.

WSSB has a rich history of providing quality services to blind and visually impaired (BVI) children from throughout the state. WSSB was established in 1886 as a territorial school and has provided leadership and direction in the development of services to the BVI for over 100 years. WSSB is nationally accredited by the Northwest Association of Schools and Colleges and serves as a statewide demonstration and resource center providing direct and indirect services to students both on campus and in the child's local community. Services are provided to families, educators, blind consumers and others interested in assisting BVI youth in becoming independent and contributing citizens. **Independence** is the best single word to describe the school.

As philosophical views have changed over the years, so has the school for the blind. Beginning in 1990, the school has changed service delivery models from one of primarily a residential model to one that meets children, parents, and local school districts needs not only on the campus, but throughout the state. Since 1990 WSSB has increased the number of children being served by over 600% through a diversification of service delivery models.

Under the direction of the Board of Trustees and in consultation with parents, students, and personnel throughout the state, WSSB examines its role to guarantee that customers needs now and in the future are being met.

The WSSB Strategic Plan represents a commitment from many individuals over the years in helping set the direction for WSSB, while continually re-evaluating this plan, therefore keeping the efficacy of programs and services on target for those receiving services.

Vision Statement: “Independence for Those Who Are Blind and Visually Impaired”

Mission Statement: To provide specialized quality educational services to visually impaired youth ages birth to 21 within the state of Washington.

Purpose Statement: WSSB serves as a statewide demonstration and resource center providing direct and indirect services to students both on campus and in the children’s local communities. Services are provided to families, educators, and others interested in assisting visually impaired youth to become independent and contributing citizens.

Philosophy: WSSB believes all students have the right to a safe and stimulating learning environment and the right to an appropriate education. We also believe that all students can benefit from intensive short-term placement options and a menu of services that can be provided through partnerships with LEAs and ESDs. Conceptually, WSSB is like a revolving door that allows students to enter, learn a skill and exit back into their local district and then re-enter for additional intensive learning and then exit again. It is this ease of movement between LEAs, ESDs, and WSSB, which helps improve the overall programs for BVI within the entire state. No one school or agency can accomplish what these children need without this spirit of cooperation and sharing.

Future Direction Statements:

- Improve statewide services through effective partnerships.
- Place more emphasis in actively involving parents in their child’s program.
- Continue to place a heavy emphasis on WSSB as a hub of service delivery for the state as a demonstration center for “Best Practices.”
- Develop programs to assist students in developing positive self-image about blindness.

- Strengthen Educational and Residential programs through short-term placement with all goals leading toward independence.
- Continue to set high expectations for all students.
- Strengthen programs by making sure that each student accepted for enrollment has vision loss as a primary disability. (It is important to note that this is not an acuity dependent issue, but dependent upon each child's independent evaluation and functional/performance-based vision assessment.)
- Work with all consumers of services in developing school and agency pride.
- Continue to develop creative solutions through on-campus and outreach services in providing for the needs of students, parents and LEAs throughout the state.
- Continue to place strong emphasis on student safety.

Priorities of Government:

- Improve Student Achievement
 - Increase the number of students ready for kindergarten.
 - Improve test scores.
 - Decrease gaps in student achievement between ethnic and income groups.
 - Increase high school graduation rates.
- Improve the Value of Postsecondary Education
 - Increase the number of students who earn college degrees/job training programs.
 - Increase the percentage of students prepared to meet workforce needs.
 - Increase the number of graduates in high-demand fields.
- Improve the Security of Vulnerable children and Adults
 - Reduce instances of abuse and neglect.
 - Increase the percentage of disabled adults who are employed.

Value:

- Comprehensive skill development and high expectations for each BVI child to include: Braille, independent travel, social skills, use of technology, personal management, use of low vision aides, and job skills.
- Literacy for all those who are BVI.
- Helping families support and understand their visually impaired and blind children.
- Development of collaborative partnerships.
- Efficient and effective use of resources.
- Trained and competent personnel.

Collaborative Provision: To initiate collaboration with groups or agencies interested in assisting visually impaired and blind youth in becoming independent and productive citizens to their fullest potential.

Agency Overview

Agency Description:

WSSB is nationally accredited by the Northwest Association of Accredited Schools and serves as a statewide demonstration and resource center providing direct and indirect services to students both on campus and in the child's local community. Services are provided to families, educators, blind consumers and others interested in assisting visually impaired youth in becoming independent and contributing citizens. **Independence** is probably the best single word to describe the school. As part of our mission, the school has worked with other agencies in becoming the Braille Access Center for the State which is helping open doors for blind consumers to a wealth of information that will help lead toward independence and future employment. An additional role the school fulfills is providing in-service and pre-service to educators through specialized training for those who are BVI. As the population of our state has grown, this role has also expanded to meet the demands set forth by LEAs and ESDs from throughout our state. There is no teacher-training program for the BVI in the state of Washington; therefore, the school helps fill this void. WSSB continues to explore the development of partnerships with university programs to reduce the tremendous lack of trained personnel within our state.

In fulfilling the School's Mission Statement and following the strategic plan the School continues in its direction of becoming a Center of Best Practices for services to blind children within our state, and demonstrating through empirical data that intensive short-term on campus programs, mixed with expansion and improvements in outreach services along with digital learning options will dramatically increase the quality of services for BVI children. As components within the plan progresses, improvements in services to BVI children will occur, as should the efficiency in statewide services. WSSB Outreach Mission continued to expand with the addition of the Statewide Instructional Resource Center for those children who are blind and visually impaired, (special funded grant from OSPI), expansion of the Statewide Technology Center for the Blind and Visually Impaired, and continued increases in partnerships to facilitate improved services for those who are BVI statewide. These programs have proven to be not only extremely valuable to LEAs, ESDs, parents and children, but have also assisted districts in making better use of limited resources in improving the quality of services to children.

Over the years, WSSB has worked at consolidating various fragmented service delivery components for the blind into a very efficient one stop system that has made major improvements in reaching out to more children, families and local school districts. As part of the strategic plan, WSSB in partnership with numerous organizations and agencies will continue to examine the networking of resources in order to better serve BVI children.

Since 1990, WSSB has moved away from a program on the campus in Vancouver to a diverse statewide service delivery model. This has included: expansion of short-term intensive on campus programs, development of a Braille Access Center (braille production center), establishment of a statewide technology center for the blind, expansion in outreach direct and contractual service delivery to districts, acquisition of the Washington Instructional Resource Center and a tremendous expansion in production and distribution of materials, development of digital learning options (distance learning programs - piloting programs with a few partners throughout the United States), beginning work on regional program development, expansion of summer school options and career pathway work for students through collaborative partnerships, expansion of training programs and class and workshop offerings for those working with the blind, and the development of a public non-profit foundation to help meet the unmet needs of BVI children. This is a small sample of some of the activities being facilitated by WSSB.

BVI students are entitled, under RCW 72.A.13, to an equal educational opportunity. RCW 28A.150.200 states that it is the paramount duty of the state to make ample provision for the education of all children within its borders. Furthermore, it is recognized that typical educational practice relies heavily on presentations which are predominantly visual in nature and, unless specially adapted, do not necessarily convey the concepts intended to the visually impaired student. (Research has shown that approximately 90% of what we learn is acquired through incidental learning, and that 90% of incidental learning is acquired visually.) Therefore, an emphasis on experiential learning needs to be a major component in the education of BVI students wherever they are and these differences need to be recognized and considered.

The total educational program at WSSB is designed to facilitate the particular learning characteristics of the students enrolled. Likewise, all staff has been trained in working with BVI students and are a tremendous state resource which needs to be more effectively utilized to provide quality services to students at WSSB and BVI students throughout the state.

Continued diversification of services has resulted in efficiency gains and WSSB's ability to provide services to a greater number of children. WSSB has increased the number of children served since 1990 by over 600%. This number represents students receiving direct on-campus and itinerant/consultative services off-campus. Through diversification WSSB has improved on-campus services, developed an excellent partnership with LEAs, ESDs, OSPI, DSB and the private sector, and helped improve the quality of services to many children in local school districts (LEAs). The increase in students served would have been much greater over the past few years if we were able to fill needed positions throughout our state. **(Teacher shortage)**

WSSB also believes that the facilities need to be used efficiently. Whenever possible WSSB's facilities are open to the public for use. Currently over 50,000 people a year uses the School's facilities.

Authority Statement:

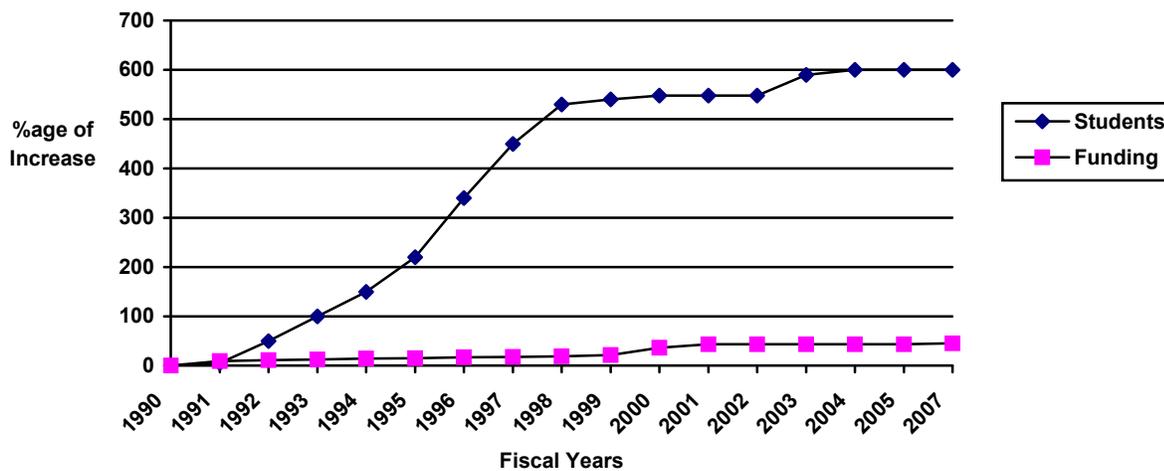
(Chapter 72.40 RCW) Since 1886, WSSB, established by Territorial and State Authority, has provided comprehensive educational programs for students whose vision loss required special education programs.

RCW 43.06A	Safety of Children (ADD as per SSB 6361)
RCW 72.40	" " " " " "
RCW 72.40.010	School Established - Purpose
RCW 72.40.022	Superintendent - Powers and Duties (AMD -SSB 6361)
RCW 72.40.024	Superintendent - Additional Powers and Duties
RCW 72.40.028	Teachers' Qualification - Salaries
RCW 72.40.031	School year - School term - Legal holidays Use of School
RCW 72.40.040	Admission (AMD - SSB 6361)
RCW 72.40.050	Admission of Non-residents (AMD-SSB - 6361)
RCW 72.40.090	Transportation
RCW 72.41.040	Safety of Children (AMD - SSB-6361)
RCW 72.41.070"	" " " "
RCW 72.42.040"	" " " "
RCW 72.28.A.13	Special Education
PL 100-297	Federal Education for all Handicapped Children (State Operated Programs)
PL IDEA	Formerly PL 94-142
PL 99-457	Federal Education of Handicapped Children (Birth - six)

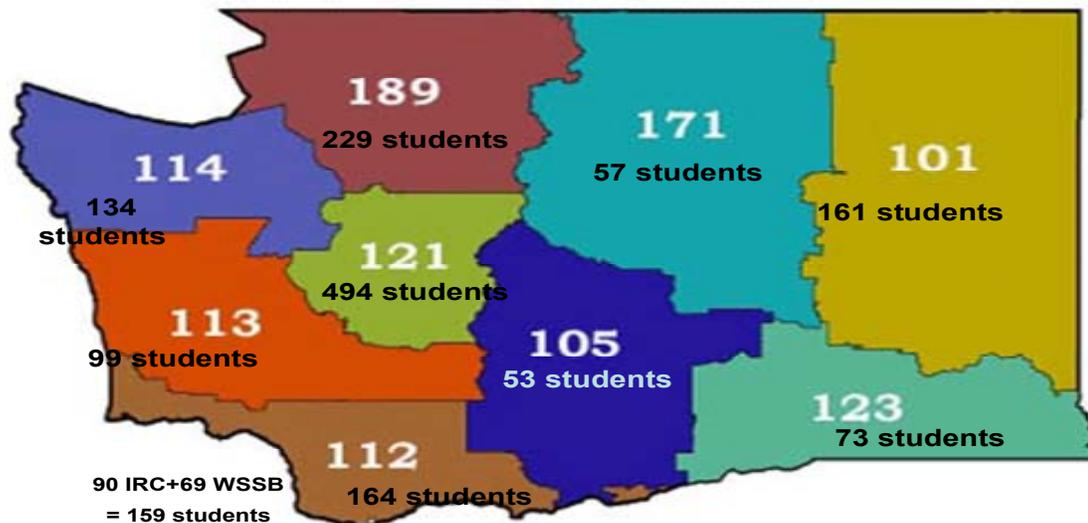
Clientele Characteristics:

As the population of our state continues to increase, so does the need for services to BVI children. The projected needs of students with visual disabilities from throughout the state have been analyzed and are consistent with national projections for this particular population of students. Approximately one tenth of one percent of the population is considered visually impaired. Using these national percentages it is estimated that approximately 1,464 BVI children are enrolled in K-12 education. Current data for the state of Washington place this number at approximately 1,800 BVI children, ages 0 through grade 12.

Student Growth Compared to Growth in Funding



1,464 Blind & Visually Impaired Students Served in Washington by the IRC (birth-21+)



WSSB provides approximately 600 vision-related services per month. Parts of these services are direct and consultative services to children. WSSB's request for services increases every year due to changes in service delivery, establishment of an excellent working relationship with LEAs, ESDs, and OSPI, and by helping to network resources within our state. This increase in service delivery has been provided in a very cost-effective manner through effective utilization of existing resources.

RCW 72.40.040 provides a free appropriate education to residents of the state between the age of 3-21 years who are BVI. The school may also provide non-residential services to children age's birth through three who meet the criteria for BVI. These BVI children represent the full continuum of service needs based upon their functioning level and other disabilities and are representative from all geographic areas of the state.

Major Assumptions

Population Trends

Over the past seven biennia, the number of school districts requesting assistance for their BVI students has increased dramatically. This trend has continued for the past 15 years and has not begun to slow. The **shortage of trained teachers** has slowed the number of children receiving specialized services. School districts are beginning to realize that BVI children have unique needs that require training by individuals with specialized skills. As the request for services continues to increase, the need for FTE flexibility as a school will become a major issue in helping to provide services. WSSB has been able to help local districts provide services through contracted services to pay for the additional FTE. This has not been at an additional cost to the state since funding is currently flowing to each district through regular special education funds for the children we are serving under contracts. WSSB has done an excellent job of locating and utilizing existing resources, however as of the 2007-08 school year, WSSB has also not been able to fill all of the positions that are being requested by LEAs and also on the WSSB campus. If we are going to continue to meet the needs of children throughout the state, additional staff and supervisory positions need to be added. These positions will help establish programs that will be self-supporting and assist WSSB in intensifying on-campus programs, developing partnerships with LEAs and private providers in the development of more cost effective and efficient regional service delivery models, which will result in improvement of state services. Long term savings will occur as a result of these partnerships due to the more efficient use of personnel, equipment and materials along with reduced litigation due to lack of appropriate services within various regions in our state. The development of regional service delivery should also reduce the length of on campus programs for many children, which will result in increased number of

children being able to access WSSB intensive on campus programs in a timely manner. Pulling all these pieces together will guarantee a steady flow of students onto the campus for intensive short-term services, where students can gain many of the blindness related skills in a fraction of the time it takes to develop these skills in the local districts. Once students gain these skills, the amount of support needed in the local districts may be less, therefore assisting students with transitional goals toward independence and success.

Currently, there are 1,464 BVI children at WSSB and in LEAs throughout our state. There are approximately 85 FTE trained teachers of the blind providing services to these children. This is a ratio of 1:17, however it is not factoring in the variable of geography and that many of these itinerants are traveling anywhere from 500 to 1,500 miles per week or that some services like Orientation and Mobility are provided on a one to one basis or that some situations require a 1:1, 1:4, etc. student to teacher ratios. Typical itinerant ratios range from 1:18 to 1:45. Creative solutions are needed in order to provide appropriate service. WSSB is helping fill this void through on-campus programs, outreach-direct services to students, staff training, and recruitment for LEAs and ESDs and cooperative partnerships. Technological advances will assist in helping to improve services to children in remote areas of the state. However, in order to accomplish this, funding must be provided to hire trained personnel to carry out this mission.

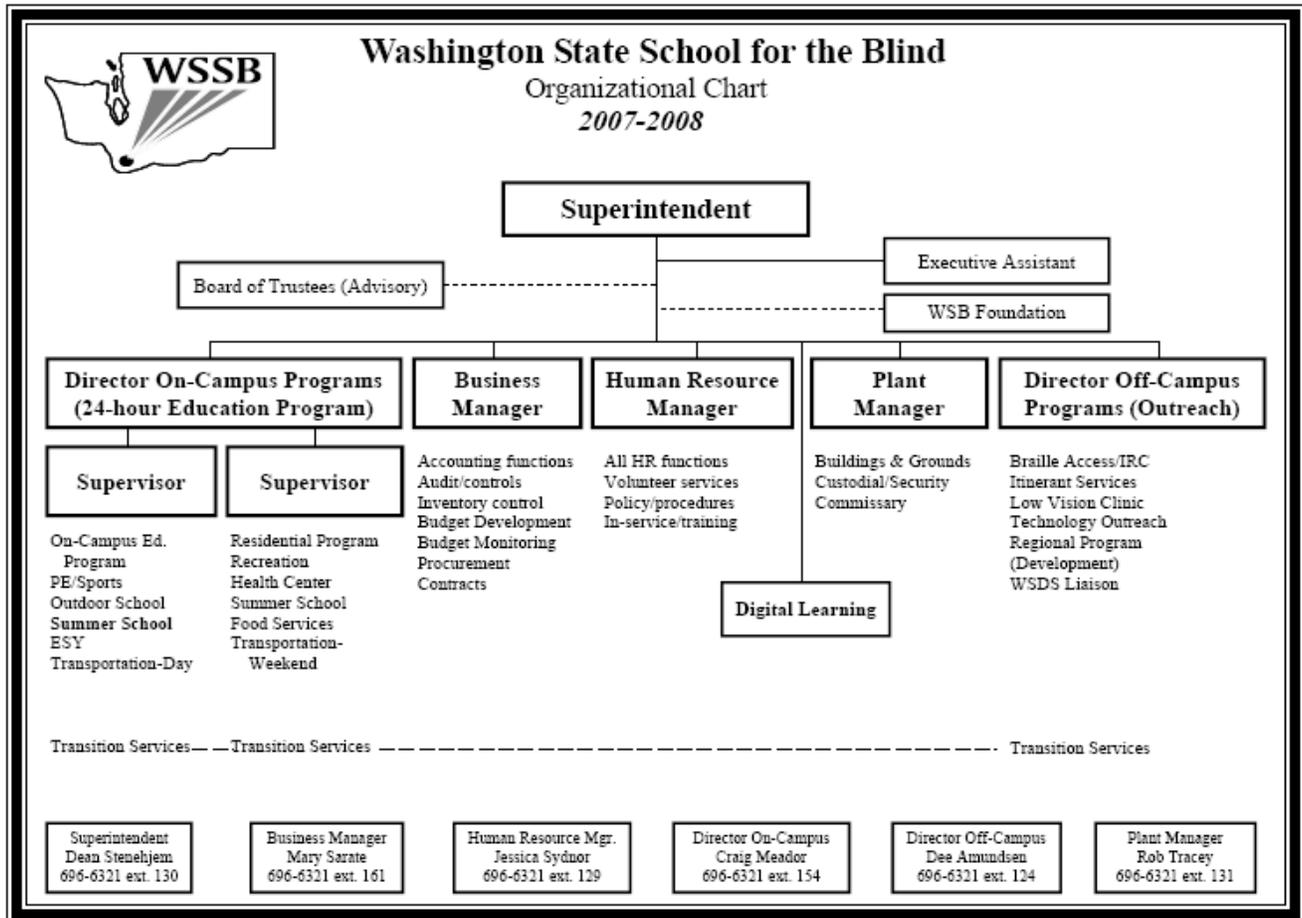
Service Needs:

During the past 15 years we have made some major gains in service delivery to blind students within our state, but this population of students is still receiving marginal services. This is mostly due to the low incidence of the disability with factors like geography, shortages of trained teachers to work with the blind, and a lack of cooperative resource sharing occurring, which could significantly improve services in an efficient and effective manner. BVI students are entitled, under RCW 72.A.13, to an equal educational opportunity. RCW 28A.150.200 states it is the paramount duty of the state to make ample provision for the education of **all children** within its borders.

WSSB's ability to work with numerous partners in facilitating the wiser use of state resources and implementing new and creative approaches to old problems is the key to improved services both on campus and in the child's local community. The school has a reputation of making a difference for children throughout the state and helping to develop creative approaches to problems. The goals, objectives and strategies stated within this document will help WSSB provide, in partnership with many, "**World-class educational services to the visually impaired and blind.**"

“No one school or agency can accomplish what these children need without the spirit of cooperation and sharing through creative partnerships.”

Organizational Chart



Organizational Structure

WSSB is a small state agency that provides statewide services from a base campus in Vancouver, Washington. Most personnel are located in Vancouver, however, a number of WSSB itinerant teachers of the blind are located in various communities throughout the state. WSSB is basically a two tiered organizational structure with each manager/director/supervisor providing numerous services including direct services to children.

Board of Trustees:

- Nine Trustees representing their respective U.S. Congressional Districts are appointed by the Governor and confirmed by the Senate. These individuals provide recommendation and advice to the Superintendent and Governor about services to BVI children within our state.
- Five ex-officio trustees representing two unions, (representing both certificated and non-certificated personnel), two blind consumer organizations, and a parent representative who provide direction to the board and Superintendent.

Superintendent:

- Provides leadership and direction for the School and services for BVI youth throughout the state in consultation with the board and other stakeholders.

Director of On-Campus Programs:

- Provides leadership, direction and direct supervision for the on-campus educational program. Also in charge of educational evaluations, curriculum development, inter-scholastics.

Director of Off-Campus Programs (Outreach):

- Responsible for off campus operations and services to BVI.

Digital Learning Coordinator:

- Provide leadership and direction both on and off campus with the expansion of digital learning options including distance learning, assistive technology options, workshop training options for adults working with children, etc.

Business Manager:

- Responsible for day-to-day efficient financial operation of the school including payroll, contracts, procurement, budget development/monitoring, capital project tracking, and internal controls.

Human Resource Manager:

- Responsible for all H.R. functions including safety programs, training, volunteer services, policy and procedural development.

Plant Manager:

- Responsible for daily operation of the physical plant, including capital project supervision.

2009-2019 Goals

- I. Leadership - Promote and provide leadership in the development and improvement of quality services to BVI children throughout the state of Washington (On-campus and Outreach services). This may include lobbying other state agencies to step forward and take lead in areas of responsibilities so that WSSB can support and work with them.
- II. Academic Achievement - All students will be provided a stimulating and safe environment that will lead toward high student achievement, and strong self-confidence and self esteem.
- III. Best Practice - Serve as a statewide center of best practice for information and services for BVI children.
- IV. Service Provider/Parent Training - Enhance pre-service and in-service training for all vision related personnel and parents.
- V. Public Awareness - Increase awareness and educate the general public about blindness and visual impairment.
- VI. Communications - Improve communication with families and service providers involved in the education of BVI children throughout the state.
- VII. Safe Environment - Provide safe, quality equipment and facilities for the education and training of children, parents and personnel.

“We will provide world-class educational services to the blind and visually impaired.”

GOAL: 1

Leadership - Promote and provide leadership in the development and improvement of quality services to BVI children throughout the state of Washington (On-campus and Outreach services).

Objective: 1.1

Provide quality services that are cost effective and efficient in meeting BVI children's needs.

Strategies:

- ◆ Continually survey customers to determine on-going needs.
- ◆ Survey customers for feedback on product and services being provided.
- ◆ Examine service delivery models in providing the most effective and efficient delivery of services to children, families and local school districts.

Performance Measures:

- ◆ Compile yearly customer feedback on future needs and direction for services.
- ◆ 80% of WSSB customers will rate services and products at 4.0 or higher (on a scale of 5.0 being the highest rating).
- ◆ WSSB will report on at least one pilot service delivery project each year to determine effectiveness. Effectiveness to be determined by student outcomes and cost effectiveness.

Activity Inventory: On-Campus 24-Hour Education Program [few examples below]

- ◆ Pilot program development such as the LIFTT Program (Learning Independence for Today and Tomorrow), which was piloted at the request of LEAs to help students that have graduated, but don't have the CORE Competencies to be independent (blindness specific skills) gain these skills through short-term intensive on-campus program).
- ◆ Preschool program which was piloted at the request of LEA's to help meet the needs of a growing population of pre-school blind children in S.W. Washington.

Objective: 1.2

Facilitate cooperative partnerships that promote improvements in efficient and effective quality services to BVI children.

Strategies:

- ◆ Expand collaborative partnerships with local school districts and Educational Service Districts.
- ◆ Expand Regional (satellite) Program provisions for children through direct or distance learning options.
- ◆ Expand partnerships with other state agencies.
- ◆ Expand partnerships with private sector agencies and organizations.
- ◆ Increase involvement in professional organizations that assist with the deployment of this objective.
- ◆ Work with other state agencies and organizations to develop solid services to Birth to Three children/families.

Performance measures:

- ◆ Measurement of expansion will be determined by new partnerships and expansion of those already in existence.
- ◆ Track number of pilot regional services (direct or through distance learning).
- ◆ WSSB leadership staff will become more actively involved in professional organizations. Measurement to be determined by involvement and leadership within organizations.

Activity Inventory: Off-Campus Services to Students/Districts through utilization of on-campus expertise as per NCLB (highly qualified) to help provide outreach functions as part of their daily schedule. Facilitated through digital learning options, workshops, etc.

Objective: 1.3

Provide leadership in the development of quality, safe and secure state-of-the-art facilities that will meet the needs of children today and in the future.

Strategies:

- ◆ Continue to develop the infrastructure to help facilitate expansion of digital (distance) learning programs.
- ◆ Gather information from WSSB safety committee in helping to maintain a safe state-of-the-art facility.
- ◆ Gather feedback from the Board of Trustees, consumer organizations and professionals in providing the type of services children need to be successful.
- ◆ Continue to be an active member of the safe school's task force of S.W. Washington.

Performance measures:

- ◆ Submit yearly reports on the progress of WSSB's accreditation through NWASC.
- ◆ Track new digital (distance) learning program success rate.
- ◆ Provide feedback to the safety committee, staff and board on responsiveness on safety related issues.
- ◆ Track student progress in new programs to determine change effect.

Activity Inventory: On-Campus 24-Hour Education Program (effective use of facilities on a 24-hour basis throughout the year including summer school options, teacher training, partnerships with various organizations to assist in meeting GMAP targets, and better serving students, families and local school districts). This will all be tied to continued development of school security and safety systems to help to facility maximum usage of facilities while maintaining a safe school campus.

Objective: 1.4

Provide children with a safe and stimulating learning environment that will encourage independence and success.

Strategies:

- ◆ Continue to implement WSSB's 10 year capital plan.
- ◆ Continue to implement energy saving strategies designed to reduce operating costs; energy conservation and maximizing facility use and the collection of user fees.
- ◆ Utilize information from WSSB's Hazardous Mitigation Plan to reduce any safety related issues.
- ◆ Continue to implement curricular changes that meet children's/societies ever changing needs.

Performance measures:

- ◆ Collect data of maximizing facility use, while reducing operating cost therefore re-directing limited resources to programs for children and assisting in meeting high inflationary cost for utilities and fuel.
- ◆ Gather feedback from children, parents and districts about the quality of WSSB's programs.
- ◆ Measure the number of children that have gained independent travel skills while at WSSB.
- ◆ Measure the success rate of students that graduate from WSSB.

Activity Inventory: On-Campus 24-Hour Education Program—tracked for energy consumption, facility use by WSSB and outside groups, and active program for energy conservation; all of this will have a focus on saving valuable resources with the intent of directing any saving into direct services for BVI children.

Objective: 1.5

Secure private and other public funding sources to help meet the needs of BVI children throughout the state.

Strategies:

- ◆ Expand Volunteer Coordinator role to assist with development of connections with community resources and a pool of volunteers and organizations.
- ◆ Work with the Washington School for the Blind Foundation (WSBF) to assist with fund raising.
- ◆ Hire or re-assign staff to assist in public awareness/relations to continue to improve services for children throughout the state and assist in fund raising.

Performance measures:

- ◆ Increase volunteers on campus and within the Instructional Resource Center to provide services to children.
- ◆ Increase the number of private and public grants secured.
- ◆ List additional public awareness contacts that have been developed.

Activity Inventory: On-Campus 24-Hour Education Program.

Objective: 1.6

Continue to expand accessibility options for all customers including blind children and adults.

Strategies:

- ◆ Increase production through the Braille Access Center (BAC) through additional partnerships.
- ◆ Increase WSSB developed software/products for public use through downloads from WSSB's web site.
- ◆ Increase accessible information and links through the school's website.
- ◆ Increase digital learning options for consumers including web based resources.

Performance measures:

- ◆ Track production increases made possible through partnerships with WCCW, etc. Demonstrate cost savings through BAC production with the use of inmates as opposed to contracting for braille production.
- ◆ Track timely delivery of textbooks and materials to districts.
- ◆ Track web access to software and web based resources being utilized.
- ◆ Track use of parent listserv usage.
- ◆ Track digital classes developed and accessed.

Activity Inventory: Digital Learning options and Braille Production and Distribution

Objective: 1.7

Continue to explore additional service delivery models such as regional program development and expansion of Distance/Digital Learning options.

Strategies:

- ◆ Review data from first year regional pilot to help determine expansion and/or modification of service delivery model.
- ◆ Provide funding for program operations in these areas.
- ◆ Expand accessible curricular offerings to BVI students from throughout the state. (Secure additional state and private funding to expand digital options for students/families.)
- ◆ Develop math and science digital learning curricula based upon the availability of private grants.

Performance measures:

- ◆ Track number of students (both K-12 and teachers in training) using digital learning options and measure success.
- ◆ Track the increase number of digital courses and web based information made available.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Appraisal of External Environment:

Providing services to students not receiving services and being able to improve service delivery through the use of technology and effective partnerships has statewide impact. Piloting of a regional partnership and expansion of technological options for service delivery are part of this change in service delivery which will meet the needs of children at less cost than expansion of residential programs. Program development in these areas is a result of input from consumers throughout the state who expressed the need for more service options to address filling the gaps when sparse service delivery is often the case with an itinerant model, especially in the area of CORE Competencies in education of the blind.

Trends in Customer Characteristics:

Due to increased information being provided by WSSB and the establishment of numerous partnerships, BVI children previously not identified and not served or under served are in need of service. Parents are also becoming better educated about their rights and their children's rights to an appropriate education. The end result is a need to expand services and reexamine how services have been provided. The state of Washington has long underestimated the needs of those who are BVI. If we are going to make a difference in the lives of these children, we need to provide appropriate services, which should result in a reduction of the high unemployment (70%) as adults. Student population within the state is approximately 1,464 BVI children, many who have multiple disabilities requiring more intensive services. Effective service delivery on campus has proven to be very successful with between 70–87% success rate for graduates since 1998. Modification and increases in funding to implement various digital and regional initiatives should assist in increasing the outcomes for those students in the local districts.

Strategy and Capacity Assessment:

WSSB continues to examine new ways of efficiently and effectively providing intensive services to children, parents and local districts throughout our state. The school sees a continued growth in service delivery over the years with major expansion in service delivery occurring through outreach programs, distance learning, major emphasis on five year program for children from local districts that do not have the skills to be independent, and expansion of short-term intensive programs. Flexibility needs to occur that will allow WSSB to expand outreach services (contractual with districts) in the area of acquisition of additional FTEs, authorization to expend additional contractual funds without being penalized for efficient and creative use of both state general fund dollars and contractual funding. On a limited basis WSSB might be able to contract for some positions if civil service reform is completed. However, incentives need to be put in place to do this. Currently, all the incentives are in hiring personnel, due to the fact that traditionally the only place where increases in funding occur is in the area of cost of living increases (COLAs). Usually, goods and services (contracted) services are reduced and/or inflation is never put in place for these services. Therefore, contracting out becomes a disincentive. Technology will assist WSSB in reaching more students through Distance Learning, however additional funding will be needed to effectively implement a program that will be one of the more effective ways of reaching un-served and underserved children within our state.

Discussion of Major Partners:

WSSB is currently working with ESD 105 and local school districts in the greater Yakima area to develop a strong partnership that has resulted in a regional service delivery model for BVI children. This model will help the region improve services, gain stability with trained teachers of the blind through a support system of cooperative resource sharing and help meet the needs of children that are not being served or are underserved. This pilot and partnership will be used to determine the efficacy of expansion of this model in other parts of the state that are experiencing similar problems. WSSB has also developed partners in the area of Digital Learning with the Digital Learning Commons (DLC) and is providing leadership and assisting in the development of a Digital Portal for the Blind (DLPB), which will facilitate on-line accessible learning for the blind, those working with the blind, and family members. Partners for this project, which is being privately funded come from: Boston and Vermont with expansion throughout the U.S. likely during the 2009-2011 biennium. A strong need in our state is in the area of Birth to Three services for families of BVI children. Though this could fall under WSSB oversight, services for

children and family currently are provided by the Dept. of Services for the Blind (DSB). WSSB hopes that DSB provides a strong push in this vital area which could make a huge difference these children. Once again, WSSB is willing to work in partnership with DSB and others in filling this void within our state.

Financial Plan Assessment:

Objectives and strategies under this goal will result in increased services to those who are BVI through expansion of cooperative partnerships with a variety of agencies and organizations. This will result in increased costs to the state, but at much less expense than expanding programs at Vancouver's WSSB campus to handle students that could be served in a regional program. Due to the low incidence of blindness (one tenth of one percent), service delivery in Washington is very difficult. A more cost efficient and effective model of service delivery is a regional approach. Those students needing more intensive services attend WSSB for a short period of time, but have inadequate programs or no programs in their local area to return to once their skill levels are such that they should be able to compete in their local districts.

GOAL: 2

Academic Achievement - All students will be provided a stimulating, and safe environment that will lead toward high student achievement, and strong self-confidence and self esteem.

Objective: 2.1

- ◆ **Maximum student achievement of Individualized Education Programs (IEP).**

Strategies:

- ◆ Provide intensive services to children both on campus and in the local community based upon the IEP.
- ◆ Set high expectation for student learning based upon realistic expectations.
- ◆ Examine new ways of providing services to children in order to maximize individual learning.
- ◆ Increase emphasis in the cottage programs on Expanded CORE Competencies (blindness skill training).

Performance measures:

- ◆ 80% of students will gain 1.5 years growth in one year in expanded CORE competencies (blindness related skill training) - **OFM measure**
- ◆ Number of students on campus each quarter (target – 65-75 students. – **OFM measure**)
- ◆ Work with OSPI in developing a valid WASL (Washington Assessment for Student Learning) test for blind students. The current WASL is a visually bias test and does not provide a valid measure for BVI children.
- ◆ Graduation rate goal: Ninety five percent of all WSSB on-campus students will graduate from high school. **Potential new target for OFM**

Activity Inventory: On-Campus 24-Hour Educational Program

Objective: 2.2

- ◆ Students graduating from WSSB will be successful.

Strategies:

- ◆ One year after graduation students will be surveyed to determine outcome. (Students will be tracked for 8 years after graduation.) Trend data from year to year will be analyzed to assist in making curricular changes and program service delivery changes.
- ◆ Upon completion of high school, WSSB students will be surveyed to determine program satisfaction

Performance measures:

- ◆ 100% of WSSB graduates will be connected with transitional services.
- ◆ WSSB employment rates of graduates will be benchmarked against available national data (target goal is 80% success). **Would like to see this one as one of our OFM measures**

- ◆ Eighty percent of WSSB students will rate WSSB programs 4.0 or higher on a Lickert scale with a high of 5.0)

Activity Inventory: On-Campus 24-Hour Educational Program & Intensive Training Opportunities

Objective: 2.3

- ◆ **Students will be competent in the use of technology that provides access for successful integration into our society.**

Strategies:

- ◆ Staff will be provided training on current technology in order to facilitate student learning.
- ◆ Students will be exposed to current technology and develop appropriate skills.
- ◆ WSSB will provide students with current access technology as part of “Best Practices”.
- ◆ WSSB will develop and maintain the infra-structure necessary to meet this objective.
- ◆ WSSB students returning to LEAs will be provided access equipment which will return to the LEA with the student as part of an active transition program.
- ◆ WSSB will work with the Washington School for the Blind Foundation which has agreed to provide technology to graduating seniors at WSSB. Would like to see this program expand throughout the state.

Performance measures:

- ◆ Staff will be surveyed on training needs and provided training.
- ◆ Students will be assessed on technology to determine competency. Increases in student competencies will be measured based upon a grade equivalent to the year's growth. **Goal: over one year's growth in technology skills based upon pre and post tests during the students first year on campus.**
- ◆ Percentage of private funding will be tracked to provide access equipment for students upon return to their LEA.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Objective: 2.4

- ◆ **Maximize student skills in the areas of daily and independent living to allow for successful integration into our society.**

Strategies:

- ◆ Provide training to residential staff on various aspects of specialized training for BVI children in all aspects of daily/independent living skills.
- ◆ Expand residential training program of new hires.
- ◆ Expand cottage cooking program to include evening meal preparation.
- ◆ LIFTT (5th year program) will be expanded through increased awareness with LEAs, parents, and students; this will also require an additional cottage (living environment).
- ◆ Expand partnership with DSB to assist with the implementation of the 5th year program.

Performance measures:

- ◆ Pre-test/post test measures taken to determine student growth in one year period in the area of daily living skills. **Goal: First year students will show over one year growth in all aspects of daily living skills.**
- ◆ Student successful transition to work or post educational experiences will be gathered. **(target: minimum of 80%).**
- ◆ LIFTT program will average 5-8 students per quarter. Upon expansion of potential facilities this number will move to 8-12 students.
- ◆ **LIFTT student success rate will be reported on a yearly basis with a 5-year follow up also being conducted.**

Activity Inventory: Intensive Training Opportunities - This is a fifth year recovery program to help increase adult outcomes of employment.

Objective: 2.5

- ◆ **Assist students in developing positive self-image and self-confidence.**

Strategies:

- ◆ Students will be provided opportunities for recreation and leisure activity that build character.
- ◆ Students will be actively involved in volunteer programs and community based work experience and/or career awareness functions.
- ◆ Students will have the opportunity to actively participate in interscholastic activities.
- ◆ Mental Health counseling will be provided as needed.

Performance measures:

- ◆ Parent surveys will be conducted to determine changes in their child's self-image and self-confidence.
- ◆ Student surveys will be conducted to determine positive self image.
- ◆ Data will be collected on the number of students involved in self esteem building programs such as recreation, sports, music, etc.
- ◆ Number of students receiving mental health counseling will be tracked and feedback from counselors and staff will help determine program changes that need to be made to assist with overall student mental health issues.

Activity Inventory: Intensive Training Opportunities (tied to self-esteem and mental wellness)

Objective: 2.6

- ◆ **WSSB will work with local districts to increase academic achievement.**

Strategies:

- ◆ WSSB will extend digital (distance) learning options to LEAs through outreach services.
- ◆ WSSB will develop new digital based courses and resources that are unique to the BVI students and those working with the blind.
- ◆ WSSB will provide intensive summer school training for students that haven't access the intensive on-campus programs during the school year.
- ◆ WSSB will increase short-course offerings – either on campus and/or through digital learning.
- ◆ Continue to increase materials, equipment and supplies through the IRC.
- ◆ Expand workshops for staff working with students to increase staffs skills. This will be partially done by using WSSB on-campus staff that meet NCLB (highly qualified) to provide additional training.

Performance measures:

- ◆ Survey information data collected from LEAs on quality and success of services provided. Goal: 85% of surveys rate services as 4.0 or higher on a scale of 1-5.
- ◆ Track number of students attending summer programs.
- ◆ Track number of teachers/paraprofessionals attending workshops.

Activity Inventory: Off-Campus Services to Students/Districts

Objective: 2.7

- ◆ **Expand short-term option programs for students at WSSB.**

Strategies:

- ◆ WSSB will expand on campus short-term course offerings per year. **This will need to be a new program with dedicated staff in order to offer one week to one month long classes.**

- ◆ WSSB will continue to meet the demands of all students, some of which are longer term, but the use of the one week – one month course will assist WSSB in meeting a larger number of student needs throughout the state. Many of these students can then be followed up with through digital services.

Activity Inventory: On-Campus 24-Hour Educational Program

Appraisal of external environment:

Providing a safe environment where children feel secure to learn is a paramount duty of the state. WSSB, like other schools throughout the state, continue to raise the level of expectations being placed upon students and staff. In order for children's performance to improve, staff need to be provided the necessary tools to make this happen and a staffing ratio needs to be maintained based upon individual students needs that can provide for the safety of all children. Increasing short course (one week to one month courses) will assist the school in meeting a larger number of students needs. This is based upon feedback from stakeholders and the data that WSSB has gathered from other states that have develop this type of service.

Trends in customer characteristics:

Children attending WSSB on-campus program come from throughout the state and have been referred by parents, local districts, Children's Protective Services, etc. These children are in need of intensive programs that will assist them in gaining the skills that will allow them to re-integrate into their local school system and be successful. Data gathered by WSSB over the past few years has shown that children that receive a holistic program can be successful and overcome great obstacles in our society. In order for this to occur all the basic needs of the child must be meet, which includes providing a safe and stimulating environment for learning. We are finding that more children each year need more services in the area of counseling/mental health. This along with short course will become a larger emphasis for WSSB in years to come.

Strategy and Capacity Assessment:

Continued emphasis will be placed on intensifying short-term placement options at WSSB. This will increase rotational on-campus enrollment and probably increase transportation costs. Changes in state law that would allow local districts to be able to collect transportation dollars to help meet transportation needs to and from WSSB would help solve a large problem. (e.g. WSSB is able to transport students to stops along the I-5 Corridor and to airports on the east side of the state, however, parents have had to cover the cost of picking up their children from these designated stops. In some situations, a local district may help out, but they are not able to collect these funds through the state transportation system so are most often reluctant to do so, stating it is WSSB's responsibility. This is beginning to have an impact on which students attend the school based upon parent's ability to cover some transportation costs. This needs to changed to be in compliance with state law. But in order for this to happen, it needs to be funded.

As on campus 5th year program options increase, an independent living center building needs to be constructed to meet the demand. This is in the 10 year plan and needs to move forward to facilitate this program. Technology – distance/digital learning options will tremendously increase the number of off-campus students being served. Some of these services may be possible to provide on a contractual basis. However, a combination of start up funding will be necessary to put in place a system that should be self supporting in a number of years through tuition fees.

WASL-WSSB and other partners are going to have to convince OSPI and it's test publishers that removing visual bias or replacing visual bias questions with questions that measure the same concept in a non visual way are imperative. Without these changes BVI children will continue to be discriminated against in our statewide high stakes assessments. As of the spring of 2008, the American Printing House for the Blind is nearing completion on the Woodcock-Johnson Assessment which has been validated for BVI. It would be wise for the state of Washington to allow this type of test for BVI children as an alternative test in the future.

Financial Plan Assessment:

In order to meet the increasing demands throughout the state, WSSB will be requesting a decision package in the area of short-course development and in the area of counseling services/mental health. The success of this

program will mean that WSSB will be able to serve more children in a shorter period of time by shortening the on-campus program time while providing a safe and stimulating environment, and at the same time addressing much of the mental health issues that seem to be a larger part of what we end up addressing each year.

GOAL: 3

Best Practices: - Serve as a statewide center for best practice for information and services for BVI children.

Objective 3.1

- ◆ Provide leadership in the development of access technology/software for BVI children.

Strategies:

- ◆ Provide technical support and training in the use of adaptive technology to all BVI children and staff working with children within Washington.
- ◆ Provide leadership and training in the use of accessible online learning software for distance education.
- ◆ Continue to field test equipment to determine best practice, reliable equipment, and software in relationship to accessibility and access.
- ◆ Continue to expand partnerships to help facilitate access to assistive technology for all BVI children.
- ◆ Work on securing private and funding to supplemental state funds.

Performance measures:

- ◆ Feedback collected through customer satisfaction survey. **Goal: minimum of 4.0 out of 5.0**
- ◆ Track number of trainings provided to those working with the blind each year. **OFM Measure**
- ◆ Provide data on the success rate of children using assistive technology and the change (growth) in knowledge children acquire within one year through intensive training. **Goal: new students gain a minimum of 1.5 years growth in one year**

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Objective: 3.2

- ◆ Provide textbooks, adaptive equipment, and materials in a timely manner to LEAs throughout the state.

Strategies:

- ◆ Provide textbooks to students when needed, provided LEAs order material in a timely manner.
- ◆ Provide LEAs with adaptive equipment as available from WSSB/IRC.
- ◆ Expand prison transcriber program to assist in timely delivery of textbooks

Performance measures:

- ◆ Materials provided to district 97% on time when orders are placed in a timely manner by the districts.
- ◆ Collect data on the number of braille pages transcribed each quarter. **Goal – should be listed here.**
OFM Measure

Activity Inventory: Braille Production and Distribution

Objective: 3.3

- ◆ Develop a cost effective and efficient system for the sharing of resources (equipment, textbook, and materials) for the state.

Strategies:

- ◆ Expand partnerships with other agencies to efficiently meet this goal.
- ◆ Expand Volunteer services to assist with material development.

- ◆ Continue to gain efficiency through expansion of computerized database tracking systems that have been developed at WSSB.
- ◆ Expand prison transcribers program to include other locations if possible and to expand the program at WCCW.

Performance measures:

- ◆ Survey clients on satisfaction on the delivery and quality of materials. Goal: 4.0 out of 5.0
- ◆ Track the expansion of public and private partnerships
- ◆ Track inmate production and costs in comparison to public purchase price for materials. Provide comparative data on yearly savings.
- ◆ Track materials delivered on time. 97% of students will receive brailled books on time. OFM Measure
- ◆ Track number of pages produced: Average of 119,500 pages produced per quarter. OFM Measure

Activity Inventory: Braille Production and Distribution

Objective: 3.4

- ◆ Assist in the facilitation of research to promote and improve services and service delivery models to BVI children.

Strategies:

- ◆ Continue development of a digital distance learning model that can meet many of the needs of BVI children and teacher of the blind with classes and appropriate training.
- ◆ Expand digital learning partnership through additional contacts with other service providers and private funding sources.
- ◆ Continue to work on the piloted regional (satellite) service delivery model.
- ◆ Expand partnership with DSB in the area of transition services for young adults.
- ◆ Expand the use of accessible online learning software (moodle).

Performance measures:

- ◆ Field test the feasibility of various distance learning classes for BVI children and teachers of the blind.
- ◆ Track the number students receiving digital learning each quarter (both students and those working with students that are receiving training).
- ◆ Provide a quality measure through data collection and the use of an appropriate survey instrument. Goal: 4.0 out of 5.0 on quality survey scale.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Objective: 3.5

- ◆ Assist in the development of appropriate assessment instruments to measure academic achievement of BVI children.

Strategies:

- ◆ Work with OSPI and Teachers of the Blind throughout the state to develop either a special version of the WASL or help facilitate an alternative assessment instrument that more adequately assess blind children. (Current WASL tests are highly visual and not a valid measure for BVI children).
- ◆ Develop a rubric that will assist in the evaluation of various assessment data to provide a level of independence factor or score.
- ◆ Continue to lobby to have a teacher of the visually impaired on the alternative assessment team at OSPI.

Performance measures:

- ◆ Determine effectiveness of the rubric used to compile assessment data into a unified factor or score.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Appraisal of External Environment:

Unequal statewide services exist to those who are BVI. We hypothesize that some of this lack of service is due to lack of information or the ability of the general public to easily access information and services, the other part of this is probably due to the lack of qualify/trained professionals. NOTE: There is a tremendous shortage of trained teachers of the blind and orientation and mobility specialists (cane travel instructors). Through cooperative partnerships expansions of appropriate services can occur in the most cost effective manner.

Trends in Customer Characteristics:

Customers for services come from all areas of the state and need access to information in a timely and non-confusing manner. Customers are becoming better educated and not only deserve quality services but also expect these services. Staying current with technology can be very difficult and expensive. WSSB future plans and proven practices have demonstrated that through cooperative ventures, public/private partnerships and negotiating with vendors on a statewide basis for adaptive devices cost efficient service can be implemented. Likewise, textbooks in Braille are very expensive (up to \$22,000 for one book). Through resource sourcing and the use of volunteers WSSB/WIRC assists districts throughout the state in locating and obtaining a large percentage of these expensive books at a minimal cost. Replacement and training of volunteers and expansion of partnerships is paramount if we are to insure literacy for BVI children throughout our state (i.e., WSSB has worked with WCCW in the development of a braille transcription service, which was been very effective). In order to meet the continued need for services, distance learning must be made available for low incidence populations such as BVI children in classes that are special to their needs. This same service needs to be made available to teachers working with these children and with parents.

Strategy and Capacity Assessment:

Technology will not replace people in this important area, but will allow us to continue to expand services in an efficient and effective manner. Partnerships formed through the State Printer, Corrections, and Department of Information Services will allow WSSB to increase materials in accessible format for students and adults throughout our state. Civil Services Reform will allow us to expand the amount of contracted work in the production of these materials. WSSB continues to raise the bar on a national basis regarding the use of a digital environment in providing high quality services and access to BVI children. Additional funding in this important area would be one of the best investments the state could make. Results over the past nine years have proven that students with excellent skills in a digital environment can be successful. WSSB's data is approximately a 180 degree positive from national unemployment results. Expansion of digital learning and regional program options will assist WSSB in increase outcome results for students off campus.

Discussion of Major Partners:

Effective partnerships with most of the organizations and agencies providing services to those who are BVI will help us in providing quality cost efficient and effective services to children throughout the state.

Financial Plan Assessment:

Strong partnerships will assist WSSB in being recognized as a hub of service delivery for those who are BVI within our state. Resource sourcing and sharing is the only way to make efficient use of the expensive equipment, and materials necessary to educate BVI children of our state. Additional dollars placed with WSSB in the development of a Center of Best Practice will reduce overall taxpayer expenditures by more efficiently using both human and material resources. The implementation of a distance learning program through WSSB will be much more cost effective and better for children than trying to expand services on campus to meet children's needs. The state has invested in the infra-structure at WSSB to facilitate distance learning, which needs to be followed with the operational funding.

GOAL: 4

Service provider/parent training – Enhance pre-service and in-service training for all vision related personnel and parents.

OBJECTIVE: 4.1

- ◆ **Assist in the development of a model that will provide a pool of highly qualified Teachers of the Blind (TVI) and Orientation and Mobility (O&M) specialists for our state.**

Strategies:

- ◆ Establish partnerships with University teacher training programs to meet the need for trained TVI's.
- ◆ Work with grassroots organization throughout the state to explore teacher certification within Washington and the establishment of a teacher training program or formalized partnership with another state to provide Washington with a pool of trained teachers.
- ◆ Work with OSPI and Pacific Northwest states in collaborative efforts to train teachers of the blind.
- ◆ Facilitate the use of WSSB's campus for practicum sites for student teachers and for university classes.
- ◆ Explore options of pay for practicum and providing living accommodations for out of state student teachers (practicum students).
- ◆ Explore the options of starting a training program for teachers and paraprofessionals working with the blind within our own state system.

Performance measures:

- ◆ Track expansion of new partnerships.
- ◆ Average of 3 teachers will take/pass the B.L.U.E. in the state of Washington each quarter. **OFM Measure**
- ◆ Track number of newly trained TVI's O&M instructors within Washington.
- ◆ Secure additional funding through university/WSSB/state of Washington partnerships to provide for additional trained TVI's of the blind/O&M specialist for our state.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts & Intensive Training Opportunities

Objective: 4.2

- ◆ **Expand training opportunities for parents of BVI children.**

Strategies:

- ◆ Work with DSB "Child and Family Division" to expand opportunities for parent training.
- ◆ Services need to be expanded to families of young blind children. Currently this is under the DSB, however direct services are not being provided throughout the state and need to be expanded.
- ◆ Work with blind consumer organizations to provide training personnel at their state conferences.
- ◆ Provide training through regional meetings and through distance learning.
- ◆ Collect data from parents on needed training.
- ◆ Host or co-host a parent/sibling weekend retreat.
- ◆ Develop parent course offerings in a digital environment.
- ◆ Continue to expand on digital resources such as "video clips on blindness tips, which are targeted toward parent training.

Performance measures:

- ◆ Track location and number of training sessions provided on a quarterly basis.
- ◆ Work with DSB to collect data on the quality of services being provided to parents/children (birth– three).
- ◆ Increase workshops for parents and families.
- ◆ Collect quality survey data on training provided. **Goal: minimum of 4.0 out or 5.0 on rating scale.**

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts & Intensive Training Opportunities

Objective: 4.3

- ◆ Gather input from customers throughout the state on their in-service needs.

Strategies:

- ◆ Use the IRC database to survey all stakeholders (school districts/TVIs throughout the state) as to in-service needs.
- ◆ Gather requests for in-service from parents in cooperation with the DSB's Child and Family Services.

Performance measures:

- ◆ Report on the type of workshops being requested and the success rate of these programs.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Objective: 4.4

- ◆ Design Digital/Distance Learning classes/services for parents.

Strategies:

- ◆ Survey parents to assist in determining parents training needs.
- ◆ Continue to develop web clips that can be easily utilized by parents in teaching various concepts to their children.
- ◆ Promote access and use of the parent list serve for use by parents only.

Performance measures:

- ◆ Track number of specialized curriculums developed along with specialized products each year.
- ◆ Track increase use of parent listserv (start of year to end of year).
- ◆ Track the number of hits on video clips on blindness tips each quarter.

Activity Inventory: Intensive Training Opportunities

Appraisal of External Environment:

WSSB needs to serve as a revolving door in assisting to provide quality services. We realize that not all students can or should attend school at WSSB. Therefore, it is important that a coordinated effort be made to maximize all resources in the development of quality services statewide. This includes assisting in reducing the high vacancy rate for teachers of those who are BVI. In addition, districts are not being able to find trained teachers to work with BVI in numerous areas, especially in the area of math/sciences and therefore, development of online resources is becoming even a greater need; both in Washington and throughout the country. NOTE: Most online learning programs are not accessible to the blind.

Trends and Customer Characteristics:

WSSB has built a very strong relationship with parents, LEAs, ESDs, OSPI and blind consumer organizations. Each of these groups feels it is important to maintain a strong continuum of services for those who are blind and visually impaired. In order for this to happen, WSSB needs to continue to develop partnerships with various agencies and organizations in providing leadership and training.

Strategy and Capacity Assessment:

Expansion of training opportunities for teachers, para-professionals, and parents will be increased due to the ability to contract out for services under the provisions of Civil Service Reform. Continued work on WSSB's capital facilities will assist in having facilities that can meet the needs of all stakeholders seven days a week, 12 months of the year. Technology, primarily through distance/digital learning will allow WSSB to reach more parents and educators for training purposes in a cost effective manner. Start-up funding needs to accompany the huge capital investment that the state has made in WSSB's facilities to efficiently actualize the investment. Ongoing financial support will be necessary in the area of curriculum and services delivery in order to reach a larger percentage of non and underserved in our state. WSSB is working on curriculum development with some

assistance of private funding, but additional state dollars are necessary to develop materials that do not exist anywhere in the U.S.

Discussion of Major Partners:

Major partners in providing quality statewide services are OSPI, Governor's Office and OFM, the Legislature, parents, blind consumer organizations, LEAs, ESDs, and other organizations interested in promoting independence for blind children. Without the cooperation of all these agencies and organizations, this task becomes much more difficult. WSSB has developed partners throughout the U.S. to help develop needed learning software that will be accessible for the BVI. The WSB Foundation (private, non-profit) including partners throughout the U.S., are trying to secure funding to solve the problem of accessibility, which is greater than just a Washington state problem.

Financial Plan Assessment:

The need for services to those who are BVI in our state outweighs our ability to provide services based upon human resources. We believe that the school provides quality services that should be short term with options being provided throughout the state in the child's local community. In order for this to happen, resources need to be provided to facilitate this cost effective approach. We believe that some of this can be done through increased partnerships with university programs and establishment of distance education programs for teachers and students through the use of the K-20 system.

As population of BVI children continues to increase we also need to be able to provide a supply of highly qualified teachers of the blind. Locating these teachers and recruiting them to Washington can be very difficult. Most university graduates already have jobs before they complete their programs.

GOAL: 5

Public Awareness – Increase awareness, and education of the general public about blindness and visual impairment.

Objective: 5.1

- ◆ **Implement an awareness campaign designed to increase all consumer's knowledge about WSSB and services to blind children throughout our state.**

Strategies:

- ◆ Hire or re-staff in the area of information officer to facilitate increase awareness about WSSB and its mission.
- ◆ Develop materials that will be made available on a statewide basis.
- ◆ Develop strategies to utilize public radio and television informing the public about the needs and abilities of the blind.
- ◆ Increase partnerships.
- ◆ Increase Board of Trustees involvement in public awareness in their respective congressional districts.

Performance measures:

- ◆ Track number of presentations WSSB is conducting each month.
- ◆ Track increases in WSSB partnerships from year to year.

Activity Inventory: On-Campus 24-Hour Educational Program & Intensive Training Opportunities

Objective: 5.2

- ◆ **Utilize state-of-the-art technology to facilitate improvements in awareness of services and programs.**

Strategies:

- ◆ Increase WSSB presence on the internet for increased awareness of the general public.
- ◆ Increase public awareness through statewide presentations.
- ◆ Increase the general public use of WSSB facilities.
- ◆ Increase partnerships with public and private agencies and organizations.
- ◆ Increase awareness about WSSB and the needs of BVI children to our elected officials and other state agencies.
- ◆ Work with the WSB Foundation to increase awareness and access to services by all BVI children and families throughout our state.

Performance measures:

- ◆ Conduct random survey of special education directors to test LEA awareness of WSSB services.
- ◆ Conduct random surveys to determine statewide parent awareness levels.
- ◆ Conduct awareness activities of other state agencies and elected officials
- ◆ Provide a yearly tracking on out-side user groups of facilities and percent of increase over the previous year.

Activity Inventory: On-Campus 24-Hour Educational Program & Intensive Training Opportunities

Appraisal of External Environment:

Lack of awareness of appropriate services throughout the state has resulted in numerous children being provided limited to no specialized services. New ways of providing services to low incident populations such as BVI children (one tenth of one percent) need to be explored and new service models need to be field tested. WSSB has yet to figure out how to get information to all families.

Trends in Customer Characteristics:

Customer base is being better educated and aware of what are quality services. This will help all of us raise the measuring stick. Hopefully, Washington state will be willing to provide the resources to make this possible.

Strategy and Capacity Assessment:

WSSB will work in conjunction with the School's Private Foundation to increase awareness of WSSB's services throughout the state. This should result in increased numbers of students receiving services in numerous ways. WSSB does not see Civil Services Reform as impacting this area at this time. Technology will assist WSSB in its' awareness campaign. This is an area in which WSSB needs to place more emphasis. However, due to limited funding, the school has always directed most funds into direct services with children. WSSB believes this is the right thing to do, however if we don't provide enough public awareness it seems to effect the school's funding level (support) and therefore we are put into an awkward situation.

Discussion of Major Partners:

The only way we will be able to raise the measuring stick for those who are BVI is through effective partnerships. The sharing of resources (both human and fiscal) will be a key to the success. WSSB needs additional support from DSB in reaching families with accurate information. More effort needs to be placed on this partnership.

Financial Plan Assessment:

Increased public awareness means more individuals being made aware of services that children should be provided under both state and federal law. This will result in increased requests for services, which will mean a need for additional resources.

GOAL: 6

Communications – Improve communication with families and service providers involved in the education of BVI children throughout the state.

Objective: 6.1

- ◆ **Gather input from customers throughout the state on ways of improving communications and provide increase information to all stakeholders to make wiser informed decisions.**

Strategies:

- ◆ Utilize the K-20 system (internal) to facilitate improved communication.
- ◆ Expand Website.
- ◆ Expand distance learning options.
- ◆ Expansion of survey information for input from stakeholders.
- ◆ Staff will communicate with parents of children on a regular basis.
- ◆ Establish a system to facilitate virtual visits by parents to classrooms.
- ◆ Work with OSPI to see if the state vision consultant position should be under the umbrella of WSSB in partnership with OSPI. We believe this will assist in improvements in efficiency in our state's communication and service delivery system and help streamline process and eliminate some duplication while at the same time improving communication.
- ◆ Work with the School for the Blind Foundation in facilitation of public relations information and awareness of services provided by WSSB.
- ◆ Establish a media (newspaper) clipping program at WSSB, whereby articles on WSSB students will be mailed to local newspapers.

Performance measures:

- ◆ Gather feedback from various targeted groups on awareness of WSSB's programs and services.
- ◆ Provide classes in the area of distance learning that will improve services to children, districts and parents.
- ◆ Expand web access to services for parents and those providing services to the blind.
- ◆ Track the number of informational items that make it into local newspapers and television and radio stations.

Activity Inventory: On-Campus 24-Hour Educational Program & Off-Campus Services to Students/Districts

Appraisal of External Environment:

In order to provide a safe environment and one that is stimulating to students and staff, good communications much occur. As programs change and expand, staff on-campus and customers throughout the state must be aware of services and feel comfortable at communicating their needs. Developing communication links throughout the state with all stakeholders is a key to future improvements. Currently WSSB contracts and provides services to about one-fifth of the school districts in the state. This was not only done because we don't have room on campus for all these children, but also because we believe all children have the right to move freely from one environment (WSSB campus) to their home district and back when more intensive services are needed.

Trends in Customer Characteristics:

Due to WSSB's novel approach at developing strong partnerships and eliminating artificial barriers, the school has been recognized on a national basis as a model program for other states to follow. This has been done with a fraction of the resources which many states have had access to. Our goal is to continue to provide quality efficient services, which are customer based, menu driven (no one right and only one way to provide service) concept. Customer ratings of the school have been very high ranging in the area of 4.0 to 4.5 on external customer ratings with 5.0 being the highest rating.

Strategy and Capacity Assessment:

Technology will assist WSSB in gathering information to effectively address stakeholder's needs. This will not result in a reduction in the need for personnel to implement this service. Currently in our state, we believe that efficiencies could be gained and improved communication could occur by having the state vision consultant assigned to WSSB. WSSB is already recognized at the Hub of Service Delivery for the state and facility of Best

Practices. Placing this position under WSSB would be a tremendous factor in helping to improve statewide services through OSPI advocacy in accomplishing needed task in a timely manner.

Discussion of Major Partners:

Both the public and private sector partners will play a vital role in the success of increasing communication. Increased communication usually results in increased requests for services, new ideas in providing and improving the quality of service, increased efficiency and raising the measuring stick in the performance of blind children.

Financial Plan Assessment:

The only way we have been able to expand services by over 600% since 1990 with limited new funding was through effective partnerships, collaborative agreements and contracts. We feel we have maximized existing resources for children. In order to meet the growing demand, WSSB will need to continue to partner with other organizations in order to meet the demand for service. While WSSB is expanding services through a fee for service basis, it will be important to adjust the FTE authorization to allow the school to continue to be an efficient service delivery model. Much of the service that WSSB provides is paid for through contracts. However, the school needs FTE authorization to move forward in the expansion of contracted services to districts.

GOAL: 7

Safe Environment – Provide safe, quality equipment and secure facilities for the education and training of children, parents and personnel.

Objective: 7.1

- ◆ **Provide a state-of-the-art facility that allows for the safe, efficient and effective use of educational strategies in improving children and staff performance.**

Strategies:

- ◆ Implement WSSB's 10 year capital project plan, which is designed to provide for the safety of children and help met future program needs.
- ◆ Continue to examine each project for program efficacy and energy efficiency.
- ◆ Expand potential partnership with Clark College for monitoring of WSSB's campus. as part of WSSB's safety plan.
- ◆ Continue to implement issues on the school's Hazardous Mitigation Plan.
- ◆ Continue to implement issues on the school's Sustainability Plan.
- ◆ Provide a facility to expand on the LIFTT pilot program's success and demand for services.
- ◆ Gather data to demonstrate efficiency and effectiveness of WSSB operating and maintaining their own fleet of vehicles.

Performance measures:

- ◆ Complete capital projects on time and within budget.
- ◆ Collect data on energy efficiencies gained – **(GMAP data collected monthly)**.
- ◆ Demonstrate cost effectiveness and efficiency of WSSB operated fleet.

Activity Inventory: On-Campus 24-Hour Educational Program and Outreach Services

Objective: 7.2

- ◆ **Implement the school's ten year plan, which is based upon feedback from all stakeholders.**

Strategies: .

- ◆ Implement WSSB's school technology portfolio plan.
- ◆ Complete 10 year capital plan with the addition of the Independent Living Skills Cottage (LIFTT Program).
- ◆ Continue to follow 10 year campus preservation plan to help maintain excellent facilities

- ◆ Continue to implement creative solutions to energy management through campus preservation planning.

Performance measures:

- ◆ Implement plans on a yearly basis as identified in the technology portfolio plan and school wide technology plan, which also includes assistive technology services for children.
- ◆ Completion of the 5th year Independent Living Skills Cottage will complete any future major capital projects on campus. Goal is to complete this during the 2009-2011 biennium.
- ◆ Add additional solar panel systems to campus during the 2009-2011 biennium under campus preservation/energy management.

Activity Inventory: On-Campus 24-Hour Educational Program

Appraisal of External Environment: WSSB capital projects are driven by safety, accessibility, and programs for children.

Trends in Customer Characteristics:

WSSB does not plan on any major expansion of on-campus residential students. Our energy and resources continue to be based upon wise use of exiting resources by WSSB and approximately 50,000 others that use our facilities each year. In order to help meet statewide expanding needs, WSSB plans to utilize new technology to provide more outreach through distance learning and year-round campus utilization for students, parent training, teacher and para-professional training. WSSB has provided lead in many ways on energy management in comparison to other state agencies. We hope that as initiatives are established in increase saving, the WSSB is not penalized for putting many of these initiatives in place before state mandates were established.

Strategy and Capacity Assessment:

Capital facility work has been implemented based upon WSSB's 10 year plan, which has been designed to provide safe and efficient services to stakeholders throughout the state. Implementation of this plan will continue focus on information of the 10 year plan, with added information from the school's Hazardous Mitigation Plan, and Sustainability Plan. WSSB is nearing the end of the major capital project phase and should complete this in the 2009-2011 biennium. At this point in time the campus will be in excellent condition with design flexibility to allow for a variety of program modifications over the years without major capital changes being required. Campus preservation projects have been identified based upon life cycle analysis which is tied to the 10 year plan to maintain the facilities in excellent conditions.

Discussion of Partners: WSSB has been interested in developing partnerships with any group that will assist in building stronger programs for those who are blind and visually impaired.

Financial Plan Assessment:

The state has been very good at assisting WSSB in providing a safe environment for student and staff. WSSB has worked with OFM on capital projects, which will reduce our consumption of energy resources and assist WSSB in meeting state and federal laws for life, safety and accessibility. Additional capital projects will be requested (see capital projects) to assist in year-round programs and environmental control, distance education, and energy management.

All strategies are connected to the statewide result “to improve student achievements in elementary, middle, and high schools.”

ACKNOWLEDGEMENTS:

WSSB receives support, concern and encouragement from parents, local community and a variety of state-wide organizations. We would like to thank all the individuals and groups who have provided input into the development of this Strategic Plan. Realizing our plans and dreams would be impossible without the many who contribute so much to our efforts.

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PROCESS: Information for this plan is the result of a culmination of data from numerous stakeholders over many years, including the results from self-studies as part of National Accreditation through the northwestern Association of Schools and Colleges.

“Alone we can do so little; together we can do so much” Helen Keller

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Washington State School for the Blind



Washington State Quality Award



Assessment Application



July 2008

Washington State School for the Blind

P - Organizational Profile

P. 1 Organizational Description

The Washington State School for the Blind (WSSB) was established in 1886 as a territorial school designed to meet the educational needs of blind and visually impaired (BVI) children. Throughout the school's 122 year history, service delivery models have continually changed in order to meet current and future needs of BVI children, family members and local school districts. WSSB provides statewide services as a small state agency and public school that is nationally accredited.

P.1a Organizational Environment

P.1a(1) Main educational programs, offerings, and services:

- On-campus: 24/5 intensive short-term placement program
- Outreach Program: consultative and direct services in local districts (itinerant services).
 - Regional program service delivery
- Assistive Technology Center: statewide services
- Instructional Resource Center: statewide material center
- Braille Access Center: production center
 - Braille Transcriber Prison Program
- Digital/Distance Learning Programs
- Summer School Programs
- In-service and pre-service training for the Pacific NW for those working with BVI and families.
- Advocacy for statewide program improvement

The school is nationally accredited by the Northwest Association of Accredited Schools and serves as a statewide demonstration and resource center providing direct and indirect services to students both on campus and in the child's local community. Services are provided to families, educators, blind consumers and others interested in assisting BVI youth in becoming independent and contributing citizens.

WSSB's campus is located in Vancouver, WA, which is the hub of its service delivery system. However, Outreach staff are located throughout the state with locations dependent on students and school districts needs.

Over the years, WSSB has worked at consolidating various fragmented service delivery components for the blind into a very efficient "one stop" system that has made major improvements in reaching out to more children, families and local school districts. As part of the Strategic Plan, WSSB in partnership with numerous organizations and agencies continues to examine the networking of resources in order to better serve BVI children and those working with these children. BVI children represent approximately 1/10th of 1% of the student population. Due to this low incidence disability, the development of partnerships, resource sharing and the development of creative ways to provide quality services is paramount.

P. 1a(2) Organizational culture, purpose, vision, mission and values:

BVI students are entitled, under RCW 72.A.13, to an equal educational opportunity. In RCW 28A.150.200 it

states that it is the paramount duty of the state to make ample provision for the education of all children within its borders. Furthermore, it is recognized that typical educational practice relies heavily on presentations which are predominantly visual in nature and unless specially adapted, does not necessarily convey the concepts intended to the BVI student. (Research indicates approximately 80% of what we learn is acquired through incidental learning and that 80% of incidental learning is acquired visually.) Therefore, an emphasis on experiential learning needs to be a major component in the education of BVI students wherever they are and these differences need to be recognized and considered.

• Future Direction Statements:

The following statements are the result of statewide stakeholder input and have become the foundation for the WSSB Strategic Planning process, which has led to numerous changes and efficiencies over the years:

- Improve statewide services through effective partnerships
- Place more emphasis in actively involving parents in their child's program
- Continue to place a heavy emphasis on WSSB as a hub of service delivery for the state as a demonstration center for "Best Practices"
- Develop programs to assist students in developing positive self-image about blindness
- Strengthen educational and residential programs through short-term placement with all goals leading towards independence
- Continue to set high expectations for all students
- Strengthen programs by guaranteeing that each student accepted for enrollment has vision loss as a primary disability (note-this is not an acuity dependent issue, but dependent upon each child's independent evaluation and functional/performance-based vision assessment)
- Work with all consumers of services in developing school and agency pride
- Continue to develop creative solutions through On-Campus and Outreach services to provide for the needs of students, parents and Local Educational Agency (LEAs) [public schools] throughout the state.
- Purpose: Serve as a statewide demonstration and resource center providing direct and indirect services to students both on campus and in the children's local communities
- Vision: Independence for those who are BVI
- Mission: To provide specialized quality educational services to BVI youth, ages birth to 21, within the state of Washington
- Values:
 - Comprehensive skill development and high expectations for each BVI child including: Braille, independent travel, social skills, use of technology, personal management, use of low vision aides, and job skills
 - Literacy for all those who are BVI
 - Helping families support and understand their BVI child(ren)

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- Development of collaborative partnerships
- Effective and efficient use of resources
- Trained and competent personnel
- **Culture:** WSSB believes all students have the right to a safe and stimulating learning environment and the right to an appropriate education. We also believe all students can benefit from intensive short-term placement options and a menu of services that can be provided through partnerships with LEAs and Educational Service Districts (ESDs). It is this menu of diversified services which have helped WSSB in partnership with many other organizations continue to meet the changing needs of BVI students and those working with these students, whether on campus or in the local community.

P. 1a(3) Workforce Profile: WSSB has 82 FTE which are represented by 100+ employees providing a variety of different types of services to over 1,400 students per year, plus providing in-service training opportunities to 200+ individuals within this same timeframe. Since WSSB is a small state agency, most individuals wear many different hats and need to be flexible in order to meet the ever-changing needs of students and demands placed on the organization by state and federal government.

- 60% of employee's time is attributed to on-campus programs, 40% to outreach programs
- 71% women, 29% men
- 32% minorities, with 50% of supervisory roles filled by minorities (represents ethnic and disabled minorities)
- 50 employees with degrees: 3% of associate degrees, 18% of bachelors degrees, 34% of masters degrees, 0% of specialist degrees, 1% of doctoral degrees
- 47 employees have professional licenses
- 85% are represented by two collective bargaining units

The largest percentage (68%) represents employees providing direct service to children. The remaining number of employees provide curriculum development, leadership and support service to direct service employees. An important factor in WSSB providing service to a wide range of students, families and districts throughout our state is made possible through numerous collaborative partnerships that have assisted WSSB in providing a highly efficient operation with solid outcomes. Recruitment and training employees in this highly specialized field requires national recruitment for all certificated positions and school based training for all employees in working with BVI children. All employees are provided a minimum of 16 hours of student specific safety training each year, which not only provides for a safe environment, but also encourages and empowers students to gain all the skills necessary for full independence in our society.

P. 1a(4) Major facilities, technologies and equipment: The campus is located in the historic part of Vancouver and covers 12.5 acres. Eleven buildings are located on the campus which represent school buildings, cottages, maintenance facilities, regional library, shared space for a public non-profit childcare center, Department of Services for the Blind (DSB) regional offices, and the Vancouver Police Department detectives division. WSSB has many partnerships with the community and over 50,000 people

use the school's facilities each year. The campus buildings are in excellent condition and are represented by a range of buildings from three buildings on the National Register of Historic Buildings to the largest state solar facility per square foot. Multi-agency/organizational use helps reduce direct operating costs to WSSB therefore directing more dollars into student programs. Since 1992, WSSB has been extremely active in energy conservation, which also has directed more dollars to students. (One example is two solar installations on the campus and complete computerized energy management system.)

The technology infrastructure at WSSB is very modern and designed to provide 100% access to all students and staff whether they are sighted or blind. Each student is provided the appropriate technology to maximize independence based upon comprehensive technology evaluations. The campus infrastructure is also designed to facilitate Digital/Distance Learning options and provides resources to itinerant teachers of BVI throughout the state and assistance to students and their parents.

Outreach services are supported by all the equipment and technology as stated above, plus WSSB provides Outreach staff with hybrid cars, and technology to help facilitate good communication and safe working conditions while being remote to the main campus. This is part of the school's commitment to providing efficient sustainable services while also being good environmental stewards.

P. 1a(5) Regulatory Environments: WSSB is unique in its regulatory structure because it is a state agency and public school program, therefore the school has oversight not only from the Office of State Public Instruction (OSPI), but also the rules and regulations that apply to state agencies. This does provide additional burdens at times, but also provides opportunities to facilitate system change and promote program improvement on a statewide basis. Because the school is a small state agency, the director (Superintendent) reports directly to the Governor's office and submits budget documents directly to Office of Financial Management (OFM) and the legislature. Most curricula used by the school has to be modified from that used in local districts and/or is unique to the field of BVI. All students that are involved in the on-campus program are provided a 24-hour/5-day per week program that provides intensive focus on all the adaptive skill training in relationship to BVI. Other children throughout the state received a variety of services from WSSB through Outreach, Assistive Technology Services, Instructional Resource Center (IRC), Summer Programs, etc. (The on-campus students are transported home each weekend.)

- BVI students are entitled, under RCW 72.A.13, to an equal educational opportunity. RCW 28A.150.200 states it is the paramount duty of the state to make ample provision for the education of all children within its borders.
- RCW 72.40.040 provides a free appropriate education to residents of the state between the ages of 3-21 years who are BVI. The school may also provide non-residential services to children age's birth-3 who meet the criteria for BVI. These BVI children represent the full

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continuum of service needs based upon their functioning level and other disabilities and represent all geographic areas of the state. The school's geographic boundaries are the borders of Washington. WSSB works directly with LEA's as part of each district's continuum of service. Children can attend the on-campus program either by a direct request of parents and/or the district. WSSB works with both parties to guarantee that both are involved in a placement decision and also involved in a transition plan for the child to return to the LEA. This is imperative to provide for the success of each student.

- o All teachers (TVI's) have to hold certification in their respective discipline, plus have specific training in the area of blindness and low vision. Administrators with direct oversight of student programs have to have their teaching certification, plus training in the area of education of the BVI. Residential Life Counselors (house parents) and teacher aides receive specialized training in the area of education of the BVI and are paid an additional 5% per year if they pass the state's braille competency exam. All other personnel producing braille must also pass the state's braille competency exam.

P.1b Organizational Relationships

P.1b (1) Organizational Structure and Governance

System: WSSB is a small agency and the agency director reports directly to the Governor. Policy and procedures are developed by the management team with advice from stakeholders and the Board of Trustees.

P.1b(2) Key Stakeholder Groups, and Market

Segments: The key stakeholders are students who are BVI throughout Washington state. This group is represented by a diverse student population of approximately 1,400 students and their parents, along with 297 school districts, nine Educational Service Districts, and any organization and/or agency needing braille transcription (public and private sector). Our expectations are that each student who is BVI is provided an appropriate education that leads towards independence and success. Each student must be provided specialized training, which goes beyond the typical classroom offering and includes all aspects of daily living, movement within our environments, social and emotional well being, self advocacy, and all skills necessary to live and thrive in a sighted world. In order for this to occur, often the adults working with the student also have to be provided the training and develop the attitudes that will allow this to occur.

P.1b(3) Partners and Collaborators: WSSB has hundreds of partnerships throughout the state and country. We realize that if students are to be successful, strong partnerships are imperative. These partnerships do not only include other public schools and university programs, but private businesses, general public, etc. In order to reduce the high unemployment in the BVI community, public partnerships and awareness as to the abilities of students who are BVI is a continual process. Much of our efforts in the past ten years have been in development of strong partnerships within the assistive technology area and providing intensive

training to assist in providing access to all information for the students in a timely manner. Within the school's Strategic Plan is something called a "Collaborative Provision" stating that WSSB will initiate collaboration with any groups or agencies interested in assisting BVI youth in becoming independent and productive citizens.

A few examples of partnerships:

- o 1/5th of public schools contract with WSSB for itinerant/consultative services)
- o Educational Service Districts (multi-districts)
- o State Department of Printing
- o State Department of Corrections
- o Department of Services for the Blind (DSB)
- o Washington School for the Deaf
- o Blind Consumer Organizations
- o University programs throughout the country
- o Digital Learning Commons for the Blind and Visually Impaired (CANNECT)
- o Vancouver Police Dept.
- o Safari Club International
- o Service Clubs
- o Other Schools for the Blind throughout the country
- o Washington School for the Blind Foundation (WSBF)
- o Organizations of and for the blind

P.1b(4) Key partnerships and Communication

Mechanisms with suppliers, students and stakeholders:

- o Governor's office and legislature
- o State Public Instruction, LEA's and ESD's
- o Other state agencies, e.g. DSB, State Printer, Dept. of Information Services, Dept. of Corrections, Dept. of Social and Health Services, etc.
- o University training programs throughout the country
- o Schools for the Blind and agencies and organizations throughout the country
- o Blind consumer organizations
- o Professional associations of and for the blind
- o A variety of public and private businesses that are helping integrate BVI students into successful community work placements
- o Technology companies willing to form partnerships in helping reduce barriers to information

P.2 Organizational Challenges

During the past 16 years WSSB has made major gains in service delivery to BVI students within our state, but much more still needs to occur if every child is to be provided a solid program. The concerns are mostly due to the low incidence of the disability with factors like geography, shortages of trained teachers, and a lack of cooperative resource sharing occurring, which could significantly improve services in an efficient and effective manner. WSSB's ability to work with numerous partners in facilitating the wiser use of state resources and implementing new and creative approaches to old problems is the key to improved services both on campus and in the child's local community. WSSB has a reputation of making a difference for children throughout the state and helping to develop creative approaches to problems. Strong training, partnerships,

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and creative solutions is a key in creating "World-class educational services to the visually impaired and blind."

A. Competitive Environment

P.2a(1) Competitive Position: WSSB is the only residential school for the blind in the state and has not been in competition with other service providers. In contrast the school is seen as a facilitator of partnerships and services in meeting the needs of a diverse low incidence population. Through collaborative partnerships WSSB has increased the number of students it serves by an average of approximately 35% per year. This increase began in 1990 when the future direction statements were established which have been a driving force for continual program improvement in meeting the needs of BVI children within the state of Washington. (See chart on page 6.)

P.2a(2) Principal Factors of Success: Each year WSSB collects data on the quality of services provided throughout the state. This rating helps the school redistribute resources and make adjustments to its Strategic Plan in an attempt to continually improve services. On-campus graduates are tracked for eight years to determine success. Currently, the success rate is at 70% in an adult BVI community that is plagued by unemployment and under-employment rates as high as 70%. Some of the most important factors in opening the doors of success to BVI are skills in access technology, solid skills in expanded CORE Competencies (blindness specific related training), confidence and self esteem building programs, and self advocacy. Many of these skills can be attained if parents, LEA's and WSSB work together in providing the variety of environments that allow for these skills to be attained. Therefore, strong partnerships and the ability to have students move back and forth between the residential school component and the local district holds the key to success for many students.

P.2a(3) Sources of Comparative and Competitive Data: Numerous studies have been completed throughout the country to try and compare one system to another. The problem with this is that almost every state operates differently when it comes to service delivery systems for BVI children. Some of the best data collected comes through outcome studies and success rates of graduates. Though this information is collected through the on-campus program, LEAs do not collect the same information, therefore even comparative data within the state from year to year is difficult.

P.2b Strategic Context

WSSB completes comprehensive strategic planning every two years, where stakeholders are brought together to review the current plan. Some of the key factors that are in the current plan that need attention if quality services are to be maintained and improved are:

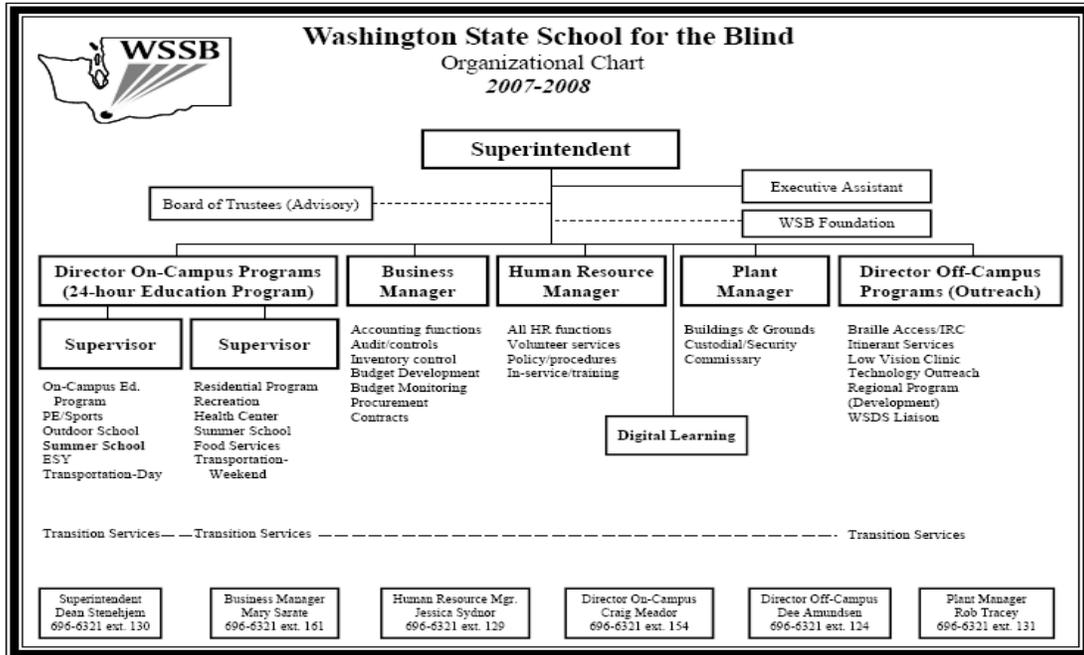
- Partnerships need to be expanded.

- Consolidation of vision related services needs to continue to occur assisting in continued efficiency in service delivery throughout our state.
- Improved resource sharing.
- Distance (Digital) Learning to facilitate special training for low incidence populations needs to occur. This will require some additional resources (staff and funding) in order to meet unmet needs of BVI throughout the state.
- Regional service provision for BVI children needs to be expanded to provide appropriate services.
- Improvements need to be made in the area of valid assessment instruments for BVI (modified WASL, etc). A valid performance measure of BVI children is difficult to ascertain from current instruments.
- Systems need to be developed to provide for support of variable populations and the funding for increases in these services (e.g. day student transportation, weekend transportation, and high impact students on campus).
- Determination needs to be made as to whether WSSB is or is not an LEA by state and federal guidelines.
- Transportation changes need to be implemented to guarantee an inflation factor for increased costs that need to be funded and/or transportation costs need to be covered under OSPI's transportation allocation system.
- Student safety needs to become a priority for the state with replacement of buildings and continued modification to facilities to improve learning environments and reduce the states liability.
- Teacher shortages need to be resolved through creative solutions in securing the right people with the right skills.

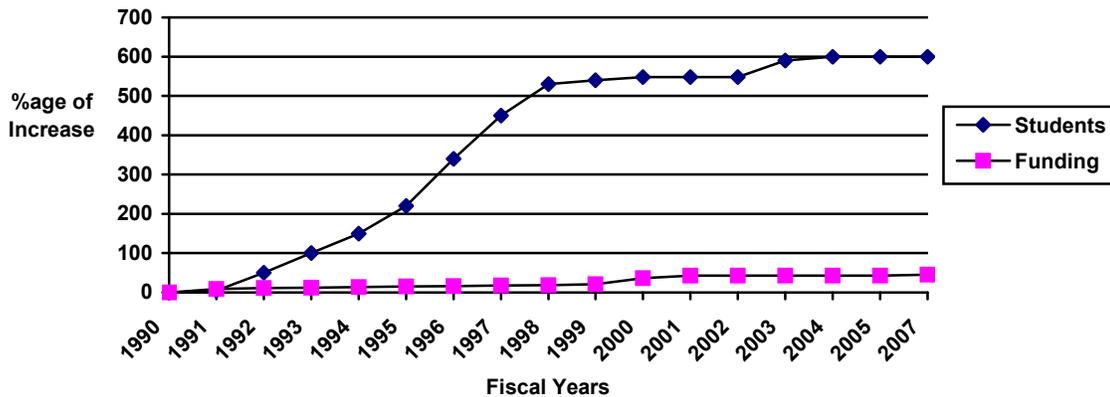
P.2c Performance Improvement System

WSSB continues to evaluate student performance and agency productivity through various instruments that it employs that provide feedback to the management team, Board, and staff as to which areas need to be modified, eliminated and enhanced. Some of the data is collected on a yearly basis, some through national accreditation and onsite validations of the study process to help set direction and implement school improvement plans, while other instruments are used on a daily and monthly basis as part of our problem-solving strategies to make necessary alignments in a timely manner. The current GMAP process is one example of a process that is used each quarter to identify trends; what is working well, where problems have been identified through data analysis to assist in modification to strategies to resolve any issues. Due to the size of WSSB, modifications and adjustments can be made in a short period of time, which can make a substantial difference for students throughout our state for years to come. As Helen Keller said, "Alone we can do so little, Together we can do so much". This has been a mantra for years to express the importance partnerships in accomplishing our mission.

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Student Growth Compared to Growth in Funding



1.1 Leadership: How do your senior leaders lead? How do you govern and address your social responsibilities?

It is the responsibility of each WSSB leader to keep a focus on the future direction statements (vision), mission and values of the organization and to continue to explore new options that will have a positive impact on current and future services for BVI students and those working with these students throughout the country. Clear communication and planning become a vital role in helping to move the organization forward in a way that embraces stakeholder involvement, is cognizant of political ramification, but overall keeps directing the employees and organizations responsibility to WSSB's mission. Cohesiveness needs to occur between the philosophical approach to quality

services and the daily working programs. These programs need to be in line with the mission of the organization and each employee's evaluation and performance goals need to have solid links to the mission, vision and values of the organization.

The structure of WSSB is designed to keep managers in direct daily communication with employees of the school, students and parents. The concept of operating a flat organizational structure helps eliminate additional bureaucracy and has helped WSSB place the bulk of its resources directly with students. WSSB's focus is geared toward the independence and success of the students served. Data analysis as to whether programs are meeting the needs as determined through the strategic planning process are visited continually to help with the decision as to which

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programs should continue, expand or be eliminated. Input from stakeholders is imperative in this decision making process, but once all input has been secured it is up to leaders within the organization to make decisions which provide the necessary direction for WSSB. WSSB's Board of Trustees play a vital part in the future direction of the school. In addition to this, WSSB has five ex-officio trustees who represent two blind consumer organizations, two unions, and a parent rep. It is the purpose of the board to provide advice to the leadership team, evaluate the superintendent and be a link with each congressional district in the state.

WSSB sees its social responsibility for not only the students on campus, but throughout the state to help each student gain the necessary skills for success, help parents realize the opportunities that exist for their child and the importance of solid education and skill development in regards to the specialized training that will be necessary for each student to reach their maximum potential.

1.1a How do senior leaders set and deploy your organizations vision and values throughout the organization, workforce, and stakeholders?

Senior leaders work with stakeholders on a regular basis to help determine direction. Budgets are then developed based upon needs as determined through a comprehensive planning process. Senior managers meet 3-4 times a year with the goal of identifying deployment processes to effectively implement the intent of plans that have been developed to meet the organizations mission. Data is then collected to help determine the effectiveness of strategies which have been implemented and quality survey data is collected from consumers of the service not only on the effectiveness, but also the level of satisfaction with services. Many of the services that WSSB has implemented over the last 15 years have been based upon a fee for service, which has proven to be a solid system for sustainability. We felt if the consumers of our resources (customers) valued the services they were receiving, they would have no problem paying for the service. This has proven to be a great measure for WSSB along with other data that is collected. The demand for services from WSSB continue to out pace our ability to find qualified instructors to meet the needs. This type of response from LEA's, those organizations needing braille transcription, digital learning and in-service training have helped provide positive feedback as to our current mission and vision for the WSSB.

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

Anytime an organization's mission is working in the education arena with children with disabilities, the assurance that all regulation and solid ethical behavior is being followed is paramount. Staff are required to attend 16 hours of safety training per year to

guarantee that employees are following state and federal requirements and that staff are also receiving the needed training to work effectively with children. WSSB has been very generous about providing additional workshops throughout the year, sending employees to conferences to gain additional skills and request that these staff come back and provide training to other employees.

All employees receive training on ethical behavior and make sure that all students are treated with respect. Failure to do so results in immediate follow-up, disciplinary action and training to reduce inappropriate behaviors to occur in the future. WSSB follows up with students and families with survey information (annually) to gather feedback. Based upon the organizational structure at WSSB, the school should have no excuse not to provide close supervision of all employees, solid communication and good follow up to make that all rules and regulations are being followed. In addition to this for student and staff protection, the entire campus is monitored by electronic camera systems. Buildings are on card lock systems that monitor building entrance and all employees have been providing regular training on safe schools.

A comprehensive orientation program is provided for new employees to guarantee that they understand the mission of the organization, to ensure they all know their rights and responsibilities and understand that the WSSB fosters high expectations for students, employees and at the same time promotes an entrepreneurial spirit when it comes to new ideas for program improvement.

As part of the school's focus on leadership, a large part of the school's strategic plan relates back to measurable goals and objects directly tied to leadership and the responsibility of providing solid direction that is tied to the mission, values and vision for WSSB.

2 Strategic Planning

2.1 Strategic Development:

2.1a(1,2) Every two years WSSB, in conjunction with the school's Board of Trustees, conducts a stakeholder meeting to evaluate the school's direction, strategic plan and make suggested changes for future goals and objectives based the input from this meeting. This is tied to WSSB's national accreditation along with data gathered from many sources.

Deployment of the plan is worked into each biennial budget process to guarantee that not only the measurement components are in place, but also the resources to carry out the plan as outlined in the strategic plan. Input in the plan is the driving edge for deployment of services, again based upon need and anticipated future needs with an emphasis on how a service will be sustained. Priority to which components in the strategic plan are deployed first are often based upon sequencing of objectives in order to facilitate

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smooth roll out of services that are timely and provide solid service with a feedback loop that will provide WSSB the needed information to make adjustments. Individual managers are a key factor to the deployment of strategies in conjunction with bringing stakeholders on board (including staff, parents, students, etc). Managers are evaluated on implementations of personal/professional and agency goals that need to relate to the strategic plan and deployment.

Each of the major strategic goals, measurable objectives and performance indicators are driven by the needs of stakeholders. This is the driving force for both the school's operating and capital budget process. WSSB's board and administration have taken a strong stance to guarantee that education/program needs drive the budget and not the budget driving the programs. If a need is not being met through state funding sources, the school has placed additional effort in securing these funds through private contributions, grants, etc. The need to be responsive to stakeholders in a timely manner led to the development of a public non-profit foundation, which is the development side of the school, but yet separate from the school in order to maintain the flexibility that occurs outside of state government along with the ability of the foundation to gain 501(c)(3) status.

On a yearly basis the organizational structure is re-evaluated to determine whether the current structure is designed in the best way to meet the needs of the individuals served and meet the continually changing needs of both the state and federal government in regards to changes in rules and regulations.

Sustainability: WSSB does not implement new programs without having a sustainability strategy in place. This is a factor that is examined before deployment of strategies are implemented. As an agency we are not interested in implementing a new service that stakeholders depend upon if this will only be temporary, unless this service was designed to be temporary in nature. If we are unsure of whether a service should be developed we often will pilot a program to gather additional information. Sustainability for the school has meant that to effectively implement the needed services for low incidence population of students, strong partnerships have to be built where all parties see the benefit of working together for the good of BVI children. This has proven to be very effective in Washington with solid data not only on sustainability, but also on successful outcomes for students and high quality ratings from stakeholders.

Key Strategic Goals: The key strategic goals occur under seven areas: Leadership, Academic Achievement, Best Practices, Service Provider/Parent Training, Public Awareness, Communication and Safe Environment.

Leadership: WSSB has taken a statewide role in continually exploring new ways of providing quality services in effective/efficient ways in meeting the needs of a low incidence population of students, families and local districts.

Academic Achievement: Statewide service delivery models need to be responsive to the diverse needs of the stakeholders and needs to be measured in such a way that reliable outcome data can be obtained. WSSB works with various organizations to develop or modify instruments to collect information to determine a successful outcome. Often the instruments used by states do not provide valid information on academic achievement for blind/visually impaired students.

Best Practices: Information is gathered from throughout the country on best practices with implementation and pilot projects to determine the efficacy within our state. WSSB has also been a lead in setting direction in a variety of areas that have become best practices.

Service Provider/Parent Training: Expansion of resources and training for this targeted population throughout the state has been implemented by increasing partnerships, expanding the use of technology to reach intended audiences, and continually gathering information as to the needs. The input gathered from this group helps establish clear targeted objectives.

Public Awareness: Increase statewide awareness and education about quality services for BVI students and the services available. Due to the low incidence population, often students may be provided a minimal service. A public awareness campaign with targeted goals is part of the school's in depth strategic plan
Communication: Tied to the public awareness goal, communication and sharing of information needed to increase the successful outcomes of students to all stakeholders and potential employers has been targeted as a major area of concern. Specific strategic goals in a number of areas have been implemented to increase awareness and facilitate improved communication throughout the state.

Safe Environment: Providing quality programs, equipment and facilities that are state-of-the-art and provide an invigorating environment for learning have been incorporated into all aspects at WSSB.

Strategic challenges and advantages: Strategic challenges are identified through the process that WSSB has implemented over numerous years. Challenges have been addressed with specific objectives with timelines and outcomes to determine success. These challenges are incorporated into the budget process. Where possible, resources have been shifted to address new challenges and/or the request for additional funding to implement a service. For each of these challenges an action plan is implemented with specific timelines and anticipated outcomes are targeted. WSSB tries to use any advantages it has to address areas that are needs/challenges. This often means working in concert with other partnerships to accomplish what is needed and setting in place a sustainability plan.

Deployment: Based upon the Strategic Plan, WSSB develops a comprehensive budget with very specific objectives and performance measures that become a driving force and in turn each department within the agency. Each departmental chair's personal evaluation also reflects targeted goals within the Strategic Plan in

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areas where they hold or share a responsibility. WSSB evaluations are designed to be reviewed through monthly meetings with the superintendent. The superintendent's is also evaluated by the Governor's office and Board of Trustees based upon performance indicators, which are driven by the strategic plan for the school. All employees are made aware of the strategic plan and the superintendent provides a monthly state of the school meeting with all employees. Information as to the short-term status of all targeted areas is also reviewed on a regular basis as part of the school's monthly GMAP process and Quarterly Board of Trustees meetings.

3 Student, Stakeholder, and Market Focus:

Key Stakeholders: The key stakeholders are BVI students throughout the state of Washington. This group is represented by a diverse student (from deaf/blind, severely mentally disabled/blind to students who are blind and gifted) population of approximately 1,400 students and their parents, along with 297 school districts, 9 Educational Service Districts, and any organization and/or agency needing braille transcription. Because WSSB also operates an Instructional Resource Center (IRC) and Braille Production Center, additional customers could be any district throughout the country that needs to borrow a book (national inter-library loan) and/or any organization needing Braille transcription. The Braille Access Center (BAC) is a fee for service private enterprise fund and the production of braille is not limited to the state of Washington or the public section.

WSSB	Stakeholders
On-campus Prog. (intensive short-term prog)	BVI students, parents, LEA's, employees, volunteers, community
Outreach Services (itinerant TBVI services to LEA's)	BVI students, parents, local districts, employees within the districts, educational service districts
Instructional Resource Center (IRC)	Students, parents, districts, TBVI, para-professionals, other states personnel requesting materials, DSB, Community Colleges
Assistive Technology Center	Students, parents, district personnel, college and university training programs, personnel throughout the Pacific N.W., DSB, others as service is requested
Braille Access Center (BAC)	Any governmental, public or private agency, organization or individual requesting braille transcription, Women's Prison (WCCW) training program for transcribers
Accessible Digital Learning	On-line learning accessible options – focus group – students, parents, those working with the blind
Facility Usage	Over 50,000 people per year within the community
Summer School Programs	Students/parents, local school districts, teachers and others registered for workshops/training, university programs

* TBVI – *Teachers of the blind/visually impaired*

Customer Requirements/Needs: As WSSB continues to diversify in its service delivery system and

menu of services, feedback from stakeholders has been extremely important so development of future services accompanied by training is facilitated in a way that meets stakeholder's needs. Often WSSB is presented with problems from stakeholders. We see it as an important part of our mission to listen to the concerns, gather information from individuals and organizations throughout the state and develop a new service or provide information as to where stakeholders could get help in a specific area. Our goal is not to replicate a service, but to fill voids and improve the overall quality of services to those we serve.

As changes occur in statewide curriculum and assessment, WSSB is on the cutting edge of new technologies that will assist with access for BVI students. If new technologies are suggested, the purchase of these devices/software occurs and training is scheduled for those working with students throughout the state. This training is extended to others throughout the U.S. and Canada and takes place either on the campus of WSSB, in various areas throughout our state and/or through our interactive video-online services. WSSB has negotiated software licensing for specialized software and has purchased equipment for loan to school districts to assist local districts in being more responsive to the needs of students in their districts.

Each year, WSSB collects survey results from stakeholders (customers) to determine the value they place in the variety of services we are providing and also to collect additional information on the services that they would like to see in place.

Building Relationships with Customers: We believe the first thing to accomplish in building a strong customer base is to be a good listener and also be responsive the needs of our stakeholders. As stated earlier in documents, the future direction for WSSB was based upon input from a very wide array of stakeholders. This input became the driving force for early strategic planning, which has been modified on a regular basis to guarantee that WSSB is being responsive to changing needs and also to help facilitate the training that needs to occur with those providing services to BVI children as systems, technology, etc. changes. WSSB has invested in employees being active in professional organizations, in attending national meetings and bringing back those solid ideas that may have possibilities in Washington. We have always encouraged an entrepreneurial spirit with employees and encourage staff to explore new ways of providing services. This has resulted in innovations that have received national recognition.

As part of our school/agency goals, high benchmarks have been set in all the services areas. Our goal is to perform at a level substantially above what may be seen as a norm on a national basis. Information in all areas is reviewed on a regular basis, with formal data points taken at least once per year.

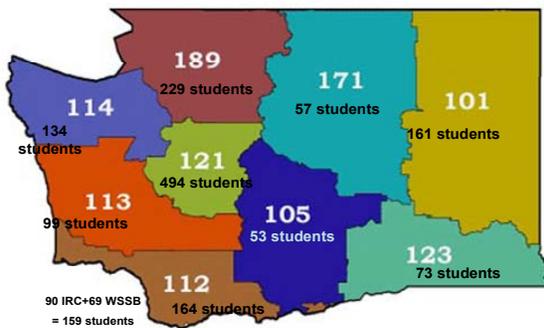
Washington State School for the Blind

As part of our check and balance system, we use the GMAP (**Government Management Accountability and Performance**) process as a problem solving tool to make sure that issues or potential issues are resolved based upon data driven analysis.

Information on school performance is updated at least annually and used as part of the packets we distribute to the public, including a source of information used for program development, grant requests, and as part of the general public relations information on WSSB.

Expansion of services throughout the state, such as contracted Itinerant Teacher of the Blind and Visually Impaired services is usually promoted by our current customers (schools) to other districts. Likewise is the case for Braille Production and on-campus programs. It is not uncommon for up to 10% of the on-campus student population to be students whose parents have moved from another state so their son or daughter could attend the WSSB. The two national blind consumer organizations, which are national advocates for quality programs have been some of the strongest supporters of services being offered by WSSB.

1,464 Blind & Visually Impaired Students Served in Washington by the IRC (birth-21+)



Identified sections of the map listed by Educational Service Districts (ESDs)

4 Management, Analysis, and Knowledge, Management:

(a) How do you measure, analyze and then improve organizational performance?

WSSB builds its performance measures from the strategic planning process which is revisited every two years. In between these two years the administrative team and Board of Trustees continually use the strategic plan as a road map in guaranteeing that the school follows the course as per stakeholder's recommendations. Course adjustments can occur throughout the process based upon demands from stakeholders, data gathered and analyzed and budgetary adjustments.

WSSB has seven major goals areas that provide direction for the school, both for the on and off campus programs, which are tied to the Priorities of

Government process and the Initiatives based upon Washington Learns. School's major goal areas:

- o Leadership
- o Academic Achievement
- o Best Practice
- o Service Provider/Parent Training
- o Public Awareness
- o Communications
- o Safe Environment

Each month the WSSB administrative team reviews performance measures and examines various issues which may lead to re-deployment of resources, development of new initiatives and possible development of decision packages to meet the ever changing needs of students throughout the state. Many of these issues come forward through the GMAP process. This information then is also presented to the Board of Trustees at their quarterly board meetings.

Additional information gathered through the school improvement plan, technology plan, accreditation planning documents, etc. have all been sources for development work on strategic planning and performance measurement.

(c) How do you select and ensure effective use of comparative data:

WSSB's selection of comparative data to be analyzed is based upon various initiatives that have been established as part of the school's strategic planning process. Data is collected on these initiatives and used to determine effectiveness, and also to assist in any adjustments that may need to be implemented as a result of the feedback we receive from direct data analysis and feedback from stakeholders regarding whether the program is meeting their needs. WSSB continually gathers information from stakeholders and also benchmarks our school against other similar programs throughout the country to not only determine effectiveness, but also to learn from others as to their successes, failures and recommendations for future refinement. This type of information is also shared with a close network of individuals which represent most of our 50 states. WSSB collects long term data once students leave WSSB as part of an 8-year follow up to determine the effectiveness of programs in assisting the students to be independent self supporting citizens. Feedback is used to make adjustments to the school's strategic plan and to assist the school in providing marketing information to the public as about the effectiveness of a variety of programs.

(d) How does your organization select, collect, analyze, manage and improve its data, information and knowledge assets?

Initially WSSB conducted large group meetings to gather direction from stakeholders from throughout the state on the future direction of the school, including how they wanted services delivered. This information was then used along with data gathered from a

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national accreditation process to assist in the development of a draft strategic plan which is reviewed every two years by stakeholders from throughout the state in a one day intensive review process. The data gathered through this process is then refined into an updated strategic plan, which is reviewed by the Board of Trustees and staff at the school for additional comments and recommendations. The refined document then becomes the driver for the budgetary process for the next few years through a more comprehensive document that includes performance measures, outputs and outcomes. The review of data collected on programs occurs on a quarterly to yearly basis, based upon the criteria being measured. In addition to this satisfaction surveys are conducted from both external and internal stakeholders on a yearly basis to assist in determining the effectiveness and efficiency of those programs and goals that have been established as part of the strategic plan and budgetary process.

5 Faculty and Staff Focus:

(a): How do you engage your workforce to achieve organizational and personal success? How do you determine the key factors that affect workforce engagement? How do you determine the key factors that affect workforce satisfaction? (Ref 5.1a1)

To achieve success, staff must have knowledge of the agency mission, values and goals. The majority of employees at WSSB have direct contact with students, which makes it easier to understand the importance of what they are providing. At the beginning of each school year employees attend a Fall Workshop where the mission and goals of the agency are discussed. Each department's performance measures are established utilizing our organization's key objectives. (Refer to section 4—performance measures.) Employees are trained on their department's performance measures within their individual performance development plans (PDP). The PDP's are used to establish collaborative expectations and goals for the employees. The evaluation process for employees plays a critical role in communication between employees and supervisors. Position expectations and performance are evaluated and discussed at least once per year. To ensure effective leadership, managers are evaluated on a monthly basis. On-time and effective evaluations and PDP are tracked for analysis in order to meet state reporting requirements as well as internal reporting for effectiveness and efficiency.

(b): How do you build an effective and supportive work environment? How do you assess 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? (ref 5.2a1 and 5.3

Multiple committees have been formed to gather a more "global" perspective of effective and innovative methods of improving both student service driven and operational performance. A few examples of these committees are Training, Employee Recognition, various curriculum development, technology, etc. This allows our staff of highly trained employees from different specialized fields to share skills within and across departments. The employees of WSSB are specialists in the field of BVI and many times have continued schooling requirements for their certification. WSSB has created a Professional Development Fund plan to offer every employee of WSSB \$300 that can be used for registration fees for training pertaining to the employee's field. At the end of the school year, certificated or licensure employees can also submit request for tuition reimbursement up to \$1500. The professional development fund is critical for workforce engagement as WSSB does not have the ability to award merit-driven bonuses or salary increases for exemplary work performed.

As an agency specializing in BVI, we employ several individuals with disabilities including BVI. These individuals contribute skills that could not be obtained from other sources. (See chart at the bottom of this section)

There is a shortage of trained teachers of the blind and visually impaired (TVI). The state of Washington does not have an accredited program for TVI certification. Recruitment of these trained specialists is extremely difficult and as a result many of our Outreach teachers, in particular, have large case-loads in multiple districts.

Key factors for workforce engagement are identified by evaluating possible issues per each department. Through analysis we can identify where additional training is needed by monitoring incidents and evaluating student development. WSSB conducts an anonymous survey each year, and sometimes periodically throughout the year, to identify how satisfied employees are with their environment, supervision, and evaluation process. (See survey results at the bottom of this section)

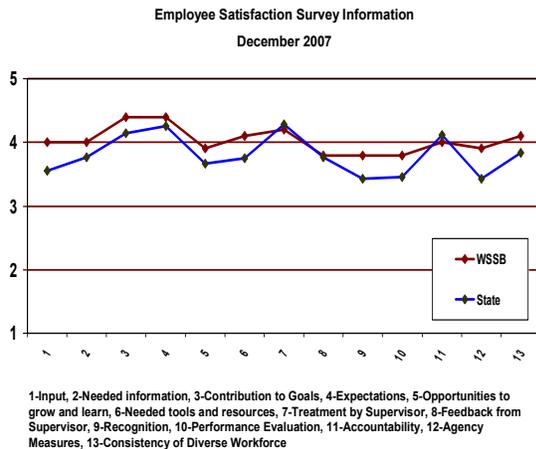
WSSB has created a training committee which consists of at least one staff person from each department. The committee is responsible for identifying and initiating training to meet the needs for each department. Through this committee we have been able to identify the different areas of needed training and have been able to begin the process of cross-walking these training needs to other departments. By creating training that can be provided by our specialized staff on campus, we can also bring departments together, further assisting in the process of identifying any short-falls and developing a unified 24 hour educational program.

Staff providing direct service to students are required to obtain specialized skills in order to meet the many federal and state requirements. Teaching staff, in particular, are required to have endorsements and to meet clock hour requirements in order to maintain

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teaching certification. Along with professional development funding, WSSB has made arrangements with the local ESD's to pay a flat rate fee for all clock hours earned as result of attending WSSB sponsored trainings. This prevents the teaching staff from having to pay the fees themselves for training. As a result, WSSB is continually offering in-house training for teaching staff. By offering this training internally, we are then able to extend specialized training to all staff.

The average turnover rate for WSSB employees is 19.6 years. This is an indicator that employees of WSSB believe in the importance of the services we are providing to BVI students throughout state.



6 Process Management:

How do you design your work systems?

WSSB work systems have and will continue to evolve throughout the years based upon feedback from stakeholders, data analysis, and changes that occur within our society which help shape our programs and services to BVI children. Systems have been designed to help meet the needs of students and those associated with BVI students in a timely manner. The systems need to be responsive with a focus on the efficient and effective delivery of services.

(a) How does your organization determine its CORE Competencies? What are your organization's CORE Competencies and how do they relate to your Mission, competitive environment, and Action Plans?

WSSB CORE Competencies initially are driven by the state laws that established services to BVI children. These CORE Competencies through state law are quite general in nature, which allows for stakeholder input and the shaping of the CORE Values and the method in which services will be delivered to meet the CORE Competencies which need to be driven from the school's mission, value and purpose statements.

Organization's Key Work Processes:

- Intensive on-campus service delivery – designed to help BVI students gain specialized skills in a relatively short period of time, therefore allowing for successful integration back into their local district and or integration into successful careers in society.
- Outreach – itinerant/consultative services - designed to assist BVI children with successful integration within the local school district. Itinerant (traveling TBVIs) provide services directly to children within their home districts.
- Instructional Resource Center (regional library services) – provide students throughout our state with specialized materials, aids and appliances that assist with successful integration in the local district. The IRC also provides specialized materials to students located in the on campus program and on a loan or sales basis to districts throughout the United States.
- Braille Access Center - is a system/service designed to help meet the braille demands of students from throughout our state. Textbooks and other materials are transcribed into braille in a cost efficient manner and distributed as needed. An important element of the BAC is the Inmates Transcription Service located at our Women's Prison, which is a branch of the BAC. Inmates develop skills as certified braille transcribers, provide quality services to students and learn a skill that will be very useful, once they leave the prison system.
- Assistive Technology Services – student and teachers working with students throughout Washington are provided with training in the use of state-of-art assistive technology services, which have been a key to student's success. On-line and direct support is also provided to districts throughout the state. BVI students are also provided assistive technology assessments as needed.
- Digital/Distance Learning – BVI students throughout our state and those interested in taking on-line classes through WSSB from other states can expand their opportunities through this unique service. WSSB with a few partners throughout the U.S. have been a leader in accessible/usable on-line learning options for BVI students. Web based resources are also provided at no cost to assist BVI children in becoming more independent.
- Transitional Services/Summer School Option – provided to assist students with additional options in helping to fill gaps with solid knowledge that can lead to success.
- Workshops/teacher/paraprofessional training – due to the request from the field, WSSB has continued to expand in-service training for a population of specialists from throughout our state and the country. Numerous workshops are provided each year based upon the demands. Digital Learning options have allowed us to open these course to educators from throughout the United States without the individuals needing to come to the Vancouver campus.

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The above are examples of some of the CORE areas designed to help meet educational needs, social needs, and specialized training needs of BVI children. The above groupings have formed the CORE areas that have allowed WSSB to provide a high level of service that will continue to change based upon the demands of our stakeholders. It is important to note that all of the above have been driven by the school's mission, values and purpose statements which are revisited on a regular basis to determine efficacy.

(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?

All CORE areas with defined competencies are addressed in the school's strategic plan with specific accountability measures. The strategic plan is a 10 year document, but is used as a daily working document and revisited by a large group of stakeholders from throughout the state every two years to determine current validity. This document becomes an intensive two year plan for the school, which needs to align with the larger strategic plan which is also part of the school improvement plan based upon the school's national accreditation. These documents also become an important element in each employee's evaluation which needs to flow back to the CORE Competencies and values of the school.

Sampling of Performance Measures:

- ✚ Number of pages brailled per quarter
- ✚ Percentage of students getting braille books on time (97% target)
- ✚ Number of teachers/paraprofessionals trained each quarter
- ✚ Number of teachers/paraprofessionals taking/passing Braille Literacy Usage Exam (BLUE) (No target set)
- ✚ Number of students on campus each quarter (target 65-75 students)
- ✚ 80% of students will gain 1.5 years growth in one year in expanded CORE competencies
- ✚ Number of students served through off-campus (outreach) services per month (target 500/month)

The above are not a complete list of performance measures, but are those that have been designated from tracking within the state system. All other objectives are continually tracked and the data used to make course corrections in planning for future biennial adjustments in CORE Competencies, which should be the driver for current and future funding requests along with recruitment of the right employees with the needed skills sets to accomplish our goals. The data gathered through the WSSB process (analysis of performance data, stakeholder surveys, and examination of national trends and changes in state laws) also helps determine the in-service training

elements needed by WSSB employees along with statewide TVI's.

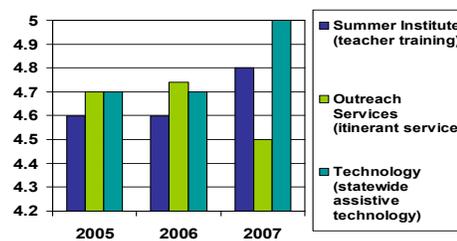
7. Results: What are your product and service, customer-focused performance, financial and market, human resource, organizational effectiveness and leadership and social responsibility results?

WSSB is unique in the fact that the organization is a public school and a state agency and therefore provides a diverse range of services throughout the state of Washington, with numerous services also available outside of the state. The on-campus program provides intensive short-term training, with outreach services designed to provide both direct and consultative services in each child's home school district. Along with this, numerous outreach and supportive services are provided to local district personnel and children throughout the state (e.g. regional library/material services, braille production, assistive technology services, online learning options, and training for those providing services to students).

7.a) Customer results – what are your current levels and trends in key measures or indicators of student learning and improvement in student learning? How do these results compare with the performance of our competitors and comparable organizations and of other appropriate student and market segments?

The measurement of student learning in relationship to others becomes very difficult when each child is on an individualized learning plan, which is designed to meet their unique needs and also when the population that you are measuring represents 1/10th of 1% of the general student population. This population is further disaggregated into smaller numbers based upon age, levels of visual loss, multi-disabilities, etc. Also, as stated earlier the high stakes testing instruments that are used now have some huge issues with visual bias and therefore are an invalid measure of BVI students. However, WSSB has developed measurement systems that have proven to provide students, parents and local districts with the type of information that is needed to help students gain the necessary skills for independence and success.

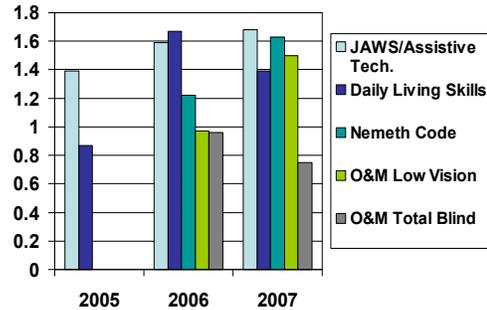
Survey Data



Washington State School for the Blind

On-campus: All students are assessed upon entrance with a 30 day evaluation to help determine whether the student needs the intensive services on-campus program and also to determine a base performance level both in academics and Expanded CORE Competencies, which are the BVI related specialized skills. This baseline is followed up with yearly post testing to determine growth. Typical growth with students within the normal range of intelligence averages approximately 1.5 years growth in one year in the expanded core areas with the majority of students passing the literary section of the WASL testing. The Math WASL has been a very poor measure based upon visual bias and WSSB is working with OSPI on this as well as exploring option exams in this area. WSSB also conducts a follow up on graduating seniors, which tracks students for eight years. The results of this have provided WSSB with trend data that is used in modifying programs. At the end of 9 years of data, the success rate of WSSB graduates (this represents students from severe multi-disable and deaf/blind to gifted blind students) shows a 70% success rate. This compares to 60-70% unemployment for BVI persons in the United States. We believe our success rates have a lot to do with the 24 hour educational program provided, the focus on experiential education, providing students with the right skills, and also providing students the opportunities for success both academically, socially and emotionally.

Students Growth in CORE Competencies
(shown in years of growth)

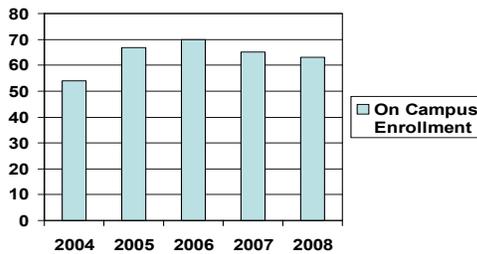


Samples of other data:

Number of Teachers & Paraprofessionals taking/passing Braille Literary Usage Examination (BLUE) **2nd Qtr 2008**

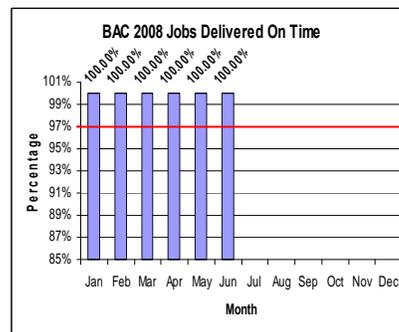
Attempted at least 1 portion of exam	Passed All portions of exam	Renewed with clock hours
4	2	2

Number of Students Served On-Campus
(average per month)



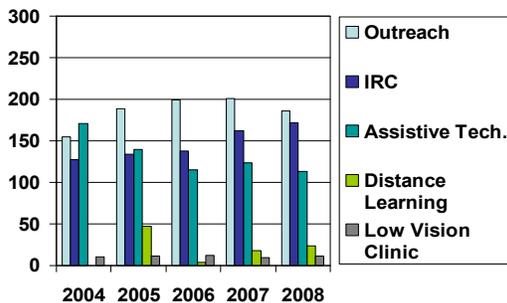
Washington State School for the Blind
Braille Access Center (BAC)
June 23, 2008

Goal: The Braille Access Center will deliver jobs on time 97% of the time.
— = Target Goal



Month 2006	Jobs In	On Time
Jan	125	125
Feb	120	120
Mar	132	132
Apr	140	140
May	97	97
Jun	106	106
Jul		
Aug		
Sep		
Oct		
Nov		
Dec		

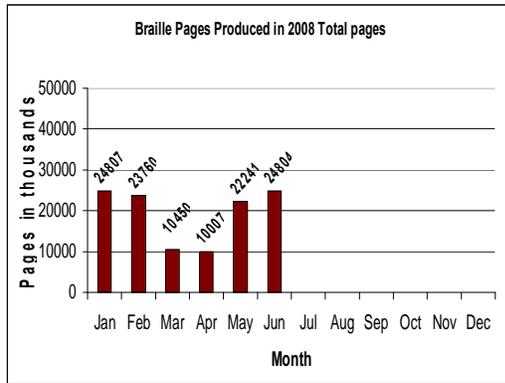
Number of Students Served Off-Campus
(average per month)



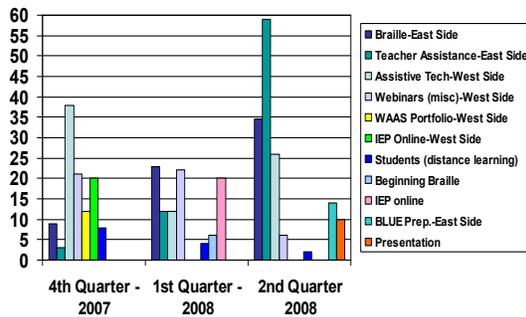
Washington State School for the Blind

- o Number of braille pages produced per quarter (2nd quarter): 57,052, cumulative 116,069. (WSSB has produced over 600,000 pages of braille – one year running total).

We believe that the key to our success is based upon strong leadership, solid staff, and very strong partnerships. As Helen Keller said, "Alone we can do so little, Together we can do so much".



Digital/Distance Learning - Training



Video Clip on Blindness Tip Stats: 4th Qtr 2007-324, 1st Qtr 2008-2819, 2nd Qtr 2008-702

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

WSSB is rated as one of the top schools for the Blind in the country by consumer organizations and has been recognized as a model for other states to follow. Each year parents from numerous states throughout the U.S. move to Washington so that their child(ren) can attend WSSB. (e.g. 2006-07, 10% of the on-campus student population were represented by parents that relocated after visiting schools for the blind throughout the country. Based upon information from a national study conducted by Dr. Bob Beadles, Ph.D.CRC, Auburn, AL, WSSB outcome for successful graduates at the time of this study (April, 2007), showed that 75% of WSSB graduates were either employed or in a post secondary educational system in comparison to 62% for the mean (x) of his study for other states. Likewise, last year the Braille Access Center (BAC) produced more new transcribed textbook titles than the American Printing House (APH), which is the largest printing house for the blind in the country.

School Psychology / School Counseling

WSSB's school psychologist and school counselor provide a broad range of comprehensive psychoeducational services in this residential school setting and throughout the state. As members of a variety of collaborative interdisciplinary teams, the school psychologist and school counselor work closely with teachers and school staff and administrators, as well as community-based social workers, adult agency personnel, medical and mental health providers, and other professionals to implement appropriate services to blind and visually impaired students (birth to 21) and their families.

Services and recommendations are based on the most current "Best Practices" knowledge and the latest research available and include the following:

- assessment for intervention and appropriate placement and special education services
- school-based counseling
- consultation to teachers, parents, administrators, and support staff
- intervention design and monitoring
- parent support
- program development and evaluation
- serving on crisis-intervention teams
- consultation with community agencies and service providers
- active involvement with community efforts to build healthy environments for children who are blind or visually impaired and their families

WSSB's school psychologist also provides in-service training in the areas of:

- classroom management
- stress management
- depression in youth/suicide prevention
- social skills training
- peer mediation
- peer facilitation
- dealing with particular medical/psychological conditions
- other topics as needs arise

WSSB's school counselor also provides:

- individual and group therapy
- psychosocial clinical assessments
- suicide assessments / homicidal risk assessments
- act as a liaison between the student and CPS staff
- assist with the development of post graduation plans
- provide resources for post secondary education
- update resource information via the school counselor web site
- other topics as needs arise

The school psychologist and school counselor at WA State School for the Blind are involved in enhancing the lives of children, families, and the general school community by promoting self-determination and the full academic and social potential of visually impaired and blind students in residence and throughout the state.

Orientation & Mobility

Pre-School – Age 21

The Orientation & Mobility Department works with all WSSB students in assessing their individual needs in traveling in all environments. Students follow an individualized O&M curriculum that fits their particular needs. Students learn to use tools that will enhance their safety and independence such as the long white cane, Braille compass, monocular, and talking GPS. Traveling in the community using all types of public transportation is also emphasized. Another important area students learn is self-advocacy skills. This gives them a voice in how they wish to be treated by others while in the community and gives them an opportunity to explain and educate others about blindness and visual impairment.

Skills are taught sequentially, from basic to complex, starting at each student's ability level. Indoor Travel and Concept Development incorporates learning to use the long cane or any other appropriate mobility device that will insure the students' safe travel. Outdoor and Campus Travel for needed orientation is also taught at the appropriate ages. Next students progress to Residential Area Travel and basic street crossings. Training is then transitioned into Light Business Area Travel skills which include traffic lighted street crossings and beginning public bus travel. By the middle or high school ages most students are learning Advanced Travel Skills that incorporate making bus transfers, travel in downtown or major metropolitan areas, complex traffic lighted street crossings with turn arrows, shopping and mall travel, and Light-rail, taxi and/or para-transit use as appropriate to a students' cognitive functioning.

Library Services

Access to current and appropriate learning materials is a continued goal at the Washington State School for the Blind. In serving preschool through 12th grade blind students, reading materials in braille, audio and print are available for the means of leisure and educational benefit. In addition, tools needed to access literacy are available and include a Kurzweil scanner, CCTV, JAWS screenreader, Magic screen enhancer, handheld magnifier, wireless and hardlined internet access and computer stations. The Super 3 literacy program is utilized to guide students through a thoughtful and deliberate method of solving problems and tackling inquiries.

WSSB Assistive Technology Program

The WSSB Assistive Technology Program provides assistive technology training to K-12 students at WSSB and throughout the state of Washington.

Training starts with of a comprehensive assessment of a student's assistive technology needs. Training then consists of a combination of classes and pull-out models. Students on an academic track receive instruction in using Microsoft Office and Internet Explorer.

When students return to their local school district a staff member goes back to their school district and provides ongoing assistive technology support.

All students who are on academic track at WSSB and in the state receive training in using BookShare.

The assistive technology staff is very proficient in the assistive technology devices listed below.

Blind Students

- JAWS
- Braille displays

Digital Voice Recorders

- Olympus

Keyboarding Programs

- Talking Typer
- Talking Typing Teacher
- Type to Learn 4

Low Vision Students

- Accessibility features within the Windows environment, XP and Windows 7
- Magic
- ZoomText

Physically Handicapped Options

- IntelliKeys keyboard
- Switch adapted mouse
- An extensive collection of switches

Portable Options, all used with Daisy Books (Including NIMAC textbooks)

- BrailleNote
- Braille+
- Victor Reader (Stream and Classic)

Scanning Options

- Kurzweil 1000
- Intel Reader
- KNFB Reader

Speech Recognition

- Speech recognition in Windows 7
- Dragon Naturally Speaking

Visually Impaired Students with Significant Additional Impairments

- Classroom Suite 4
- Overlay Maker 3
- AAC Devices: Big Mack, Step-by-Step, iTalk2, Speaking Dynamically Pro, BoardMaker, GoTalk 9
- One-handed keyboarding options
- Attainment software
- Touch screen

Braille

The Braille department for The Washington State School for the Blind is designed to meet the unique needs of visually impaired learners. Teaching Braille to students is more than just teaching them the meanings of the Braille code. Visually impaired learners are learning the meanings of symbolic representations and how those representations form words, sentences, paragraphs which when put together communicate a message.

The Braille department is student-centered, fostering not only knowledge and ability but also independence. It is important for student's to have a strong knowledge base when they begin to read. Curriculum activities involve the thinking processes involved in reading such as: to discover the main theme, to recognize a sequence of events or developments, and to predict outcomes and anticipate reactions.

The behavioral objectives of the Braille code and Braille checklists provide a framework from which to determine a student's mastery of Braille through both reading and writing. The checklists and behavioral objectives aid a teacher in assessing a student's Braille skills against the many skills needed to communicate proficiently with Braille.

There are several methods, and curriculum for teaching reading in Braille and mastery of the Braille code. The selection of which method to use depends on many factors such as the individual needs of the student or the age and onset of blindness. Often the best method involves combining element of the various methods to create a program which best fits the student's needs.

Braille FUNdamentals: is a comprehensive program for teaching the Braille code. The sequence for introducing the Braille configurations has been organized into 56 clusters of letters, numerals, contractions, short forms, Punctuation and special signs, with specific clusters devoted to the reading and writing practiced of previously learned contractions. The program can be used with beginning Braille readers, as well as those readers who need to learn Braille when they are older.

Patterns: The Primary Braille Program: was developed by the American Printing House for the Blind to present the elements of the Braille code and reading skills in a sequential manner which is focused on the experience and needs of blind students. It is designed to function alone as a method of teaching reading in Braille to blind children.

Braille Too: Instructional Braille reading and writing program for secondary students. Ten Units each consisting of an introduction and practice for new contractions, short form words, and punctuation.

LIFTT
Learning Independence For Today and Tomorrow
At the Washington State School for the Blind

What:

LIFTT - Learning Independence For Today and Tomorrow – a program to teach independent living skills to young adults who are blind/visually impaired.

Who:

For young adults (generally 18-21 years) who have completed high school graduation requirements but need additional training to successfully transition to post high school life. Students should have potential for competency in routine activities of daily living, and have an expected outcome of independent living or independence with minimal supports.

Program Goal:

To provide students with the instruction, practice and tools needed to gain competence and confidence in managing personal independence.

Program Content:

The following list of program content will be available as options for each student. Through a “contract” with student, WSSB and DSB, students will design a program to meet their individual needs.

- Independent Living and Personal Management skills: time management, organization, personal choice and decision making, cooking, self and basic home care, shopping, health care, personal safety, self-advocacy, responsibilities of adulthood
- Compensatory Skills: Braille, O&M, technology
- Social Skills: leisure and recreation, community access, adult level social issues and skills, communication skills
- Work and Career Skills: exploration, job skills, work experience
- Post Secondary Success: vocational, technical, and/or community college experience

The DSB Connection: (Department of Services for the Blind, adult rehab agency)

- Students enter the program as clients of DSB on a Voc. Rehab plan rather than an IEP. (rationale – they are learning to become adults)
- “Contract” written with student, DSB and WSSB, assessments and progress reports provided
- In addition to any services students require such as job coaches, college tuition, a flat monthly fee for IL services (food, housing, transportation, community access)

Daily Living Skills

Program Description

The Daily Living Skills program at Washington School for the Blind is based on the 24 hour I.E.P. Residential students receive instruction as part of the after-school program and informally during the evenings and early mornings. Day students are instructed as needed to meet IEP goals.

Daily Living Skills includes the areas of personal hygiene, home management, eating skills and manners, selection and care of clothing, financial management, organizational skills and time management. Student evaluations are completed twice during the school year using checklists developed by WSSB. The checklists are separated into five developmental levels. Results of the checklist evaluations are instrumental in developing daily living skills objectives for the Individual Education Program (IEP).

Courses Offered

- GOALS; instruction in necessary skills for successful living; academically, personally and vocationally.
- Group daily living skills classes; small groups of students work together on daily living skills appropriate for age and abilities, to meet IEP objectives.
- Individual daily living skills classes; students work individually with instructor on IEP objectives determined after completing WSSB checklists.

Goals for Students

- To provide visually impaired individuals skill development opportunities and information needed to live independently.
- To provide individuals a variety of opportunities to make choices and decisions.
- To provide individuals with alternative methods of accomplishing daily living activities to compensate for vision loss.

Daily Living Skills GOALS

Program Description

GOALS (Going Out and Living Successfully) is a class at the Washington School for the Blind that is taught to Juniors and Seniors. **GOALS** focuses on many areas for the independence of our students.

- Financial management/budgeting section of the WSSB DLS Checklist. How to handle money, budget living expenses based on a SSI income, write checks, balance a checkbook, compute sale tax and compute an appropriate tip.
- Acquiring a consistent signature. Especially in the use of checks – by using a check and signature guide.
- Assist students in their transition plan by making connections to DSB, DDD, DVR as well as DSS at colleges.
- Students gain an understanding of their disability and their necessary accommodations while advocating their needs.
- Students are instructed in techniques for becoming better students (organization, note-taking, test taking strategies, using technology as an aid).
- Advanced preparations for job training. Resume writing, introductory letters, thank you letters, job portfolio, shaking hands to interview techniques.
- Assist students in researching/applying for grants/scholarships/entrance into colleges.

Communication: Speech/Language

Communication Goal:

To provide instruction and practical experiences to enable students to develop concepts and abilities to become socially competent communicators in society as a whole.

Objectives:

To teach skills and strategies addressing deficits in understanding, processing and expression of the English language; production of intelligible articulation of all speech sounds; good vocal qualities; fluent speech and the appropriate social/pragmatic use of language.

IEP driven for each student to include:

Overview

Assessment of current levels of performance:

1. History with referral information, cognitive, physical and sensory information, parental concerns, past educational programs and cultural expectations
2. Assessment for aspects of speech, hearing, language developmental levels: including articulation, voice, and fluency, receptive and expressive language development in addition to hearing and auditory processing status.
3. Observations and reports of social and play skills: including functional, pragmatic and community experiences

Plan to include:

1. Expectations within the IEP time frame based on individual needs and past progress
2. Therapy objectives addressing assessed deficiencies, teaching compensation and strategies as well as practice using correction techniques
3. Individual/group applications
4. Materials/experiences needed for completion of objectives
5. Vision specific needs that vary from expected communication development

Intervention Settings:

1. Individual therapy for needs that have not been met in natural settings (specific to student only) both in therapy setting and in the community
2. Small group therapy in the therapy setting and/or in community: for students with similar needs or who could benefit from role models provided
3. Classroom group setting for specific concept and social skill development
4. Community experiences for practicing and reinforcement of learned behaviors

Residential Program Overview

The mission of the Washington State School for the Blind (WSSB) is to provide specialized quality educational services to blind and visually impaired youth, age birth to 21 within the state of Washington.

As part of its integrated approach to providing a 24 hour student learning environment, WSSB offers a residential program to qualifying students who live beyond a one hour commuting distance from the school, and, on a space available basis, to local students with compensatory daily living and/or social skills needs. Students from across Washington State attending WSSB reside in the cottages during the week and return home to their families on weekends.

The purpose of the residential program is to provide a safe, positive, mentoring environment where students can grow emotionally and excel academically. Staff members hold a high expectation for progress and performance for both academic and non-academic students who attend the school. To this end, residential staff provides instruction in the full spectrum of independent living skills, assists with academics, coordinates and supervises after school and evening recreation and community-based activities, and integrates principles of orientation and mobility into all aspects of student care. They assist in developing student IEP goals and objectives, advocate for student needs by communicating regularly with parents, teachers, nurses and the school counselor, make referrals as needed, while modeling and teaching skills of self advocacy. The program also provides direct physical and mental health care services through our Health Center's nursing staff, and the school counselor. Food Service, After School Recreation, Weekend Transportation, and the post high-school program, LIFTT, complete the department's umbrella of programs.

Safety is a priority at WSSB. The facility is a closed campus during afternoon evening hours. Students are permitted to leave campus from 3:30 p.m. to 8:00 a.m., only after "walking papers" for specific routes and locations have been issued by WSSB Orientation & Mobility instructors and with specific permission from the Associate Principal for After School & Evening Programs or other school administrators. Students also regularly attend scheduled off-campus educational programs accompanied by Residential Life Counselors.

Courses Offered:

- Individual and small group instruction in daily and independent living skills in students' living environment, with emphasis on ability assessment and accomplishment of established IEP objectives
- Individual and small group evening study sessions in cottages to support students' academic and/or vocational endeavors
- Instruction in self-medication in the Health Center and cottages with nurse oversight
- Instruction in health and nutrition, substance abuse prevention and cessation, dental hygiene, First Aid/CPR, and infant care awareness is provided by nursing staff in the Health Center and in the cottages
- After school and evening recreation activities on campus and within the local community

- Post-high school transitional program (LIFTT) offers students learning opportunities in the areas of independent living, compensatory skills (Orientation & Mobility, Braille, Assistive Technology), social, work and career experience, and post-secondary education

Goals for Students:

- To develop compensatory and decision-making skills to maximize personal independence
- To develop solid personal organizational management skills and study habits
- To develop, incorporate, and demonstrate healthy lifestyle choices in the areas of nutrition, fitness, and disease prevention
- To develop confidence, self-image and esteem, and appropriate social interaction skills
- To develop the knowledge and skills necessary to independently incorporate a variety of recreational and leisure activities into their lives
- To gain hands-on experience and develop individual abilities To develop and demonstrate communication and advocacy skills applicable to future employment acquisition

Areas of Improvement (2004-10):

- Daily and Independent Living Skills instruction successfully established as part of after-school activities for all age groups. Instructional approach is tailored to individual student's abilities and mode of learning. Staff is assigned responsibility for specific students' instruction, and monitors and documents progress on IEP goals and objectives. Daily living skills Information is shared between the education and residential staff through phone contact, emails, quarterly meetings, and access to checklist information stored in a common folder on the computer's share-drive.
- Student participation with dinner planning and preparation enhanced through established weekly "cottage cooking night." Students plan and prepare balanced, nutritional meals for their cottage once a week.
- WSSB DLS checklists updated and continue to be used in both day and residential programs to annually document individual student skill levels and improvement throughout the year. Information is posted and available to both departments on the computer shard-drive in a folder accessible to teachers and residential staff
- Food Service making concerted efforts to work with WA State School for the Deaf to provide meal and snack options with lower sugar, fat, and starch content. (see. breakfast / snack menu comparisons)
- Health Center policies/procedures reviewed, revised, and kept current using federal, state, local, and other residential schools as information resources
- Improved system for appropriate sharing of student health information as it relate to food service (special dietary needs), day and residential education programs, and student transportation (e.g. emails to designated staff, allergy, seizure, and student conditions summaries and protocols, nightly reports to Cottages and Education Department, Student Health Notebooks in each cottage. Student health information sent with bus monitors and airport monitors weekly, and is updated, as needed)
- Nursing staffs' continued teaching of health, nutrition, and substance abuse prevention and cessation classes in both day and residential settings. Health Center courses expanded to include dental hygiene, First Aid/CPR, creation and use of Home First Aid Kits, and Infant Care Awareness programs.

- Continued successful use of “bubble packing” system into Health Center and self-medication administration programs
- The post-high school transitional independent living Program (LIFTT: Learning Independence for Today and Tomorrow) was newly designed and re-established in February 2004. The program began with two students and has grown to near full housing capacity of eight students since then. Offers learning opportunities in independent living, compensatory skills, work and career experience, social and post secondary education

Future Standards for Department:

- Collaboratively develop and implement (with teaching staff) a structured daily living and independent living skills curriculum to provide guidance and a common school-wide approach to teaching the skills identified on WSSB Daily Living Skills checklists and in meeting individual student needs
- Emphasis is placed on making and eating healthy, well-balanced meals
- Health Center courses continue to provide quality instruction and learning opportunities for students and staff in established content areas
- Continued development of instructional video clips for parents in techniques of teaching daily living skills
- Continue to expand money management instruction in real-life experiences with budgeting, banking, purchasing, and using ATM machine
- Continue and expand on-campus work opportunities in food service, maintenance, and the Health Center
- Develop after school work experience opportunities in planning, program production, staffing, and technical operation of WSSB’ internet radio station

Plan of Action:

- Independent Living Skills Curriculum: 2010-11: Collaborative work begins on committee comprised of Education and Residential Department staff to develop and establish an overarching WSSB daily and independent living skills curriculum. 2011-2012: Train staff on curriculum use and integrate into existing after-school program. 2012-13: Collect feedback on first year’s use of curriculum and its effectiveness and make needed revisions. 2013-2014: Implement revisions into established curriculum and continue feedback and data collection cycle
- Healthy Eating: 2010-2011: Students are provided a review of nutrition basics in the fall. Residential staff assists students in researching well-balanced meal options for weekly cooking nights. Staff meets with students the week before to plan the next week’s meal, encouraging healthy food choices. Snacks, deserts, and DLS cooking options with high sugar and/or fat are minimized. 2011-2014: Students receive nutritional basics each fall. Emphasis on healthy eating choices continues
- Health Center Courses: 2010-2014: Students continue to have the opportunity to take established courses in health, nutrition, dental hygiene, self-medication administration, substance abuse prevention and cessation, home First-Aid Kits, and infant care awareness. New courses are developed to meet the evolving needs of students.
- Instructional Video Clips: 2010—11: Identify potential video clip topics and presenter(s); complete a teaching topic priority list and timeline for clip development. Coordinate

timeline and action plan with Distance Learning Coordinator. Produce a minimum of one additional video clip. 2011-2014: Produce video clip lesson(s), as identified on timeline.

- Money Management Program; 2010-2011: Identify hands-on opportunities for students to learn and practice money management skills. Create a progressive framework for students to participate in identified experiences. 2011-2012: Initiate hands-on money management program and test for effectiveness. Collect feedback on effectiveness and areas for improvement at close of school year. 2012-2014: Implement revisions and continue refining and feedback cycle
- On-Campus Work Experience Opportunities; 2010-2011: Explore additional job opportunities with food service, maintenance, and Health Center staff. Identify Internet Radio Station Lead and produce a minimum of 3 programs. 2011-2012: Find and develop cadre of Student Trainer(s) / Job Coaches in various radio station skill areas. 2012-2014: Radio Station Lead trains students and turns primary radio station operation over to students

Evidence of Improvement:

- WSSB overarching daily and independent living skills curriculum is created, tested, and added to the school's program delivery options
- Instructional Daily and Independent Living Video Clips for parents are created and available on WSSB website and/or other access points
- Menus created for cooking night are well-balanced and low in sugar and fat. The majority of snacks and desserts in cottages are low in sugar and fat.
- Health Center courses at WSSB are useful, interesting, and applicable to students' lives. Instruction engages students and is tailored to individual students' learning abilities and methods.
- Hands-On Money Management framework of experiences is established and implemented as part of the residential program's learning opportunities. Students demonstrate skill acquisition in identified experience areas of money management
- A minimum of two jobs in food service, maintenance, and the Health Center are offered as part of the on-campus Work Experience Program
- Internet Radio Station is active and primarily operated by students

Distance Learning

WSSB began its Distance Learning program in the fall of 2003. At first the target was geared toward students. It became apparent that this program was an effective tool for targeting programs throughout the state. This was recognized by the on-site Accreditation study team in 2004. They made several recommendations, noted in the review. A plan focusing on distance education and technology has been developed within our Strategic Plan as an integral part of our education plan, mission and vision for WSSB. *Strategic Plan references: Strategic Plan: Goal 1, objective 1.2, objective 1.6, objective 1.7; Goal 2, objective 2.3, objective 2.6; Goal 3, objective 3.1, 3.4, Goal 4, objective 4.2, objective 4.4; Goal 5, objective 5.2; Goal 6, objective 6.1; Goal 7, objective 7.2.*

Rationale for Program

- National issues that affect all education also affect WSSB are taken into consideration.
- Online learning—for students and for teachers—is one of the fastest growing trends in educational uses of technology. The National Center for Education Statistics (2008) estimated that the number of K-12 public school students enrolling in a technology-based distance education course grew by 65% in the two years from 2002-03 to 2004-05. On the basis of a more recent district survey, Picciano and Seaman (2009) estimated that more than a million K-12 students took online courses in school year 2007-08.
- Online learning through virtual schools is one of the most important advancements in attempting to rethink the effectiveness of education in the United States. The virtual school provides access to online, collaborative and self-paced learning environments—settings that can facilitate 21st Century skills. Today's students must be able to combine these skills with the effective use of technology to succeed in current and future jobs.
- In higher education, the Sloan Consortium reported that 2.5 million students enrolled in at least one class online in 2004, equivalent to 11% of all students in accredited degree-granting institutions. Growth in online higher education programs steadily increases by 400,000 students annually. (Source: Sloan Consortium)
- Online learning is an essential delivery system for training in the business world. Many corporations today use e-learning for training employees: 77% use distributed learning*, up from 4% nine years ago—73% increase in less than a decade!
- Over 50% of the nation's teachers and principals are Baby Boomers. During the next four years we could lose a third of our most accomplished educators to retirement. The wave of departures will peak during the 2010-11 school year, when over 100,000 veteran teachers could leave. In less than a decade more than half of today's teachers—1.7 million—could be gone.
- It is a fact that our students will most likely engage in online learning when they leave WSSB and we need to have them prepared.

WSSB Programs

- Distance education has become a focus for our students and online classes are available at the high school level for all students that are cognitively capable of handling the curriculum as based on their IEP. Access to these classes in a supported environment, available on campus, ensures that students can obtain class materials and navigate websites not designed for blind

and visually impaired. This aid provides students with the knowledge of how to overcome online obstacles and practice self advocacy for alternative materials to complete the course. WSSB has been able to provide access through partnership with the Digital Learning Commons since 2003-2004 school year.

- During the 2009-10 school year the lack of an available, nemeth certified, TVI, credentialed math teacher provided WSSB with the opportunity to effectively utilize the “Teacher in the Box”. To be able to have a highly qualified Washington State math teacher the best candidate lives in Seattle. Daily we deliver four sections of math via video conference. Previous effort in delivering a science class via video conference identified the need for a strong, reliable video connection which over the years has been established through our K-20 backbone, a strong on campus infrastructure, and our Polycom video conferencing equipment. We are experiencing a successful delivery method for our students who enjoy this distance interaction with their teacher.
- With the success of the “Teacher in the Box” Robin Lowell is now enrolling in a course to learn online curriculum development and Moodle. It is our hope that within a year we will be able to deliver an online algebra class or at least have a class that is ready for testing and refinement. Beginning attempts with the help of Joann Gatley, former algebra teacher, demonstrated several useful options and delivery mechanisms for online delivery of this subject.
- A partnership was created through CANNect (a nationwide, non-profit organization of blind schools and organizations that work with the blind) to create a consortium that could develop online learning opportunities by sharing costs and expertise. CANNect has gained recognition and support from the Sloan C Foundation and completed work that has been published on designing online learning from a universal design perspective and establishing guidelines that will make Moodle an accessible, usable learning management system. Due to financial constraints CANNect has been unable to move further in online class development. WSSB continues to investigate the possibilities of gaining grant opportunities with Open Sourcery to actually implement their findings on Moodle and develop the learning management system.
- The State of Washington has changed the Digital Learning Commons into the Digital Learning Department under OSPI. With this move the state laws for online learning development and delivery is changing to assure quality and accountability for students. Sherry Hahn has been appointed by the Governor to a three year position with the Digital Learning Department Advisory Committee. Through our commitment to the project we are hoping to provide needed support to improve online learning opportunities for the blind and visually impaired. An additional appointment has been received to serve on the committee for evaluation and approval of online providers for the State of Washington.

Parent Involvement:

- Progress: WSSB encourages and supports parent involvement in all areas of school life. Distance technology provides several options for parents.
- The WSSB website includes a parent link designed to provide information directly aimed at their needs and interests – school closures, N1H1 updates, transportation questions, etc.
- WSSB has created a Parent (Listserv) Message Board for those parents of blind and visually impaired students throughout Washington State. We feel this will be a great tool for parents to communicate with other parents. This (Listserv) Message Board is only open to parents of

blind and visually impaired children, either attending or being helped by WSSB. Suggestions of additional resources can be provided to parents, but it is our intent to keep this (Listserv) Message Board as a parent tool used to assist parents with communication with other families of visually/Blind children without others questioning and or providing input. We believe that parents need to have a tool that is only open to them!

- WSSB provides online access to Skyward Family Access. Skyward allows parents to follow attendance, grades, lunch program status.
- In an effort to provide a link to on-campus activities WSSB has started streaming live feeds of concerts and graduation through United Streaming.

Recommendation for future direction

- Video Clips on Blindness Tips provide parents with quick guides to spark ideas in helping their children. Topics vary from self medication, sighted guide techniques to teaching how to button ones clothes unassisted. This collection continues to grow.
- A partnership with the New Mexico School for the Blind is being worked out to develop video clips on the subject of B-3. New Mexico has shown a strong and knowledgeable commitment to this area. Utilizing their expertise in working with B-3 and our expertise in the development and delivery of video clips we hope to start working on this area in 2010.
- A radio station was installed at WSSB in 2008. The radio station is a partnership with OPB through a blind broadcaster that use to be with the Golden Hour Radio in Portland. Being part of the radio station is an afterschool, extracurricular option for students. Renee Corso has developed an actor's theater for the radio with our students. The WSSB radio station can be heard at <http://www.omnimediantnetworks.org/listen.htm> .
- At this time parent virtual visits to classrooms has not been developed. Though we have video conferencing access it is not designed for parental use and requires that a similar video conferencing system be available on both ends for viewing – something most parents would not have access to. Web cam delivery is a possibility but would again require a strong access point on the parents end to watch – we could do this upon request but we have not received such a request.

Student Involvement in Technology Maintenance:

- An organized program involving students in technology maintenance for WSSB has not been established. Student's days are jam packed with educational classes, orientation and mobility lessons and daily living skills training. After school activities provide students with social and physical experiences designed to provide a rounded, well balanced life for our kids. We do not have access to a certified teacher to add this subject to our on-campus curriculum.
- Students do, however, provide guidance to others when technology issues arise. Students have self-selected to align themselves with the IT department as the reporting agents for issues. The IT department has created an open-door atmosphere which encourages students to physically bring in sick laptops, talk about new technologies and ask advice or lodge complaints.
- Students are given experiences through various collaborations to demonstrate to commercial vendors, universities and such as testers of products. Product reviews are requested and then tested by our students. Students test websites and provide feedback on accessibility.

- Students have taken courses on-line to match their interests in programming and web design. A recent Windows 7 party was organized to allow students to try out the upcoming product and give the IT department a heads up on accessibility issues or benefits.

Building Partnerships:

- Partnerships are integral in the ongoing success of WSSB.
- Students have benefitted for several years in gaining technology in their senior year through the Washington School for the Blind Foundation.
- Our collaboration with CANnect has advanced our efforts in distance online learning. With a grant through Sloan C Foundation a study was completed and published on designing accessible online learning through Universal Design and how to develop Moodle to be an accessible learning management system. This collaborative effort has strengthened our resolve and commitment to online learning that will benefit all blind and vi students, adult or child, anywhere in the world.
- Collaboration with University of Oregon and Dr. Amy Lobben has provided training and dissemination of Tactile Mapping software throughout the State of Washington. We have been able to train TVI's, O & M instructors from Department of Services for the Blind and Seattle Lighthouse for the Blind in the use and creation of tactile maps.
- Dr. Lobben has written the school into another grant through the National Science Foundation to conduct a study on Spatial Relationships and the blind. Jake Koch, a residential assistant in LIFTT, has been employed by U of O as a research assistant for this project.
- A grant with the SW Community Foundation and Anderson Family Foundation has supported the development of video clips on blindness tips for the past two years.
- Bruce McClanahan's direct involvement in the development of accessible Intellitools from Cambium Learning has provided WSSB with free access to the software on an ongoing yearly basis along with their other product Kurzweil 3000. WSSB is a training site for Cambium Learning in the State of Washington.
- Quantum Simulations formed a partnership with WSSB to provide access to their online tutoring software – Chemistry Tutor. WSSB is the national registration point for their products which they provide free to the blind and visually impaired community.
- A National Science Foundation grant has been approved that will provide WSSB the opportunity to work with the University of Illinois to train students in programming. This online curriculum will use a sound system developed by Andreas Stefik to denote errors in program lines that aid a blind person in making corrections to his code.

Preschool Program

Program Description:

The preschool program at the Washington State School for the Blind serves children 3–5 years of age who are visually impaired or blind. We provide an enriched environment where preschoolers are offered specialized opportunities to develop foundation and readiness skills in preparation for Kindergarten and Elementary school learning.

The program promotes growth and independence through instruction in the areas of cognition, language, vision, and compensatory, social, self-help, fine motor and gross motor skills. Students are assessed using the Oregon Project. Instruction is individualized according to their developmental levels of growth which is reflected in their IEP goals and objectives.

The WSSB preschool team employs a multi-disciplinary approach consisting of a Teacher of the Visually Impaired, a Speech Language Pathologist, a Certified Occupational Therapy Assistant, and a Teaching Assistant. This approach enables each team member to incorporate into their activity aspects provided by the others.

The preschool day is from 8:00 am to Noon, four days a week. Students participate in traditional circle time activities, story time, music, and snack time. In addition to regular preschool programming, our students utilize the Occupational Therapy room to build gross motor skills, learn water safety skills and share lunch together to work on social skills and eating.

ELEMENTARY ACADEMIC PROGRAM

Program Description:

The elementary program at the Washington State School for the Blind serves Kindergarten through 5th grade students who are visually impaired or blind. The program promotes growth and independence in the areas of academics and life skills. Instruction is individualized, correlating to students' goals and objectives on the IEP, as well as his/her instructional level in academic areas.

The program follows the Washington Essential Academic Learning Requirements, while presenting instruction and materials in student's individual learning medium. Standard curriculum such as reading, writing, and mathematics are taught, as well as a parallel curriculum of compensatory skills. Refer to school-wide program descriptions for art, music, fitness, daily living skills, and orientation and mobility for information regarding those areas.

Structure

Courses Offered:

- Literacy
 - Literacy education is designed using a balanced approach, incorporating guided reading, working with words, self-selected reading, and writing. Braille is integrated throughout the literacy block depending on the skill level and needs of the student.
 - The K-2 program for Braille focuses heavily on integrating Braille within a whole-based literacy curriculum. Reading, phonics and writing are emphasized along with concept development. This goes the same for those students with low vision.
 - The 3-5 program for both Braille and Low Vision students relies more heavily on the four-blocks of literacy approach. Braille instruction is integrated within standard curriculum.
- Mathematics
 - Mathematics uses a combination of basic rote calculation, problem solving, inquiry and concrete materials. Concepts are taught in a variety of ways so that all learning styles and individual needs of each student are met.
 - Calendar math is used at the beginning of each day to relate basic math concepts to students within their world. This is a time to introduce some basic skills such as telling time, money, counting, etc.
- Social Studies
 - Social studies instruction provides students with the knowledge they need to gain a basic understanding of the world around them. Families, Communities, History and Geography are a few of the many areas covered within the subject area. An emphasis on classroom community and expectations is taught throughout the year to continue to improve communication within the classroom.
- Science
 - Science instruction uses concrete materials and an inquiry, discovery approach. Experiments are a heavy emphasis for the program so students can fully understand and experience the material being taught.

Middle School Social Studies

Social Studies instruction at the middle school level is designed to develop an understanding of ancient civilizations (prehistory to Ancient Rome, fall of Ancient Rome to early Americas) and American history (Columbus through Civil War). The instructional design is built on a three-year rotation cycle.

Students will engage in readings, discussions and activities that address the state standards.

Ancient Civilizations topics of study include

- Prehistory
- People of the Stone Age
- Southwest Asia (Mesopotamia, Ancient Israelites)
- Ancient Egypt and Nubia
- India and Persia
- Ancient China
- Ancient Greece and Rome
- Fall of Ancient Rome
- Empire of Islam
- Africa (Ghana, Mali and Songhai empires)
- Three Empires (Mongol, Ottoman, Mughal)
- Asia (Ancient China and Japan)
- Medieval (Feudal Europe, Crusades, Renaissance)
- Early Americas (Olmecs, Maya, Aztec, Inca)

U.S. History topics of study include

- New Empires in the Americas
- Colonial Heritage
- A New Nation, 1777—1799
- The New Republic, 1800--1860
- The Nation Expands, 1790-1860
- The Nation Breaks Apart, 1861—1877

Middle School Language Arts

During the school year, students will be engaged in activities addressing the state standards and designed to develop reading, writing and speaking skills and talents. Books used in class read alouds and literature circles introduce students to a variety of genres throughout the year. Writing focus changes each year, encompassing feature articles, memoir, biography, narrative, fairy tale, and multi-genre projects. Each year, persuasive writing is studied; it is an area included in the annual state testing.

Academic Literacy

Primary class goal is assisting students in developing skills of an effective reader. The class design is the reading apprenticeship model (see reference below).

Through the year, students learn to access text using strategies for increasing engagement and promoting a deeper level of comprehension with a variety of texts. Strategies will be employed throughout the reading process (before, during, and after). Majority of the text used in class, activities and assignments, will be informational.

Art

The Washington State School for the Blind art department believes that creativity is a potential all students possess. The art department assists students to reach full academic and artistic potential and prepares students to lead satisfying, creative lives in which they will continue to learn and grow.

The art curriculum is constructed around three essential learning strands: introducing art, exploring art, and understanding art. These essential learning strands are interwoven through the curriculum beginning with elementary students and continuing through the twelfth grade. The national standards for the visual arts education are represented and explored through the curriculum. The curriculum is structured around the belief that students learn best in a classroom that is engaging, meaningful, and focused on art as a core curriculum subject, one that is build on their everyday experiences and enriches their learning in all areas.

Title: High School Art

Length: One Semester

Grade: 9-12

The high school art course focuses on innovative ways to integrate arts through curriculum, provide focused arts instruction, and create rich, hands on, adapted learning environment with high standards or artistic excellence. Students explore art through a variety of media and techniques. It examines historical/cultural context, art forms, elements, and principles of art, aesthetic valuing, and safety.

English Department Overview

With the goal of attaining grade level competency commensurate with Washington State EALRs, the English Department at WSSB seeks to foster, in our students, a level of competency and a sense of their own voice in written work, a love of reading and language that will serve them throughout their lives, and a confidence in their ability communicate ideas verbally.

Title: Freshman English
Length: Two Semesters
Grade: 9

During the Freshman English course, students will participate in daily writing exercises through the development of an online blog. They will be introduced to the following genres: poetry, novel, short story, essay, creative non-fiction, journalistic article and research paper. Students will read examples of each genre, learn their basic elements, and will practice writing skills in all but the novel genre. Throughout the course of the year, students will practice oral presentation skills, gaining confidence in this area. Students will continue to improve in the following areas, some of which are affected by their visual impairment: reading fluency and comprehension, understanding of grammar, punctuation and spelling, correct formatting of work, use of process writing (revision and editing), use of internet sources for the purpose of research. Students will be introduced to techniques of peer-editing.

Title: Sophomore English
Length: Two Semesters
Grade: 10

The Sophomore English course continues work in the variety of genres mentioned above and expands student practice and knowledge in these areas. Students will continue to increase understanding of essay writing, practicing the development of narrative, expository and persuasive essays. Students will expand understanding of literary terms and will further develop research skill in preparation for more extensive papers to be written according to MLA standards. Students will develop their peer-editing skills, providing constructive feedback for one another.

Title: Junior English
Length: Two Semesters
Grade: 11

Along with continued writing in the various genres and skills mentioned above, students in their junior year will write an extensive research paper on a career that is a reasonable choice for their future. These papers will follow MLA standards with particular attention to correct use of citations and development of the Works Cited page. Students will do an oral presentation of their research findings on the career of their choice. They will continue to develop their use of rich language in creative writing and will expand vocabulary in preparation for PSAT and other college entrance exams.

Title: Senior English

Length: Two Semesters

Grade: 12

Senior English students will focus on development of their Senior Research Paper, Senior Project, and Oral Presentation based their findings. Students learn to synthesize findings from at least five sources in order to create a coherent research paper, based on a central thesis statement. Great attention is paid to formatting, citing of sources and completion of a paper that rises to college-level standards. Their physical project and oral presentation will relate to the same subject as that presented in their papers. Students will continue to develop writing skills in other genres, and to expand their vocabulary in preparation for college preparatory exams.

Hudson's Bay Access

Access and re-introduction to public education is the primary goal within Washington State's special education program. To support that goal, students attending the Washington State School for the Blind have the educational option to attend the local high school part time while still accessing extended core curriculum instruction on the WSSB campus. In doing so, students of all academic levels are welcome to register, attend and earn high school credit within the public high school. The Hudson's Bay dual enrollment program strives to support the individual student's needs in the area of least restrictive environment and strongly advocates to the student's right to access class materials and instruction.

The high school liaison assures that the WSSB student attending the local high school is equipped with all of the tools necessary to access public school instruction. This includes, but is not limited to: preparing / acquiring accessible materials, instruction in using accessible materials, acquiring assistive technology, additional support in using assistive technology in the public school setting, beginning of the year in-class support to acclimate to public school culture, orientation and mobility, public school consultation, registration of classes, yearly forecasting of classes and tying together communication with parents, WSSB staff, host school staff and the student.

NOTE: Hudsons Bay High School Curriculum Guide will be available for review.

Mathematics Department Overview

Program Description

The mathematics program at the Washington State School for the Blind is designed to:

- Help students to successfully meet the HSPE standards
- Aid students in applying classroom math skills in all areas of life
- Prepare students to enter colleges/universities through higher level math classes
- Give all students appropriate math level placements.

Students in high school are required to complete a minimum of 3 math credits for graduation. Students planning on attending a college or university are encouraged to enroll in higher level math classes throughout their high school years. Math placement is based on informal assessment and/or teacher recommendation through the IEP process. A wide range of math classes/levels are offered from applied math concepts in the real world through college level courses.

The math curriculum is constructed around four essential learning strands: geometry, algebra, measurement, probability, functions, and number sense. These essential learning strands are interwoven through the curriculum beginning in kindergarten and continuing through the twelfth grade. Emphasis is placed on particular strands at various grade levels throughout the curriculum. At each grade level there is a content list that is tied directly to the six essential strands. This progressive program ensures a complete and in-depth coverage of the math content throughout the curriculum. This provides students the ability to build on prior knowledge and experience, to refine ideas and concepts, to dialogue and question, to explore and discover and to acquire essential and meaningful knowledge.

Courses Offered

6th, 7th and 8th Grade Math

Course Goals: Math investigations that present problems for students to solve. They learn how to communicate by using different kinds of representations such as graphs, tables, formulas, or written explanations/arguments. Curriculum connects applications of mathematics in the real world. Through discussion of problems and solutions students learn to reason about mathematics. Texts are literature based and supplemented with computation. The class incorporates organizational skills and note-taking skills necessary for high school and college.

General Math

Length: 2-8 Semesters depending on student need

Grade: 9-12

Course Goals: This course provides extra instruction and support to students who need more instruction in basic math. The students are working on skills necessary to begin a higher level math course such as algebra 1. The course is IEP driven and students are given more practice with each skill than in a standard curriculum. The course can last 1 to 4 years depending on the student's ability.

Algebra I

Length: 2-4 Semesters depending on student need

Grade: 9-12

Course Goals: Individual and group labs are based on promoting algebraic thinking and mathematical symbolism. The course incorporates the use of a graphing calculator along with physical graphs. Students learn how to communicate by using different kinds of representations such as graphs, tables, formulas, or written explanations/arguments. Curriculum connects applications of mathematics in the real world. Through discussion of problems and solutions students learn to reason about mathematics and build math vocabulary. The class incorporates organizational skills and note-taking skills necessary for college.

Algebra II

Length: 2-4 Semesters depending on student need

Grade: 9-12

Students build upon skills from algebra I to solve problems involving systems of equations and inequalities in two and three variables, matrices, quadratic functions, exponential and logarithmic functions, polynomial functions, rational functions and radical functions

Geometry

Length: 2-4 Semesters depending on student need

Grade: 9-12

Course Goals: Individual and group labs are based on promoting geometric thinking and mathematical symbolism. Students learn how to communicate by using different kinds of representations such as diagrams, tables, formulas, or written explanations/arguments. Students begin with studying the basic terms of points, lines, planes and angles, and expand these basic concepts to include the concepts of polygons, parallel, symmetry, congruence, similarity, area, perimeter and volume of plane figures and geometric solids, and coordinate geometry. Students study inductive and deductive reasoning and write formal geometric proofs.

Pre-Calculus/Calculus

Length: 2-4 Semesters depending on student need

Grade: 11-12

Music Department Overview

PROGRAM DESCRIPTION

Music is a class that allows students of all functioning levels and ages to participate and be successful. WSSB music prides itself on using a multi-modal approach to instruction through the use of kinesthetic, auditory, tactile, verbal, interpersonal, visual and musical modes.

Being involved in music classes at WSSB will help students to appreciate many forms of music while developing a better tone with their voice or instrument. Students will be exposed to music theory, music appreciation, history, vocabulary and notation (either print or Braille) based upon their ability. Students will increase their listening skills through ear-training. Students will be allowed to demonstrate individual creativity through dance, and musical expression by being given the opportunity to perform on stage at concerts or in the classroom. Proper stage and concert etiquette will also be taught.

COURSES OFFERED:

- **Band:** Students are given the opportunity to explore a variety of instruments, and perform on them in multiple concerts per year. Students are also taught how to read music, develop better musical ear-training skills and rhythmic precision. The opportunity for involvement in the outside community through off-campus concerts is available.
- **Choir:** (Offered when the student population desires choral training. Vocal training will be integrated into the band series as well as general music when a separate choir is not available.) Through vocal exercises students will develop a better posture and breath control. They will be given the opportunity to sing a variety of musical styles and will develop the skills necessary to harmonize, blend and balance their voices. Choral students will also be exposed to basic choreography, musical terms and notation. The opportunity for involvement in the outside community through off-campus concerts is available.
- **Guitar Class:** (offered every three years) Students will develop better listening skills necessary to tune a guitar. They will learn how to care and maintain their instrument. Music notation as related to reading guitar tablature (print or Braille) will be taught. Students are also given the opportunity to demonstrate their skills at two concerts per year.
- **Music Braille:** (offered as a pull-out/small class or integrated into band/general music classes) This class will teach students how to read, write and understand the music Braille code. Students will also be taught music theory, ear training and how to demonstrate their music Braille reading skills through performance on a variety of instruments. Most importantly, music Braille students will also be taught to understand how a print student reads music and how it relates (or doesn't) to their music Braille code. *This class has a pre-requisite that the student has a strong grasp on the literary Braille code.*

- **General Music:** This class is focused towards elementary and life-skills students. The concentration is on music exploration, through appreciation, listening, moving (dance), basic terminology and history, singing, and instrument awareness. The students are given the opportunity to demonstrate their skills in two concerts annually.
- **Pre-School Music:** This class is focused in using music as a mode to instruct rather than a concept to be taught. Students use music as a way to learn how to use their voice, follow directions, move, improve gross/fine motor skills, learn basic concepts (shapes, days of the week, months of the year, up/down/right/left, body parts...) and explore musical instruments. Through music, students participate in annual concerts and are given opportunities to demonstrate their independence/skills and express themselves through music.
- **Drama (Musical):** *This class is offered only when time and finances are available.* When offered, students are given the opportunity to learn dance and basic choreography, set design and construction, and practice in memorizing a large musical work. Opportunity to be involved with outside community members through mentoring programs designed to help students with their roles is a vital part of the drama program.
- **Music History/Appreciation:** (Offered every 3-4 years as an independent class, but the concepts are integrated into general music and all levels of the 4 Band program.) This class offers students a more in-depth look at the history of music from early music to modern rock. Students gain knowledge through attending concert, watching videos, listening to albums, and studying from text books.

Science Department Overview

Program Description

The science program at the Washington State School for the Blind is designed to:

- Prepare students to enter colleges/universities through higher level science classes.
- Help students to successfully pass the High School Proficiency Exam.
- Aid students in applying classroom science skills in all areas of life.
- Give all students appropriate science level placements.

Students in high school are required to complete a minimum of 2 science credits for graduation. Students planning on attending a four year college or university are encouraged to enroll in higher level science classes throughout their high school years. Those classes (i.e. Physics, Chemistry, and Human Anatomy & Physiology) can be taken at the local district high school, Hudson's Bay High.

Science placement is based on informal assessment and/or teacher recommendation through the IEP process.

High School Courses

Title: Environmental Science

Length: Two Semesters

Grade: 11-12

This course is an elective, taught to junior and seniors students who have completed the physical science and biology requirement. It is designed to allow students to explore how humans affect scientific principles in the environment. This course will allow students to truly focus on the inter-dependence of organisms and their habitat. It will combine ideas from natural sciences such as biology, chemistry, and geology with social sciences such as ethics and politics.

Title: Biology

Length: Two Semesters

Grade: 10-12

This course is required, taught typically to sophomores. It is designed to familiarize students with the inter-relationships between all living organisms. Fundamental concepts and principles explored by the students are: cellular structure and function; plant anatomy and photosynthesis; cellular respiration; molecular basis of heredity; genetics; ecology; classification; and human organ systems. This course will strive to help the student learn about science in the natural world.

Title: Physical Science

Length: Two Semesters

Grade: 9-12

This course is required, taught typically to freshmen. It is designed to explore chemistry and physics principles as they relate to the world around us. The course will strive to give students a working knowledge of properties of matter; motion and energy; chemical reactions; light, sound and waves; work and heat; and magnetism and electricity.

Title: Integrated Biology
Length: Two Semesters
Grade: 10-12

This course is designed to fulfill the biology requirement for students who are not following the standard academic tract and receiving an academic diploma. The student will explore basic biological and life science concepts. The focus of the course will include: cell structure and function; plant structure, development, and reproduction; genetics and heredity; classification and organization; and the human body systems.

Title: Integrated Physical Science
Length: Two Semesters
Grade: 9-12

This course is designed to fulfill the physical science requirement for students who are not following the standard academic tract and receiving an academic diploma. The student will explore basic physical science concepts. The focus of the course will include: matter and energy; motion; forces; elements and the periodic table; light and sound; and chemical reactions.

Middle School Courses (3-Year rotation)

Title: Life Science
Length: 2 Semesters
Grade: 6-8

This course is designed to familiarize students with a scientific view of the living world. Attention is given to the diversity of life on Earth, to the characteristics of various groups of organisms, and to basic concepts that help us understand how organisms survive, reproduce, interact and evolve.

Title: Earth Science
Length: 2 Semesters
Grade: 6-8

This course is designed to allow students to experience scientific investigations. The student will explore the workings of the universe, including concepts involving: solar system; the planet earth: (atmosphere and weather; oceans, landmasses and core; the earth's dynamics: plate tectonics, earth quakes, volcanoes; and rocks and minerals.

Title: Health
Length: 2 Semesters
Grade: 6-8

This course is designed to allow students to develop a working knowledge of how to maintain a healthy body. The course focuses on all three aspects of health-social, physical and emotional. The course covers such topics as: physical fitness; nutrition; mental and emotional health; family and social health; and body systems.

Physical Education FIT FOR LIFE Program

Our mission at the Washington State School for the Blind is to create a non-threatening, success oriented environment that will teach lifetime fitness skills. We want to excite our youth about physical activity. In order to accomplish this goal, the Washington State School for the Blind has developed the Fit for life Program.

The Fit for Life Program is designed to expose each student to a wide variety of sport and fitness activities (swimming, water games, fitness equipment, aerobics, ball activities and games, biking, rollerblading, walking, running, jump roping, weight lifting, goal ball, sports, tumbling, etc.). The program will provide the opportunity for students to discover their own fitness interests and with the help of the physical educator and teaching staff students will develop the knowledge and skills necessary to maintain physical, mental, and social well being. The students will learn how to access, monitor, and excel in each activity they are interested in pursuing. The Fit for Life Program is based on a step system with four levels of instruction. The students begin the program with full assistance and instruction. As knowledge and skill increase, students will become more responsible and independent in initiating and incorporating their physical activities. At all levels students will increase cardiovascular functioning, muscular strength, endurance, flexibility, and positive self-esteem. Students who complete the program will have the desire and ability to independently live a healthy active lifestyle and become Fit For Life.

Title: Fitness Level 1

Length: Two Semesters

Grade: K-5; Life Skills

Students in Level 1 Fitness receive full instruction and assistance. Class lessons are designed to teach healthy lifestyle skills and improve physical conditioning. Students begin to discover their own fitness interests and are encouraged to explore them. Students also receive weekly swim lessons.

Title: Fitness Level 2

Length: Two Semesters

Grade: 6-8, Occupational Studies

Students in Level 2 Fitness receive full instruction and assistance. Class lessons are designed to teach healthy lifestyle skills and improve physical conditioning. Students begin to discover their own fitness interests are encouraged to explore them and engage in these activities during their choice times. Students also receive weekly swim lessons.

Title: Fitness Level 3

Length: Two Semesters

Grade: 9-12

Secondary students that enter the Level III program learn how to develop their own fitness program. Under indirect instruction, students take ownership for their fitness by choosing

activities, accessing equipment, monitoring performance and setting goals. As knowledge and skill increase, they should develop independent lifetime fitness skills and begin to make fitness a part of their daily routine.

Title: Fitness Level 4

Length: Two Semesters

Grade: 9-12

A Level 4 student independently chooses fitness activities, accesses fitness equipment, performs activities according to given standards, monitors progress, and sets and achieves personal fitness goals. Students are responsible for making appointments with their instructor to discuss their fitness program and receive quarterly fitness evaluations.

Social Studies High School Department Overview

Social Studies

The Social Studies curriculum is constructed around four essential learning strands: history, geography, government, and culture. These essential learning strands are interwoven through the curriculum beginning in kindergarten and continuing through the twelfth grade. Emphasis is placed on particular strands at various grade levels throughout the curriculum. At each grade level there is a content list that is tied directly to the four essential strands. This progressive program ensures a complete and in-depth coverage of the social studies content throughout the curriculum. This provides students the ability to build on prior knowledge and experience, to refine ideas and concepts, to dialogue and question, to explore and discover and to acquire essential and meaningful knowledge.

Title: Washington State History

Length: One Semester – ½ a Credit

Grade: 9

The Washington State History course gives student the opportunity to learn about the state of Washington and to learn why active Washington citizenship is important. The course emphasizes Washington's distinctive physical and human geography. It examines historical events, economic resource development, and the changing political structures of the state of Washington. The major federal and state laws that govern Alaska's Washington and its waters are studied, as well as Washington's changing geopolitical significance. Washington's state government and private industries and their particular individual influence require informed citizens-owners who will need to continue managing the state for a sustainable future.

Title: World Geography

Length: One Semester or ½ a Credit

Grade 9

World Geography offers each student the unique opportunity to understand and explore the basic geographic concepts and facts of our world, our planet in space. The course content will include an in-depth study of the Earth as regards to weather, climate, vegetation and resources. Basic map and globe and study skills will be incorporated into daily lesson outlines when feasible. The relationship of man/woman to their global/regional environment shall be part of the class. The class will bring in the social, economic, religious and geographic aspects of the area in the world how human beings relate to this area.

Title: United States History – Modern Era Since 1865

Length: Two Semesters or 1 Credit

Grade: 11

This course will begin with an initial review of the 18th and 19th centuries of American history. A major emphasis will be on 20th century America. Specific areas of study will include: a) the Progressive era and the Age of the modern industrialism, b) the rise of America as a world power

and World War I, c) prosperity, the roaring 20's and the great Depression, d) global conflict – World War II, e) cold War and the rise of communism f) Civil Rights movement, the days of protest and the Vietnam conflict, and g) final days of the twentieth century.

Contemporary World Problems

Length: Two Semesters or 1 Credit

Grade: 12

This is a course that is to develop a study of principle foreign and domestic issues of American society in today's world. It is based on an examination of past, present and possible future relationships. Students are asked to develop solutions and to try to understand the complex current problems of our society by looking at their recent history.

LIFE Skills (Living in Functional Environment)

The Life Skills program is designed to help students with disabilities increase their skills in reading, written language and math. In addition this program provides instruction in social skills, assistive technology and daily living skills. All programs are thoroughly defined in the student's IEP. Much of the instruction is delivered in a small class format with a lot of specialized attention.

Goals

- Student will increase independence in the following areas: functional academics, communication skills, social skills, self –management skills, daily living skills, and vocational readiness.
- Students will achieve their highest level of mobility independence.
- Students will achieve their highest level of reading via Braille, large print or auditory skills.

Occupational Studies Program Overview

Program Description

This program is designed to meet the unique needs of each individual student to learn skills and make progress toward becoming an independent adult. The skills needed might be in the areas of accessing community resources, daily living skills, money, scheduling life activities, health, nutrition, work experience, functional math, reading and writing, or learning to produce a signature. Classes take place at various locations around campus, or in community settings during Business Enterprises, Compensatory Skills, Language Arts, Math, Community Experience, and Work Experience.

Courses Offered

Applied Academics

Language Arts provides an opportunity for the students to write and discuss questions a typical teenager might ask. Doing this requires that the students practice basic grammar, punctuation, communication, and problem solving.

Math class focuses on learning the practical life skill of solving everyday computation problems. The students also practice using measuring tools, estimating amounts, and using money and other tactile objects to learn and understand basic math concepts.

Independent Living/Daily Living Skills

During Daily Living Skills, each student works on individual "home-alone survival skills". Daily Living Skills are taught in Cottages, the classroom, and out in the community. The range of skills taught in these settings include shopping, budgeting, cooking, nutrition and health, home maintenance, clothing care and laundry, and efficient use of personal time to accomplish necessary life activities.

Compensatory Skills Component

These classes are designed to give students time for concentrated effort to master very specific skill areas. These classes might include Daily Living Skills, Assistive Technology, Orientation and Mobility, and Braille. The students are evaluated to determine the skills and methods that they will learn to compensate for their visual impairment. The adaptive techniques and special equipment allow the student to access information or accomplish tasks to make progress toward becoming as independent as possible. The skills learned are practiced throughout the student's educational program in other classes and activities.

Social Communication Class

This class is designed to teach students skills that reinforce social growth, personal happiness, and educational/vocational success. Areas of study include skills to make and maintain relationships, maintain self-control, handle feelings, be responsible and practice self-advocacy, and how to fit into the community and workplace.

Community Experience

The goal of this course is to teach students to acquire and perform chronological, age-appropriate meaningful and functional skills within a variety of community environments.

Vocational Education

The focus of this class is to learn about skills, attitudes, and behavior that are valued in the workplace. The goal is that the students begin to anticipate the real world of work. This includes use of a time sheet, legal signature, organization, phone skills, listening, following directions, money handling, time management, and social and communication skills. Lessons take place in and out of the classroom and are practiced during an on and off campus work experience. The characteristics and abilities of each student are considered for work assignments.

Recreational Program

Description

The WSSB Recreation Program provides a safe, non-threatening, success oriented environment where students develop the knowledge and skills necessary to independently incorporate a variety of recreational and leisure activities into their daily lives.

Activities are unlimited and available on & off campus, after school and evenings.
Community experiences and field trips are a priority.

Activities/courses Offered

Swimming/swim team	Snowshoeing	Archery
Water Aerobics	Horse riding	Ice skating
Pool games	Gymnastics	Concerts
Water Park experiences	Fencing	Scouts
Wind surfing	Bowling	Youth Groups
Boating, canoeing, rowing	Goalball	Bingo
Water skiing & tubing	Basketball	Shopping
Snorkeling	Beeper baseball	Arts & crafts
Scuba diving	Golf	Wrestling
Rafting	Mini-golf	Camping
Skating (inline & quad)	Dancing	Kite flying
Skateboarding	Yoga	Fishing
Bike riding (tandem too)	Aerobics	Cooking
Hiking	Martial Arts	Entertaining
Walking	Self-defense Classes	Community Service projects
Rock wall climbing	Music lessons	Campus Social events (parties, dances)
Snow Skiing	Art lessons	Gardening
Snow boarding	Pottery	Movies
Cross country skiing (overnight)	Games	Swim & Track Meets
Sledding	Karaoke	
Snowmobiling	Drama	
	Powerlifting	

Community activities can include:

Sports events (local, college & professional)	Humane Society
Museums	Concerts
Parks and Recreation events	Theater events
Factory tours	Carnivals
Train and bus depots	Festivals
Airports	Court House & police department tours
Fire stations, vehicles	Qwest Easter Egg Hunt
Zoo & Circus trips	

Athletics

Program Description

Athletics provides students with the opportunity to take basic skills and abilities learned in fitness and continue to develop them. It also provides instruction in interpersonal skills and working as a team. WSSB has chosen to have competitive athletics in sports that are blind-specific and sports that can be adapted, so long as those sports are not offered in the public school. Regular sports that can be easily adapted which are offered in the public school will be engaged through an exchange program with local schools in which WSSB students can participate on their teams with the support of WSSB staff.

Courses Offered

- *Powerlifting – non-regulated sport adapted and competed in regional tournaments
- *Goalball – blind-specific sport competed in regional tournaments.

Goals for Students

1. Students will gain knowledge and abilities in teamwork and interpersonal skills.
2. Have success in local, regional and national competition.
3. Develop sport as an integral part of lifelong recreation and social interaction.

Student Store/Espresso Stand

Program Description

The Student Store and Espresso Bar are both set up to simulate small businesses. Students participate in all areas of business to gain work experience for future job placement or small business operations. Both businesses are financially self-sufficient. Students earn wages, offering the opportunity to manage their spending money.

The Student Store is operated by students. WSSB items, canes, magnifiers and independent living aids are available for purchase by the community and students. Necessities such as shampoo, toothpaste and hair brushes are also sold. Students apply for positions and are responsible for being reliable employees. They work behind the counter operating the talking cash register, serving customers, and completing inventory of items sold. Students attend meetings and assist in determining the products to be sold. They are also involved in the record keeping, including keeping track of profits and losses.

The Lion's Den Espresso Bar is student operated and provides work experience. Students learn to operate a standard espresso machine, and talking cash register. They are responsible for keeping the area clean and organized. They are responsible for knowing preparation methods of the menu items, and prices. They have the opportunity to interact with co-workers and real life on the job experiences.

Goals for Students:

1. To give hands on experience for students to gain confidence in their own abilities and be able to communicate and advocate their abilities for future employment.
2. To provide the opportunity for students with visual impairments to devise and use methods of identification and organization that will be needed for independence in future employment.
3. To provide students experience and training to meet employment qualifications for future employment.
4. To provide students the exposure to small business operations that may be expanded on for future small business management and/or ownership.

STANDARDS FOR ACCREDITATION

The Northwest Association has prescribed eight standards that apply to schools seeking initial Accreditation and to member schools seeking re-accreditation. The eight standards are presented here in a format that can easily be photocopied for use in a survey or other method of data collection. These forms are also available for download from our web page: www.boisestate.edu/naas.

In completing this questionnaire, please indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “fully met”, 3 being “substantially met”, 2 being “partially met”, and 1 being “not presently met”. Any response that averages below a 3 should be accompanied by a written explanation. The school will want to use the comments section to draw attention to a great success, a concern, or an area of interest.

NOTE:

Electronic scoring sheets for questions follow on subsequent pages.

TEACHING AND LEARNING STANDARDS

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING

1.1	The school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.
1.2	The school's mission statement represents the school community's fundamental values and beliefs about student learning.
1.3	The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission.
1.4	For each academic expectation of the mission, the school has a targeted level of successful achievement identified as an indicator.
1.5	The school uses indicators to assess the school's progress in achieving school-wide civic and social expectations.
1.6	The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.
1.7	The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards.

COMMENTS:

TEACHING AND LEARNING STANDARDS

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2. CURRICULUM

2.1	Each curriculum area identifies those school-wide academic expectations for which it is responsible.
2.2	The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.
2.3	The written curriculum: <ul style="list-style-type: none"> a. prescribes content; b. integrates relevant school-wide learning expectations; c. includes course-specific learning goals; d. suggests instructional strategies; e. suggests assessment techniques including the use of school-wide expectations for student learning.
2.4	The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.
2.5	The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.
2.6	The school provides opportunities for all students to extend learning beyond the normal course offerings and the school campus.
2.7	There is effective curricular coordination and articulation between and among all academic areas within the school as well as other schools in the district (where applicable).
2.8	Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the implementation of the curriculum.
2.9	The professional staff is actively involved in the ongoing development, evaluation and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
2.10	The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
2.11	Professional development activities support the development and implementation of the curriculum.
2.12	The program of studies meets the requirements of the state, ministry, or parent organization, as applicable,
2.13	The school has a written policy statement concerning the selection of educational materials.

COMMENTS:

TEACHING AND LEARNING STANDARDS

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

3.1	Instructional strategies are consistent with the school's mission statement and expectations for student learning.
3.2	Instructional strategies: a. personalize instruction; b. make connections across disciplines; c. engage students as active learners; d. engage students as self-directed learners; e. involve students in higher order thinking to promote depth of understanding f. provide opportunities for students to apply knowledge or skills; g. promote student self-assessment and self-reflection; h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
3.3	Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
3.4	Teachers are efficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
3.5	Analysis of instructional strategies is a significant part of the professional culture of the school.
3.6	Technology is integrated into and supportive of teaching and learning.
3.7	The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.
3.8	Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

COMMENTS:

TEACHING AND LEARNING STANDARDS

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4. ASSESSMENT

4.1	The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.
4.2	The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations
4.3	For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4.4	Teachers base classroom assessment of student learning on school-wide and course specific indicators.
4.5	Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
4.6	Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
4.7	The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
4.8	The school's professional staff communicates individual student progress achieving school-wide academic expectations to students and their families.
4.9	The school's professional staff communicates the school's progress achieving all school-wide expectations to the school community.
4.10	Results and analysis of assessment are used to drive curriculum and instruction.

COMMENTS:

SUPPORT STANDARDS

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

5. LEADERSHIP AND ORGANIZATION

5.1	The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning.
5.2	The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
5.3	The student to administration ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof.
5.4	Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school.
5.5	Staff turnover does not impact school effectiveness.
5.6	The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning.
5.7	Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and expectations for student learning.
5.8	The schedule is driven by the school's mission, beliefs, and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment.
5.9	Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
5.10	There is a formal system through which each student has an adult member who knows the student well and assists the student in achieving the school-wide expectations for student learning.
5.11	The professional staff members collaborate within and across departments or grade levels in support of learning for all students.
5.12	All school staff is involved in promoting the well-being and learning of students.
5.13	Student success is regularly acknowledged, celebrated, and displayed.
5.14	The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.
5.15	The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons
5.16	The school meets all applicable state requirements and regulations for licensure organization, administration, and control unless state authorities have granted official exemption.

COMMENTS:

SUPPORT STANDARDS

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

6. SCHOOL SERVICES

Student Support Services

6.1	The school's student support services are consistent with the school's mission, beliefs, and expectations for student learning.
6.2	The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
6.3	Student support personnel enhance student learning by integrating and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students
6.4	All student services are regularly evaluated and revised as needed to support improved student learning.
6.5	All professional personnel are in compliance with the certification requirements of the state in which the school is located.
6.6	There is one administrative support staff member for each 350 students or major prorated fraction thereof.
6.7	The total number of students instructed by any one teacher in any one grading period does not exceed 160 for a traditional school schedule, 140 for trimester school schedules, and 180 for block school schedules.
6.8	There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6.9	Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal and state law.

Guidance Services

6.10	The school provides a full range of comprehensive guidance services including: a. individual and group meetings with counseling personnel; b. personal, career, and college counseling; c. student course selection assistance; d. collaborative outreach to community and area mental health agencies and social service providers; e. appropriate support in the delivery of special education services for students.
6.11	The ratio of students to those who provide guidance and counseling services does not exceed 400 students to those respective individuals.
6.12	The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with soundproof offices for each professional school counselor, installed telephones, computer connections, etc.)

Health Services

6.13	The school has a current health service plan providing resources to meet the needs of all the students.
6.14	School has a comprehensive safe school plan that is tested and updated annually.

Library Information Service

6.15	The library media program is directed by a certified library media specialist. f. Library staff of schools of fewer than 250 students need not be certified. g. Schools with an enrollment between 250 and 500 students have a fulltime qualified library media specialist. h. Schools with more than 500 students have a fulltime library media specialist and have additional library media personnel. i. Personnel are under the direction of a qualified library media specialist.
6.16	A wide range of materials, technologies, and other library/information services that are responsive to the schools student population are available to students and faculty and utilized to improve teaching and learning.
6.17	Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
6.18	The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
6.19	Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

6.20	The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.
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Family and Community Services

6.21	The school engages parents and families as partners in each student's education and encourages their participation in school programs.
6.22	The school fosters productive business/community/higher education partnerships that support student learning.

COMMENTS:

SUPPORT STANDARDS

The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7. FACILITIES AND FINANCE

7.1	The school site and plant support and enhance all aspects of the educational program and the support services for student learning.
7.2	The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7.3	Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.
7.4	A planned and adequately funded program of building and site management ensures that the appropriate maintenance, repair, and cleanliness of the school plant.
7.5	There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
7.6	Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.
7.7	The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
7.8	Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
7.9	The school's accounts are independently audited annually.
7.10	The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration.
7.11	Terms of tuition and/or fees payment are clearly spelled out in the application, where applicable.
7.12	Any advertising and promotional literature is completely truthful and ethical.
7.13	Any advertising and promotional literature clearly states the purpose of the school's program of instruction.
7.14	None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.
7.15	Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.
7.16	The administration has the authority to administer its discretionary budget, where applicable.

COMMENTS:

SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from evaluation process should include targeted levels of achievement and be measurable.

8. CULTURE OF CONTINUAL IMPROVEMENT

8.1	The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis.
8.2	Results of school improvement are identified, documented, used, and communicated to all stakeholders.
8.3	The school improvement effort is externally validated on a periodic basis.
8.4	The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.
8.5	The school improvement process provides an orderly process for: a. Selecting the most appropriate areas upon which to focus improvement efforts; b. Developing strategies that are designed to improve student performance; c. Implementing those strategies; d. Monitoring the process; e. Evaluating the process to ensure that success has been attained.
8.6	The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-evaluation.
8.7	The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
8.8	Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
8.9	A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.
8.10	The school improvement process involves a site-based council or advisory committee.

COMMENTS:

Section 1

	Base	% Satisfied				1
		95% Confidence Interval	4	3	2	
Base	310	-	225 73%	57 18%	15 5%	13 4%
TEACHING AND LEARNING STANDARDS Guiding Principle: The sc...	45	-	36 80%	6 13%	1 2%	2 4%
1.2 The school's mission statement represents the school ...	43	-	37 86%	4 9%	1 2%	1 2%
1.3 The school defines school-wide academic, civic, and s...	45	-	32 71%	9 20%	2 4%	2 4%
1.4 For each academic expectation of the mission, the sch...	45	-	31 69%	10 22%	2 4%	2 4%
1.5 The school uses indicators to assess the school's pro...	42	-	27 64%	10 24%	3 7%	2 5%
1.6 The school's mission statement, beliefs, and the s...	45	-	34 76%	7 16%	2 4%	2 4%
1.7 The school regularly reviews its mission statement, b...	45	-	28 62%	11 24%	4 9%	2 4%

Section 2

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	735	-	468 64%	173 24%	66 9%	28 4%
Guiding Principle: The curriculum including coursework, c...	45	-	29 64%	13 29%	2 4%	1 2%
2.2 The curriculum is aligned with the school-wide academ...	44	-	30 68%	10 23%	3 7%	1 2%
2.3 The written curriculum: a. prescribes content	43	-	29 67%	11 26%	2 5%	1 2%
2.3 The written curriculum: b. integrates relevant school...	43	-	29 67%	9 21%	3 7%	2 5%
2.3 The written curriculum: c. includes course-specific i...	44	-	34 77%	7 16%	2 5%	1 2%
2.3 The written curriculum: d. suggests instructional str...	43	-	30 70%	10 23%	2 5%	1 2%
2.3 The written curriculum: e. suggests assessment techn...	44	-	27 61%	13 30%	3 7%	1 2%
2.4 The curriculum engages all students in inquiry, probl...	42	-	29 69%	9 21%	3 7%	1 2%

Section 2

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	735	-	488 64%	173 24%	66 9%	28 4%
2.5 The curriculum is appropriately integrated and emphasizes...	43	-	31 72%	7 16%	4 9%	1 2%
2.6 The school provides opportunities for all students to...	44	-	32 73%	7 16%	2 5%	3 7%
2.7 There is effective curricular coordination and articu...	42	-	24 57%	9 21%	6 14%	3 7%
2.8 Instructional materials, technology, equipment, suppli...	43	-	26 60%	6 14%	9 21%	2 5%
2.9 The professional staff is actively involved in the on...	42	-	22 52%	14 33%	5 12%	1 2%
2.10 The school commits sufficient time, financial resour...	44	-	22 50%	12 27%	7 16%	3 7%
2.11 Professional development activities support the deve...	44	-	22 50%	12 27%	8 18%	2 5%
2.12 The program of studies meets the requirements of the...	44	-	32 73%	9 20%	2 5%	1 2%
2.13 The school has a written policy statement concerning...	41	-	20 49%	15 37%	3 7%	3 7%

Section 3

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	661	-	448 68%	139 21%	48 7%	26 4%
Guiding Principle: The quality of instruction in a school...	45	-	31 69%	9 20%	3 7%	2 4%
3.2 Instructional strategies: a. personalize instruction	43	-	35 81%	4 9%	3 7%	1 2%
3.2 Instructional strategies: b. make connections across...	44	-	32 73%	9 20%	1 2%	2 5%
3.2 Instructional strategies: c. engage students as acti...	42	-	32 76%	6 14%	3 7%	1 2%
3.2 Instructional strategies: d. engage students as self...	43	-	24 56%	13 30%	5 12%	1 2%
3.2 Instructional strategies: e. involve students in hi...	44	-	28 64%	10 23%	5 11%	1 2%
3.2 Instructional strategies: f. provide opportunities ...	44	-	34 77%	6 14%	3 7%	1 2%
3.2 Instructional strategies: g. promote student self-as...	43	-	26 60%	11 26%	6 14%	0 0%
3.2 Instructional strategies: h. recognize diversity, mu...	44	-	37 84%	3 7%	2 5%	2 5%

Section 3

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	661	-	448 68%	139 21%	48 7%	26 4%
3.3 Teachers use feedback from a variety of sources Inclu...	45	-	27 60%	10 22%	4 9%	4 9%
3.4 Teachers are proficient in their content area, knowle...	45	-	28 62%	13 29%	2 4%	2 4%
3.5 Analysis of instructional strategies is a significant...	44	-	24 55%	14 32%	4 9%	2 5%
3.6 Technology is integrated into and supportive of teach...	45	-	38 84%	4 9%	1 2%	2 4%
3.7 The school's professional development program is guid...	45	-	24 53%	13 29%	4 9%	4 9%
3.8 Teacher supervision and evaluation processes are used...	45	-	28 62%	14 31%	2 4%	1 2%

Section 4

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	434	-	290 67%	106 24%	25 6%	13 3%
Guiding Principle: Assessment is an integral part of the ...	44	-	33 75%	10 23%	0 0%	1 2%
4.2 The school's professional staff uses data to assess t...	43	-	29 67%	11 26%	1 2%	2 5%
4.3 For each learning activity, teachers clarify for stud...	44	-	24 55%	16 36%	3 7%	1 2%
4.4 Teachers base classroom assessment of student learnin...	42	-	28 67%	12 29%	1 2%	1 2%
4.5 Teachers use varied assessment strategies to determin...	44	-	32 73%	9 20%	2 5%	1 2%
4.6 Teachers meet collaboratively to discuss and share st...	43	-	30 70%	7 16%	4 9%	2 5%
4.7 The school's professional development program allows ...	43	-	25 58%	11 26%	4 9%	3 7%
4.8 The school's professional staff communicates individu...	44	-	34 77%	9 20%	1 2%	0 0%
4.9 The school's professional staff communicates the scho...	43	-	25 58%	13 30%	4 9%	1 2%
4.10 Results and analysis of assessment are used to drive...	44	-	30 68%	8 18%	5 11%	1 2%

Section 5

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	696	-	522 75%	119 17%	34 5%	21 3%
SUPPORT STANDARDS Guiding Principle: The way that a school...	43	-	27 63%	13 30%	2 5%	1 2%
5.2 The principal provides leadership in the school commu...	43	-	36 84%	5 12%	1 2%	1 2%
5.3 The student to administrator ratio does not exceed 55...	43	-	42 98%	0 0%	0 0%	1 2%
5.4 Staff members as well as administrators other than th...	43	-	30 70%	10 23%	3 7%	0 0%
5.5 Staff turnover does not impact school effectiveness.	45	-	30 67%	7 16%	6 13%	2 4%
5.6 The organization of the school and its educational pr...	44	-	29 66%	11 25%	2 5%	2 5%
5.7 Student grouping patterns reflect the diversity of th...	45	-	29 64%	10 22%	4 9%	2 4%
5.8 The schedule is driven by the school's mission, belle...	44	-	30 68%	8 18%	3 7%	3 7%
5.9 Meaningful roles in the decision-making process are a...	45	-	25 56%	12 27%	7 16%	1 2%

Section 5

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	696	-	522 75%	119 17%	34 5%	21 3%
5.10 There is a formal system through which each student ...	43	-	35 81%	6 14%	1 2%	1 2%
5.11 The professional staff members collaborate within an...	44	-	31 70%	9 20%	2 5%	2 5%
5.12 All school staff is involved in promoting the well-b...	44	-	34 77%	8 18%	1 2%	1 2%
5.13 Student success is regularly acknowledged, celebrate...	41	-	31 76%	8 20%	1 2%	1 2%
5.14 The climate of the school is safe, positive, respect...	43	-	37 86%	4 9%	1 2%	1 2%
5.15 The school has a written code of student conduct the...	43	-	35 81%	7 16%	0 0%	1 2%
5.16 The school meets all applicable state requirements a...	43	-	41 95%	1 2%	0 0%	1 2%

Section 8

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	591	-	400 68%	142 24%	33 6%	16 3%
SCHOOL IMPROVEMENT STANDARD Guiding Principle: A quality ...	43	-	31 72%	11 26%	0 0%	1 2%
8.2 Results of school improvement are identified, documen...	43	-	31 72%	7 16%	4 9%	1 2%
8.3 The school improvement effort is externally validated...	43	-	31 72%	9 21%	1 2%	2 5%
8.4 The school improvement plan is consistent with extern...	43	-	33 77%	7 16%	1 2%	2 5%
8.5 The school improvement process provides an orderly pr...	43	-	29 67%	11 26%	2 5%	1 2%
8.5 The school improvement process provides an orderly pr...	43	-	29 67%	10 23%	3 7%	1 2%
8.5 The school improvement process provides an orderly pr...	42	-	26 62%	12 29%	3 7%	1 2%
8.5 The school improvement process provides an orderly pr...	42	-	26 62%	12 29%	3 7%	1 2%

Section 8

	Base	% Satisfied				
		95% Confidence Interval	4	3	2	1
Base	591	-	400 68%	142 24%	33 6%	16 3%
8.5 The school improvement process provides an orderly pr...	42	-	27 64%	11 26%	3 7%	1 2%
8.6 The school improvement process is the result of a sch...	40	-	24 60%	13 33%	2 5%	1 3%
8.7 The school and community work together to systematica...	42	-	28 67%	11 26%	3 7%	0 0%
8.8 Goal statements for the school improvement process ar...	42	-	31 74%	7 17%	3 7%	1 2%
8.9 A reasonable, specific timeline for the implementatio...	42	-	28 67%	10 24%	2 5%	2 5%
8.10 The school improvement process involves a site-based...	41	-	26 63%	11 27%	3 7%	1 2%

WSSB Accreditation Survey Comments

Section 1 comments

Sometimes political pressure has more influence than aligning with the mission statement.

It feels like financial needs guide every decision made and implemented in this school.

I have worked for the school for 35 years, and our school academic mission is exemplary.

Complete strategic planning and a visit of the mission, values and purpose statements -every 2 yrs.

part of strategic planning process - every two years

unaware of any civic expectations. unsure data reflects community expectations

Section 2 Comments

2.13 I am assuming this exists. I have not seen this document.

I don't work directly with the curriculum so could not answer all the questions

Not really sure about a written policy for selection of materials.

our school prides itself on independence to better learning and success in life

Students are on 24 hour IEP which help coordinate and individualized programs during and after school

Curriculum tied to 24 hour IEP which goes beyond the traditional day

little to no coordination between academic areas there is no shared planning in K-12 programs. curriculum review done awhile back no involvement by administration.

Section 3 Comments

individualizing instruction to meet student needs is something this school does very well

Professional development is minimal when compared to regular ed. schools. Funds are sorely lacking.

our school has employed past students and at other higher education facilities

High focus on individualized instruction and outcomes

technology instruction sometimes separate from what's occurring in classrooms. in theory 3.8. not sure all staff are teaching in areas they are qualified

Section 4 Comments

Departments do not communicate well with each other i.e. School/Outreach

we are an accredited education facility nationally and internationally in Braille access

Assessment results reported in Plain Talk to parents and districts

programs K and above do not meet 4.6. assessment when kids labeled auditory learner or ld but no guidance for instructional methods 4.10. think the common assessment strategy is to test 4.5.

Section 5 Comments

Should be driven by Compensatory Skills (4-5 days per week) more than Academic grading.

our school and some staff have won awards of acknowledgement and teaching skills nationally

Staff turnover and increase of higher needs students can occasionally impact effectiveness.

Strategic plan addresses leadership as does the budget documents along with outcomes

on paper, most advocates connect with staff when IEP needs to be written and when progress is noted 5.10.

collaboration is done during lunchtime, passing time, before/after school for majority of school programs 5.11. do not know if students were involved with code of conduct 5.15

Section 8 Comments

I don't feel well aware of the school improvement process, and am unable to answer some of the questions

Not familiar with specific improvement goals and timelines.

advocacy, self-evaluation, and implementation are high priority always with pride

All staff participated in 2 years of training - "Culture of Care" which is linked to curricula

Always explore better ways to provide services and track results/outcomes

externally validated? 8.3 & 8.4 self eval done a few years ago think some suggestions not followed up 8.6

NOTE TO ON-SITE COMMITTEE: When going through the Action Plan, please have the Strategic Plan open so you can reference the listed objectives.

**Washington State School for the Blind (WSSB)
Action Plan**

Accreditation Standard # 1: Beliefs, Mission, and Expectations for Student Learning

The Mission of the WSSB is to provide specialized quality educational services to visually impaired and blind youth ages birth-21 within the state of Washington.

Members: Michele Wollert, Judy Koch-Smith, Carol Schultz, and Shelly Brown.

Areas of Strength:

A major strength of this school is encouraging self advocacy. Staff working with students toward maximum independence is a high priority, focusing on:

*taking responsibility

*advocating for Self

*individualizing programs very well, being very flexible because each class has a wide range of students and varying abilities.

Strategic Plan Objective 2.5: Assist students in developing positive self-image and self-confidence.

Areas for Growth:

Schedule an annual review of the WSSB mission statement with students, staff and families.

Post school's mission statement on school's website (prominent, on the Home Page) as well as in each cottage and Old Main.

Staff members should have an opportunity to develop, with facilitation, their own personal mission statement and goals for the year that articulate with school mission statement.

Strategic Plan Objective 2.5 Students will have the opportunity to actively participate in interscholastic activities.

Strategic Plan Objective 2.7 Expand short-term option programs for students at WSSB.

Guiding Questions:

What is the City's (mayor) and community at large opinion of WSSB and are they aware of our Mission?

Are we living up to our mission statements?

How do we get Parents more involved with knowing what goes on at WSSB?

Additional Areas

Washington State School for the Blind

Accreditation Standard #2: Curriculum

Members: Terri Phillips, Brooke Strand, Jean Stolle, and Pat Wilber.

Areas of Strength

Course Specific learning goals: Our curriculum is linked to statewide EALRs
Curriculum materials suggest strategies for implementation
Programs of studies meet the requirements of the state

Areas for Growth

Establish process for review of curriculum on a specified time frame
We need additional curriculum available for our multi-handicapped students at different ages.
Theme-based curriculum training might be beneficial for staff in developing curriculum for diverse learners
Explore times for Paraprofessionals to meet with teachers.
Strategic Plan Objective 3.3: Develop a cost effective and efficient system for the sharing of resources for the state.
Strategic Plan Objective 3.2: Provide textbooks, adaptive equipment, and materials in a timely manner to LEAs throughout the state.

Guiding Questions/Principles

Does curriculum allow for differentiated learning?
Does curriculum related to expanded core areas and meet need?

Additional Areas

Establishing or adapting a curriculum related to expanded core areas.

Washington State School for the Blind

Accreditation Standard #3: Instruction

Members: Paul Baldwin, Theresa Tate, and Doug Trimble

Areas of Strength

Teachers at WSSB design instructional strategies that are highly individualized for each of the student's needs.
Teachers recognize diversity and individual differences and provide for the unique characteristics of our population.
Teachers at WSSB engage students as active learners, encouraging group work and student understanding of their IEP plans and goals Strategic Plan Objective 1.4
The school has grown continually in the area of improving the use of technology in providing individualized instruction.
The administration has improved in the area of teacher evaluation and supervision through the monthly examination of lesson plans, and by more frequent visits to the classroom during instruction and by providing time for departmental meetings.

Areas for Growth

Teachers will encourage student self-assessment and self reflection.
Teachers will increase use of instructional strategies that encourage higher order thinking and promote depth of understanding in capable students
Professional development will provide more opportunities for teachers to develop and improve their instructional strategies.
More specialized training for current staff in areas of:
➤ Autism
➤ Multi Handicapped
➤ Hearing impaired
This training has been offered and is cyclical.
Lesson Plans and Instruction are guided by assessment, IEP goals, and curriculum within the expanded core areas.
Strategic Plan Objective 2:1: Maximum student achievement of IEP *Provide intensive services to students on campus and in the local community. *Provide intensive services to children both on campus and in the local community based upon the IEP
Strategic Plan Objective 3: Strategies to Provide Support and training in the areas of: *current technology *online accessibility/digital partnerships *assistive technology

Guiding Principals/Questions

Does this instruction strategy promote higher level thinking skills and expand the depth of understanding
How will additional training improve my instructional practices
Are lessons and activities tying into assessment results, IEPs and curriculum.

Additional Areas

Washington State School for the Blind

Accreditation Standard #4: Assessment

Members: Jerome Buckmier, Bonnie Christensen, Sean McCormic, and Chris Curatolo

Areas of Strength

For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies
The school's professional staff communicates the school's progress, in achieving all school-wide expectations, to the school community.

Areas for Growth

All staff are responsible for clarifying the goals and needs of each individual student. worked with
Methods of communication for measurable criteria that communicate the progress of each individual student to meet 4.3 (teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed).

Guiding Principles/Questions

Individualized education to every student in order to provide a successful educational plan.
Communication regarding assessment with staff, parents, and all involved in the education and development of student programs.
Teachers should share information regarding kinds of assessments used in their classrooms.
Use strengths-based assessment and include families more (interview).

Additional Areas

Strategic Plan Objective 3.5. Assist in the development of appropriate assessment instruments to measure academic achievement of BVI children

*work with OSPI and TVI to improve state testing

Washington State School for the Blind

Accreditation Standard #5: Leadership and Organization

Members: Boni Moran, Bruce McClanahan, and Jennifer Donaldson

Areas of Strength

Principal represents strong leadership
Staff and Administration provide leadership
WSSB meets all state requirements

Areas for Growth

Staff participation with decision making. Utilizing staff surveys increased the possibilities of participation amongst staff to address areas of need and probable solutions
Increase number of highly qualified certified teachers.
Increase inter-disciplinary cooperation and team teaching.
New hire staff would prioritize multi-diverse population experience and training.
Student groupings better reflect abilities of learners as well as reflect the school's mission
Strategic Plan Objective 4.1. Assist in the development of a model that will provide a pool of highly qualified teachers of the blind and orientation and mobility specialist for the state: WSU-V/ PSU

Guiding Principles/Questions

Staff takes an active role in finding professional development opportunities to allow the individual educator to hone their craft and areas of expertise.

Strategic Plan Alignment:

Objective 1.2 through 1.7

Objective 2.1, 2.2, 2.6

Objective 3.1-3.5

Washington State School for the Blind

Accreditation Standard #6: School Services

Members: Michele Wollert, Craig Meador, Jennifer Donaldson, and Kim Curry

Areas of Strength

There is a strong cohesive system for student support, highly child centered. There is a full range of services for students to include evaluation, counseling, outside supports and family interaction.
Communication and student records are well maintained,
Redesigned library with a wide range of services and materials are available to students and staff; inviting atmospheres

Areas for Growth

The school needs to continually explore new ways to improve communication with parents
Increase access and utilization for staff and students to library services; training, programs and staffing
Develop policies for material selection and removal for library

Guiding Principles/Questions

Is the activity/program in the best interest of the child?
Will this activity strengthen parent/school partnerships?
Strategic Plan Objective 4.2. Expand training opportunities for parents of BVI children
Strategic Plan Objective 4.4. Design digital/distance learning classes for parents
Strategic Plan Goal 6. Improve communications with families and service providers involved in the education of BVI children throughout the state.

Strategic Plan Alignment:

Objective 1.1, 1.2, 1.7

Objective 3.1, 3.2,

Washington State School for the Blind

Accreditation Standard #7: Facilities and Finances

Members: Rob Tracey, Craig Meador, and Mary Sarate

Areas of Strength

The school site and plant support the educational activities of WSSB. They are extremely well maintained meeting compliance with state, city, county and federal guidelines. Strategic Plan Objective 1.3
--

There are plans that address on-going and future programs at WSSB

The school has financial resources to meet the needs of programs. Budget are developed with input from all departments.

Areas for Growth

Upgrades in signage for visitor information and emergency personnel is needed

Continue to improve security on campus by focusing on restricting pass through traffic
--

Continue to work with parents improving communication regarding fees and shortfalls

Strategic Plan Goal 7. Provide safe, quality equipment and secure facilities for the education and training of children, parents and personnel.
--

Strategic Plan Objective 7.1 State of the Art facility

Guiding Principles/Questions

Will this activity promote a safe and positive school environment?
--

Washington State School for the Blind

Accreditation Standard #8: Culture of Continual Improvement

Members: Jennifer Butcher, Lisa Hodge, and Kim Johnson

Areas of Strength

Goal statements are aligned with the plan as measures of success
School improvement is identified, documented, used and communicated to all stakeholders Strategic Plan Objective 6.1: Gather input from stakeholders in decision making
The school improvement plan is consistent with state and local guidelines and federal accountability requirements

Areas for Growth

Overall campus training to improve familiarity with the tools used to evaluate
Developing ongoing communication for all departments to utilize improvement strategies
Campus wide and parental involvement in the development process in regards to culture of continual improvement (explore ways to engage parents in this process). Strategic Plan Goal 6: Improve communication with families and service providers involved in the education of BVI children throughout the state.
We agree that results from the accreditation should be considered and feedback evaluated each year.
Solicit feedback regarding student progress after graduation from various stake holders in the community.

Guiding Principles/Questions

How often should the improvement plan be updated and re-evaluated?
What steps can be taken to make the school improvement process more accessible to parents and involve more stakeholders?
Where is plan located and how do you access it?

Additional Areas

Is it possible to streamline and simplify the improvement plan? (ditto)

Consider a multilevel system for addressing student improvement, ie. PRIDE \$.

Northwest Association of Accredited Schools

Oral Report

Washington State School for the Blind

February 2009

First Response Activity

Focus Question One (Standard One)

To what extent is the curriculum aligned with state and national guidelines, coordinated among all academic areas and articulated between different levels?

The reading/language arts curriculum that is used was selected based on the results of OSPI curriculum review committee (2006). This committee identified several curriculum series that best aligned with the state standards and pointed out areas that needed to be supplemented with each series. We run the complete series through the elementary levels and are using several pieces in the Middle and High School program.

Our science, social studies and math curriculum align with state standards.

Our specialized curriculum to include literary Braille and Nemeth Braille(math) follows national guidelines for blind students.

Focus Question Two (Standard 3)

To what extent to your instructional strategies support student learning?

Due to the nature of our school, 100% special education, all our instructional strategies are individualized to students. This individualized approach takes several factors into consideration. Some of these include:

- *best learning medium and mode (e.g. auditory, Braille, print, large print)
- *learning style
- *tactile verse visual representation
- *level of support needed (scribe, reader, computer, etc)
- *amount of time needed to complete task

Focus Question Three (Standard Four)

How do you use assessment to support student learning?

Regular in-class assessment is a routine occurrence. In the education of blind students you often need to break instruction down to the basics, very similar to tasks analysis. We look for mastery of these tasks before students can be successful. Assessment is critical in the individualized planning of lessons.

In regards to state wide assessment we have little confidence in the reported results. We fight the same issues as other districts in regards to reading and writing. In the area of math and science we have found the tests to be highly unreliable. Each test demonstrates a high bias against non-visual learners.

Second Response Activity

Share with the group what other successes/challenges your school is facing as you work to provide a successful comprehensive school program.

1. Teacher Shortage:

At any given time there is a huge shortage of trained teachers of the blind. When you couple that with the NCLB requirements for content area certification you are really at a loss.

Currently we are battling a 1000 with both areas. All our teachers have been trained and certified to work with the blind, in addition they have content area certification and no one is working out of class.

Future dilemma: We are expecting a number of retirements within the next few years in these content areas. This poses challenges that need to be addressed.

Strategies:

We are currently recruiting for content area teachers. We have set WSSB up as a pilot school for Portland State University. This allows us an opportunity to see the incoming classes of future teachers and perhaps identify those individuals for future employment. We can also provide them with professional direction regarding the need to obtain additional certification that will enable them to be more employable with our agency or another.

We have members of a joint committee with other teachers in the state trying to obtain a specialized certification for our professionals. Attached to this process is a joint venture between PSU and WSU to create a strong teacher program within the NW for Teachers of the Blind and Orientation training.

We have submitted bills, supported by the Governor, house and senate that will allow teachers from other districts to come work for our school while maintaining most of their accumulated leave. This is currently allowed between districts but not between the State and districts.

2. Appropriate Statewide Assessment:

We have worked with and against OSPI regarding assessment. The WASL has many problems in regards to fairness with Blind students. We are excited about the changes proposed.

Current Dilemma: Many of our students have been successful in the reading and writing sections of the WASL but not in Math or Science. We are using all alternatives in order to make sure our students graduate and receive a diploma.

Strategies: We have made ourselves available to the assessment team at OSPI to review appropriate test items and strategies. This has been a frustration in the past. (They have many good hearted people wanting to do the right thing but not able to make the instrument work.) We are offering the same offer to the new administration.

We are in contact with other states regarding assessment options. It is our hope that we can find tools that will provide our students with good and honest feedback regarding their progress.

3. Teacher and Paraprofessional Training

Current dilemma: providing staff with necessary training. All paraprofessionals and teachers instructing blind students must pass a state wide competency test in Braille. When new staff is hired it is difficult to arrange time for them to receive the necessary training.

Strategies: Develop a cadre of teachers that will provide staff with Braille training. Identify resources to pay staff for their time or build release time within the current schedule.

Prepared by

Craig Meador
Director of On Campus Programs/Principal
Washington State School for the Blind

WSSB Accreditation 2010

Response to 2004 Recommendations

Compensatory Skills/Tech

1. Conduct a statewide needs assessment of student needs, gaps in services, and the niche that the school could play.

- a. Doing so in B-3
- b. Would like to see statewide data collected on graduation of all blind/vi students and outcomes - OSPI

Recommendation for future direction: A statewide survey should be done through all the TVI s in the state

2. From this WSSB can develop a fully articulated and tailored “Array of Services” and programs to be offered for students and parents

Partnerships will be key – first area of concern – birth to three –

- Currently working with N. Mexico to see if we can’t produce digital material that can get out to parents. Washington is very generic in its service provision for B-3 – more needs to be done specific to blind/vi
- An "Array of Services" and programs has not been fully articulated and tailored for students and parents. We have statewide assistive technology services and some information posted on our web site.

3. The school should lead efforts to establish a requirement that all parents are notified of the full array of services available including those in local education agencies and the on-campus and outreach programs offered by WSSB.

- a. currently this should be done through WSDS – however, lead TBVI not in place for many years. – OSPI project.

Recommendation for future direction : Create a handout/brochure describing the full array of services that is given to parents during IEP plannings /meetings and as part of evaluation packets.

4. The school should market itself as an “oasis of opportunity” such that local education agency personnel and parents don’t see the school only as a “school of last resort

- we are an Oasis of opportunity – would like to see this information also flow from DSB – Child and Family and WSDS –
 - More needs to be done in this important area.

WSSB will be working with the state of Oregon to see about partnership since their School for the Blind has just closed

Recommendation for future direction: Continue to market our services

5. We recommend that the planning and implementation of an early childhood program proceed as discussed. This prospective program will help students get the much needed early start in the areas of emergent literacy, concept development, and the skills independence and socialization

Underway – but not viewed as WSSB’s key role – this falls under DSB and WSDS –

Recommendation for future direction: Continue with the preschool program

6. We recommend that additional partnership opportunities with Vancouver Schools be explored focused on involvement of WSSB students with LEA, preschool, and elementary students

- Pre-school programs have begun
Students do move back and forth at all levels

Recommendation for future direction

7. We recommend additional partnerships with Vancouver Schools be explored focusing on enhanced opportunities for sharing of resources, cost savings and program collaborations

This is done in many areas – most noticeable is at the H.S. level

Recommendation for future direction

We recommend that the Foundation be expanded to seek additional sources of income and revenue to support to students, faculty, and overall programs

In process, but slower than we would like

- * The foundation has greatly expanded: Senior Technology Project, numerous equipment grants to students, student needs and services, Camp Magruder, student store

Recommendation for future direction: continue

8. We recommend expansion of the outreach program to include the state funded direct service positions.

- The director of Outreach is state funded.
Outreach services also expanded over the years to include and Eastside Vision Coop – funded by the state, but was eliminated as part of budget reductions – spring of 2009

Recommendation for future direction: continue as is, fee for service

9. We recommend that WSSB Outreach expand their evaluation services statewide

- Would like to do this - on hold during the budget crisis
- Continue to do the initial evaluation at no cost

Recommendation for future direction

10. We recommend that a plan be developed and implemented for short-term placements for public school students on campus.

- In process
- It has been developed and implemented, on hold due to low student participation

Recommendation for future direction: Continue with the program

Distance Learning

That the school develops based upon comprehensive needs assessment, a detailed plan to focus its approach in using distance education methodology.

Progress: A plan focusing on distance education and technology has been developed within our strategic plan as an integral part of our education plan, mission and vision for WSSB. *Strategic Plan references: Strategic Plan: Goal 1, objective 1.2, objective 1.6, objective 1.7; Goal 2, objective 2.3, objective 2.6; Goal 3, objective 3.1, 3.4, Goal 4, objective 4.2, objective 4.4; Goal 5, objective 5.2; Goal 6, objective 6.1; Goal 7, objective 7.2.*

It is a fact that our students will most likely engage in online learning when they leave WSSB and we need to have them prepared. National issues that affect all education also affect WSSB are taken in to consideration.

- Online learning—for students and for teachers—is one of the fastest growing trends in educational uses of technology. The National Center for Education Statistics (2008) estimated that the number of K-12 public school students enrolling in a technology-based distance education course grew by 65 percent in the two years from 2002-03 to 2004-05. On the basis of a more recent district survey, Picciano and Seaman (2009) estimated that more than a million K-12 students took online courses in school year 2007-08.
- Online learning through virtual schools is one of the most important advancements in attempting to rethink the effectiveness of education in the United States. The virtual school provides access to online, collaborative and self-paced learning environments—settings that can facilitate 21st Century skills. Today's students must be able to combine these skills with the effective use of technology to succeed in current and future jobs.
- In higher education, the Sloan Consortium reported that 2.5 million students enrolled in at least one class online in 2004, equivalent to 11% of all students in accredited degree-granting institutions. Growth in online higher education programs steadily increases by 400,000 students annually. (Source: Sloan Consortium)
- Online learning is an essential delivery system for training in the business world. Many corporations today use e-learning for training employees: 77% use distributed learning*, up from 4% nine years ago—73% increase in less than a decade!
- Over 50 % of the nation's teachers and principals are Baby Boomers. During the next 4 years we could lose 1/3 of our most accomplished educators to retirement. The wave of departures will

peak during the 2010-11 school year, when over one hundred thousand veteran teachers could

leave. In less than a decade more than half of today's teachers – 1.7 million – could be gone.

Recommendation for future direction

- a. Continue to explore additional options for accessible distance learning for blind/vi students.
- b. Continue to work with national partners in the development of accessible software that provides access.
- c. Continue to advocate for accessibility as providers in online learning develop curriculum.

- Distance education has become a focus for our students and online classes are available at the high school level for all students that are cognitively capable of handling the curriculum as based on their IEP. Access to these classes in a supported environment, available on campus, ensures that students can obtain class materials and navigate websites not designed for blind and visually impaired. This aid provides students with the knowledge of how to overcome online obstacles and practice self advocacy for alternative materials to complete the course. WSSB has been able to provide access through partnership with the Digital Learning Commons since 2003-2004 school year.
- During the 2009-10 school year the lack of an available, Nemeth certified, TVI, credentialed math teacher provided WSSB with the opportunity to effectively utilize the “Teacher in the Box”. To be able to have a highly qualified Washington State math teacher the best candidate lives in Seattle. Daily we deliver four sections of math via video conference. Previous effort in delivering a science class via video conference identified the need for a strong, reliable video connection which over the years has been established through our K-20 backbone, a strong on campus infrastructure, and our Polycom video conferencing equipment. We are experiencing a successful delivery method for our students who enjoy this distance interaction with their teacher.
- With the success of the “Teacher in the Box” Robin Lowell is now enrolling in a course to learn online curriculum development and Moodle. It is our hope that within a year we will be able to deliver an online algebra class or at least have a class that is ready for testing and refinement. Beginning attempts with the help of Joann Gatley, former algebra teacher, demonstrated several useful options and delivery mechanisms for online delivery of this subject.
- A partnership was created through CANnect (a nationwide, non-profit organization of blind schools and organizations that work with the blind) to create a consortium that could develop online learning opportunities by sharing costs and expertise. CANnect has gained recognition and support from the Sloan C Foundation and completed work that has been published on designing online learning from a universal design perspective and establishing guidelines that will make Moodle an accessible, usable learning management system. Due to financial constraints CANnect has been unable to move further in online class development. WSSB continues to investigate the possibilities of gaining grant opportunities with Open Sourcery to actually implement their findings on Moodle and develop the learning management system.
- The State of Washington has changed the Digital Learning Commons into the Digital Learning Department under OSPI. With this move the state laws for online learning development and delivery is changing to assure quality and accountability for students. Sherry Hahn has been appointed by the Governor to a three year position with the Digital Learning Department Advisory Committee. Through our commitment to the project we are hoping to provide needed support to improve online learning opportunities for the blind and visually impaired. An additional appointment has been received to serve on the committee for evaluation and approval of online providers for the State of Washington.

We recommend that the school continue planning to implement programs that will allow parent involvement via distance technology.

Progress: WSSB encourages and supports parent involvement in all areas of school life. Distance technology provides several options for parents.

The WSSB website includes a parent link designed to provide information directly aimed at their needs and interests – school closures, NIH1 updates, transportation questions, etc.

WSSB has created a Parent (Listserv) Message Board for those parents of blind and visually impaired students throughout Washington State. We feel this will be a great tool for parents to communicate with other parents. This (Listserv) Message Board is only open to parents of blind and visually impaired children, either attending or being helped by WSSB. Suggestions of additional resources can be provided to parents, but it is our intent to keep this (Listserv) Message Board as a parent tool used to assist parents with communication with other families of visually/Blind children without others questioning and or providing input. We believe that parents need to have a tool that is only open to them!

WSSB provides online access to Skyward Family Access. Skyward allows parents to follow attendance, grades, lunch program status.

In an effort to provide a link to on-campus activities WSSB has started streaming live feeds of concerts and graduation through United Streaming.

Recommendation for future direction

- Develop additional online learning tools that will help parents feel more connected with their child's teachers and classrooms.
 - Explore the options of parents virtual visits to classroom – important due to distance parents live from school.
 - Develop a series of B-3 video clips on blindness tips for parents and service providers
- Expand – internet radio station – allowing parents more access to production done by their children.

- Video Clips on Blindness Tips provide parents with quick guides to spark ideas in helping their children. Topics vary from self medication, sighted guide techniques to teaching how to button ones clothes unassisted. This collection continues to grow.
 - A partnership with the New Mexico School for the Blind is being worked out to develop video clips on the subject of B-3. New Mexico has shown a strong and knowledgeable commitment to this area. Utilizing their expertise in working with B-3 and our expertise in the development and delivery of video clips we hope to start working on this area in 2010.
 - A radio station was installed at WSSB in 2008. The radio station is a partnership with OPB through a blind broadcaster that use to be with the Golden Hour Radio in Portland. Being part of the radio station is an afterschool, extracurricular option for students. Renee Corso has developed an actor's theater for the radio with our students. The WSSB radio station can be heard at <http://www.omnimediantnetworks.org/listen.htm> .
 - At this time parent virtual visits to classrooms has not been developed. Though we have video conferencing access it is not designed for parental use and requires that a similar video conferencing system be available on both ends for viewing – something most parents would not have access to. Web cam delivery is a possibility but would again require a strong access point on the parents end to watch – we could do this upon request but we have not received such a request.
-

3. That the school explores the feasibility of involving the students in technology maintenance as a learning opportunity

Progress: An organized program involving students in technology maintenance for WSSB has not been established. Student's days are jam packed with educational classes, orientation and mobility lessons and daily living skills training. After school activities provide students with social and physical experiences designed to provide a rounded, well balanced life for our kids. We do not have access to a certified teacher to add this subject to our on-campus curriculum.

Students do, however, provide guidance to others when technology issues arise. Students have self-selected to align themselves with the IT department as the reporting agents for issues. The IT department has created an open-door atmosphere which encourages students to physically bring in sick laptops, talk about new technologies and ask advice or lodge complaints.

Students are given experiences through various collaborations to demonstrate to commercial vendors, universities and such as testers of products. Product reviews are requested and then tested by our students. Students test websites and provide feedback on accessibility.

Students have taken courses on-line to match their interests in programming and web design. A recent Windows 7 party was organized to allow students to try out the upcoming product and give the IT department a heads up on accessibility issues or benefits.

Recommendation for future direction

- Student work experience/classes on the repair of technology has been very difficult due to the intensive needs of each student and the time required to implement this type of program. It is not appropriate to use students in maintenance but to encourage their interest and exploration of computer science as a career.

At this time WSSB will continue to provide informal arrangements and will support blind/visually impaired students involvement with the local district in this type of program

4. That the school explores strategic funding partnerships with other agencies and schools in the Blindness Field to approach corporations, foundations, and individuals.

Progress: Partnerships are integral in the ongoing success of WSSB.

Students have benefited for several years in gaining technology in their senior year through the Washington School for the Blind Foundation.

Our collaboration with CANnect has advanced our efforts in distance online learning. With a grant through Sloan C Foundation a study was completed and published on designing accessible online learning through Universal Design and how to develop Moodle to be an accessible learning management system. This collaborative effort has strengthened our resolve and commitment to online learning that will benefit all blind and vi students, adult or child, anywhere in the world.

Collaboration with University of Oregon and Dr. Amy Lobben has provided training and dissemination of Tactile Mapping software throughout the State of Washington. We have been able to train TVI's, O & M instructors from Department of Services for the Blind and Seattle Lighthouse for the Blind in the use and creation of tactile maps.

Dr. Lobben has written the school into another grant through the National Science Foundation to conduct a study on Spatial Relationships and the blind. Jake Koch, a residential assistant in LIFTT, has been employed by U of O as a research assistant for this project.

A grant with the SW Community Foundation and Anderson Family Foundation has supported the development of video clips on blindness tips for the past two years.

Bruce McClanahan's direct involvement in the development of accessible Intellitools from Cambium Learning has provided WSSB with free access to the software on an ongoing yearly basis along with their other product Kurzweil 3000. WSSB is a training site for Cambium Learning in the State of Washington.

Quantum Simulations formed a partnership with WSSB to provide access to their online tutoring software – Chemistry Tutor. WSSB is the national registration point for their products which they provide free to the blind and visually impaired community.

A National Science Foundation grant has been approved that will provide WSSB the opportunity to work with the University of Illinois to train students in programming. This online curriculum will use a sound system developed by Andreas Stefik to denote errors in program lines that aid a blind person in making corrections to his code.

Recommendation for future direction

- Continue with this recommendation as a matter of course – with the addition of grant opportunities as well.
- In order for WSSB to develop some of the curriculum that it would like to have in place for online learning, will require private grants with a sustainability plan developed allowing for continued support of these classes.
- WSSB secure grants to make the above possible
- WSSB train teachers in effective online teaching, therefore allowing the school to reach more students throughout our state and provide needed classes to other states on a tuition basis.

Expanded Academics/Electives

1. Explore utilization of Hudson Bay HS and other local schools to provide students with enhanced discussion opportunities and greater exposure to mainstream education and society. This could create opportunities for team teaching WSSB and other institutions

- Hudson Bay utilized a lot
- Clark College – LIFTT and Running Start
- Online Educational opportunities – through a variety of service providers

Recommendation for future direction

2. Identify and utilize appropriate text (print, braille, online) in the natural sciences.

- Done

Recommendation for future direction

3. Explore methods to create travel opportunities for students to learn in other environments such as trips to WA DC, etc

- a. Close-up
 - b. Sports
 - c. Music
- Etc

Administration/leadership

1. Develop a master plan (the next generation of Strategic Planning Process) that is comprehensive to include: (Do this as planning done with “strategic partners” throughout the state.)
 - + Needs assessment
 - + Data research
 - + Goals
 - + Strategies
 - + Evaluation

Marketing, public awareness, public education

2. “Re-brand” the image of the school for one that is less institution to one that is more service-centered.

- Constantly working on this. WSSB has not done a name change which has happened at some organization, but it constantly working this issue. Would like to see more information on public television stations throughout the State.
- WSSB receives excellent coverage from local newspapers, and television, in S.W. Washington – would like to see this go statewide. WSSB’s foundation is working on the public awareness side of things also, The school is becoming more widely known outside of the education circle, but more needs to be done

School Facilities

1. WSSB should review the parent consent aspects of the “walking papers” O&M off campus pass to ensure that parents are well-informed of the potential dangers and liabilities inherent in community travel. Parents can sometimes forget that their sign off on the process can essentially give blanket permission for their child to travel into environments, and at times of the day, that the parent might not permit if the student were at home

- Yearly reviews of walking papers and quarterly progress reports keep parents informed of student progress.

Recommendation for future direction

*continue with "walking papers" this program is working well.

2. WSSB should thoughtfully design the movement of the track to the center of the campus in a way that maintains the aesthetics of the open green space.

- Continued work on school safety has been incorporated into each project. New fencing that is decorative in nature, but also a security factor has been put in place, added many additional camera systems and upgrade others, choke points for moving through the campus have been developed to track those moving on and off campus.
- WSSB is part of the Clark Co. School Safety Task Force and discussion around campus security is occurring all the time along with which measures need to be incorporated in future plans.
Data is also collected on problems/potential problem areas
 - The fire alarm system is tested on an annual basis campus wide and reviewed with the fire marshal.
 - A campus wide security survey has been conducted by the city police department. The resulting report was very favorable to general campus security and planning
 - Additions to facilities for enhanced education include the bio-swale and gym, solar/weather kiosk and expanded wireless networking to all four cottages.
 - The addition of 10.2 kwh array in 2008 increased the total solar energy production capability to a 23.7 kwh system. This has produced more than 131,600 kwh since first installed and resulted in close to \$11,000 in direct energy savings and an additional \$12,000 in renewable energy rebates.

Recommendation for future direction

- Upcoming construction projects will include enhanced lighting in several areas that are currently lit with older and dimmer poles.
- Campus signage will be upgraded to allow for easier identification of buildings, parking and activity centers. This is meant not only for the public's benefit but also to aid in emergency situations.

Fitness/Recreation/Health/Sports Program

1. Explore student use of community fitness centers, such as the Parsley Center, to model use of such resources in their own communities

Progress:

The Fit for Life Program at WSSB exposes each student to a wide variety of sport and fitness activities (swimming, biking, rollerblading, walking, running, weight lifting, cardio equipment, core training, yoga, aerobics, stretching, goal ball, etc.). The program provides the opportunity for students to discover their own fitness interests and with the help of WSSB staff they develop the knowledge and skills necessary to maintain physical, mental, and social well being. The students learn how to access, monitor, and excel in each activity they are interested in pursuing. The students begin the program with full assistance and instruction. As knowledge and skill increase, students become more responsible and independent in initiating and incorporating their physical activities. With program completion, students have the desire and ability to independently live a healthy active lifestyle and with just a few direction and location cues access and excel at any fitness facility they choose to attend.

Recommendation for future direction

A Fitness/Recreation Transition Plan needs to be in place for each student as of age 16. This plan would allow for the student to explore fitness/recreation options in their local or home communities. Each student will need to research what is available to them and how to access each opportunity so that when they graduate they have the knowledge they need to continue meeting their fitness/recreation needs. This plan should be implemented in the student's Junior and/or Senior year of high school and should be part of their fitness or goals program. Student effort and findings would be incorporated into their fitness/goals grade.

2. Explore further development of classes focused on health and fitness issues and learning opportunities available through other organizations such as the Red Cross

Progress:

The school has made great progress in this area. Numerous community partnerships have been fostered through WSSB programs. The community partnerships have brought a vast amount of opportunity and experience to the students. Examples of partnerships are listed below.

- Students participate in tandem cycling each fall and spring with the Northwest River Racers Cycling Club
- The South West Washington Dive and Rescue Team provides SCUBA lessons in the fall and spring
- The American Heart Association First Aid and CPR is offered yearly
- Sculpting and art classes are offered with the Portland Art Museum.
- Local and community sport fitness trainers and coaches come to teach sport skills and fitness classes.
- Students have the opportunity to go to the theater via the Northwest Children's theater
- The Vancouver Swim Club has offered swim team opportunities
- The educated nursing staff and nursing interns at WSSB offer numerous health and safety classes to the students throughout the year. Examples include: teeth brushing, safety skills and

procedures, first aid and cpr, walk-a- thons, healthcare assistant training programs, nutrition classes, teen pregnancy programs and sex education.

-local forestry and mountain programs provide downhill and cross country ski lessons to the students yearly.

Recommendation for future direction

Continue programs

3. Recommend menu changes in contracted food service program to provide healthier choices for students.**Progress:**

Menu changes since 2004 include:

- The addition of more fresh fruit and vegetables
- The addition of whole grains in items such as whole wheat breads, buns and tortillas
- 90% of the items that were deep fried are now baked in the oven
- Food service has been implementing the new food pyramid guidelines wherever possible.

Recommendation for future direction

There needs to be better monitoring of snacks that the students can consume while in the cottage. Each student is allowed a snack drawer in their room which is filled with snacks they bring from home. These snacks tend to be unhealthy and overly consumed.

Food service should look at serving more typical light lunch items such as fresh sandwiches instead of the heavy pasta dinners for lunch.

Students that make food dishes for DLS need to take their food back to the cottage and eat it as one of their meals instead of having another meal added to their day.

4. Continue to acquire fitness equipment for students to increase their knowledge of its appropriate use and comfort with using it in other environments**Progress:**

WSSB is fortunate to have a beautiful new fitness facility and equipment. Through the physical education program students are learning how to access, adapt, monitor and use all of the pieces of equipment that you would find in a typical health club. Students are learning to advocate for their own fitness and are gaining the self esteem needed to access and use outside facilities.

Recommendation for future direction

Continue good maintenance of machines and equipment

Continue educating students about the importance of keeping physical fitness, recreation and sport in their daily lives.

Transition Services

1. WSSB should continue to explore with adult Vocational Rehabilitation a status for LIFTT participants that pulls them out of the “student” category. This might help address a variety of safety and supervision issues which are necessary for students. Such a status places the participant more in an adult consumer role with adult responsibilities and consequences

- This has been done and we are receiving minimal funding from DSB – would like to see this funding source increase and allow for expansion.
- LIFTT students have received diplomas and are in rehab plans with DSB. Students are in an adult consumer role and the LIFTT program teaches them to take on their adult responsibilities

Recommendation for future direction

Continue transition services coordination with DSB transition specialists.

Develop a position for “Work Experience Manager” at least a half time position with flexible hours. Duties would be to create and manage a community based work experience program.

Develop a student enterprise – that encompasses all aspects of creating and operating a business, and utilizes the skills and abilities of students at all levels. Assign a staff person (teacher?) to develop and coordinate this program.

Add a component to existing curriculum to allow for more job/career research and job shadowing (student driven)

Parent Involvement

1. More video cameras are needed in the cottage program to record baseline data on skills and to share progress with parents

Progress: This suggestion has not progressed very far. According to residential administration, there is only one digital video camera for all cottages. If it does not work, we will have to have it replaced in tight budget times. Possible reasons for little progress on this goal are that we lack a designated staff member who would be free to record students on a monthly basis.

Recommendation for future direction:

The team agreed that nothing is better than increasing person-to-person contact (low-tech option). Keeping email and phone contact frequent lets parents know that we are available and accessible to them. We are doing more live-streaming of events and presentations, so perhaps adding live-streaming of DLS, O & M, Assistive Tech, classroom lessons in progress might be appreciated by parents, as well. It showcases students being successful and actively engaged in learning. Shelly described how she uses video in the classroom to document progress for parents and as a teacher training tool for other preschool professionals. Kim mentioned the important issue of protecting student privacy. We always need to get parent permission for video taping and we need to protect the identity of students who may stray in and out of the video taping by accident. Checklists might work just as well and be less invasive. Having a tripod would be helpful in stabilizing the camera for documentation of bed making, laundry, cooking, cleaning, etc. In short, this goal has not gone anywhere and we need to decide whether it is something we want to carry over or drop.

In subsequent committee meetings, the following ideas were suggested: give parents the option of requesting a video of their child in compensatory skill areas to view at IEP Planning or IEP Meeting and/or post a clip on the parent access page in Skyward. If this is initiated, the school will need to designate a staff member to perform the taping. The school will also need to purchase a new digital video camera.

2. Expand video opportunities for parents to see what is going on around school such as special events and training opportunities

Progress: We are now live-streaming music concerts and graduation ceremonies on the website. We have successfully added many training videos to the website, which are showing up on YouTube (TeacherTube Tutorials), as well. Feedback from parents who are accessing this training is very positive and enthusiastic. It has been a very successful way to reach out to families who are far away and cannot visit the school frequently.

Recommendation for future direction: Broaden the use of live-streaming; give families ample notice of when and what will be available for online viewing (add a paragraph to the student handbook and Lion's Roar Newsletter that references these events). Another suggestion is to create a mass parent/guardian email, initiated by an administrator only, to send at crucial times (announcing a live-streaming event; safety updates; special events like the annual Track Meet or Open House, etc.)

3. Increase partnerships with Child and Family Services to do home visits that will supplement and support DLS activities in the student's home

Progress: We have increased DSB presence at IEP Planning meetings with transition students

age 14-21. DSB staff visit the school with greater frequency to interview students and meet with families in this age range. We are beginning to advise families of younger children that Child and Family Services are available for children ages birth to 13, as well, at IEP planning meetings, but are not consistent with this.

Recommendation for future direction: We should make sure that we are informing parents of the wide age ranges served with DSB's Child and Family Services support available to them during all IEP planning meetings. We will add an item to our IEP Planning checklist that references Child and Family Services (dividing it into three areas: birth to 6; 7-13; and 14-21) to remind advocates to mention this service to all our families. We can refer them to an informational video on the DSB website as an introduction, as well, and make available DSB pamphlets to share with IEP materials. Another suggestion is to add agency links and contact information to DSB and other blind resource/advocacy organizations on the WSSB website.

4. Host more parent training opportunities, such as parent weekends.

Progress: WSSB hosts a "Baby Jamboree" in collaboration with another agency at our campus in the Summer of 2009. Parents have increased their presence at our annual Summer Institute. Video training clips have been added to our website.

Recommendation for future direction: Develop a survey to find out what training areas parents desire. Continue with the Baby Jamboree and increase parent awareness of the availability of Summer Institute. We might want to hold a separate summer institute for parents/caregivers only, being co-led by staff and veteran parents. Keep adding new video clips in areas requested by families. Involve veteran families who are experienced with blind and VI children as models for the training videos. Attach links to the clips via email for parents who request extra support (be proactive: ask what parents need and follow through). Add a column to the newsletter to be submitted by a "guest" staff member writer (counselor; school psychologist; speech pathologist; Fitness instructor; OT assistant; paraeducator; RLC etc) that informs parents of current best practices in an area of high interest in their particular area of expertise and training. Utilize veteran parents more as models and family-to-family support resources.

5. When Open Houses are held at the school, all teachers should be present and all classrooms open.

Progress: This goal has been successfully reached!

Recommendation for future direction: Keep the unanimous participation going! Add live streaming of some classroom events (Poetry Slam, art demos, Fitness demos, etc) on web for families who cannot attend in person.

6. Utilize staff more for family training and conferencing opportunities. Explore having an outreach person not necessarily tied to fees for service who can coordinate such opportunities in partnership with other agencies and organizations

Progress: Team is not sure what this means. Team will talk with administration and get some background and guidance from this issue.

Recommendation for future direction: Utilize veteran parents more as mentors and family support options for new families. WSSB also needs to expand outreach to families in the state whose children attend their home schools. Sending information to all TVIs in the state via email lists like TOVI and making presentations at AER and other conferences increases awareness. With our new administrative linkage to the Office of the Superintendent of Public Instruction, our web visibility may increase if there is a link to WSSB's website on OSPI's website.

Core Competencies

1. WSSB should use a low vision focus group strategy with students and possibly consumers to discuss ways to increase the effective use of devices, aids, and techniques designed to promote safe and efficient travel and greater visual access to the environment. Begin the process with an acknowledgement that student choice to use or not use a device or technique depends heavily on how it affects their self image (2004)

- Expanded hours in Low Vision Clinic
- Designated staff – low vision training
- Increase attention to L.V. – O&M

Recommendation for future direction: use of sleep shades with students whose eye conditions may be progressive.

2. WSSB should consider including in all competency objectives, language that reinforces the visual impairment aspects of the objective, such as noting what compensatory techniques are to be utilized. This will strengthen the notion that students coming to WSSB come here primarily because of their visual impairment, and will reinforce to all who are involved in the student's education (WSSB, parents, LEA, etc.) that there really are proven techniques of blindness (2004)

- Pre-test, post test Expanded CORE – development of IEP
- Making progress

Recommendation for future direction

3. WSSB should consider strategies (forms, processes, etc.) to ensure parents nearest and dearest hopes (3-4) for skill attainment for their child or worked on by all staff at all times. Often these priority growth objectives are buried in the clutter of the IEP. For example, there may be a simple objective that would have a positive impact on family life that gets lost in the IEP(2004)

- Pre-test, post test – grade levels – presented in a way that parents understand
- Video Clips on Blindness Tips – way for parents to also get involved
- Produced – presented by students and staff
- use of IEP online has further clarified IEP process

**Recommendation for future direction
continue**

3. WSSB should explore ways to increase involvement in transition and DLS skill attainment by parents who for a variety of reasons are reluctant to partner with the school. It should be acknowledged that some parents are intimidated by professionals, suspicious of schools, or have family values or emotional issues that work against follow-through on the use of the skill in the home and community. Find ways, such as home visits, to recognize and address these issues.

- LIFTT
- YES I, YES II, Bridge
- Community work experience
- Transition planning – DSB involvement
- State/federal required transition planning

Recommendation for future direction: continue

5. Braille reading speed and fluency having been identified as areas of concern by school staff. Teachers should organize into study groups (interested parties) to review the current research on increased speed and fluency in Braille and devise a unified set of strategies (develop a unified approach) on this subject for all faculty to work from

- Not completed
- Need for teachers to meet and develop a plan or to begin a dialogue about best practice

Recommendation for future direction: need to focus on writing as well as reading; a unified approach may not be necessary. It may be better to use multiple options in a curriculum

Mathematics

- 1. The assessments instruments that fit the unique needs of blind students are clearly lacking are a concern to staff. However, staff should take the lead in turning this problem into an opportunity by working to build assessment instruments that are appropriate for blind students.**

Progress:

- General: Staff met with testing office to help develop appropriate accommodations for state wide assessments. Some suggestions and recommendations were:
 - *removal of visually biased questions
 - *Three dimensional diagrams to coincide with tactile diagrams whenever possible otherwise verbal descriptors will be given for intricate diagrams.
 - *media center will put large print and Braille questions on the same pages as the multiple choice answers whenever possible
- New high school textbooks (Glencoe) were purchased for Algebra I and II and Geometry that align with the OSPI recommendations.
- High school math instructors are expanding the timeline for covering each high school text to accommodate for Nemeth instruction as well as promoting comprehension and college readiness.
 - *Algebra I years
 - *Geometry 1.5 years
 - *Algebra II 1.5 years
- Middle School – uses the Connected Mathematics series purchased 2003 which was the top ranking curriculum OSPI suggested at the time. The new list (2009) of suggested curriculum ranks Connected Mathematics 6th due to poor computational practice. The instructor has supplemented the text with computational practice from other texts since 2003.
- Elementary - currently use Scott Foresman with students near or at grade level and a variety of texts for students below grade level. This curriculum is not on the 2009 OSPI list.

Recommendation for future direction:

- * Update middle school and elementary texts within the next 10 years

- 2. There could be much more alignment and articulation between the various curriculum areas and mathematics....integration of curriculum**

Progress:

Elementary: the current elementary students have multiple disabilities and are working below grade level for math. Upper elementary uses a variety of texts and applied mathematics to promote progress.

Middle School: Connected mathematics series is a literary based book that introduces math in a series of "science: explorations that include historical content. Students are given unit projects that apply current and past math skills. Teachers collaborate on projects that include science, math and social studies whenever possible.

High School: Current curriculum integrates real world problems throughout each lesson which includes writing or analyzing science/history data.

All grade levels promote instruction with manipulative and educational games.

Recommendation for future direction

More collaboration between core teachers

3. Vertical teaming should be ongoing and regularly scheduled.

Progress:

High School and Middle School math instructors collaborate regularly to promote educational success.

Recommendation for future direction

More collaboration with elementary

4. Research shows that problem solving may occur at the same time as basic skills acquisition. Conceptual understanding of mathematics may be able to be taught differently from the hierarchical. An examination of current research in mathematical instruction should be undertaken to see if there are implications for blind students.

Progress:

General: teaching methods facilitate learning, build on previous concepts, and provide real world experience. Manipulative and educational games are used to promote understanding.

Elementary: calendar math is used as a math warm-up to introduce new skills and review past skills daily.

Middle School: Calendar math is used as a math warm-up to introduce new skills and review past skills daily. Unit projects incorporate new and past skills.

High School: Uses a spiral curriculum

Recommendation for future direction

High School: more unit projects.

5. Current research suggests that elementary students need at least one hour of mathematics instruction daily. A review of current time allocation of reading and mathematics should be undertaken to see if practice is consistent with research

Progress:

Lower elementary: Calendar Math- 25 minutes, direct/ group instruction -35 minutes, additional math integrated into other subjects and during other opportunities.

Upper Elementary has math 55 minutes, each day.

Recommendation for future direction

Increase lower elementary math time

All math instructors should periodically attend conferences

Reading

1. Create a literacy focus within the building by identifying three literacy goals that are understood by all staff.

- ✚ Identify proven strategies that can be utilized across all grades and all curricula levels
- ✚ Identify a literacy coach to assist teachers by modeling and co-teaching literacy techniques
- ✚ Identify tools to assess literacy progress

Progress:

No progress on strategies across all grades and curricula levels. A few years back there were three presentations on strategies to use before, during and after reading. It is unknown if strategies are being utilized in all grades and classes. Some curriculum provides strategy suggestions with assignments.

A literacy coach has not been identified officially. Ms. Wilber serves as the reading specialist and provides other teachers with information and tips in this area.

A variety of tools are used at the elementary and middle school levels and in reading remediation classes; DIBELS, timed readings for building oral fluency, Informal Reading Inventories (Jerry Johns & QRI-3), San Diego Quick is a quick tool for determining level of decoding skills. Standardized testing is used as part of student's initial evaluations and 3 year evaluations.

Teacher of academic subjects understand the importance of giving students opportunity to practice their oral reading skills. Students are regularly given opportunities to practice their oral reading skills and to demonstrate comprehension skills.

Recommendation for future direction

Consider school-wide strategies for content areas.

Formalize the position of literacy coach- include literacy techniques in staff trainings

Increase literacy skills within the context of academic classes: focus on increasing oral reading and essay writing skills

2. Establish a common language using higher level thinking skills

Progress:

Students in English learn to critique literature pieces, taking into consideration the various elements of plot, character, conflict, setting, etc. Which they learn to incorporate in their own creative writing.

Science incorporates deductive reasoning and logic drills.

Recommendation for future direction

Have a team develop a common language sheet of terms

3. Establish quarterly meetings to promote communication among staff in order to articulate a clear vision of a K-12 literacy focus

Progress:

There is not a clear k-12 literacy focus. Literacy issues are sometimes covered in the context of the high school department meetings.

Recommendation for future direction

Establish times to meet. Use planned department meeting times; teachers should look at literacy issues and create goals. This would help teachers stay current and aware of ways to meet goals in the context of academic and expanded core classes.

3. Establish benchmarks for fluency development for all students

Progress:

There are no set goals from grade level to grade level through individual students may have IEP fluency goals. These are addressed in the context of students' IEP goals in the area of fluency.

Students participate in personal reading and writing goals at the high school level. Independent literacy skills are developed with the teacher

Quarterly fluency rates are included as attachment with middle school students' report cards

In Braille, fluency benchmarks are included in the Behavioral Objectives for the Braille Code for grades 1-8. By sixth grade, the GLE states, "read aloud unpracticed grade-level text with fluency in range of 145-155+ words correct per minute." This benchmark also is used for seventh and eighth grade.

Recommendation for future direction

Establish grade level benchmarks

Use *Behavioral Objectives for Braille Code* as a guide for readers of braille.

Use the fluency chart included in *Learning Media Assessment* by Koenig as a guide.

The issue of creating literacy goals for those students who don't have IEP goals in the area could be addressed in a more formal way.

4. Create a mini literacy portfolio to accompany a students IEP

Progress:

This has not been addressed

Recommendation for future direction

Do not consider a portfolio to accompany the IEP. Do share a sample collection of student's work and progress when students move between levels at the school. This should also be shared when a student leaves the school to re-enter their home school.

Outreach Program

1. The team recommends administrative consideration for expanding staffing which would provide facilitation of students to reintegrate into local schools. The school should focus on both the transition of students at the time of entry to and exit from the on-campus program

- Staff member assigned to LIFTT and transition services
- Transitioning back to LEA – more work needs to be done

Recommendation for future direction

2. Continue to explore how to make sure that the outreach faculty and the on-campus staff and faculty have some experience and understanding of each other's expertise, daily responsibilities and constraints and needs. IEPs should be structured for reintegration into public schools. This requires that campus based program staff coordinate with outreach staff to provide a seamless transition. They need to be aware of the culture and unique needs of students in public schools which is primarily a visual environment which requires the use of black boards, overheads, utilization of low vision devices, etc.)

Recommendation for future direction

3. The team recommends that consideration be given to staffing a state funded assessment team that would be available to work with school districts in assessing student and program needs

- Dollars not available – WSSB does provide this service as needed

Recommendation for future direction

4. As part of the State of Washington Master Plan for Special Education or similar high level statewide plan, consider the feasibility of WSSB playing a major role and taking responsibility for a unified, consultative model under which all consultations in the state would be supervised

OSPI instead formed WSDS with some authority outside of outreach, but has not been able to fill a position of a statewide TVI lead with the experience and training necessary to care this out

Recommendation for future direction



2009-2011 Organization Chart Washington State Government

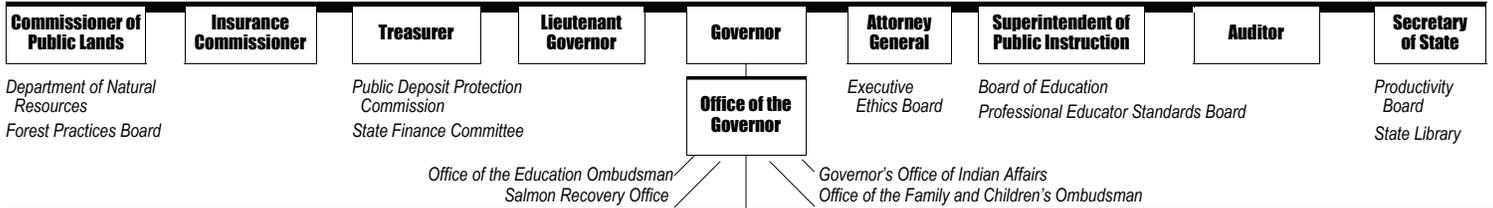
Legislative Branch

Executive Branch

Judicial Branch

Legislative Branch		Executive Branch	Judicial Branch	
Senate	House of Representatives		Supreme Court	
Joint Legislative Audit and Review Committee	Office of the State Actuary		Administrative Office of the Courts	Law Library
Joint Legislative Systems Committee	Redistricting Commission		Office of Civil Legal Aid	Municipal Courts
Joint Transportation Committee	<i>(activated decennially)</i>		Court of Appeals	Office of Public Defense
Legislative Ethics Board	Statute Law Committee		Commission on Judicial Conduct	Superior Courts
	<i>(Code Reviser)</i>		District Courts	Supreme Court

Agencies Managed by Statewide Elected Officials



Environment and Natural Resources	General Government	Transportation	Health and Human Services	Education	Community and Economic Development
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Agencies Led by Governor-Appointed Executives

Dept. of Agriculture <i>(commodity commissions)</i>	Board of Accountancy	Dept. of Licensing <i>(occupational regulatory boards)</i>	Dept. of Corrections	Center for Childhood Deafness and Hearing Loss <i>- Board of Trustees</i>	Commission on African-American Affairs
Dept. of Ecology	Office of Administrative Hearings	State Patrol	Dept. of Employment Security	Dept. of Early Learning	Arts Commission
Pollution Liability Insurance Program	Dept. of Archaeology and Historic Preservation	Traffic Safety Commission	Dept. of Health <i>(occupational regulatory boards)</i>	School for the Blind	Commission on Asian Pacific American Affairs
Puget Sound Partnership	Dept. of Financial Institutions	Dept. of Transportation	Health Care Authority <i>- Public Employees Benefits Board</i>	Workforce Training and Education Coordinating Board	Dept. of Commerce <i>- Economic Development Commission</i>
Recreation and Conservation Office <i>- Salmon Recovery Funding Board</i>	Office of Financial Management		Dept. of Labor and Industries		<i>- Energy Facility Site Evaluation Council</i>
	Dept. of General Administration		Council for Children and Families		<i>- Building Code Council</i>
	Dept. of Information Systems <i>- Integrated Justice Information Board</i>		Dept. of Services for the Blind		Commission on Hispanic Affairs
	Lottery Commission		Dept. of Social and Health Services		Office of Minority and Women's Business Enterprises
	Military Department		Dept. of Veterans Affairs		
	Dept. of Personnel <i>- Personnel Resources Board</i>				
	Public Printer				
	Dept. of Retirement Systems <i>- Employee Retirement Benefits Board</i>				
	Dept. of Revenue				

Agencies Under Authority of a Board

Columbia River Gorge Commission	Caseload Forecast Council	County Road Administration Board	Criminal Justice Training Commission	State Board for Community and Technical Colleges	Convention and Trade Center
Conservation Commission	Citizens' Commission on Salaries for Elected Officials	Freight Mobility Strategic Investment Board	Board of Health	Eastern Washington State Historical Society	Economic Development Finance Authority
Environmental Hearings Office <i>- Environmental and Land Use Hearings Board</i>	Economic and Revenue Forecast Council	Marine Employees' Commission	Health Care Facilities Authority	Governing Boards of Four-Year Institutions of Higher Education <i>- University of Washington</i>	Housing Finance Commission
<i>- Pollution Control Hearings Board</i>	Gambling Commission	Board of Pilotage Commissioners	Home Care Quality Authority	<i>- Washington State University</i>	Life Sciences Discovery Fund Authority
<i>- Shorelines Hearings Board</i>	Horse Racing Commission Investment Board	Transportation Improvement Board	Human Rights Commission	<i>- Central Washington University</i>	
<i>- Forest Practices Appeals Board</i>	Law Enforcement Officers' and Fire Fighters' Plan 2 Retirement System Board	Transportation Commission	Indeterminate Sentence Review Board	<i>- Eastern Washington University</i>	
<i>- Hydraulic Appeals Board</i>	Liquor Control Board		Board of Industrial Insurance Appeals	<i>- Western Washington University</i>	
Fish and Wildlife Commission <i>- Dept. of Fish and Wildlife</i>	Municipal Research Council		Sentencing Guidelines Commission	<i>- The Evergreen State College</i>	
Growth Management Hearings Boards <i>- Eastern Washington</i>	Pension Funding Council		Tobacco Settlement Authority	Higher Education Coordinating Board	
<i>- Central Puget Sound</i>	Public Disclosure Commission			Higher Education Facilities Authority	
<i>- Western Washington</i>	Public Employment Relations Commission			Spokane Intercollegiate Research and Technology Institute	
Board of Natural Resources	Board of Tax Appeals			Boards of Trustees <i>- Community Colleges</i>	
Parks and Recreation Commission	Utilities and Transportation Commission			<i>- Technical Colleges</i>	
Washington Materials Management and Financing Authority	Board for Volunteer Firefighters and Reserve Officers			Washington State Historical Society	



**WASHINGTON STATE SCHOOL FOR THE BLIND
BOARD OF TRUSTEES
2009-2010**

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Janet Merz, Executive Assistant (360) 696-6321, ext. 120 (janet.merz@wssb.wa.gov)

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CHO, Yang-su	322 243 rd Avenue SE Sammamish, WA 98074-3452	8	(425) 557-0966	11/20/08	11/20/08 07/01/13	yancho@dsb.wa.gov
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**WASHINGTON STATE SCHOOL FOR THE BLIND
EX-OFFICIO MEMBERS
2009-2010**

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BALDWIN, Paul	2214 East 13 th Street Vancouver, WA 98661	Teachers Assn. of WSSB	(360) 696-6321	09/01/08	paul.baldwin@wssb.wa.gov
COLLEY, Berl	2305 Maxine Street SE Lacey, WA 98503	Washington Council of the Blind	(360) 438-0072	01/07/05	blc0901@comcast.net
HONE, Scott	5320 NE 30 th Avenue Vancouver, WA 98663	WA Federation of State Employees Local #1225	(360) 695-3251	11/14/08	scott.hone@wssb.wa.gov
FREEMAN, Michael	3101 NE 87th Ave Vancouver, WA 98662	National Fed. of the Blind of Washington	(360) 576-5965 (360) 418-2307	07/01/92	k7uij@panix.com
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BOARD OF TRUSTEES



OPERATING PRINCIPLES

July 2, 1993
Updated: August, 7, 2006

Vision Statement: "Independence for Those Who Are Blind and Visually Impaired"

Mission Statement: To provide specialized quality educational services to visually impaired youth ages birth to 21 within the state of Washington.

Purpose Statement: The School serves as a statewide demonstration and resource center providing direct and indirect services to students both on campus and in the children's local communities. Services are provided to families, educators, and others interested in assisting visually impaired youth to become independent and contributing citizens.

Confirmed by Board: September 23, 2006 (date)

"Alone we can do so little, together we can do so much"
-Helen Keller

INTRODUCTION:

The manner in which the Board and Administration conduct their business becomes a model for students, teachers, parents, and staff on how problems are solved.

Recognizing that each individual is unique and important will enhance our operating principles and develop a high level of organization self-esteem and confidence.

Operating principles define the beliefs, values, and methods of working together.

Successful organizations are the result of effective and dynamic leadership. To assure quality operations, leaders must agree on basic ways of working together.

The following principles outline a philosophy of cooperative behavior that will help the board and administration work in the best interest of the school and services to blind and visually impaired children on a statewide basis.

JUDGMENT AND TRUST

Working with people and handling difficult and controversial issues on a daily basis requires good judgment, common sense, and a strong trust relationship between Board and Superintendent. Every complaint cannot be resolved to the satisfaction of all parties involved; every issue or concern will not be foreseen. For these reasons, trust in each other, allowance for error, and team efforts to address problems are a key part of an effective operation.

COMMUNICATIONS, COOPERATION, AND SUPPORT

Board and Superintendent:

- ◆ Recognize that open communication requires trust, respect, and a fundamental belief in good will among Board members and staff.
- ◆ Work to minimize misunderstanding and reduce conflict.
- ◆ Support each other constructively and courteously.
- ◆ Maintain confidentiality.
- ◆ Allow ourselves and others the freedom to admit mistakes.
- ◆ Focus our discussions on issues, not personalities - free of defensiveness.
- ◆ Encourage constructive disagreement.
- ◆ Balance our honesty with sensitivity toward others.
- ◆ Uphold the integrity of every individual.
- ◆ Pursue thorough understanding.
- ◆ Involve those parties who will be affected by the decision and solution.
- ◆ Commit to getting to know one another and the ideas and issues that are important to that individual.

ISSUES WHICH COME BEFORE THE BOARD

Information Items

Board: Inform the Superintendent of significant concerns raised by patrons. Make the Superintendent aware of issues-programs on which the Board wishes to be particularly well-informed.

Superintendent: Keep the Board informed of all new developments and progress of activities related to the Board goals and major programs. Be sure to inform the Board in advance of any complaint, concern, or issue likely to come before the board.

Input-Option Items

Board: Let the Superintendent know about issues of concern and interest to the Board so that it is easier for the Superintendent to distinguish between items the Board wishes to discuss and items the Superintendent should handle independently.

Superintendent: Bring to the Board in a timely manner all issues, plans, and-or programs that meet the following criteria:

- Likely to be sensitive.
- Major change in program thrust.
- Major cost item.
- Major deployment of staff.

EFFECTIVE MEETINGS

No Surprises

Board: Share ideas about new programs and new directions with the Superintendent and other members of the Board before presenting publicly.

Superintendent: Bring matters to the Board in a timely fashion. Keep the Board well-informed. Present new programs-projects well in advance to secure Board input.

Be Prepared

Board: Read all materials mailed to the Board ahead of time and bring your information to the meeting for discussion.

Superintendent: Come prepared to each meeting with recommendations for projects and solicit board input.

Disagree without Becoming Disagreeable

Board: Use executive sessions to address complaints related to staff. Try to resolve major disagreements with one another or staff in private.

Superintendent: State your position, but accept advice of the Board. There is nothing wrong with healthy disagreement, but resolution on issues must be attained. It is the responsibility of the Superintendent to make important decisions, but with board advice and direction.

All: Disagree with each other in a positive and constructive fashion. Tone of voice, choice of words, and other actions can spell the difference between discussion, debate, and argument. Handle personal-personnel concerns in private. Give as much attention to the manner in which you disagree with people as you do to the particular issue.

Handling Controversy at Meetings

Board: If the Board can't agree on how to proceed, call a short recess, regroup, and regain composure. Or, agree to call a special meeting to deal with the topic. The entire meeting shouldn't be absorbed by one topic when other business needs to be completed. The Board chair may ask the Superintendent to gather more information on a topic and report back to the Board, and-or to bring in additional people to help explain and-or discuss issues of concern to the Board or some Board members.

Superintendent: Resolve complaints at an administrative level, if possible, without consuming precious Board time. Listen and work with the Board on other controversial issues. Gather additional information ahead of time if the issue is known and be prepared to present and be a resource to the Board.

DEALING WITH CITIZEN OR STAFF COMPLAINTS OUTSIDE OF BOARD MEETINGS

Board and Superintendent: Agree upon a process for dealing with complaints and the actions that will be taken when a board member is contacted by a community member who has a complaint.

DECISION-MAKING

Board and Superintendent: In order to formulate and execute sound decisions, we agree to:

- ◆ Resolve problems at the lowest level possible.
- ◆ Clearly communicate decisions.
- ◆ Build into each decision a point or re-evaluation.
- ◆ Provide for input from all concerned.
- ◆ Use a decision-making style appropriate to the situation.

BOARD-SUPERINTENDENT EXPECTATIONS

Superintendent can expect from the Board members:

- ◆ Their trust and confidence.
- ◆ A clear understanding of role and relationship.
- ◆ A willingness to consider staff recommendations.
- ◆ Preparedness to do their jobs.
- ◆ Adherence to high standards of ethical behavior.
- ◆ Realism, confidence, patience.
- ◆ A striving for educational, not personal, goals.
- ◆ A fair, honest job evaluation.
- ◆ No surprises.

Board can expect from the Superintendent:

- ◆ Personal integrity - will not bend under pressure.
- ◆ Sensitivity to feelings, beliefs, and commitments of public, staff, and board.
- ◆ Understanding that board members are appointed by the Governor and represent congressional districts.
- ◆ Adherence to highest standards of ethical behavior.
- ◆ Skill in communication and delegation.
- ◆ Ability to develop a long-range financial plan.
- ◆ Ability to work within the legislative process.
- ◆ Acting as key to development of his-her relationship with the Board.
- ◆ Always acts in the best interest of programs for blind-visually impaired children.
- ◆ No surprises.

WSSB - Campus Map Progress Report – Future Plans 1990 - 2015



General Campus preservation projects have occurred throughout the campus on a regular basis since 1991

The first buildings were located on the site of this campus in 1886. The oldest building being used today is the Boiler House Building which was constructed in 1892. The Boiler House, along with the Dry Building (1921) and Old Main (1915) are on the National Historic Register.

As you can see from the above map, the school has had an active long range capital plan that has resulted in just about the total remodeling of all facilities. The current facilities are in excellent condition with the exception of those that are slated for replacement.

The school's facilities are used by approximately 50,000 individuals per year. These partnerships have been a key in the success of the school's capital plan along with solid future strategic planning, which has been driven by program needs within our state.

For more detailed information contact:

Dr. Dean O. Stenehjem, Superintendent
Washington State School for the Blind
(360) 696-6321, extension 130
(dean.stenehjem@wssb.wa.gov)

OUTREACH DEPARTMENT

DESCRIPTIVE PROFILE

Recommendations of On-Site Team, 2004

1. The team recommends administrative consideration for expanding staffing which would provide facilitation of students to reintegrate into local schools. The school should focus on both the transition of students at the time of entry to and exit from the on-campus program.
2. Continue to explore how to make sure that the outreach faculty and the on-campus staff and faculty have some experience and understanding of each other's expertise, daily responsibilities and constraints and needs. IEPs should be structured for reintegration into public schools. This requires that campus based program staff coordinate with outreach staff to provide a seamless transition. They need to be aware of the culture and unique needs of students in public schools which is primarily a visual environment which requires the use of black boards, overheads, utilization of low vision devices, etc.)
3. The team recommends that consideration be given to staffing a state funded assessment team that would be available to work with school districts in assessing student and program needs.
4. As part of the State of Washington Master Plan for Special Education or similar high level statewide plan, consider the feasibility of WSSB playing a major role and taking responsibility for a unified, consultative model under which all consultations in the state would be supervised.

Outreach Services

1. Describe the nature and scope of all Outreach Services.

Outreach Services are an important part of the overall mission of the school, which is to serve as a statewide resource center providing direct and indirect services to visually impaired children and youth throughout the state. Whenever the school extends service outside the normal functioning of the on-campus educational program, programs and services are considered Outreach. We provide leadership to the state in all areas regarding the education of blind and visually impaired children and set the standard for best practices, caseload size and quality services for these children and their families. Collaboration with a variety of agencies, organizations and businesses is an integral part of this department. The Outreach Department consists of the following:

A. Vision Itinerant Program (VIP). We offer direct and consultative services to local school districts and birth – 3 developmental centers. Through contractual arrangements we provide both Teachers of the Visually Impaired (TVI) and Orientation and Mobility (O&M) services to students who are visually impaired or blind, age birth to 21, and attending public school in their local districts. Currently, WSSB provides TVI services to 34 school districts and O&M services to 21 school districts throughout the state of Washington. These figures represent a decrease in the number of districts served, primarily in the TVI area. We have increased staff. What this means is we have increased services in districts we already serve. There are two reasons for this:

1. When a district hires a TVI, additional children are identified that hadn't been and
2. District personnel begin to understand the unique learning needs of BVI children and when WSSB staff request an increase in service time to meet the ever-changing needs of their BVI students, district personnel understand and support the TVI/O&M recommendations.

Generally speaking the trend in the last 3 years has been that itinerant teachers have fewer

districts and more time contracted in each district. Vision staff are being located closer to districts they serve thus more time is spent with children and time in travel is reduced. The type (O&M, TVI, direct, consult) and amount of service provided is determined by the needs of the students. TVI/O&M work closely with all team and family members to gather information regarding student needs. Ultimately TVI/O&M make time and service recommendations. If service needs decrease in a district we revise our contract to reflect the decreased need. If service needs increase, we make every effort to provide increased service, depending on the availability of staff. Currently we have a total of eleven staff working in the VIP, which is a 37% increase since 2004. Note: three staff members are part-time and this figure does not include the Director of Outreach or the Outreach Secretary. They include five TVIs, five dual certified staff and one transcriber/ paraprofessional. Staff that does not live in the greater Vancouver area work out of their home offices.

- B. Initial consultation.** This service provides school districts with assistance in programming needs. These outreach visits are a shared opportunity for both teachers in the Outreach Department and the on-campus program although the VIP primarily provides this service. If a district has not had a vision program and needs advice about how to proceed with determining needs of a new student, we will send a TVI to that district at no charge, depending on the availability of staff. Because of staffing issues, providing these initial consultations has been challenging. For two years an itinerant teacher in the department was allotted time in her weekly schedule to do these visits. We tend to average about one a month. As her needs grew in districts she serves through contractual arrangements, her schedule filled up and this window of opportunity closed. The Director of Outreach is now primarily responding to initial consultation requests.
- C. Assessment Services** If a district (that we do not currently provide services to) wants an assessment such as Learning Media, Functional Vision, O&M, and then we will charge our daily rate. These services are only available as staff time permits. One staff member has one-day per month set aside for BVI assessment needs and another staff has one day per month set aside to do O&M assessments. Often an assessment of a student may take 2 to 3 days, depending on travel and complexity of the assessment and report. Because Outreach salaries are covered primarily through funds brought in by district contracts, Outreach staff's schedules are usually filled with on-going contracts, making it difficult to meet the needs of districts requiring assessments. Irwin staff is available to assist with on-site assessments when appropriate.
- D. Coordination of on-site (WSSB campus) evaluations.** WSSB receives 15 to 20 requests for evaluations each school year to assist local districts in program planning and possible residential placement. Many of the original inquiries come in through the Director of Outreach and this is passed to the Vice Principal of On-campus programs who is doing Admissions. This reflects a change from 2004. The outreach staff may make initial visits to help determine appropriate placement and to guide the process for on-site evaluations.
- E. Statewide in-service Training.** Outreach staff assists in the coordination of statewide in-services. These trainings are either initiated by our school or by local services providers who see a need and request a workshop. Presentations are at the local, state, or national level. Trainings include low vision aids, literacy, Braille (literary, Nemeth and music), anatomy and eye conditions, transition, and technology to name a few. Our distance learning capability has greatly expanded this year and we continue to increase our use of this technology to offer a wider array of workshop opportunities and to a larger audience. The Vision Coordinator for Eastern WA, a position that ended in June, 2009 due to budget cuts, focused heavily of training, offering Braille courses, workshops on Braille transcription programs, administering and understanding the WASL for BVI students.

F. Collaboration with other agencies serving the visually impaired and blind population. The agencies serving BVI children and their families in an educational arena include the WSSB on-campus program and the Outreach Department, Department of Services for the Blind (DSB) and WA Sensory Disability Services (WSDS). Department of Services for the Blind's Child and Family Program was restructured and duties redistributed. DSB has three staff members that provide daily living skill services to children in their home, which is a valuable service as itinerant teachers are often not able to incorporate this into the school day. The WSDS vision component consisted of a State Vision consultant. The person who held this position passed away and WSDS did not replace him. WSDS also serves deaf blind students. The service model is consult only.

G. WSSB Summer Institute For Educators. For over 25 years we have provided an opportunity for public school teachers and a variety of support staff to attend a five-day institute to learn about visual impairment and blindness. We understand that because visual impairment is such a low incidence disability, most public school personnel have little experience with or understanding of the impact of vision loss on learning and how to meet the unique needs of the BVI learner. This unique institute offers public school personnel who have BVI students in their schools a "crash course" on the subject. Without exception, people attending the institute come away with the knowledge that BVI children can be independent, competent learners and that they, as educators, are capable of providing these students with an appropriate education with the support of TVI and O&M staff. This institute is a combination of lecture, self-directed learning, hands-on activities and experiences under the sleep shade or low vision simulation goggles. People go away from this institute saying that it was the most informative, fun and life-changing institute they have had as educators. We see the impact of this new knowledge in better school experiences for BVI children in public schools where staff has attended our institute. The WSSB Summer Institute is held on the WSSB campus and the participants are housed in the cottages here on campus. Facilitators include WSSB staff and itinerant teachers who are employees of public schools throughout the state. Three years ago we received a grant that has enabled us to offer fifteen \$150 scholarships. The content of the Institute was restructured in 2008 around the concept of the Expanded Core Curriculum. Participation in the Institute has almost doubled during the last three years and people are coming from Idaho, Montana, Nevada, Alaska, Guam and British Columbia. For the last 3 years we have been filled to capacity (50) with a waiting list each year. The Summer Institute is now self-supporting.

H. Ogden Resource Center (ORC). In January 2010 the Braille Access Center and the Instructional Resource Center combined under one name - **Ogden Resource Center**. For customer ease, it was decided to change the name to that of the building. Services and staff remain the same.

Services Provided

1. Services are available to public and private (non-parochial) schools and agencies providing educational programs of less than college level to students with visual impairment throughout the state of Washington
2. Locate and distribute specialized educational materials
3. Register all Washington students with visual impairment with the American Printing House for the Blind (APH) each year
4. Manage federal quota funds to purchase alternate media & specialized materials from APH
5. Coordinate with other national materials centers for interstate loans of alternate media
6. Coordinate with National Instructional Materials Accessibility Standard (NIMAS) and the National Instructional Materials Access Center (NIMAC)
7. Produce quality large print copies of textbooks
8. The Braille Center is a fee for service enterprise providing quality, accurate braille to customers in accordance with the Americans with Disabilities Act

9. The Braille Center provides braille and materials for many government and private sector organization as well as materials for students
10. Proofread braille transcribed for accuracy
11. Serve as a resource for braille expertise
12. The Braille Access Center is a registered Accessible Media Producer with the NIMAC
13. In accordance with WAC 180-82-130 distribute, correct and collect data of the Braille Literary Usage Examinations (BLUE)
14. Report quarterly to the Board of Education the status of BLUE certificate holders
15. Collect & report data as required by the Office of Superintendent of Public Instruction (OSPI) and Washington Sensory Disabilities Services (WSDS)
16. Collect & report data on a monthly basis to WSSB

I. Low Vision Clinic – The WA Lions Low Vision Clinic is a specialty low vision rehabilitation clinic. We provide examinations to assess an individual’s current level of vision and provide optical and non-optical solutions which will enhance the person’s vision and life. The goal of the clinic is to enable the clients to achieve maximum use of their vision and live an independent life. It is not the clinic’s intent or capability to provide full-scope primary care. This clinic is an adjunct to and does not replace the family’s primary care provider. In 2008 the Clinic began taking clients throughout the summer months (previously the Clinic had only been open during the school year) and appointment options have expanded. Appropriate referrals includes anyone of any age that is already diagnosed as a low vision person and who might benefit from the use of some sort of low vision aid or device. There is no charge for the evaluation, although if a device is prescribed, the individual is responsible for buying the device, should they chose to do so.

J. Statewide Technology – Provide assessment and recommendations for assistive technology and devices, including hardware and software needed for the BVI student to be able to input and output text and to be able to access computers through the provision of programs such as screen readers, Braille displays, and print enlargement. Students and their teachers and assistants are trained on the use of these devices and programs so that the student can be competitive with his/her classmates in the production of class materials and access to the Internet and information found on CDs.

2. Identify by title all WSSB positions on and off campus, which provide or support outreach services and briefly describe the responsibilities of each position.

A. Director of Outreach Services - 1 FTE The Director of Outreach Services supervises the Vision Itinerant Program, the Ogden Resource Center (Instructional Resource Center, and Braille Access Center), Statewide Technology Program and the Lions Low Vision Clinic. This position is located on the campus of WSSB. Periodic on-site visits with outreach teachers and administrators of each district are scheduled to assure quality of programming and to answer questions that local districts may have regarding scheduling and costs. Developing new contracts with districts that may be in need of service is an ongoing responsibility of the Director. Working with other agencies to develop new strategies to deliver goods and services and to better use resources is a primary responsibility. The director manages the budgets of the VIP, BAC and IRC and oversees the daily operation of the Outreach Department as a whole.

B. Itinerant Vision Teachers and Orientation and Mobility Specialists: - 9 FTE There are 10 teachers, but several are part time. Five of the teachers are dual certified (TVI & O&M). One is fluent in ASL. One teacher is located in Bellingham, one on Orcas Island, four in Olympia and four in Vancouver. Services cover a geographic area from near the Canadian border to Vancouver, from the

coast over to Mt. Rainer. Type and amount of services varies with the needs of the students and districts. This represents a 25% increase in Outreach staff.

- C. Vision Assistant - 1 FTE** This person lives in the Vancouver area and provides material adaptation and braille transcription services to a local district that has a high needs braille student.
- D. Program Manager - 1 FTE** Directs the daily operations and budget of the Ogden Resource Center, plans and delegates work performed by four permanent employees, temporary employees and volunteers, manages the APH Quota funds and the WA Correctional Center for Women Braille Project at Gig Harbor. Collects data for the Board of Education, APH, WSDS and WSSB and prepares respective reports. Serves as the State NIMAS Coordinator and heads the state NIMAS council. Responsible for the correction and scoring of B.L.U.E. exams and reporting scores to the Board of Education (State Braille Competency Test).
- E. Communication Specialist II - 1 FTE** Coordinates transcription from private sector and school district requests with WCCW and volunteer transcribers, transcribe documents into braille, coordinates braille production; i.e. embossing, collation, tactile graphics and recordkeeping.
- F. Communication Specialist II - 1 FTE** Proofreads all braille (average 2000 braille pages per week) produced by the Braille transcribers and write proofreader reports citing rule violations, answers customer calls, acts as a statewide Braille expert, corrects the transcribing portions of the B.L.U.E. (State Braille Competency Test).
- G. Warehouse Manager - 1 FTE** Manages the IRC warehouse inventory, receives incoming freight and enters items into database, prepares orders for out-going shipment, assists in supervision of student and volunteer workers, maintains inventory levels and make recommendations for purchases. Works closely with WSSB procurement matches copies of purchase orders with incoming freight for the entire campus, tags state assets and conducts the agency semi-annual inventory.
- H. Administrative Assistant - 1 FTE** Functions as the sighted copy holder for the Braille proofreader reading aloud all levels of mathematics and science at least four hours each day. Coordinates and produces quality large print textbooks for districts. Answers customer e-mails and phone request for material and information. Other duties as required by Program Manager.
- I. WA Correction Center for Women (WCCW) – 10** transcriber positions these offenders transcribe primarily textbooks, including higher mathematics and sciences into Braille for the Ogden Resource Center.
- J. Outreach Secretary - .4 FTE** As the clerical point of contact for the Outreach Department the person in this position is responsible for Director support, contract execution and revisions while maintaining contract database for accounting and data collection purposes. Monthly data collection from TVI and O&M instructors for report submission to Superintendent for review prior to submittal to the Governor's office. The other .6 of the position is receptionist in the main office.
- K. Statewide Technology Services – .5 FTE** provides assessment and direct service to VI/blind children who attend school in their local districts. Assist TVI and other school personnel in setting up technology. Teach classes as time permits. The person in this position sets the standards for technology in the state for V I/blind children and attends and teaches at nationally recognized assistive technology conferences. There is no fee for this service.

3. Describe the populations served by the Outreach services – Scope of Services

Outreach serves children in their local communities, either in public schools, private, non-parochial schools, developmental centers, or in their homes. We serve children birth to 21 years old or students taking classes at less than college level, with a wide range of ability levels. Some students served have the single disability of low vision or blindness. However, many of our students have multiple disabilities that may include developmental delays, motor involvements, speech and language delays/deficits, fine motor difficulties and deafness, to name the most common. Some of the children have diagnosed syndromes of which vision is a part. We serve children who are blind, have low vision, deaf/blindness or are cortically visually impaired. The Ogden Resource Center provides materials to all BVI children in WA who are registered with the Instructional Resource Center. Educators, families and others are served through our many workshops and course offerings including the WSSB Summer Institute for Educators.

4. Provide information about the numbers of persons who receive outreach services by program option(s).

- A. Information Services** - The School provides information upon request to innumerable educators and others throughout the state. It is impossible to record the number of phone calls staff receives.
- B. Assessment/Evaluation Services** - All district students are assessed initially when identified as needing service. Functional Vision, Learning Media, Orientation and Mobility and technology assessments and evaluations are done regularly as new students are identified and already identified students are reassessed. Although TVIs will work with school districts to make standard assessment materials accessible, academic and cognitive testing are generally left to the school districts. Many students are also assessed for the use of low vision devices and visual functioning ability (multi-handicapped students) through the Lions Low Vision Clinic.
- C. Direct Services:** This would include services provided by the VIP and technology programs. We currently serve approximately 190 students/month through contractual services.
- D. Consultation Services** - Provided by outreach staff and technology staff, school staff, and others as requested.
- E. Staff Development/Family Education Services** - In-services provided to school psychologists, nurses, teachers and regular education students. Outreach staff is always available when needed to talk with school district staff, students, and parents. Workshops are held by individual teachers as requested. We offer many technologies and braille classes through distance learning and this form of education is critical, especially in remote areas of the state. Summer Institute for Educators occurs annually. Staff are often asked to present at conferences in the state and nationally. We take advantage of all opportunities to educate the public about blindness. We have presented at, had panel members at or hosted display tables at ophthalmologic conferences, museum conferences, career fairs at colleges and universities.
- F. Specialized Books, Materials, and Equipment Services** - Specialized books, materials, and equipment are provided to public school students throughout the state through Ogden Resource Center. For 2008-09 fiscal year the ORC distributed a total of 7122 accessible media and specialized equipment for 838 students with visual impairments to 160 different schools/agencies in the State of WA.

G. The Technology Project loans technical equipment and support to school districts upon request with follow-up consultation by phone when needed. Outreach teachers individually prepare specialized books and materials for their students on an ongoing basis.

5. Describe program evaluation procedures and provide significant information learned from recent evaluations results.

A one page form is distributed to all school district staff that work with the itinerant teachers. This form is called the "Itinerant Vision Services Survey" and gives the districts we serve a chance to tell us about our service delivery and changes they might suggest. This is distributed near the end of the school year. The Director of Outreach also meets with each district special education director to discuss our service and to plan for the following year. During the school year, the Director of Outreach may meet with district Special Education Directors as needed to resolve any issues that may need immediate resolution. Recent evaluations have indicated a high level of satisfaction from all districts served. We find it difficult to have them define an area that we need to work on. Most districts would like to get more of our itinerants' time.

6. Describe any significant changes in this service since the last accreditation review.

There have been significant changes to this Department. The Vision Itinerant Program has doubled in the number of teachers as well as numbers of students served. We now have teachers living in parts of the state other than Vancouver. We have 1.5 full-time positions focusing only on Orientation and Mobility. Through Outreach, students served by WSSB as a whole have increased by 500%.

The Instructional Resource Center database was redeveloped to accommodate an on-line ordering system incorporating barcode technology. The Instructional Resource Center has a new state of the art solar building which also hosts the Braille Access Center and these two entities are now under the umbrella of Outreach. The most significant change is the increase in the demand for services. Since 2003 with the On-Line ordering system and barcode technology being instituted, the amount of orders increased by 135%. Braille production increased 35% from 2006 to 2009.

The Lion's Low Vision Clinic has developed a database for tracking clients. And this allows for better record keeping, more useable documentation of information and the ability to query the system for demographic and etiology information. Additionally, the Clinic is now open year round instead of only during the school year. The Clinic has always been open to non-students that are already identified as BVI, but, through increased public relations we are seeing that more and more older people in the community are using the Clinic.

Distance learning opportunities have increased substantially in the last seven years and we now offer classes across the state to a wider variety of people that otherwise would not be able to take classes. We are doing a much better job of networking with other agencies and we are having an impact at a state level regarding policies and funding that effects the educational of blind and visually impaired children. We have progressed from being viewed as a place where BVI children can come to learn to a statewide service that meets the students in whatever location is necessary to meet their needs. In 2009 WSSB hosted a national forum for Directors of Outreach from other schools for the Blind. A large portion of this conference was video-streamed so that Outreach Directors could still participate in the forum, even though they were not able to attend in person. This was the first time a National Outreach Forum was video-streamed and this has set precedence for future meetings. The teachers in Outreach meet as a group four times a year and we meet on-line for one of these meetings.

Outreach Vision Itinerant Program Menu of Services

- 1. One-time on-site visits to the LEA.** Consist of observations and recommendations will assist a district in determining what, if any, assessments may be needed, lay the foundation for what an appropriate program for the student should consist of and help the team understand the nature of the vision loss, implications of additional handicapping conditions and the overall potential impact on learning. There is no daily rate charge for this service and is dependent upon availability of staff.
- 2. On-site Assessments:** Assessments may include Functional Vision Evaluations, Learning Media Assessments, O&M Assessments and any other assessments in keeping with the Expanded Core Curriculum. These assessments are done through a contractual agreement with the student's district. While this service is provided only upon availability of staff, we make every effort to accommodate districts, recognizing and appreciating their desire to gain more information so that they can provide the best program possible. Assessments of students we serve through Outreach contracts receive needed assessments as part of the contractual agreement.
- 3. On-going vision or orientation and mobility services:** Vision services can be direct, consultative or both and can be provided as often as needed. The team at the LEA and the WSSB Outreach teacher together will make this determination, based on the results of assessments and best practices. While contracts are established based on the availability of WSSB Outreach teachers, we are continually adding teachers to our staff in order to meet the growing need for vision services in our state. Additionally we believe that it is through positive collaborative relationships with other agencies, businesses and groups affiliated with visual impairment and blindness that the most appropriate and comprehensive services can be offered to meet the needs of the student and LEA. Contracted time includes direct and consultative services, travel and office time.
- 4. Assistive Technology Support:** WSSB Technology support is available to districts either through telephone, on-line or on-site consultation. There is no charge for this service and appointments are scheduled directly with the district TVI. Technology evaluations are provided free of charge for any district requesting this service, whether or not the district is served by a WSSB Outreach teacher.
- 5. Trainings, in services and workshops:** A wide variety of trainings is provided through Outreach or by Outreach staff and are available to educators, related service providers and families. These may include larger venues as well as smaller workshops provided for selected staff within districts. The role of the Eastside Vision coordinator was to provide training to educators working with blind children. Workshops included the teaching of the braille code, WASL testing, Assessments and games days for families, to name a few of the offerings.

Outreach Department Goals

Vision Itinerant Program:

1. Provide excellent teacher of the visually impaired and orientation and mobility services to contracted districts.
2. Establish itinerant teacher services in the Spokane area
3. Support, encourage and provide opportunities for interested teachers to move into leadership positions.
4. Market our services through meetings with ESDs and create and embrace other opportunities to present about who we are and what we offer.
5. Expand use of distance/digital learning opportunities both for Outreach personnel as well as using Outreach personnel to deliver workshops, seminars etc.
6. Have a minimum of 50 participants attend the WSSB Summer Institute for Educators.

Ogden Resource Center:

1. Continue to provide support for the Braille Program at the Washington Corrections Center for Women with the goal of having at least 100% of the inmates in the program certified in literary and 50% Nemeth (braille math) through the Library of Congress
2. Continue to refine on-line database system
3. Increase collection to include items not available from the American Printing House for the Blind. Examples would include eye models, vision simulation kits and science and human anatomy models
4. Do annual customer satisfaction and needs surveys
5. Refine as needed and maintain the on-line vision Personnel Directory

Statewide Technology

1. Continue to provide assessment and training to students and teachers throughout the state.
2. Use of the K-20 system to provide technical assistance as appropriate. This will not replace on-site visits, but can provide a more timely service, particularly in problem solving regarding hardware and software.
3. Offer more assistive technology classes such as Jaws, Braille Note, Duxbury and IntelliTools.
4. Refine the use of the Global Positioning Satellite device (GPS). This device, working with the Trekker Breeze allows a blind traveler to know with precision, where he is.

Lions Low Vision Clinic:

1. Update program and increase number of people we serve
2. Increase ophthalmological community's awareness of our program
3. Redesign clinic space

Accreditation Outreach Conference Call
Review of 2004 On-site Outreach Recommendations
12/8/2009 7:00PM-8:00PM

Attendees: Dee Amundsen, Annie Stockton, Denise Colley, Jeannie Beary-Stolle, Annabelle Fitz, Cindy Varley- note taker

Unable to Attend: Jenny Donaldson, Yung Su

1. The team recommends administrative consideration for expanding staffing which would provide facilitation of students to reintegrate into local schools. The school should focus on both the transition of students at the time of entry to and exit from the on-campus program.

Response: Students that come from districts that Outreach is already providing TVI and/or O&M services to (about 1/5 of total districts) are receiving services and supports for transitioning students from public school to WSSB and back. Districts that do not contract with WSSB but have their own TVI/O&M staff are also very involved in any transition their students make to and from WSSB. WSSB on-campus program works very closely with districts with vision staff to make sure evaluations and assessments are done and valid, materials are in place etc. At issue are the districts without vision services who, first of all, need to understand the continuum of services and then perhaps seriously consider the idea of placement at WSSB. The team feels this goal was and continues to be met, although in a different way. Irwin staff could not think of a student that is transitioning back into a district that has not put services in place. The number of TVIs in WA has doubled in the last 10 years and this has made a difference in terms of available vision staff throughout the state. Outreach receives calls on a regular basis from districts who need assistance and do not have a TVI. Outreach schedules have been arranged so that an Outreach teacher or director of Outreach can visit these districts at no charge and help begin the process of putting services into place. Irwin admissions staff work closely with districts, whether or not they have vision services, to ensure that they have all the information needed about the student to plan an effective individualized program for the student. Students transitioning back to districts from WSSB return with an incredibly thorough evaluation in all areas of the expanded core curriculum.

2. Continue to explore how to make sure that the outreach faculty and the on-campus staff and faculty have some experience and understanding of each other's expertise, daily responsibilities and constraints and needs. IEPs should be structured for reintegration into public schools. This requires that campus based program staff coordinate with outreach staff to provide a seamless transition. They need to be aware of the culture and unique needs of students in public schools which is primarily a visual environment which requires the use of black boards, overheads, utilization of low vision devices, etc.)

Response: Irwin staff is available to accompany Outreach teachers when their unique expertise is needed. We have scheduled our Outreach meeting so that Outreach teachers can participate in Irwin staff meetings on occasion and Outreach teachers have become part of helping teach parts of our Fall Workshop Safety Training and so on and off campus folks are getting more opportunities to be together. Students at WSSB are getting specialized services that cannot be replicated by a TVI in an itinerant setting. There are no white boards or overheads at WSSB, so the students need to get specialized training to use their accommodations. But this is a bit of a catch-22. Students come to WSSB because it is an environment where their blindness does not limit their access to information. Thus, they are free to learn, devoting their energy and intellect to absorbing content material instead of spending inordinate amounts of time just trying to physically access the material/information.. This goal is really about transitioning students back to public schools with the self-advocacy skills they need to access information that is not readily accessible in a public school. We had thought of providing a class for students returning to public school to give them strategies for dealing with white boards etc. However, the reality is that WSSB students transition one at a time, not necessarily at the end of a school year and often with little planning time. The logistics of a teacher exchange would be very difficult. However, it would be nice for teachers to shadow each other in the opposite setting. This would have a financial implication of course. Irwin staff are aware that when a final IEP is written for students returning to public school that the district TVI should be involved. There has been much more discussion about returning students and IEP writing since the 2004 accreditation.

3. The team recommends that consideration be given to staffing a state funded assessment team that would be available to work with school districts in assessing student and program needs.

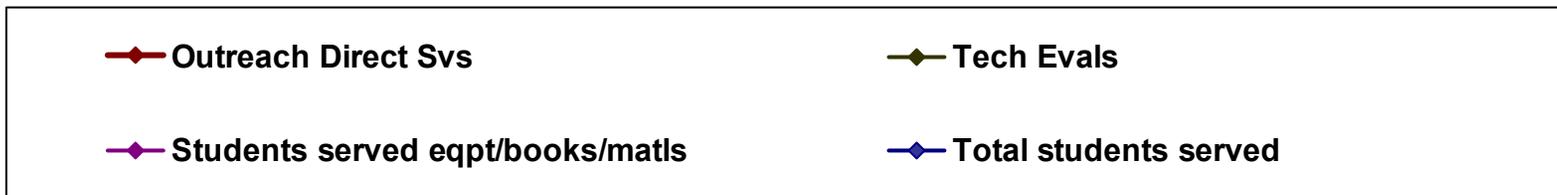
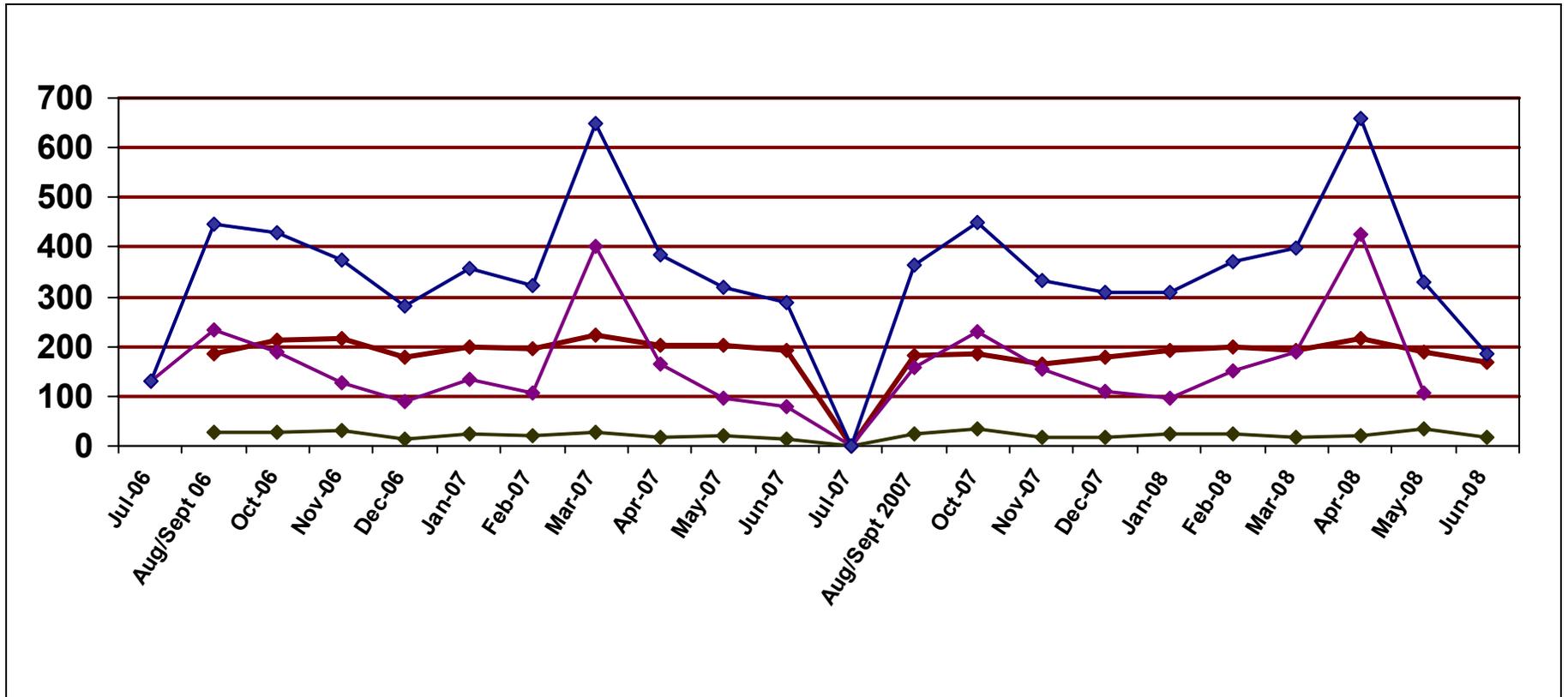
Response: This did not happen in terms of hiring a TVI to do only assessments and have this position paid through our operating budget. However, WSSB school psychologist has been available to help occasionally with especially challenging assessments in the field and one Outreach TVI had been assigned one day/week to do assessments and one Outreach O&M specialist had two days a month for assessments. Unfortunately their schedules have filled up with student contract needs and their availability for assessments is limited. We have collected data on assessments and it seems that assessments generally occur at the beginning and end of the year and so a position like this would not be full-time unless this service was provided to districts regardless of whether or not they contract with WSSB. There is still more work to be done in this area.

4. As part of the State of Washington Master Plan for Special Education or similar high level statewide plan, consider the feasibility of WSSB playing a major role and taking responsibility for a unified, consultative model under which all consultations in the state would be supervised.

Response: WSSB would like this very much. However, at this time that role has been assigned to WA Sensory Disability Services (WSDS) through OSPI. This has not been

an effective system with a study finding multiple issues with their model. The last onsite team saw WSSB as the hub of services for visually impaired and blind student needs which was a charge we accepted and embraced but we were asked to allow WSDS to have this role. WSSB at this time refers to itself as a center for best practices in the education of BVI children, even though we have continued with much of the hub of services role. This has caused some confusion in the state

WSSB
TOTAL STUDENTS SERVED
JULY 2006 – JUNE 2008



IEP/504											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Annie Stockton	5	23	26	22	21	25	25	22	26	26	21
April Love	1	8	8	8	8	9	9	9	9	10	11
Catherine Golding	0	0	0	0	0	3	0	0	0	0	0
Cindy McAlexander	0	24	24	22	21	21	21	23	20	23	23
Claudia Martin	0	26	29	29	31	28	28	28	29	29	29
Dee Amundsen	1	1	1	1	1	1	1	1	1	0	1
Diana Stebbins	0	2	2	2	2	2	2	2	2	2	2
Joe Dlugo	0	16	19	16	14	15	15	17	17	15	12
Kathyrn Kier	0	2	2	2	2	2	2	2	2	2	2
Laurel Glenn	0	9	5	5	5	5	5	5	6	5	5
Peggy Gallagher	0	13	12	10	10	10	11	11	14	14	9
Rod Humble	0	3	1	1	1	1	1	1	1	1	1
TOTAL	7	127	129	118	116	122	120	121	127	127	116

ASSESSMENTS											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Annie Stockton	0	0	0	2	2	1	1	2	0	0	0
April Love	0	0	1	0	1	0	0	0	1	0	0
Catherine Golding	0	0	0	0	0	0	0	0	0	0	0
Cindy McAlexander	0	1	1	1	1	0	2	0	3	2	1
Claudia Martin	0	2	3	0	1	0	2	0	3	2	1
Dee Amundsen	0	0	0	0	0	0	0	0	0	0	0
Diana Stebbins	0	0	0	0	0	0	0	0	0	0	0
Joe Dlugo	0	0	2	1	1	0	0	2	1	1	0
Kathyrn Kier	0	0	0	0	0	0	0	0	0	0	0
Laurel Glenn	0	0	1	0	0	0	0	0	0	0	4
Peggy Gallagher	0	1	1	1	0	0	0	0	0	0	0
Rod Humble	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	4	9	5	6	1	5	4	8	5	6

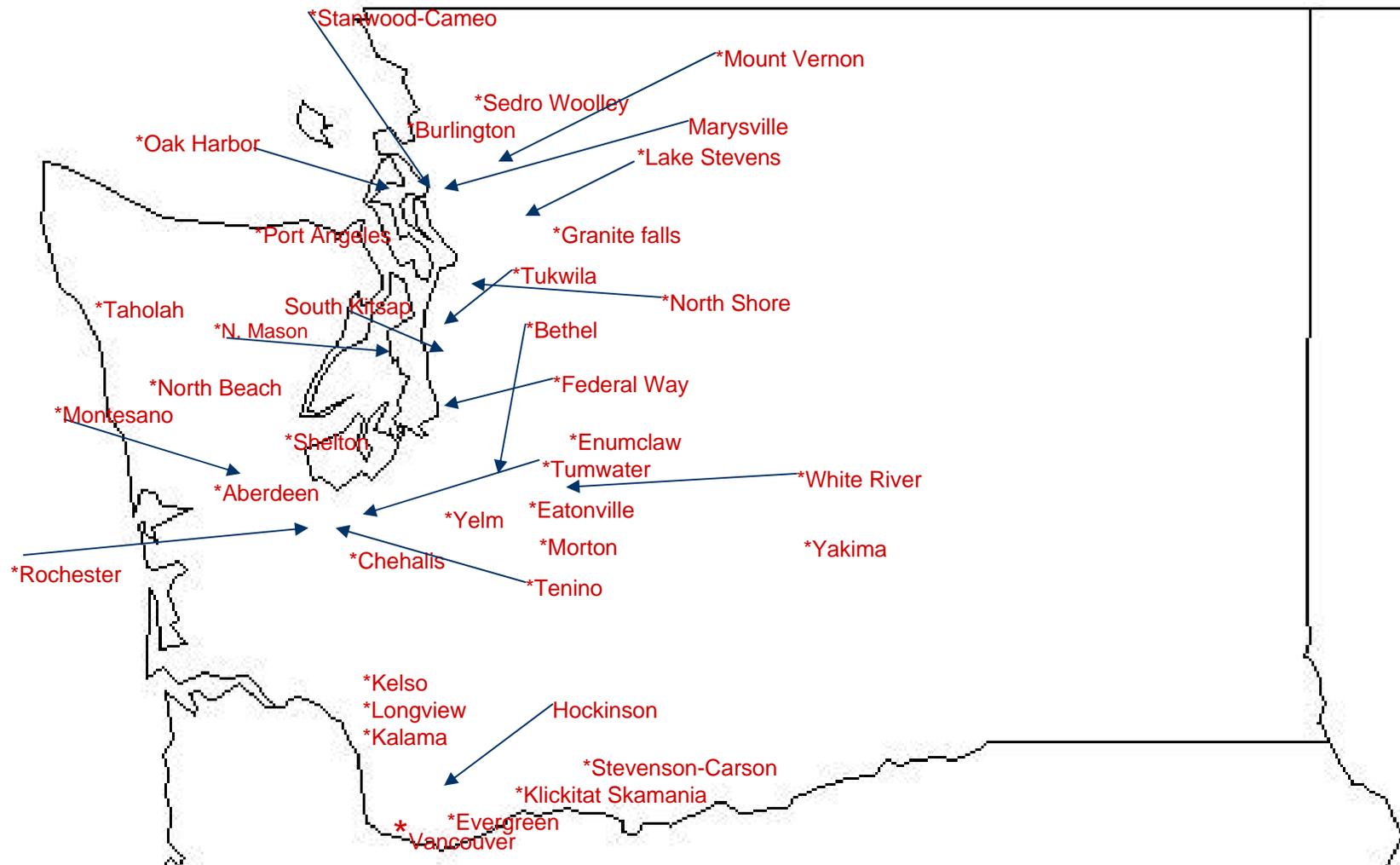
ADDITIONAL											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Annie Stockton	0	6	5	2	1	4	1	2	4	2	2
April Love	2	4	3	3	2	2	2	2	1	1	0
Catherine Golding	0	0	0	0	0	3	0	0	0	0	0
Cindy McAlexander	0	1	3	3	4	0	4	2	8	5	2
Claudia Martin	0	1	2	2	0	1	0	0	1	1	0

Dee Amundsen	0	0	0	0	0	1	0	0	0	0	0
Diana Stebbins	0	0	0	0	0	0	0	0	0	0	0
Joe Dlugo	0	1	0	0	0	1	1	0	0	0	0
Kathyrn Kier	0	0	0	0	0	0	0	0	0	0	0
Laurel Glenn	0	0	2	0	0	1	1	1	0	1	5
Peggy Gallagher	0	0	2	0	0	0	0	0	0	0	0
Rod Humble	0	1	0	0	0	0	0	0	0	0	0
TOTAL	2	14	17	10	7	13	9	7	14	10	9

TOTAL	9	145	155	133	129	136	134	132	149	142	131
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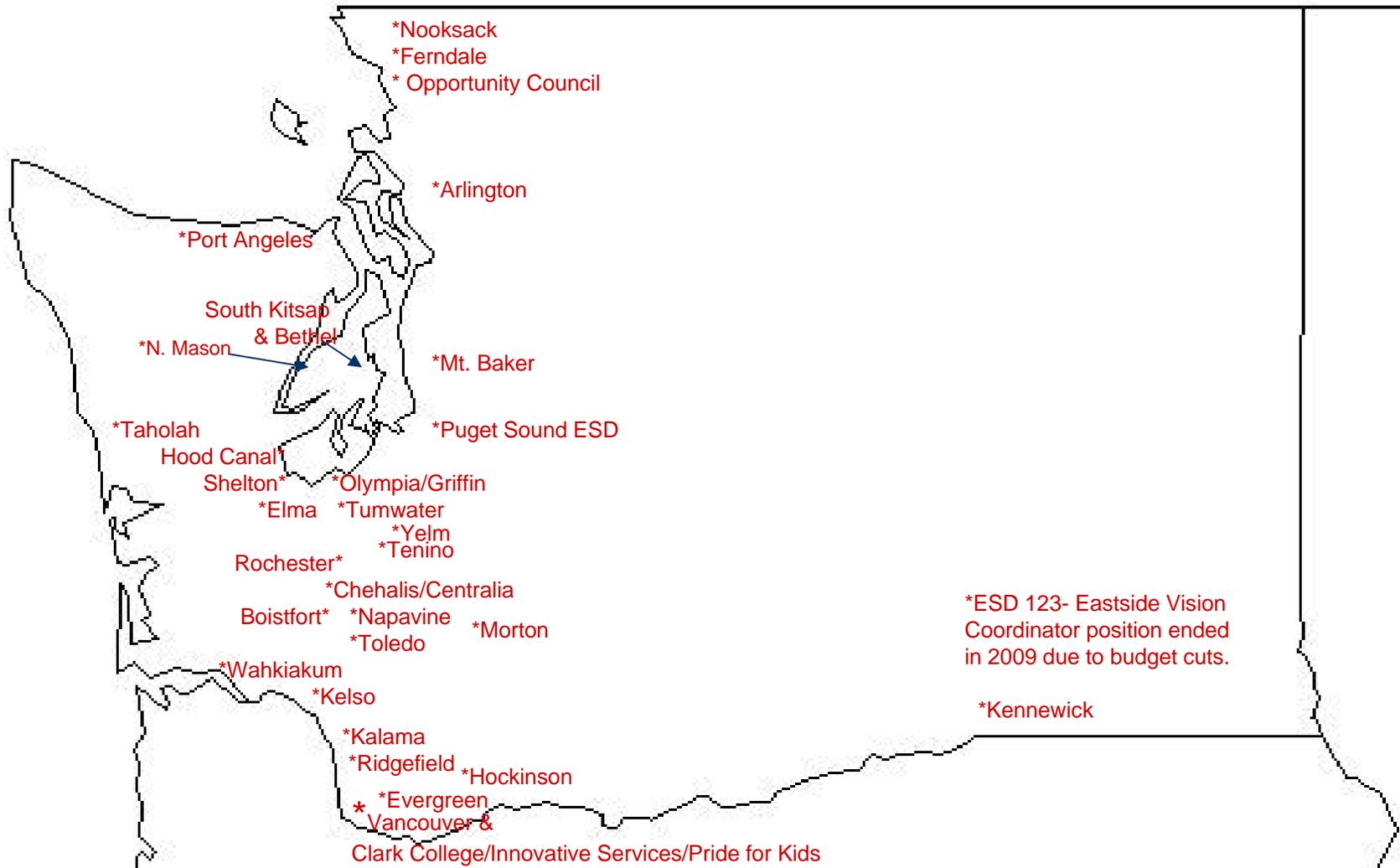
Districts served by Outreach 2005-2006

Total # of Districts served 39



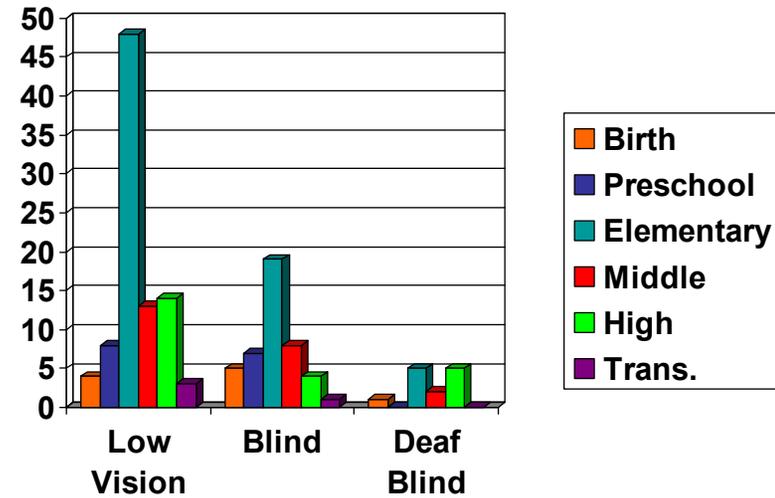
Districts served by Outreach 2009-2010

Total # of Districts 35



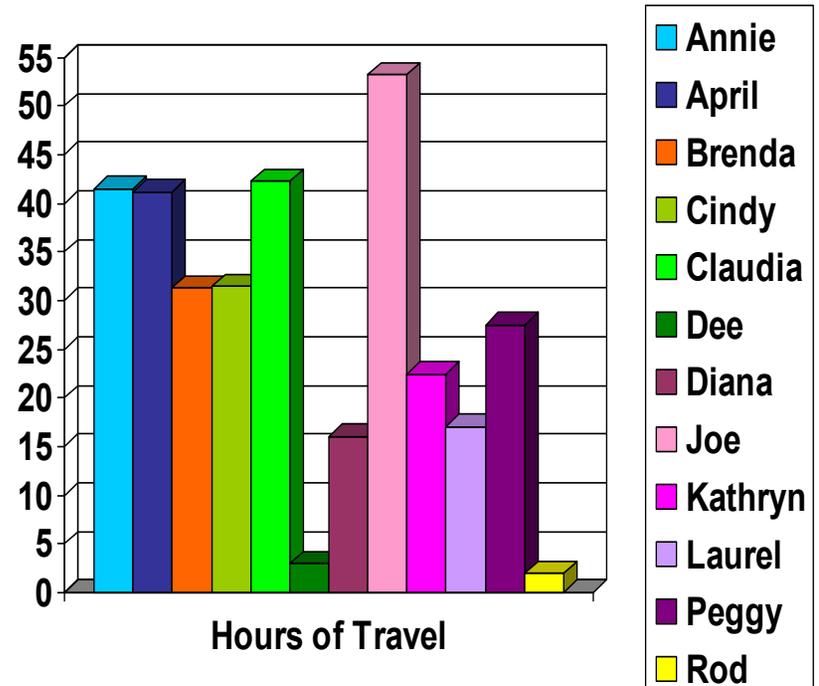
WSSB OUTREACH ITINERANT CASELOAD DISTRIBUTION March 2008

	Low Vision	Blind	Deaf and Blind	Total of Students
Birth	4	5	1	10
Preschool	8	7	0	15
Elementary	49	27	6	82
Middle School	14	8	2	24
High School	16	4	6	26
Transition	3	1	0	4
Total of Students	94	52	15	161



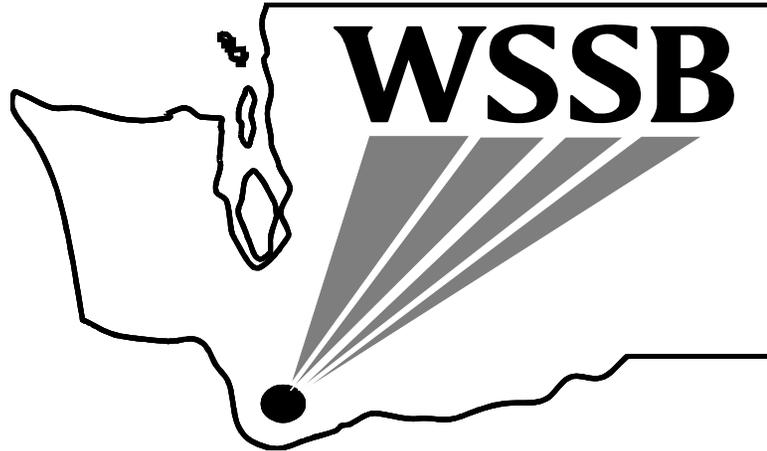
WSSB OUTREACH TRAVEL TIME FEBRUARY 2008

Teacher's Name	Hours of travel
Annie	41.50
April	41.13
Brenda	31.30
Cindy	31.43
Claudia	42.21
Dee	3.00
Diana	16.00
Joe	53.19
Kathryn	22.43
Laurel	17.10
Peggy	27.50
Rod	2.00
Total Hours of Travel	328.79



**Washington State School For The Blind
Outreach District Satisfaction Survey
2008-2009**

Spreadsheet & Comments



SURVEY RESULTS TO QUESTIONS 1-8

Question	How Many Answered	Overall Satisfied	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Vision services gave me a better understanding of how vision loss affects learning.	31	97%	23	7	1		
Vision services made a difference in my ability to plan and implement an appropriate program for my visually impaired/blind student.	29	97%	18	10	1		
The delivery service model used by the TVI/O&M Specialist (direct services, consultation or a combination) was appropriate to meet the needs of my student.	31	87%	22	5	1	1	2
Suggestions made by the TVI/O&M Specialist were easily implemented and workable in my classroom.	31	94%	25	4	1	1	
Vision services were valuable in the IEP process.	31	100%	21	10			
I feel that the TVI and/or O&M specialist's schedule in the district was flexible enough to meet the changing needs of my student.	32	78%	17	8	2	4	1
If needed, material adaptations were done in a timely manner.	29	93%	20	7	1	1	
The TVI/O&M Specialist participated effectively as an integral member of the educational team.	31	100%	27	4			

OVERALL SATISFACTION

93%

COMMENTS REGARDING QUESTIONS 1-3

Question 1. Vision services gave me a better understanding of how vision loss affects learning.

- My vision teacher is very knowledgeable.
- Through videos, visuals and explanations.
- Communication is always available for me.
- If I have any questions April is able to answer or direct me to who can.
- Cindy is very knowledgeable, sharing many ideas and resources with myself and my team.
- The student I have this year is the first visually impaired student for me. Laurel was VERY helpful- especially this fall.

Question 2. Vision services made a difference in my ability to plan and implement an appropriate program for my visually impaired/blind student.

- Very Supportive with tactile materials.
- Without Peggy we would have been lost!
- Helped behavior issues and narrow topics.
- Yes, don't enable student. Hold to high expectations.
- April always helped with ideas and brainstorming to help me set up.
- The amount of time and practice for access skills was new to me. April was fantastic in helping me design instruction for my student that will transition to meaningful experiences for her in adulthood.

Question 3. The delivery service model used by the TVI/O&M Specialist (direct services, consultation or a combination) was appropriate to meet the needs of my students.

- Absolutely!
- April is an integral part of our team.
- No available teacher to service student.
- Model was good, we just need more time.
- No teacher was available to service student.
- The More time would always be appreciated.
- A combination of direct service and consultation worked well for my students.
- Direct services was important for my student and consultation in the new building we are located.

COMMENTS REGARDING QUESTIONS 4 & 5

Question 4. Suggestions made by the TVI/O&M Specialist were easily implemented and workable in my classroom.

- Need more time to work with teachers.
- Most defiantly, Laurel knows her stuff.
- Yes, and I got to see Peggy try it. I'm a visual learner.
- And vice-versa, he was able to accept one of my ideas as well.
- Most suggestions were easy to implement we just ran out time usually.
- April has wonderful understanding of what happens and works in a classroom.
- Technology played was a big part this year- visits coordinated with WSSB expert.
- TVI/O&M specialists provide excellent suggestions that are manageable in the classroom.
- Suggestion did not always reflect the classroom as a whole and were often difficult to implement.

Question 5. Vision services were valuable in the IEP process.

- Every step of the way.
- Thanks for participation!
- My child's teacher need more teacher time.
- April's input is always a valuable part of the IEP.
- Yes, it helped other teachers and staff to understand our needs clearer.
- We basically had an IEP in place when she came into our picture, but jumped right on board.
- Consulting with the vision teacher on what goals/objectives should be on the IEP was very helpful.

COMMENTS REGARDING QUESTIONS 6-8

Question 6. I feel that the TVI and/or O&M specialist's schedule in the district was flexible enough to meet the changing needs of my student.

- Very much so.
- Again, more time will help.
- She needed more time with us.
- Again, no teacher to give direct service.
- A little tricky with locations farther away.
- It was amazing the way they could flip flop.
- We however need more time for this student.
- No teacher was available to give direct service.
- Yes, both providers were flexible in their scheduling.
- Very accommodating. Get the state (not district) to fund more time.
- Increasing services for an emerging Braille student would be helpful.
- April has been flexible and worked with us through chaotic district schedules.
- At times it was difficult to schedule time- had to pull her from classes to make time.

Question 7. If needed, material adaptations were done in a timely manner.

- Yes, many materials were provided which was very helpful.
- My child's teacher's are a huge benefit and assist to our team.
- When we had time they were done- we had a time in the winter when we did not see the VI for a while.

Question 8. The TVI/O&M Specialist participated effectively as an integral member of the educational team.

- When Absolutely!
- Yes!
- Great Resource.
- April's input is critical.
- Everything has helped my daughter as well as myself.
- Training of staff in Braille and other vision activities helped us as a team.
- April is very good about being an important member of the instructional team.
- Yes, she tried to take materials and get us to see the function it will have in the future.

COMMENTS REGARDING QUESTIONS 9

Question 9. What component of vision services did you find most valuable?

- Training for Staff
- All of it!
- Contact time.
- Meeting once a week and support
- Checking in with me during plan period.
- The consulting and hand on material Laurel generated.
- Where to go next with programming.
- Meeting with our vision teacher on a weekly basis.
- My time spent directly with Laurel.
- Services are great all ready, can't think of anything.
- Everything they do is valuable to my child's success.
- Being able to get great ideas from the vision teacher.
- Collaborating with vision teacher and O&M specialist.
- April's understanding, input and ability to be a team player.
- Consultation time and being able to watch Peggy work with Amy.
- Needs were met and solutions found quickly. They were team players.
- Helping staff better understand what it might be like to be visually impaired.
- Just having an expert in the field in case I had questions, checking machines, etc.
- She Being able to "bounce" ideas off the specialists, they are very knowledgeable.
- All the communication between visits and her abilities know the needs of the student.
- When we were able to talk to one her advice as to where to go next with programming.
- I am a content expert, but had to have assistance to implement meaningful tasks for my student.
- Helping get the student to a low-vision specialist. Educational accommodations to use during instruction.
- Assisting the set up of better technology, getting parents more involved, getting staff to understand needs.
- I am learning too. I can e-mail or call and questions are always answered patiently and in a timely manner.
- The ability to ask for ways to adapt general education curriculum to make assessable for our visually impaired students.
- Our specialist was incredibly open and flexible; very willing to help, give input, etc. Trusted/respected/appreciated by all staff.
- Location of the student to teacher; giving her tactile objects to help her engage in learning, putting all visually impaired materials in one area- easy for student to access.
- From 2nd grade teacher: I had a unique experience with my blind student because she was put in a first grade math class because 2nd grade material was too hard. We also changed classes for reading so I didn't have the opportunity to offer much instruction to my student. Annie was a great help in trying to meet all of our student's needs.

COMMENTS REGARDING QUESTION 10

Question 10. How could vision services be improved to better serve you & your student?

- Just keep supporting SKSD!
- More frequent meetings scheduled.
- More time, especially for P.T. with staff.
- More direct instruction for functional skills.
- More services increased to more than one time a month.
- I would like to have some planning time with the vision teacher.
- Peggy was awesome. I don't know what else she could have done.
- To be able to have a vision teacher available to service the student.
- Need more time for the specialist to work with teacher and students.
- My student needs more time (weekly hours from the state) with the TVI.
- More one on one time, but I know they serve many students in many locations.
- Very Course offering for professional development other than Summer Institute.
- Information could have been presented in a more positive way in regards to the work the classroom team is doing for the student. It did not appear as though there was an understanding of the type of classroom or that there were other needs being addressed simultaneously.
- Finding an available teacher.
- I was very satisfied and appreciative.
- I found the service extremely valuable!!!
- Increasing weekly time to see student 2x per week.
- Have the TVI here all the time, more than once a month.
- I wish she had more time with us.
- More time learning technology support.

Additional Comments

- Thanks!
- One time a month is NOT enough!
- We both love all the ladies that work with my daughter.
- Just I have been very pleased with the support that has been provided.
- April and Joe are both very kind and knowledgeable people. It is a pleasure to work with them.
- Need to encourage parents to learn Braille so they can read with their child and help her improve.
- I am a better teacher as a result of having my student in class and the services provided by WSSB TVI services!
- TVI/O&M providers are friendly, knowledgeable, and willing to assist staff in meeting student needs. Liked the collaborative relationship. Make the WASL go away. Even portfolio was silly. Hello, the kid can't see! Devise some other assessment process.
- Mobility program for one of my students worked extremely well. Appreciate Joe's help the first week of school to get program set-up and started immediately.
- They were great!
- I truly appreciate all the teacher's do for us. They're awesome.
- Thank you!
- We'd love to keep Annie here. Thank you!

Registration Form

Detach and Return

Name: _____

Address: _____

City/State/Zip: _____

Home/Cell Phone: _____

Email: _____

School District: _____

Your Position: _____

If you need interpretive services or other accommodations please contact us by July 1st

Registration fee: \$350

Make check/PO's payable to:
WSSB Summer Institute
for Educators

[Mail all registrations to:](#)

WSSB Summer Institute for Educators
Washington State School for the Blind
Attn: Dee Amundsen
2214 East 13th Street
Vancouver, Washington 98661

**Registration Deadline: July 16th,
2010**

Who Should Attend ?

Any person who works with visually impaired or blind children in public school and has had limited experience or education in the field of blindness.

For example:

- ★ Administrators
- ★ Teachers (Classroom and Special Education)
- ★ Paraprofessionals
- ★ Occupational Therapists
- ★ Physical Therapist
- ★ School Psychologists
- ★ Speech and Language Specialists
- ★ Other Related Service Personnel

Participate in an active, hands-on learning experiences. Develop new skills and renew your motivation and enjoyment for working with students with disabilities.

Connect with peers from across the Northwest. Develop a network of colleagues that will provide support and assistance in the future!

WSSB's Summer Institute for Educators is motivating, fun and meaningful. You'll develop a knowledge base regarding vision loss that will help make your teaching efforts more focused and effective. You'll gain a host of new skills that you can apply when working with your visually impaired or blind student.

College credits (3) and clock hours (33) will be available

WSSB's Summer Institute For Educators



July 25th - July 30th, 2010

Do you have a blind or visually impaired student in your classroom?

WSSB's Summer Institute for Educators can give you the **CONFIDENCE**, under the direction of a Teacher of the Visually Impaired, to provide your students with an appropriate program of instruction.

These are just **some** of the topics you will learn about at the WSSB Summer Institute for Educators:

- * Adapting Environments & Materials
- * Assessment
- * Assistive Technology
- * Braille and Other Literacy Media
- * Daily Living & Self-help Skills
- * Low Vision Aids
- * Physical Education
- * Social Skills & Vision Loss
- * The Eye & Vision Disorders
- * Travel Skills – Orientation & Mobility
- * Vision Loss & Learning
- * Your Role in the Classroom

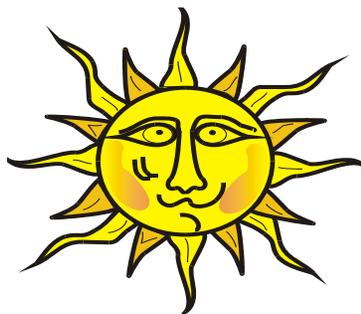
Stay in WSSB's cottages on our beautiful campus. Your room costs are covered in your registration fee!

Experience a dinner at a local restaurant while under sleep shades.

Enjoy an afternoon & evening free from classes and explore the Vancouver/ Portland area sights!



For additional information and assistance
Please Contact:
Dee Amundsen
360-696-6321 ext. 124
dee.amundsen@wssb.wa.gov



Institute Limited to First 50 Applicants

**Registration Deadline:
July 16th, 2010**

WSSB Summer Institute for Educators is being funded in part by a generous grant from The Gibney Family Foundation (TGFF).

INFO@TGFF.org

TGFF helps support the education of blind and VI students throughout Washington by providing funding that allows us to offer scholarships to many participants. This is so appreciated! Through this grant we were also able to purchase textbooks and other materials, advertise more effectively, and create a procedural manual.

Please answer the following scholarship questions:

Are you using personal funds to pay for this Institute? Yes No

Is your school district paying for you to attend this Institute? Yes No

Will you be using a combination of personal funds and school district money to pay for this Institute? Yes No

Do you receive professional development funds? Yes No

Are you being reimbursed for per diem? Yes No

Are you receiving additional money from any other source to pay for this Institute? Yes No

If yes, please explain: _____

Limited Scholarships Available.

DETACH AND RETURN

WSSB SUMMER INSTITUTE

STRATEGIES FOR IMPROVING SERVICES TO PUBLIC SCHOOL STUDENTS WITH VISUAL IMPAIRMENTS

COURSE SYLLABUS

Instructor: Dee Amundsen has a Master's Degree in Teacher of the Visual Impaired (TVI) and Special Education she also has her Administration Credential's from WSU's Educational Leadership Program. Dee Amundsen has worked for the Washington State School for the Blind for the past 21 years. The first fifteen as a TVI and for the past six years she has acted as the Outreach director.

Other presenters:

Michele Wollert– School Psychologist III, WSSB

Rod Humble – Orientation & Mobility, WSSB

Jean Berry Stolle – Speech/Language Pathologist, WSSB

Lori Pullium – Teach of the Visually Impaired, WSSB

Pat Kelley – Teacher of the Visually Impaired, Longview

Joe Dlugo- Teacher of the Visually Impaired and Orientation & Mobility, WSSB

Catherine Golding- Teacher of the Visually Impaired, WSSB

Laurel Glenn- Teacher of the Visually Impaired and Orientation & Mobility, WSSB

Course Title: Strategies for Improving Services to the Public School Students with Vision Impairments.

Dates: July 25 – July 30, 2009

Prerequisites: Public school teacher, instructional aides, support services specialists (OT, PT, CDS) work with visually impaired and/or blind students and who do not have vision specialist training.

Number of credits and CEU's: 3 credits (33 class hours plus additional study time devoted to preparing instructional projects); 33 CEU's.

Course Description: The course is intended to provide educators and therapists with information that will increase their awareness of the needs of visually impaired students and with appropriate educational practices.

The following is a list of topics addressed during the Institute:

1. Eye disorders, vision implications, and associated terminology.
2. How knowledge of eye conditions relate to educational practices.
3. Direct experience with a variety of simulated eye conditions. Participants experiment with activities to learn how vision impairments alter performance.
4. How to observe the effects of vision loss on the child's performance in the classroom.
5. Psychological, social, and emotional aspects of vision loss and the impact on development and learning how vision loss can impact the child's ability to participate in integrated programs in school and the community.
6. General instructional problems related to both academic and multi-handicapped, visually impaired students of all age groups.

7. Hands-on experience with a variety of specialized equipment available for use with visually impaired students, including instruction experience with adapted computer technology.
8. Hands-on experience with adapted physical education and other motor activities.
9. Understanding the social and recreational needs and interests of visually impaired students.
10. Assisting a visually impaired student to become a more powerful self-advocate.
11. Strategies for involving the visually impaired student in family and community activities.
12. Teaching visually impaired students the need for and strategies for organizational skills.
13. Techniques for assessing a visually impaired student.
14. Instructional methods that help integrate the visually impaired student into all class activities.
15. Vocational and transition issues that effect the visually impaired student.
16. Principles and issues related to orientation and mobility, both through instruction and experience under simulated visual impairment conditions.
17. Statewide consultant and material resources that serve visually impaired students and their families. The general topics for discussion involve family issues and available services.
18. Adapting material, instructional methods and instructional strategies to teach specific skills to visually impaired students.
19. Team-based preparation of “vision kits” and/or adapted lessons, including specific materials, designed to instruct a visually impaired student.
20. Sharing team activities with entire participant group.
21. Teaming strategies, including families as strong, effective team members.
22. Discussion and sharing of issues and ideas gained during the Institute.

Course Objectives:

1. Participants will gain general knowledge of the field of visual impairments and will develop skills specifically related to the educational needs of individual visually impaired/blind students in their care.
2. Participants will assemble a personal resource and instructional module to be used for future reference with the visually impaired students in their home school program.
3. Participants will demonstrate knowledge of specialized instructional techniques and materials related to the visual impairments by preparing and presenting adapted lessons to the institute staff and fellow participants.
4. Through instruction, discussion, shared personal experiences with vision loss integrated social activities, participants will have the opportunity to develop a network of colleagues who work with visually impaired/blind students and will have the opportunity to develop relationships with vision specialists who can assist them in more effectively applying newly learned skills.
5. Institute instructors will promote and reinforce the importance of each participant’s role in the education and future life opportunities of each child in their care, working to develop a renewed sense of commitment to the education of students with disabilities in general and, more specifically, developing an increased sense of advocacy for the needs of all visually impaired students.
6. Institute staff will work to create a general tone of collegiality, active participants and good humor throughout all aspects of the Institute, with the goal of promoting participants a sense of enjoyment in team efforts and in acquiring new skills and new working relationships.
7. Following the Institute, participants will apply knowledge/skills gained in the Summer Institute to best meet the needs of individual visually impaired students in their care. They will appropriately select, produce and/or employ material and methods that apply to each student’s handicapping condition and educational program. Institute staff will support and reinforce these efforts through follow up consultant site visits.

Student Expectations: To gain useable information about visually impaired students that they can then apply in their home school setting.

Special Features: None

Instructor Descriptions: Summer Institute instructors (9 primary instructors) are veteran teachers of the visually impaired. All have at least a master's degree in the field of visual impairment/blindness (except for Michele Wollert who has a master's degree in School Psychology and Jean Berry Stolle who has a master's degree in speech and language pathology). Three of the presenters are also Orientation and Mobility instructors.

Michele Wollert– School Psychologist III, WSSB

Rod Humble – Orientation & Mobility, WSSB

Jean Berry Stolle – Speech/Language Pathologist, WSSB

Lori Pullium – Teach of the Visually Impaired, WSSB

Pat Kelley – Teacher of the Visually Impaired, Longview

Joe Dlugo- Teacher of the Visually Impaired and Orientation & Mobility, WSSB

Catherine Golding- Teacher of the Visually Impaired, WSSB

Laurel Glenn- Teacher of the Visually Impaired and Orientation & Mobility, WSSB

Location/address: Summer Institute
Washington State School for the Blind
2214 E 13th Street
Vancouver, WA 98661

Methods of Instruction: Combination of lecture, hands on activities, audio-visual presentation, field trips.

Contents/Topic and outline: Attached

Grading Criteria: *Letter Grade:*

“A”- Full participation in every activity, completion of all in class assignments as well as one out-of-class project to be determined by Strand Leaders and may include development of resource binder or lesson plan or development of tactile materials to complement a lesson plan.

“B”- all of the above, but one class day missed.

“C”- One class day missed and assignments for the missed day are not made up.

“D”- Two class days missed but all assignments are completed

- Two class days missed and not all assignments completed

Due Dates: All assignments must be completed by: _____

Required Reading list: No prerequisite reading required, instructors will give participants written as material as needed.

Bibliography: N/A

Plans for transferring skills to work setting: Discussion/problem solving groups; peer observation and coaching, practicing skills in workshop, reading, critiques of lesson plans, presenting projects of functional lessons to entire group.

Washington State School for the Blind Summer Institute - 2009 Schedule

Sunday: July 26: Welcome and Overview

- 1-3 pm: **Registration** - Old Main Dining room
3:30-5:00: **Introduction of staff** - Fries Auditorium- Old Main 2nd Floor
5:15-5:45: **Mentor Groups** assigned and meet
6:00: **Barbeque meal provided**- Old Main Dining Room and Discovery Courtyard

Monday, July 27: Vision Impairment as a “handicap of access”

- 8-9:00: **Breakfast** (Announcements, Sign-in, Credits/clock hours)
Dean there for breakfast for introduction; (might be avail for tours later)
9:00-10:30: **Psycho-Social aspects of learning for the Visually Impaired** –Michelle Wollert
10:30-10:45: **Break**
10:45-11:30: **Mentor groups-reflect Learning Plan**
11:30-12:30: **Lunch**
12:30-2:30: **Vision Disorders**- Fries Auditorium-Dee Amundsen
2:30-2:45: **Break**
2:45-4:15: **Round Tables** - Rotation to 2 of 3 sessions
1. Vision Disorders (adventitious vs. congenital loss)- Fries
2. Psycho-Social: Expectations (family and community) - Irwin Commons
3. Psycho-Social: What’s up with the kid? Additional conditions - Dining room

Tuesday, July 28: Focus: O& M and Independent Living

- 8:00-8:30: **Breakfast**- Dining Room
8:30-12:00: **Orientation and Mobility**: Presentation and Hands – on activities- **Fries**
WSSB outreach O & M Specialists: Rod Humble and Joe Dlugo
12:00-1:00: **Lunch**
1:00-2:15: **Independent Living presentation**- Fries - Lori Pulliam and Catherine Golding
2:15-2:30: **Break**
2:30-4:00: **Round Tables on O&M and Independent Living**
1. “Get moving” younger children – Dining Room
2. “On the Go!” primary age students- Old Main Courtyard
3. “Basic independent skills” younger children- Irwin Commons
4. “Preparing for adulthood” shopping, organization, time management etc. -Old Main 3rd floor Commons
5:00: **Whole group Meeting**- Old Main Dining Room
5:30- ?: **Dinner at local restaurant.**

Wednesday, July 29: Focus on Social skills /Rec Leisure

- 8:00-8:30: **Breakfast**
8:30-10:30: **Rotation of presentations on Language/ Social Skills and Recreation**
Jeanie: Irwin commons
Jen Butcher: Gym
10:30-10:45: **Break**- Dining Room
10:45-Noon: **Student Panel**- Fries
12:00: **Pizza** lunch with panel (Optional)
Afternoon free!

Thursday, July 30: Compensatory; Assistive Tech. Career Ed/Transitions/Self-Determination

8:00-8:30: **Breakfast**

8:30-10:30: **Presentation Access to the Curriculum-** Fries

Literacy, Compensatory Skills, Learning Media- Peggy Gallagher, WAAB Outreach TVI and O&M Specialist and Pat Kelly, TVI Longview School District

10:30-10:45: **Break**

10:45-12:00: **Adult Panel-** Fries

Noon-1:00: **Lunch**

1:00-3:00: **Technology/braille rotation-** Irwin Technology Lab-

1. Presentation by Bruce McClanahan, WSSB TVI, O & M and Statewide Technology Consultant- Irwin Computer Lab
2. Hands on Braille Sessions- Irwin Commons- WSSB S.I. Staff

3:00-3:15: **Break**

3:15-4:15: **Round Table Groups: no rotation**

1. "Tools and strategies for low vision" – Fries- Dee Amundsen & Peggy Gallagher
2. "Tools and strategies for blind"-Irwin Commons- Catherine Golding & Lori Pulliam
3. "Tools and strategies for Students w/multiple handicaps"- Dining Room-Joe & Pat

4:15-4:30: **Mentor groups**

Friday, July 31: Wrap up "What do we do now?"

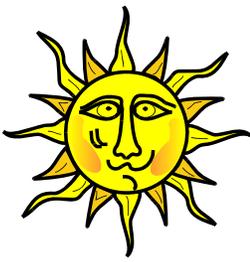
8:00-9:00: **Breakfast**

9:00-10:30: **Panel of teachers/assistants/general education-** Fries Auditorium

10:30-10:45: **Break**

10:45-11:30: **Review/Reflect** (back into Mentor Groups)

11:30-12:00: **Wrap up** – Fries Auditorium



WA State School for the Blind
2009 Summer Institute for Educators
Participant Evaluation

Please rate the following aspects of the Institute by circling one of the codes to the right:

- 1 – Poor, your expectations were mostly not met
- 2 – A bit less than adequate
- 3 – Satisfactory, your expectations were mostly met
- 4 – Very Good, met my expectations
- 5 – Excellent, exceeded your expectations

1. Relevance of Institute topics to your needs:	1	2	3	4	5
2. Quality of instruction:	1	2	3	4	5
3. The Institute addressed areas/topics you expected to be covered:	1	2	3	4	5
4. The Institute met its stated purposes:	1	2	3	4	5
5. The general organization of the Institute:	1	2	3	4	5

Please complete the following questions:

6. Please list three to five things that you have learned during the Institute that will help you improve your instructional skills for visually impaired students and thus help to improve their learning:

- 1.
- 2.
- 3.
- 4.
- 5.

Over



7. What types of follow-up services would best assist you in actually applying the skills and knowledge you gained during the Institute in your home school setting?

- _____ 1. Instructor's site visits to your home school district.
- _____ 2. Written information mailed to you
- _____ 3. Regional meetings

- _____ 4. Additional workshops dealing with this topic
- _____ 5. University course work in this subject
- _____ 6. Other: _____

8. In your opinion, what worked well at this Institute?

9. What, in your opinion, would have made the Institute better?

10. What skills or topics related to vision impairments interest you now?

Information about yourself:

- 1. _____ Parent
- 2. _____ Regular Education Teacher
- 3. _____ Special Education Teacher
- 4. _____ Support Services Staff (OT, PT, CDS, Counselor, etc.)
- 5. _____ Paraprofessional/Aide/Assistant
- 6. _____ Migrant Teacher
- 7. _____ Other: _____

School District/Agency: _____

How did you find out about this Institute?



WA State School for the Blind
2009 Summer Institute for Educators
Evaluation Summary

	<i>Excellent</i>		<i>Very Good</i>		<i>Satisfactory</i>		<i>Less than Adequate</i>		<i>Poor</i>	
Relevance of Institute topics to your needs	23	74.2%	8	25.8%						
Quality of instruction	27	87.1%	3	9.7%	1	3.2%				
The Institute addressed areas/topics you expected to be covered	25	80.6%	5	16.1%	1	3.2%				
The Institute met its stated purposes	25	80.6%	6	19.4%						
The general organization of the Institute	28	90.3%	3	9.7%						
Totals	128	82.6%	25	16.1%	2	1.3%	0		0	

Total Participants 36

Men: 2

Woman: 34

Total Evaluations Received 31

Overall Evaluation Ratings

98.7% rated the overall Summer Institute very good and above

Individual Ratings

100% rated the topics covered relevance to the their needs

96.8 % rated the quality of instruction very good and above

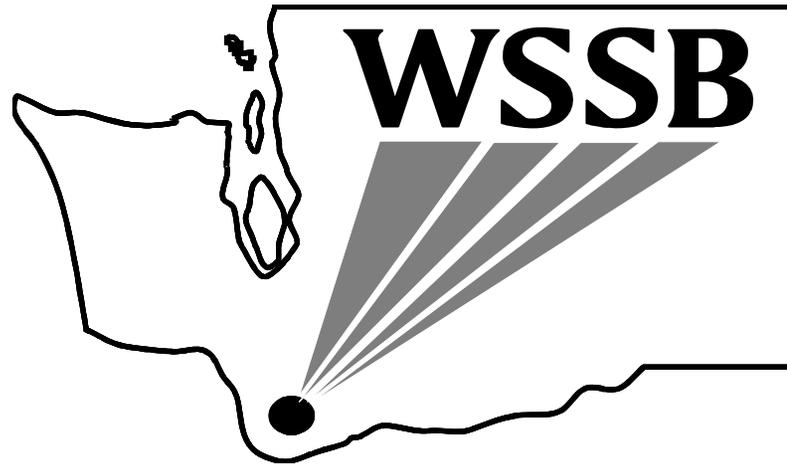
96.8% rated the areas/topics covered met their expectations

100% rated the Institute's purpose very good and above

100% rated the general organization of the Institute very good and above

**Washington State School For The Blind
Summer Institute Satisfaction Survey
July 2009**

Spreadsheet & Comments



SURVEY RESULTS TO QUESTIONS 1-5

Question	How Many Answered	Overall Satisfied	Excellent, exceeded your expectations	Very good, met my expectations	Satisfactory your expectations were mostly met	A bit less than adequate	Poor, your expectations were mostly not met
Relevance of Institute topics to your needs	47	89%	28	14	4	1	
Quality of instruction	47	98%	35	11	1		
The Institute addressed areas/topics you expected to be covered	47	94%	26	18	2	1	
The Institute met its stated purposes	47	94%	32	12	2	1	
The general organization of the Institute	47	98%	33	13	1		

OVERALL SATISFACTION

94%

Participants rate the Summer Institute with a quality outcome mean measure of 4.59 out of 5.0

COMMENTS REGARDING QUESTION 6

Please list three to five things that you have learned during the Institute that will help you improve your instructional skills for visually impaired students and thus help to improve their learning:

<u>Number of times</u>	<u>Topic/Idea</u>
15	Promote Independence of students.
14	Use clear and specific descriptive explanations and instructions.
13	How important and knowledgeable the personal blind experience was.
13	The importance of maintaining the same expectations of visually impaired students to the other students.
12	The importance of expanded core curriculum.
10	Orientation and Mobility- background info and how important it is to a V.I. person's independence, confidence and social skills.
9	How important understanding the student's eye condition is enable to teacher more effectively. Understanding general eye conditions and how each one is different and presents specific difficulties.
9	Strategies for teaching, social skills and mobility
8	Understanding the roles and responsibilities' of Para, Gen Ed, Special Ed, OT and TVI. How important it is to work as team.
7	The importance of Socialization
6	Promoting self advocacy of students
6	Give the student the "big picture"
6	Basic understanding and skills of a Braille machine.
6	There is adaptive technology for low-vision people and students available
5	Visually impaired and blind people are "like everybody else" who should be respected and treated in the same way.
5	Incorporating the visually impaired student into the classroom using the same materials with adaption's.
4	The importance in being organized in lesson planning to ensure that materials are prepared in time.
4	The importance in obtaining and using adaptive devices and tactile materials
4	Resources are available for students and families throughout the state.
4	Let student take risks to gain new experiences.
4	The importance of physical education and that adaption's can be made to make it fun for students.
3	The explanation of how to use tools for low vision.
3	Understanding how much vision is used in awareness and learning
3	Encourage students in learning, socializing and mobility.
3	Although difficult, I am no longer "afraid" of the blind or low vision world.
2	Explain to V.I. person what you are doing, where you are located and when you are leaving.
2	Give student a preview of materials that will be used previous to lesson.
2	Give students choices.
2	Relax.
2	Students learn from mistakes so let them try.

Continuation of Comments from Question 6

- Be a good listener.
- The importance of assessments.
- The easiest is not always the simplest.
- Ask questions to promote communication.
- Knowing the right questions to ask TVI's.
- Explain to classmates the basic eye condition.
- Desensitize student so he feels safe to try anything.
- Do not distract students while they are concentrating.
- Strategies for emerging literacy using big pictures, etc.
- The importance for V.I. students to read print and Braille.
- The importance of letting students explore the classroom orientation.
- Social and Academic Development- while possibly delayed is the same.
- How noise and sound can be intensified and distracting to V.I. students.
- Don't answer for students instead if they do not have the answer give them options.
- Listening to music too much leads to no interaction and no functional use of vocabulary.
- Other adaptive and sensory material for autistic children could be useful to V.I. students.
- Sometimes V.I. students don't know what he/she is missing out on and might tend to fill in the blanks.

COMMENTS REGARDING QUESTION 7

What types of follow-up services would best assist you in actually applying the skills and knowledge you gained during the Institute in your home school setting?

Instructor's site visits to your home school Setting:	27
Written information mailed to you:	22
Regional Meetings:	21
Additional workshops dealing with this topic:	31
University course work in this subject:	5
Other:	Braille and Technology Training

COMMENTS REGARDING QUESTIONS 8

In your opinion, what worked well at this Institute?

Number of
Times Listed

- 13 The panels
- 13 Time under sleep shade/dinner
- 10 Everything
- 10 Organization and schedule
- 10 Amount of staff. Their knowledge and availability
- 9 Variety of Topics/Activities
- 7 Mentor groups
- 5 Hands on activities

Number of
Times Listed

- 1 Q & A time
- 1 Questionnaire
- 1 Fun atmosphere
- 1 Eye condition info.
- 1 Variety of locations
- 1 Intro to adaptive devise
- 1 Round table discussions
- 1 Getting knowledge of resources
- 1 Rotation sessions- access to all information

COMMENTS REGARDING QUESTIONS 9

What, in your opinion, would have made the Institute better?

Number of
Times Listed

- 16 The Technology portion seemed unorganized
- 6 Nothing
- 5 Age specific training
- 4 More Braille
- 4 More breaks- less sitting time- stretching exercises during longer lectures
- 3 A/C in the dorms
- 3 More time under shade (trip on public transit)
- 3 Get rid of half day off to leave one night early
- 2 More lesson planning ideas
- 1 Assign cottages
- 1 Math information

Number of
Times Listed

- 1 Less about eye disorders
- 1 How to organize classroom
- 1 Individual time with panels
- 1 Time to talk about individual needs
- 1 More organized/focused round tables
- 1 Observed staff working with students
- 1 More info regarding working with families
- 1 Time to explore onsite classrooms for supporting O & M
- 1 If the classroom teacher I am working could have participated
- 1 Use of technology (Braille machines/ JAWS during evenings in cottages)

COMMENTS REGARDING QUESTIONS 10

What skills or topics related to vision impairments interest you now?

Number of
Times Listed

- 16 Braille
- 12 O & M
- 6 Technology
- 5 Adapting materials
- 2 Social skills
- 2 Everything
- 2 Eye conditions
- 2 TVI training
- 2 Expanded Core curriculums
- 2 Finding out what else is available
- 1 Math
- 1 Lesson planning
- 1 Parent coaching
- 1 Online course work
- 1 Designing materials
- 1 Enrichment programs
- 1 Education equipment
- 1 Finding more resources
- 1 Independent living skills
- 1 Communication with TVI
- 1 Working with families, babies
- 1 Ways students can gain independence
- 1 Creating an independent learning environment
- 1 Putting on a workshop about becoming a Parapro of the TVI

Information About participants:

Regular Ed Teacher	14
Special Ed Teacher	11
Support Services Staff	4
Paraprofessional/Aide/Assistant	18

How did you find out about this Institute?

Number of Times Listed

- 10 District's TVI
- 7 School Principal/District
- 6 WSSB Outreach teachers
- 4 Brochures
- 4 Previous Participants
- 3 School Psychologists
- 2 Peers
- 2 Web browsing
- 2 School vision specialists
- 1 Email
- 1 TVI mailings
- 1 SPU Bulletin
- 1 OSPI website
- 1 ESD listing of available workshops

Instructional Resource Center

Annual Report

September 1, 2008 through July 30, 2009

Submitted by Colleen Lines

Student Registration

On January 5, 2009 the IRC ran a census report of all students registered and reported to the American Printing House for the Blind (APH). Once APH completes their final census report, we will have a final 2009 count.

According to our current count we have:

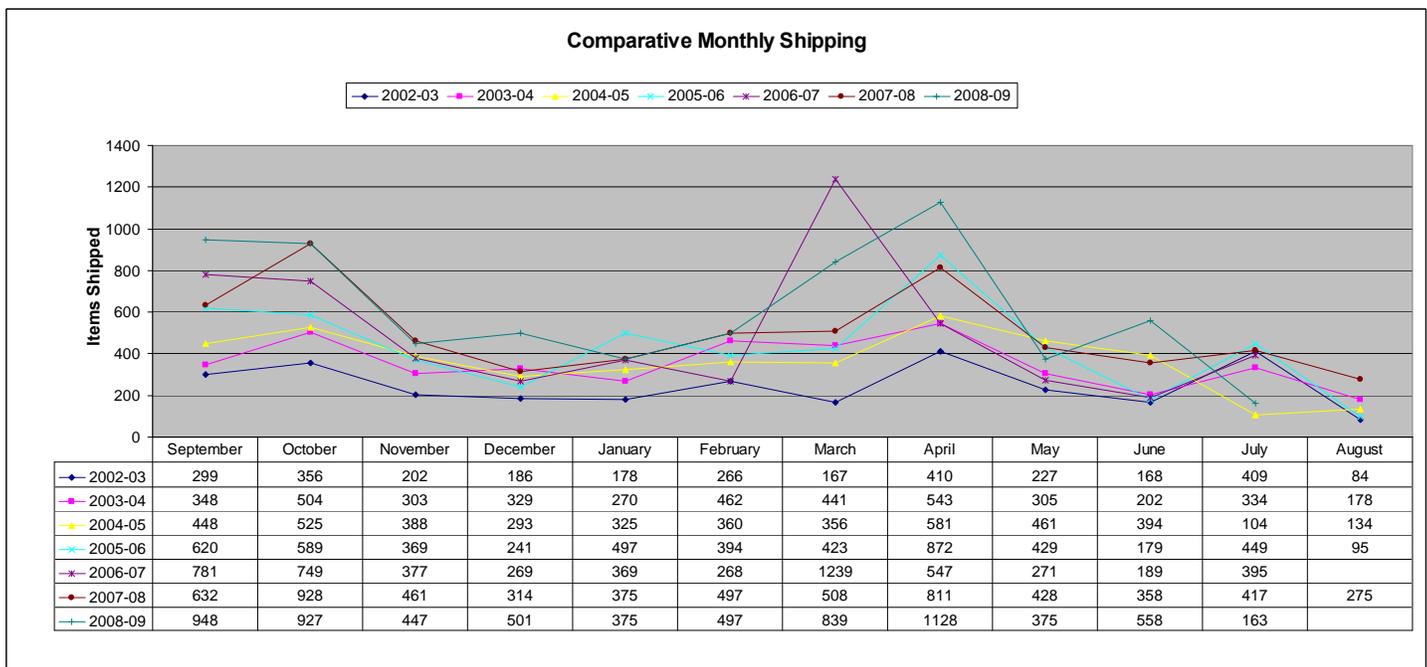
- **1097 legally blind** students registered with APH we receive federal quota dollars for
- **414 visually impaired/print disabled**
- **1511 total registered students.**

APH Quota Funds

Federal Quota Funds are distributed to IRC's through the American Printing House for the Blind, based on the student census. The IRC is charged with prudent spending of these funds for accessible materials for students with visual impairment. The IRC distributed over **\$200,000** worth of accessible materials to districts.

Materials Distribution

The demand for IRC services increases has increased approximately 45% since 2002-03 physical year to present as demonstrated by the graph below. We are able to maintain our level of service by increased efficiencies by our staff, volunteers and upgrades of our database.



The IRC shipped a total of 6758 accessible materials and equipment for students with visual impairment for the period of September 1, 2008 through July 28, 2009. An additional 207 items were shipped to ESDs, Out-of-State IRCs, and WSSB for a **grand total of 6985** accessible media items shipped.

IRC On-Line Database

With the implementation of NIMAS we must add some additional tables for keeping track of NIMAS files and NIMAS eligible students, which necessitated changes to the On-Line ordering system and website. The database programmer is currently making these changes to be completed by August 30, 2009.

Out-of-State Loans

The IRC has been participating in a cooperative interstate loan service through a national listserv to borrow and loan books that local LEAs would otherwise have to purchase. We loaned 27 textbooks to out-of-state IRCs. In return we were able to borrow 18 textbooks in alternate formats from other states. The average cost per alternate textbook at \$600.00 **saved districts** in the state approximately **\$10,800**.

Materials Production

We continue to increase in the requests for alternate format materials that are not available for loan or purchase elsewhere. Since September 1, 2008 we have completed or have in the transcription process through the Braille Access Center **98 Braille** texts. The demand for large print is on the rise with **95 new large print** textbooks produced by IRC during the school year.

Donations

Donations of Braille and Large Print textbooks purchased by school districts and when no longer needed are donated to the IRC collection each summer. In turn other districts may check these textbooks out for their students' use. We cataloged 58 Braille textbooks and 10 large print textbooks into the system during the school year. This represents approximately **\$45,000** in donations.

WASL

We continue to work with OSPI and Pearson Publishing to produce the Braille WASL and WAAS DAW tests and the Summer WASLs. Pearson Publishing produced the Large Print and the IRC took orders and distributed.

Communications

Most communications are distributed through IRC Account Holders and the TOVI listserv to keep customers informed. Individual requests are researched and responded to within 24 hours.

- **2210** e-mails sent in response to customer requests/listserv e-mails (10 months)
- Out-going SCAN: 225 calls, **14** hours, **30** minutes (9 months)
- Incoming on the 1-800 number: **595** calls, **35** hours (9 months)

Professional Development Activities

Due to out-of-state travel restrictions, no conferences or out-of-state meetings were attended.

Colleen Lines, Program Manager participated in the following activities:

- Serve on the OSPI WASL Advisory Panel that makes recommendations about Alternate Assessment
- Oct. 7, 2008 Webinar as a Co-presenter with Bookshare regarding NIMAS in our state
- Oct. 10, 2008 provided "Print to Braille Formats" workshop for 14 transcribers, Edmonds S.D. Annual Brailist Day. Oct 10, 2008
- Oct. 24, 2008 presentation "Status of Braille in our State" at Washington Council of the Blind Conference.
- Served as Member-at-Large on the board for Washington State AER chapter

Students Registered with the Ogden Resource Center

October 29, 2009

Active Students for January 1, 2009 Census: 1611

Note: All students become inactive on July 1, 2009. Districts must update student information each fall to to reactivate students.

Final count will be January 1, 2010.

Disability Description	Disability Code	Number of Students	# Legally Blind	Percentage
504 Plan	392-172-504	139	44	32%
Age 0-6	392-172-114	270	225	83%
Autism	392-172-146	17	11	65%
CD	392-172-120	3	1	33%
DB	392-172-144	26	18	69%
DD	392-172-114	63	38	60%
Deaf	392-172-138	2	0	0%
Health	392-172-124	112	62	55%
Hearing	392-172-140	2	2	100%
MH	392-172-136	330	263	80%
MR	392-172-134	14	8	57%
Ortho	392-172-122	21	14	67%
SBD	392-172-118	2	1	50%
SLD	392-172-126	27	3	11%
TBI	392-172-148	17	11	65%
VI	392-172-142	442	442	100%
Total Active Students		1487	1143	77%

1st Quarter Performance Measures
Submitted by Colleen Lines

Braille Pages Produced 1st quarter

Month	# of braille pages
Jul	41,766
Aug	47,061
Sep	31,537
Total	120,364

BAC Jobs completed on time 1st quarter

Month	Percentage	Total Number of Jobs	# Completed on time
Jul	100.00%	82	82
Aug	100.00%	101	101
Sep	100.00%	103	103

Number of Teachers & Paraprofessionals taking/passing
Braille Literary Usage Examination (BLUE)
July - September 2009

Attempted at least 1 portion of exam	Passed All portions of exam	Renewed with clock hours
14	6	7

Braille Program Monthly Report for September 2009

IN	OUT	PROJECT NAME	COORDINATOR	WORKER	PRINT PGS	HOURS	BRAILLE PGS	CORRECTIONS	TACTILES
9/25/2009	9/28/2009	B-A0798-00 (2005 Edition) Creating America Vol. 5	Dixon	Dixon	14	3	14	x	9
6/26/2009	9/8/2009	B-A0798-00 Creating America (2005 Edition) Vol. 6	Dixon	Dixon	21	9	91		8
6/26/2009	9/10/2009	B-A0798-00 Creating America (2005 Edition) Vol. 7	Dixon	Dixon	35	13	123		3
6/26/2009	9/11/2009	B-A0798-00 Creating America (2005 Edition) Vol. 8-20	Dixon	Dixon	Not recorded	3	Not recorded		
5/22/2009	9/24/2009	B-A1168-00 Eastern World History Vol. 10	Dixon	Dixon	23	20	100		13
5/22/2009	9/4/2009	B-A1168-00 Eastern World History Vol. 6	Dixon	Dixon	26	19.5	117		17
5/22/2009	9/15/2009	B-A1168-00 Eastern World History Vol. 7	Dixon	Dixon	26	13	103		9
5/22/2009	9/17/2009	B-A1168-00 Eastern World History Vol. 8	Dixon	Dixon	24	13	101		10
5/22/2009	9/21/2009	B-A1168-00 Eastern World History Vol. 9	Dixon	Dixon	24	10.5	95		6
5/22/2009	Active	B-A1168-00 Eastern World Vol. 11	Dixon	Dixon	13	4	46		
9/25/2009	Active	B-A1168-00 Eastern World Vol. 6	Dixon	Dixon	18	7	18	x	10
9/25/2009	9/28/2009	B-A1197-00 (2007 Edition) Creating America Vol. 5	Dixon	Dixon	14	0.25	14	x	9
7/21/2009	9/8/2009	B-A1197-00 Creating America (2007 Edition) Vol. 6	Dixon	Dixon	21	0.5	91		8
7/21/2009	9/10/2009	B-A1197-00 Creating America (2007 Edition) Vol. 7	Dixon	Dixon	35	0.5	123		3
7/21/2009	9/11/2009	B-A1197-00 Creating America (2007 Edition) Vol. 8-20	Dixon	Dixon	Not recorded	3	Not recorded		
Not recorded	Not recorded	Nemeth Lesson 1	Dixon	Dixon	2	2	5		
Not recorded	Not recorded	Nemeth Lesson 2	Dixon	Dixon	3	4	7		
6/3/09	Active	B-A1168-00 Eastern World Vol. 6	Dixon	Gunderson	Not recorded	2	Not recorded	x	2
9/10/2009	9/11/2009	B-A1179-00 Vol. 10	Foster	Foster	14	0.75	14	x	
9/3/2009	9/4/2009	B-A1179-00 Vol. 6	Foster	Foster	9	1	11	x	10
9/3/2009	9/4/2009	B-A1179-00 Vol. 7	Foster	Foster	15	0.5	17	x	3
9/8/2009	9/9/2009	B-A1179-00 Vol. 8	Foster	Foster	15	0.5	15	x	1
9/8/2009	9/9/2009	B-A1179-00 Vol. 9	Foster	Foster	11	0.5	11	x	2
9/3/2009	Not recorded	B-A1224-00 Format book	Foster	Foster	159	30.5	666		
9/3/2009	9/14/2009	B-A1224-00 Vol. 1	Foster	Foster	Not recorded	6.5	Not recorded		27
9/22/2009	9/23/2009	B-A1224-00 Vol. 1	Foster	Foster	25	2.5	25	x	11
9/3/2009	9/15/2009	B-A1224-00 Vol. 2	Foster	Foster	Not recorded	3.75	Not recorded		33
9/3/2009	9/16/2009	B-A1224-00 Vol. 3	Foster	Foster	Not recorded	10.25	Not recorded		46
9/3/2009	9/18/2009	B-A1224-00 Vol. 4	Foster	Foster	Not recorded	13.5	Not recorded		42
9/3/2009	9/29/2009	B-A1224-00 Vol. 5	Foster	Foster	Not recorded	2	Not recorded		14
9/3/2009	9/29/2009	B-A1224-00 Vol. 6	Foster	Foster	Not recorded	2.25	Not recorded		27
7/16/2009	9/2/2009	B-A1192-00 Ch. 11	Foster/Wood	Foster	20	12.75	64		30
9/22/2009	9/22/2009	B-A1192-00 Ch. 11.1	Foster/Wood	Foster	15	0.75	15	x	3
9/17/2009	9/17/2009	B-A1192-00 Ch. 12.1	Foster/Wood	Foster	12	0.5	12	x	1
9/22/2009	9/22/2009	B-A1192-00 Ch. 12.2	Foster/Wood	Foster	19	1	19	x	1
9/22/2009	9/22/2009	B-A1192-00 Ch. 12.3	Foster/Wood	Foster	14	0.5	14	x	
9/3/2009	9/4/2009	B-A1192-00 Ch. 5.2	Foster/Wood	Foster	32	1.5	32	x	9
7/16/2009	Active	B-A1192-00 Ch. 9	Foster/Wood	Foster	108	39	1057		
6/3/09	9/17/09	B-A1173-00 U.S. History Vol. 10	Gunderson	Gunderson	33	20	117		
6/3/09	9/23/09	B-A1173-00 U.S. History Vol. 11	Gunderson	Gunderson	23	21.5	101		8
6/3/09	9/25/09	B-A1173-00 U.S. History Vol. 12	Gunderson	Gunderson	23	9.5	84		1
6/3/09	Active	B-A1173-00 U.S. History Vol. 13	Gunderson	Gunderson	37	17.5	158		20
6/3/09	9/11/09	B-A1173-00 U.S. History Vol. 4	Gunderson	Gunderson	Not recorded	3	Not recorded	x	
6/3/09	9/17/09	B-A1173-00 U.S. History Vol. 5	Gunderson	Gunderson	Not recorded	2	Not recorded	x	
6/3/09	9/11/09	B-A1173-00 U.S. History Vol. 9	Gunderson	Gunderson	29	15.3	122		

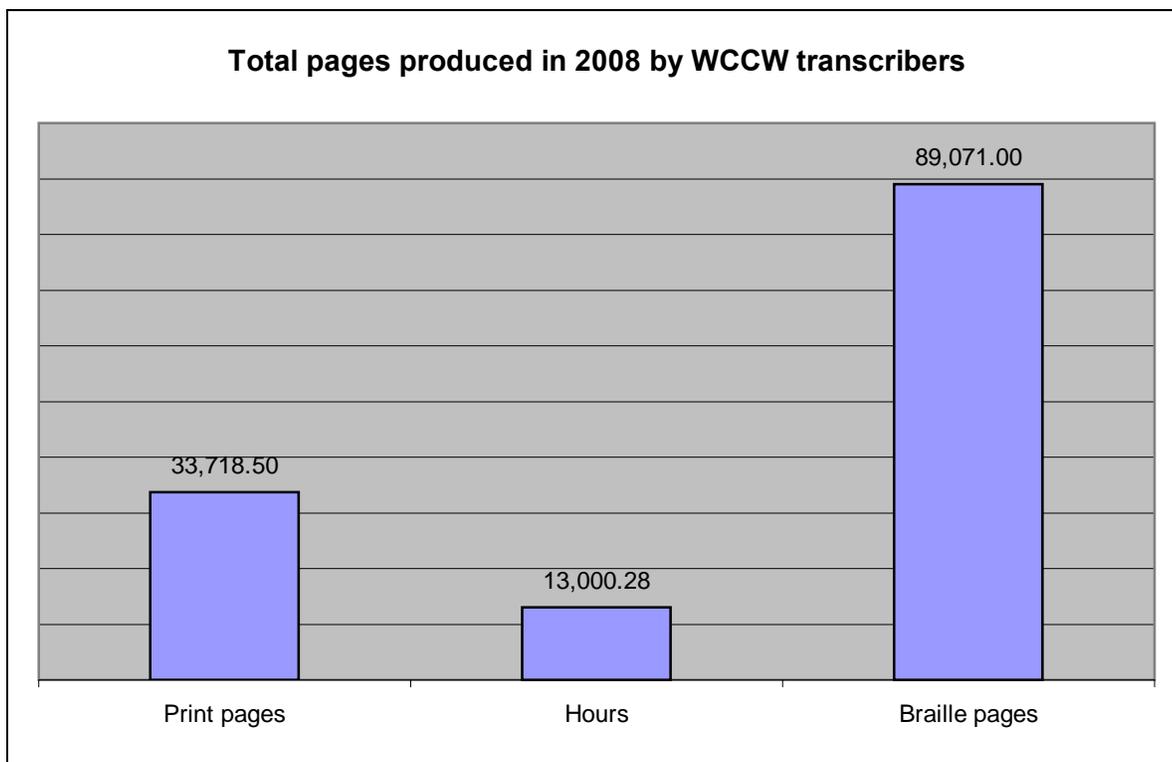
IN	OUT	PROJECT NAME	COORDINATOR	WORKER	PRINT PGS	HOURS	BRILLE PGS	CORRECTIONS	TACTILES
6/3/09	9/11/09	BAC 516.09 Paso A Paso vol.3	Gunderson	Gunderson	Not recorded	1.5	Not recorded	x	
6/3/2009	9/1/2009	B-A1173-00 US History Vol. 6	Gunderson	Jones	35	7	143		9
6/3/2009	9/3/2009	B-A1173-00 US History Vol. 7	Gunderson	Jones	38	14	99		3
6/3/2009	9/11/2009	B-A1173-00 US History Vol. 8	Gunderson	Jones	47	20	155		
9/23/2009	Active	B-A1023-00 Math Concepts 2 Supp. 4	Johnson	Johnson	32	32.75	113		47
6/3/2009	9/9/2009	B-A1177-00 Physical Science Supp. 4	Johnson	Johnson	21	10	115		
6/3/2009	9/3/2009	B-A1177-00 Physical Science Vol. 17	Johnson	Johnson	40	15.25	131		13
6/3/2009	Active	B-A1177-00 Physical Science Vol. 18	Johnson	Johnson	34	17.25	143		20
6/15/2009	9/9/2009	B-A1181-00 Advanced Math Supp. 1	Johnson	Johnson	8	6	35		
9/10/2009	9/10/2009	B-A1181-00 Advanced Math Vol. 5	Johnson	Johnson	26	2	26	x	1
6/15/2009	9/8/2009	B-A1181-00 Advanced Math Vol. 6	Johnson	Johnson	26	21.25	131		22
9/29/2009	9/29/2009	B-A1181-00 Advanced Math Vol. 6	Johnson	Johnson	21	2	21	x	2
6/15/2009	9/18/2009	B-A1181-00 Advanced Math Vol. 7	Johnson	Johnson	24	26.75	98		12
6/15/2009	Active	B-A1181-00 Advanced Math Vol. 8	Johnson	Johnson	3	2	14		
8/20/2009	9/1/2009	B-A1223-00 Prealgebra Ch. 3 (Cancelled 9/2/09)	Johnson	Johnson	20	1.25	40		1
9/8/2009	9/8/2009	BAC 701.09 Math Handouts (In One Volume)	Johnson	Johnson	11	0.25	11		3
9/15/2009	9/16/2009	BAC 853.09 Geometry Ch. 3	Johnson	Johnson	5	8	33		13
9/15/2009	9/18/2009	BAC 853.09 Geometry Ch. 4	Johnson	Johnson	5	10.75	43		19
9/29/2009	9/29/2009	BAC 853.09 Geometry Ch. 4	Johnson	Johnson	2	0.1	2	x	2
9/15/2009	9/18/2009	BAC 853.09 Geometry Ch. 5	Johnson	Johnson	5	9.25	43		20
9/28/2009	9/28/2009	BAC 897.09 DVED 023 Ch. 5	Johnson	Johnson	10	1	20		
9/29/2009	9/29/2009	BAC 897.09 DVED 023 Test 1-4	Johnson	Johnson	3	0.5	2		
9/24/2009	9/28/2009	Math 030 Barnhill's Class	Johnson	Johnson	13	3.5	27		
9/24/2009	9/24/2009	Math 030 Haye's Class	Johnson	Johnson	10	2.25	12		
9/17/2009	9/17/2009	Assignments 1	Jones	Jones	34	5	68		1
9/3/2009	9/10/2009	B-A1225-00 Toys to Knit Vol. 1	Jones	Jones	47	15	115		10
9/3/2009	9/10/2009	B-A1225-00 Toys to Knit Vol. 2	Jones	Jones	17	15	48		10
7/8/2009	Not recorded	B-A1180-00 BSCS Science Supp. 1	Lorenz	Lorenz	53	10	144		
7/8/2009	Not recorded	B-A1180-00 BSCS Science Supp. 2	Lorenz	Lorenz	56	15	109		
9/13/2009	9/18/2009	B-A1180-00 BSCS Science Vol. 13	Lorenz	Lorenz	10	0.5	10	x	
9/18/2009	9/18/2009	B-A1180-00 BSCS Science Vol. 5	Lorenz	Lorenz	12	1	12	x	
7/16/2009	9/1/2009	B-A1195-00 Komm Mit! Supp. 1	Lorenz	Lorenz	8	1	47		
7/16/2009	9/25/2009	B-A1195-00 Komm Mit! Supp. 2	Lorenz	Lorenz	28	18	154		
7/16/2009	9/25/2009	B-A1195-00 Komm Mit! Supp. 3	Lorenz	Lorenz	17	16	140		
7/16/2009	9/18/2009	B-A1195-00 Komm Mit! Vol. 6	Lorenz	Lorenz	4	0.01	4	x	
7/16/2009	9/29/2009	B-A1195-00 Komm Mit! Vol. 7	Lorenz	Lorenz	31	12	103		1
7/16/2009	9/30/2009	B-A1195-00 Komm Mit! Vol. 8	Lorenz	Lorenz	27	11	97		
9/8/2009	9/9/2009	B-A1221-00 Spanish 1 Vol. 1	Lorenz	Lorenz	3	0.1	3	x	
9/10/2009	9/10/2009	B-A1221-00 Spanish 1 Vol. 2	Lorenz	Lorenz	3	0.1	2	x	
9/17/2009	9/21/2009	BAC 584.09 Ancient History Oct. 1	Lorenz	Lorenz	18	6	18	x	12
9/22/2009	9/30/2009	BAC 584.09 Ancient History Oct. 2	Lorenz	Lorenz	23	4	23	x	6
Not recorded	9/18/2009	B-A1178-00 World History Vol. 17	Vargas	Jones	31	16.5	152		17
Not recorded	9/24/2009	B-A1178-00 World History Vol. 18	Vargas	Jones	31	16.5	177		35
Not recorded	9/28/2009	B-A1178-00 World History Vol. 19	Vargas	Jones	29	16	128		6
Not recorded	10/2/2009	B-A1178-00 World History Vol. 20	Vargas	Jones	23	11	114		7
9/3/2009	9/9/2009	B-A1178-00 World History Ch. 12	Vargas	Vargas	10	1.5	10	x	3

IN	OUT	PROJECT NAME	COORDINATOR	WORKER	PRINT PGS	HOURS	BRILLE PGS	CORRECTIONS	TACTILES
9/3/2009	9/9/2009	B-A1178-00 World History Ch. 13	Vargas	Vargas	10	1	10	x	2
9/8/2009	9/9/2009	B-A1178-00 World History Ch. 14	Vargas	Vargas	10	1	10	x	1
6/22/2009	9/30/2009	B-A1185-00 Bien Dit Supp. Vol. 1	Vargas	Vargas	25	5.5	80		
6/22/2009	9/30/2009	B-A1185-00 Bien Dit Supp. Vol. 2	Vargas	Vargas	31	4	110		
6/22/2009	9/3/2009	B-A1185-00 Bien Dit Vol. 3	Vargas	Vargas	37	14	108		
6/22/2009	9/10/2009	B-A1185-00 Bien Dit Vol. 4	Vargas	Vargas	40	17.5	139		
6/22/2009	9/28/2009	B-A1185-00 Bien Dit Vol. 10	Vargas	Vargas	47	5	133		
9/17/2009	9/18/2009	B-A1185-00 Bien Dit Vol. 3	Vargas	Vargas	10	0.5	10	x	
9/28/2009	9/29/2009	B-A1185-00 Bien Dit Vol. 4	Vargas	Vargas	10	0.5	10	x	
6/22/2009	9/14/2009	B-A1185-00 Bien Dit Vol. 5	Vargas	Vargas	41	9	117		1
6/22/2009	9/21/2009	B-A1185-00 Bien Dit Vol. 6	Vargas	Vargas	48	9	139		1
6/22/2009	9/23/2009	B-A1185-00 Bien Dit Vol. 7	Vargas	Vargas	41	13	123		3
6/22/2009	9/24/2009	B-A1185-00 Bien Dit Vol. 8	Vargas	Vargas	47	7	139		
6/22/2009	9/28/2006	B-A1185-00 Bien Dit Vol. 9	Vargas	Vargas	42	6	110		
7/20/2009	9/14/2009	B-A1191-00 Como se dice Vol. 5	Vargas	Vargas	43	5.5	113		2
9/28/2009	9/29/2009	B-A1191-00 Como Se Dice Vol. 5	Vargas	Vargas	40	1	40	x	
7/20/2009	9/15/2009	B-A1191-00 Como se dice Vol. 6	Vargas	Vargas	46	7	107		1
7/20/2009	9/16/2009	B-A1191-00 Como se dice Vol. 7	Vargas	Vargas	52	7	120		1
7/20/2009	9/18/2009	B-A1191-00 Como se dice Vol. 8	Vargas	Vargas	49	8.5	111		
9/3/2009	9/4/2009	B-A1147-00 Spectrum Math Grade 6 Vol. 5	Wood	Wood	8	1	12	x	11
4/28/2009	9/3/2009	B-A1147-00 Spectrum Math Grade 6 Vol. 6	Wood	Wood	5	3	21		3
9/25/2009	9/27/2009	B-A1147-00 Spectrum Math Grade 6 Vol. 6	Wood	Wood	16	2.7	23	x	13
7/16/2009	Not recorded	B-A1192-00 Mathematical Ideas Ch. 15.1 (Cancelled)	Wood	Wood	Not recorded	65.7	Not recorded		
9/10/2009	9/10/2009	B-A1192-00 Mathematical Ideas Ch. 2.4	Wood	Wood	12	1.3	39	x	18
7/16/2009	9/21/2009	B-A1192-00 Mathematical Ideas Ch. 3.1-3.3	Wood	Wood	31	21.3	129		6
9/23/2009	Active	B-A1229-00 Math Connects Ch. 2a & 2b	Wood	Wood	29	8	109		16
9/3/2009	9/4/2009	BAC 808.09 Math 30 Syllabus Clark College	Wood	Wood	3	2.5	14		0
9/22/2009	9/22/2009	BAC 821.09 Math 93	Wood	Wood	7	0.5	9	x	1
9/10/2009	9/10/2009	BAC 821.09 Math 93 ASAP	Wood	Wood	16	5	22		2
9/10/2009	9/15/2009	BAC 825.09 Math 030 Ch. 1-2, 3-4, 5-6	Wood	Wood	24	9	31		
9/25/2009	9/25/2009	BAC 825.09 Math 030 Ch. 1-2, 3-4, 5-6	Wood	Wood	4	0.5	11	x	3
Not recorded	Not recorded	Music Lesson 10	Wood	Wood	2	2	3		0
9/17/2009	9/17/2009	Scientific Notation Worksheet	Wood	Wood	2	1	8		0

Prepared by Braille Program Employee: Felicia Dixon DOC# 876103

Print pages	Hours	Braille pages
2694	997.86	8897

	Print pages	Hours	Braille pages
January	2877.5	1193.3	7624
February	3174	1167.65	8605
March	2571	1102.95	7648
April	3620	992.85	7789
May	2489	1093.2	6975
June	3802	1264.83	8936
July	4251	1193.42	11264
August	2628	1091.16	7990
September	2628	1091.16	7990
October	2403	1229.22	6050
November	1726	838.29	4608
December	1549	742.25	3592
	33718.5	13000.28	89071



**For More Information
Please Call or Fax:**

Colleen Lines, Program Manager
Phone: 360-696-6321 ext. 158
Fax: 360-737-2120

or

Sgt. Andy Pettitt, On-Site Braille Liaison
Phone: 253-858-4200

**Special Thanks to the following
departments for their support:**



THE BRAILLE TEAM

**PROFESSIONAL BRAILLE
TRANSCRIPTION SERVICE**
(Since 1996)



The Braille Project has been
acknowledged for its service
by Governor Gary Locke in his
1998 **Governing For Results**
Publication. And received the
Governor's Quality Award in
November 2002.

The Best Of GMAP
(Government Management
Accountability and
Performance) July 2006.



The Braille Program

Washington State Corrections Center for Women
9601 Bujacich Road NW
Gig Harbor, WA 98332-8300

**A Service of the
Washington State School for the Blind,
Braille Access Center and the
Washington Corrections Center for Women**

Who's Responsible for the BRAILLE PROJECT?

Washington State School for the Blind and Braille Access Center

Dr. Dean Stenehjem - Superintendent for WSSB

Dee Amundsen - Director of Outreach Services

Colleen Lines – Program Manager

Kandi Lukowski – Braille Coordinator

Judi Sorter – Braille Proofreader



Washington Corrections Center for Women

Douglas Cole – Superintendent

Margaret Gilbert - Associate Superintendent

? – Associate Superintendent

Sgt. Andy Pettitt - On-site Braille Liaison



The Braille Team Members

Connie Conley – (Oct. 09 – present)

+ *Felicia Dixon – (Sept. 07 – present)

#+ *Shonda Foster – (Aug. 03 - present)

+ *Michelle Gunderson – (Sept. 06 – present)

#+ *Robin Johnson – (May 01 – present)

+ *Regina Jones – (Sept. 07 – present)

+ *Pam Lorenz – (May 05 – present)

Ginger Pratt – (Oct. 09 – present)

+ *Angela Vargas – (May 05 – present)

#+ *Yvonne Wood – (Aug. 03 - present)

Past Transcribers

+ *Michelle Baechler – (Oct. 00 – Mar. 01)
(Oct. 05 – Feb. 08)

*Sheila Clark – (Jul. 00 – Oct. 01)

#+ *Shannon Cornelius – (Oct. 00 – Mar. 09)

Patricia Cowl – (April - Aug. 03)

+ *Clistie Ferrell – (May 01 – Mar. 09)

+ *Joella Fletcher – (Nov. 96 - Nov. 02)

Theresa Goakey – (97 - Jun. 98)

Maria Graves – (99 - 01)

+ *Susan Harris – (April 03 – Oct. 05)

Laurinda Jackson – (97 – Apr. 01)

+ *Starr Lake – (Dec. 01 – May 09)

Jennifer Milburn – (Nov. 96 – Jul. 97)

+ *Leona Minthorn – (Feb. 01 – Jul. 06)

Rebekkah Richter – (97 - 99)

+ *Cassandra Scott – (Aug. 03 – Aug. 04)

Tiffany Williams – (Aug. 03 – Mar. 04)

Indicates Library of Congress Nemeth certified

+ Indicates Library of Congress certified

* Indicates Washington State certified

How the BRAILLE PROJECT Began

The Braille Program at Washington Corrections Center for Women began in November of 1996. With grant funding provided by U.S. West, Kelly Kerr, (a Vision Specialist for South Kitsap County High School), initiated the original structuring which would become the Braille Program. Within the first six months of the program's existence, Colleen Lines from the Braille Access Center in Vancouver, WA, inquired about the program. As a result of this inquiry Washington Corrections Center for Women entered into a contract with Washington State School for the Blind/Braille Access Center. This association has fostered the Braille Project thus providing thousands of pages of literature for the visually impaired.

Requirements of each Transcriber

Inmates are hired through a process of screening and evaluation based upon computer knowledge, academics and behavior.

Months 1-12 - Pass B.L.U.E. (Washington's Braille Literacy Usage Exam)

Months 12-18 - Pass the Library of Congress Literary Certification

Optional Certifications

Library of Congress Nemeth
Library of Congress Music
N.B.A. Textbook Formatting
Library of Congress Proofreading

American Printing House for the Blind
2008 Federal Quota Registration by State
Total for U.S.A., including Outlying Areas
59,355



WSSB Statewide Technology Program for Visually Impaired Children

Services

- Technology support onsite or by phone/computer
- Assistive technology collaborations
- Computer instruction in the local school districts
- Computer instruction at WSSB

Support

The technology program has standardized on the following products at WSSB and throughout the state of Washington. Intensive support is provided for:

- BrailleNote and VoiceNote
- Duxbury and MegaDots
- IntelliTools
- JAWS
- Magic and Zoomtext

JAWS

WSSB in partnership with the IRC has purchased a 75 user statewide license for JAWS. WSSB provides JAWS to the local school district at no charge. Installation and training on JAWS systems is provided to local school districts at no charge. The local school district provides a Windows compatible computer. The IRC maintains excellent records on the JAWS license.

The “JAWS Levels” checklist located on the WSSB web site can be used to help determine where a student is currently functioning with their JAWS skills.

Program Assessment

A survey on the “Statewide Technology Program” is filled out by all of the teachers of the visually impaired working in the state every May.

**Outreach Forum Agenda
May 13–16, 2009**

Wednesday, May 13th

2:00 – 4:00 Colleen Lines, BAC, IRC Manager
NIMAS in WA, WCCW Prison Program, IRC Database
Dinner McMenamins (pay as you go)

Thursday, May 14th

7:45 Pick up at hotel
8:00 – 8:30 Welcome
8:30 – 10:00 Campus Tour by Dr. Stenehjem, Superintendent
10:15 – 12:00 pm State Reports
12:00 – 1:00 Box Lunch provided – WSSB Student Store will be open
1:00 – 1:30 Multi- agency mini conference
1:30 – 2:00 Using our Forum Listserv Effectively
PowerPoint Presentation Tips
2:00-4:30 Multnomah Falls
4:30 –6:00 Dinner on Columbia and drive back
6:00 Hotel
6:45 Hotel pickup
7:00 – 9:00 WSSB Technology – Networking Nationally

Friday, May 15th

8:30 Pick up at Hotel
9:00 – 12:30 Casey Eye Institute, Oregon Health Sciences University, Portland,
OR
1:00 - 2:00 Lunch provided at WSSB
2:00 – 4:00 State to host next Forum
Envision Conference
Emerging Role of OTs
Vision Therapy and Role of TVI
4:00 Time at hotel
5:00 Pick up at hotel
5:30 pm Banquet and Auction, Heathman Lodge

The Banquet will be the official conclusion of the Forum for this year.

On Saturday, if anyone would like to meet for breakfast, explore Portland by light rail, go for a hike in the Gorge, drive to the Pacific for a day or any other sightseeing activity and want a guide or local person to do any of this with, please let me know as I am available to either go have fun with you or I can get information for you if you already have plans but need a little information or directions.

Distance Learning

Program Description

Through a combination of grants, partnerships and staff-created programs, WSSB is working to provide additional opportunities for students with visual impairments, their families, and those who work with them, regardless of their location around the state. By taking advantage of every level of technology to expand delivery of the wealth of knowledge and best practices at WSSB, the school continues to strive to meet its mandate of serving all students in the state who have a visual impairment, as well as remain a leader among such providers nationwide and throughout the world.

Courses Offered

Through a partnership with the Washington Digital Learning Department, a department of OSPI, WSSB has access to over 200 courses. These range from foreign languages, special interest to AP courses. Classes are through online providers, each screened by the DLD for accreditation and compliance with state laws. The approved providers have rigid standards for their classes and are aligned with Washington State EALRs.

Goals for Students

1. Increase ability of students to access online curriculum in a successful manner
2. Increase the number of students who access coursework online
3. Create a student-centric system that provides student's—regardless of geography, income, or learning preferences—a rich set of choices.

Future Standards for Department

1. To provide online curriculum for WSSB students
2. To provide curriculum online for other students not at WSSB
3. To provide training opportunities for teachers and others in the field who work with students with visual impairments
4. To provide resources for families and others

Areas of Improvement

Through a partnership with CANNect it has become clear that online learning is a necessity to the future of blind and visually impaired students. However, this being said, it is also clear that the majority of material and classes delivered online still do not address the needs of equitable

access. Work still needs to be funded to ensure an accessible learning management system for both the blind teacher/developer as well as the blind student. This all takes time and money which at this time is not available. Through our various partnerships all avenues are being pursued to gain access to funding to allow this to happen.

WSSB has the proven capability to provide students with appropriate curriculum for the blind/visually impaired child. This knowledge needs to be translated to online classes specifically designed around Universal Design concepts. Things that need to occur are appropriate training for staff both in developing and teaching online, understanding of the learning management system, and integration of specialized needs of blind/vi students. Again this is a cost issue but with the lack of available certified teachers who are also trained teachers of the visually impaired students are being left without an appropriate education.

Plan of Action

1. Continue partnership with the Washington Digital Learning Department to utilize their online classes and in an advisory capacity to increase access to online curriculum
2. Develop and deliver an online algebra course as our own proof of concept
3. Continue to create video clips on blindness tips to serve parents and those who work with blind/vi people. Develop a focus on B-3 through a partnership with New Mexico School for the Blind
4. Continue to provide webinars, video conferences, video clips on blindness tips, as well as face to face training for staff and anyone interested in working with or teaching the blind/visually impaired
5. Continue to provide digital access to parents at every opportunity – ie, Skyward, listserv, U Stream
6. Pursue partnerships and alternative funding opportunities to support our goals

Evidence of Improvement

1. 25% of academic high school students accessing coursework online prior to graduation
2. 10% increase in population served through digitally delivered courses – adults or children

Distance Learning

WSSB began its Distance Learning program in the fall of 2003. At first the target was geared toward students. It became apparent that this program was an effective tool for targeting programs throughout the state. This was recognized by the on-site Accreditation study team in 2004. They made several recommendations, noted in the review. A plan focusing on distance education and technology has been developed within our Strategic Plan as an integral part of our education plan, mission and vision for WSSB. *Strategic Plan references: Strategic Plan: Goal 1, objective 1.2, objective 1.6, objective 1.7; Goal 2, objective 2.3, objective 2.6; Goal 3, objective 3.1, 3.4, Goal 4, objective 4.2, objective 4.4; Goal 5, objective 5.2; Goal 6, objective 6.1; Goal 7, objective 7.2.*

Rationale for Program

- National issues that affect all education also affect WSSB are taken into consideration.
- Online learning—for students and for teachers—is one of the fastest growing trends in educational uses of technology. The National Center for Education Statistics (2008) estimated that the number of K-12 public school students enrolling in a technology-based distance education course grew by 65% in the two years from 2002-03 to 2004-05. On the basis of a more recent district survey, Picciano and Seaman (2009) estimated that more than a million K-12 students took online courses in school year 2007-08.
- Online learning through virtual schools is one of the most important advancements in attempting to rethink the effectiveness of education in the United States. The virtual school provides access to online, collaborative and self-paced learning environments—settings that can facilitate 21st Century skills. Today's students must be able to combine these skills with the effective use of technology to succeed in current and future jobs.
- In higher education, the Sloan Consortium reported that 2.5 million students enrolled in at least one class online in 2004, equivalent to 11% of all students in accredited degree-granting institutions. Growth in online higher education programs steadily increases by 400,000 students annually. (Source: Sloan Consortium)
- Online learning is an essential delivery system for training in the business world. Many corporations today use e-learning for training employees: 77% use distributed learning*, up from 4% nine years ago—73% increase in less than a decade!
- Over 50% of the nation's teachers and principals are Baby Boomers. During the next four years we could lose a third of our most accomplished educators to retirement. The wave of departures will peak during the 2010-11 school year, when over 100,000 veteran teachers could leave. In less than a decade more than half of today's teachers—1.7 million—could be gone.
- It is a fact that our students will most likely engage in online learning when they leave WSSB and we need to have them prepared.

WSSB Programs

- Distance education has become a focus for our students and online classes are available at the high school level for all students that are cognitively capable of handling the curriculum as based on their IEP. Access to these classes in a supported environment, available on campus, ensures that students can obtain class materials and navigate websites not designed for blind

and visually impaired. This aid provides students with the knowledge of how to overcome online obstacles and practice self advocacy for alternative materials to complete the course. WSSB has been able to provide access through partnership with the Digital Learning Commons since 2003-2004 school year.

- During the 2009-10 school year the lack of an available, nemeth certified, TVI, credentialed math teacher provided WSSB with the opportunity to effectively utilize the “Teacher in the Box”. To be able to have a highly qualified Washington State math teacher the best candidate lives in Seattle. Daily we deliver four sections of math via video conference. Previous effort in delivering a science class via video conference identified the need for a strong, reliable video connection which over the years has been established through our K-20 backbone, a strong on campus infrastructure, and our Polycom video conferencing equipment. We are experiencing a successful delivery method for our students who enjoy this distance interaction with their teacher.
- With the success of the “Teacher in the Box” Robin Lowell is now enrolling in a course to learn online curriculum development and Moodle. It is our hope that within a year we will be able to deliver an online algebra class or at least have a class that is ready for testing and refinement. Beginning attempts with the help of Joann Gatley, former algebra teacher, demonstrated several useful options and delivery mechanisms for online delivery of this subject.
- A partnership was created through CANNect (a nationwide, non-profit organization of blind schools and organizations that work with the blind) to create a consortium that could develop online learning opportunities by sharing costs and expertise. CANNect has gained recognition and support from the Sloan C Foundation and completed work that has been published on designing online learning from a universal design perspective and establishing guidelines that will make Moodle an accessible, usable learning management system. Due to financial constraints CANNect has been unable to move further in online class development. WSSB continues to investigate the possibilities of gaining grant opportunities with Open Sourcery to actually implement their findings on Moodle and develop the learning management system.
- The State of Washington has changed the Digital Learning Commons into the Digital Learning Department under OSPI. With this move the state laws for online learning development and delivery is changing to assure quality and accountability for students. Sherry Hahn has been appointed by the Governor to a three year position with the Digital Learning Department Advisory Committee. Through our commitment to the project we are hoping to provide needed support to improve online learning opportunities for the blind and visually impaired. An additional appointment has been received to serve on the committee for evaluation and approval of online providers for the State of Washington.

Parent Involvement:

- Progress: WSSB encourages and supports parent involvement in all areas of school life. Distance technology provides several options for parents.
- The WSSB website includes a parent link designed to provide information directly aimed at their needs and interests – school closures, N1H1 updates, transportation questions, etc.
- WSSB has created a Parent (Listserv) Message Board for those parents of blind and visually impaired students throughout Washington State. We feel this will be a great tool for parents to communicate with other parents. This (Listserv) Message Board is only open to parents of

blind and visually impaired children, either attending or being helped by WSSB. Suggestions of additional resources can be provided to parents, but it is our intent to keep this (Listserv) Message Board as a parent tool used to assist parents with communication with other families of visually/Blind children without others questioning and or providing input. We believe that parents need to have a tool that is only open to them!

- WSSB provides online access to Skyward Family Access. Skyward allows parents to follow attendance, grades, lunch program status.
- In an effort to provide a link to on-campus activities WSSB has started streaming live feeds of concerts and graduation through United Streaming.

Recommendation for future direction

- Video Clips on Blindness Tips provide parents with quick guides to spark ideas in helping their children. Topics vary from self medication, sighted guide techniques to teaching how to button ones clothes unassisted. This collection continues to grow.
- A partnership with the New Mexico School for the Blind is being worked out to develop video clips on the subject of B-3. New Mexico has shown a strong and knowledgeable commitment to this area. Utilizing their expertise in working with B-3 and our expertise in the development and delivery of video clips we hope to start working on this area in 2010.
- A radio station was installed at WSSB in 2008. The radio station is a partnership with OPB through a blind broadcaster that use to be with the Golden Hour Radio in Portland. Being part of the radio station is an afterschool, extracurricular option for students. Renee Corso has developed an actor's theater for the radio with our students. The WSSB radio station can be heard at <http://www.omnimediantnetworks.org/listen.htm> .
- At this time parent virtual visits to classrooms has not been developed. Though we have video conferencing access it is not designed for parental use and requires that a similar video conferencing system be available on both ends for viewing – something most parents would not have access to. Web cam delivery is a possibility but would again require a strong access point on the parents end to watch – we could do this upon request but we have not received such a request.

Student Involvement in Technology Maintenance:

- An organized program involving students in technology maintenance for WSSB has not been established. Student's days are jam packed with educational classes, orientation and mobility lessons and daily living skills training. After school activities provide students with social and physical experiences designed to provide a rounded, well balanced life for our kids. We do not have access to a certified teacher to add this subject to our on-campus curriculum.
- Students do, however, provide guidance to others when technology issues arise. Students have self-selected to align themselves with the IT department as the reporting agents for issues. The IT department has created an open-door atmosphere which encourages students to physically bring in sick laptops, talk about new technologies and ask advice or lodge complaints.
- Students are given experiences through various collaborations to demonstrate to commercial vendors, universities and such as testers of products. Product reviews are requested and then tested by our students. Students test websites and provide feedback on accessibility.

- Students have taken courses on-line to match their interests in programming and web design. A recent Windows 7 party was organized to allow students to try out the upcoming product and give the IT department a heads up on accessibility issues or benefits.

Building Partnerships:

- Partnerships are integral in the ongoing success of WSSB.
- Students have benefitted for several years in gaining technology in their senior year through the Washington School for the Blind Foundation.
- Our collaboration with CANnect has advanced our efforts in distance online learning. With a grant through Sloan C Foundation a study was completed and published on designing accessible online learning through Universal Design and how to develop Moodle to be an accessible learning management system. This collaborative effort has strengthened our resolve and commitment to online learning that will benefit all blind and vi students, adult or child, anywhere in the world.
- Collaboration with University of Oregon and Dr. Amy Lobben has provided training and dissemination of Tactile Mapping software throughout the State of Washington. We have been able to train TVI's, O & M instructors from Department of Services for the Blind and Seattle Lighthouse for the Blind in the use and creation of tactile maps.
- Dr. Lobben has written the school into another grant through the National Science Foundation to conduct a study on Spatial Relationships and the blind. Jake Koch, a residential assistant in LIFTT, has been employed by U of O as a research assistant for this project.
- A grant with the SW Community Foundation and Anderson Family Foundation has supported the development of video clips on blindness tips for the past two years.
- Bruce McClanahan's direct involvement in the development of accessible Intellitools from Cambium Learning has provided WSSB with free access to the software on an ongoing yearly basis along with their other product Kurzweil 3000. WSSB is a training site for Cambium Learning in the State of Washington.
- Quantum Simulations formed a partnership with WSSB to provide access to their online tutoring software – Chemistry Tutor. WSSB is the national registration point for their products which they provide free to the blind and visually impaired community.
- A National Science Foundation grant has been approved that will provide WSSB the opportunity to work with the University of Illinois to train students in programming. This online curriculum will use a sound system developed by Andreas Stefik to denote errors in program lines that aid a blind person in making corrections to his code.

Digital Learning

The Project: WSSB's Distance Learning Project currently has four "missions", or areas identified for inclusion: Mission 1 is to provide online curriculum for WSSB students; Mission 2 is to provide curriculum online for other students not at WSSB; Mission 3 is to provide training for teachers and others in the field who work with students with visual impairments; and Mission 4 is to provide a comprehensive resource for families and others to either search through frequently asked questions or send a query about raising a child with a visual impairment.

Video Clips on Blindness Tips

Short, concise informative videos designed to provide concepts and ideas on blindness topics. Twenty six titles are posted on our website <http://www.wssb.wa.gov/Content/offcampus/Video.asp> and on You Tube.

Topics covered are: Folding money, self medication, learning to pour, making your bed, tying your shoes, room familiarization, cane travel, independence, shaving, cooking topics, strength and core training, matching your clothing, buttoning, zipping, sighted guide techniques.

Hits are counted monthly on both the WSSB site and You Tube. We average 600-700 hits per month on the WSSB site and 2000 to 3000 hits on You Tube per month.

We have 69 subscribers to our You Tube channel which means they automatically are notified when anything new is uploaded. You Tube visitors can send comments or questions after viewing a video.

Comments from viewers:

Very helpful, thanks for posting this!

Loved this lesson

Awesome! I always wanted to know how they manage their money.

This is going to serve my wife well. She is slowly, but certainly, losing her sight to diabetes. While there is no chance of going back to being sighted, there is great hope - due to videos like this, and the people who make them - for her moving forward into a happy, if sightless, life

Future Ideas:

- ✚ CPR techniques for use by the blind
- ✚ Cafeterias
- ✚ Shopping skills & strategies
- ✚ Prosthetic eye (redo this topic)
- ✚ House cleaning skills – sweeping, vacuuming, dusting
- ✚ Would love to get into some classroom topics – Science mini lessons, best teaching practices
- ✚ Strategies for money management and bill paying

- ✚ Offering help – straightforward, non-patronizing, non-aggressive techniques, assisting someone to a chair, shaking hands
- ✚ Table manners, posture at the table and eating skills

Workshops

Throughout the year we provide training for adults who work with blind or visually impaired students. These trainings range from face to face opportunities, video conferences, DVDs, and Webinars. All our trainings are available throughout Washington but also nationally.

Yearly we provide opportunities for learning Braille from beginning classes to Braille refreshers. We have provided several trainings on Nemeth code transcribing both face to face and through Webinars. We have done nationally delivered trainings in Abacus via video conference. Each summer a training institute is held on campus in assistive technology. We have partnered with Cambian Learning (Intellitools, Kurzweil software) and are of their national training centers. An affiliation with University of Oregon has provided state wide training on tactile mapping. An affiliation with Texas School for the Blind provides video access to their nearly monthly trainings which are also archived and available on DVD. We have informal face to face training, we call parties, on things like Windows 7, HumanWare’s BrailleNote Apex, accessible Macintosh. We hold small conferences such as the Pacific Northwest Fall Conference with a variety of topics concerning blindness and education. We have teamed with WSDS for the Baby Jamboree to provide training for parents of blind/vi B to 3 children.

2007-2008 14 professional development offerings 69 attendees

2008-2009 23 professional developments offerings 150 attendees

2009-2010 (February) 23 professional development offerings 173 attendees

Online Learning

Online learning opportunities for students have been provided through membership with the Digital Learning Commons. With a mentor in the school our students have had access to over 200 classes but always having to deal with accessibility issues. In our belief that digital learning provides the blind and visually impaired equal access to education WSSB helped form a consortium of like minded educators and consumers to focus on providing accessible and usable online learning. Through CANnect a study was conducted concerning making Moodle even more accessible than it currently is and development of course development based on universal design to ensure accessibility. This material can be viewed at: <http://www.cannect.org/accessibility-tips.html>.

WSSB is engaged in developing our first online class in Current World Problems. Our online curriculum team is hoping to have this class available this fall first for our students and then for anyone, anywhere that wishes to take advantage of our work. This is to be the first in a long succession of course development.

Students enrolled in online classes: 2007-2008 (8); 2008-2009 (4); 2009-2010 (3)

WSSB Residential Program Overview

The mission of the Washington State School for the Blind (WSSB) is to provide specialized quality educational services to blind and visually impaired youth, age birth to 21 within the state of Washington.

As part of its integrated approach to providing a 24 hour student learning environment, WSSB offers a residential program to qualifying students who live beyond a one hour commuting distance from the school, and, on a space available basis, to local students with compensatory daily living and/or social skills needs. Students from across Washington State attending WSSB reside in the cottages during the week and return home to their families on weekends.

The purpose of the residential program is to provide a safe, positive, mentoring environment where students can grow emotionally and excel academically. Staff members hold a high expectation for progress and performance for both academic and non-academic students who attend the school. To this end, residential staff provides instruction in the full spectrum of independent living skills, assists with academics, coordinates and supervises after school and evening recreation and community-based activities, and integrates principles of orientation and mobility into all aspects of student care. They assist in developing student IEP goals and objectives, advocate for student needs by communicating regularly with parents, teachers, nurses and the school counselor, make referrals as needed, while modeling and teaching skills of self advocacy. The program also provides direct physical and mental health care services through our Health Center's nursing staff, and the school counselor. Food Service, After School Recreation, Weekend Transportation, and the post high-school program, LIFTT, complete the department's umbrella of programs.

Safety is a priority at WSSB. The facility is a closed campus during afternoon evening hours. Students are permitted to leave campus from 3:30 p.m. to 8:00 a.m., only after "walking papers" for specific routes and locations have been issued by WSSB Orientation & Mobility instructors and with specific permission from the Associate Principal for After School & Evening Programs or other school administrators. Students also regularly attend scheduled off-campus educational programs accompanied by Residential Life Counselors.

Courses Offered

- Individual and small group instruction in daily and independent living skills in students' living environment, with emphasis on ability assessment and accomplishment of established IEP objectives
- Individual and small group evening study sessions in cottages to support students' academic and/or vocational endeavors
- Instruction in self-medication in the Health Center and cottages with nurse oversight

- Instruction in health and nutrition, substance abuse prevention and cessation, dental hygiene, First Aid/CPR, and infant care awareness is provided by nursing staff in the Health Center and in the cottages
- After school and evening recreation activities on campus and within the local community
- Post-high school transitional program (LIFTT) offers students learning opportunities in the areas of independent living, compensatory skills (Orientation & Mobility, Braille, Assistive Technology), social, work and career experience, and post-secondary education

Goals for Students

- To develop compensatory and decision-making skills to maximize personal independence
- To develop solid personal organizational management skills and study habits
- To develop, incorporate, and demonstrate healthy lifestyle choices in the areas of nutrition, fitness, and disease prevention
- To develop confidence, self-image and esteem, and appropriate social interaction skills
- To develop the knowledge and skills necessary to independently incorporate a variety of recreational and leisure activities into their lives
- To gain hands-on experience and develop individual abilities To develop and demonstrate communication and advocacy skills applicable to future employment acquisition

Areas of Improvement (2004-10)

- Daily and Independent Living Skills instruction successfully established as part of after-school activities for all age groups. Instructional approach is tailored to individual student's abilities and mode of learning. Staff is assigned responsibility for specific students' instruction, and monitors and documents progress on IEP goals and objectives. Daily living skills Information is shared between the education and residential staff through phone contact, emails, quarterly meetings, and access to checklist information stored in a common folder on the computer's share-drive.
- Student participation with dinner planning and preparation enhanced through established weekly "cottage cooking night." Students plan and prepare balanced, nutritional meals for their cottage once a week.
- WSSB DLS checklists updated and continue to be used in both day and residential programs to annually document individual student skill levels and improvement throughout the year. Information is posted and available to both departments on the computer shard-drive in a folder accessible to teachers and residential staff
- Food Service making concerted efforts to work with WA State School for the Deaf to provide meal and snack options with lower sugar, fat, and starch content. (see. breakfast / snack menu comparisons)
- Health Center policies/procedures reviewed, revised, and kept current using federal, state, local, and other residential schools as information resources

- Improved system for appropriate sharing of student health information as it relate to food service (special dietary needs), day and residential education programs, and student transportation (e.g. emails to designated staff, allergy, seizure, and student conditions summaries and protocols, nightly reports to Cottages and Education Department, Student Health Notebooks in each cottage. Student health information sent with bus monitors and airport monitors weekly, and is updated, as needed)
- Nursing staffs' continued teaching of health, nutrition, and substance abuse prevention and cessation classes in both day and residential settings. Health Center courses expanded to include dental hygiene, First Aid/CPR, creation and use of Home First Aid Kits, and Infant Care Awareness programs.
- Continued successful use of "bubble packing" system into Health Center and self-medication administration programs
- The post-high school transitional independent living Program (LIFTT: Learning Independence for Today and Tomorrow) was newly designed and re-established in February 2004. The program began with two students and has grown to near full housing capacity of eight students since then. Offers learning opportunities in independent living, compensatory skills, work and career experience, social and post secondary education

Future Standards for Department

- Collaboratively develop and implement (with teaching staff) a structured daily living and independent living skills curriculum to provide guidance and a common school-wide approach to teaching the skills identified on WSSB Daily Living Skills checklists and in meeting individual student needs
- Emphasis is placed on making and eating healthy, well-balanced meals
- Health Center courses continue to provide quality instruction and learning opportunities for students and staff in established content areas
- Continued development of instructional video clips for parents in techniques of teaching daily living skills
- Continue to expand money management instruction in real-life experiences with budgeting, banking, purchasing, and using ATM machine
- Continue and expand on-campus work opportunities in food service, maintenance, and the Health Center
- Develop after school work experience opportunities in planning, program production, staffing, and technical operation of WSSB' internet radio station

Plan of Action

- Independent Living Skills Curriculum: 2010-11: Collaborative work begins on committee comprised of Education and Residential Department staff to develop and establish an overarching WSSB daily and independent living skills curriculum. 2011-2012: Train staff on curriculum use and integrate into existing after-school program. 2012-13: Collect feedback on first year's use of curriculum and its effectiveness and make needed revisions. 2013-2014: Implement revisions into established curriculum and continue feedback and data collection cycle

- Healthy Eating: 2010-2011: Students are provided a review of nutrition basics in the fall. Residential staff assists students in researching well-balanced meal options for weekly cooking nights. Staff meets with students the week before to plan the next week's meal, encouraging healthy food choices. Snacks, deserts, and DLS cooking options with high sugar and/or fat are minimized. 2011-2014: Students receive nutritional basics each fall. Emphasis on healthy eating choices continues
- Health Center Courses: 2010-2014: Students continue to have the opportunity to take established courses in health, nutrition, dental hygiene, self-medication administration, substance abuse prevention and cessation, home First-Aid Kits, and infant care awareness. New courses are developed to meet the evolving needs of students.
- Instructional Video Clips: 2010—11: Identify potential video clip topics and presenter(s); complete a teaching topic priority list and timeline for clip development. Coordinate timeline and action plan with Distance Learning Coordinator. Produce a minimum of one additional video clip. 2011-2014: Produce video clip lesson(s), as identified on timeline.
- Money Management Program: 2010-2011: Identify hands-on opportunities for students to learn and practice money management skills. Create a progressive framework for students to participate in identified experiences. 2011-2012: Initiate hands-on money management program and test for effectiveness. Collect feedback on effectiveness and areas for improvement at close of school year. 2012-2014: Implement revisions and continue refining and feedback cycle
- On-Campus Work Experience Opportunities: 2010-2011: Explore additional job opportunities with food service, maintenance, and Health Center staff. Identify Internet Radio Station Lead and produce a minimum of 3 programs. 2011-2012: Find and develop cadre of Student Trainer(s) / Job Coaches in various radio station skill areas. 2012-2014: Radio Station Lead trains students and turns primary radio station operation over to students

Evidence of Improvement

- WSSB overarching daily and independent living skills curriculum is created, tested, and added to the school's program delivery options
- Instructional Daily and Independent Living Video Clips for parents are created and available on WSSB website and/or other access points
- Menus created for cooking night are well-balanced and low in sugar and fat. The majority of snacks and desserts in cottages are low in sugar and fat.
- Health Center courses at WSSB are useful, interesting, and applicable to students' lives. Instruction engages students and is tailored to individual students' learning abilities and methods.
- Hands-On Money Management framework of experiences is established and implemented as part of the residential program's learning opportunities. Students demonstrate skill acquisition in identified experience areas of money management
- A minimum of two jobs in food service, maintenance, and the Health Center are offered as part of the on-campus Work Experience Program
- Internet Radio Station is active and primarily operated by students

Residential Department Accreditation Survey

NOTE: Electronic results follow on subsequent page.

Instructions: Use the following rating scale to evaluate the extent to which the service meets each of the critical components of the program area.

- (4) The critical component is surpassed in an excellent manner
- (3) The critical component is met
- (2) The critical component is not met but there is an acceptable plan to do so
- (1) The critical component is not met and there are no acceptable plans to do so.
- (NA) the critical component does not apply
- (DK) I don't know

Section 1: Child Supervision

There is a consistent and positive system of child supervision with appropriate staff to student ratios provided 24 hours a day for all students in the residential program.

Critical Components:

1. Supervision is conducted in a manner designed to help the student develop a positive self-image.
4 3 2 1 na dk
2. Student rights and responsibilities are clearly stated and disseminated in appropriate media to students, staff and parents.
4 3 2 1 na dk
3. Rules of behavior are periodically reviewed and revised with appropriate participation of the school administration, staff, and students.
4 3 2 1 na dk
4. Rules of behavior and consequences are consistently applied.
4 3 2 1 na dk
5. Counseling services are available.
4 3 2 1 na dk

Section 2: Reports

The residential program uses a system of written communications, reports and records to facilitate day-to-day operations.

Critical Components:

1. Written information about students is maintained in each cottage about such things as allergies, medication, communication systems, favorite activities and family compositions.
4 3 2 1 na dk

2. Written medical and emergency procedures are available in each cottage and clearly understood by all personnel.
4 3 2 1 na dk
3. Daily logs and checklists are maintained to record significant activities, facilitate day-to-day planning and problem solving, and to assist in implementing the individualized education program of each student.
4 3 2 1 na dk
4. Incident reports are maintained in each cottage and reported in accordance with school procedures.
4 3 2 1 na dk

Section Three: Cottage Facilities

There are functional and comfortable living quarters suited to the chronological ages, physical needs, and development levels of students.

Critical Components:

1. Bedroom occupancy ranges from one to four students
4 3 2 1 na dk
2. Bedrooms contain adequate dresser drawers, mirrors, and closet space designated and accessible to each student for clothing and personal belongings.
4 3 2 1 na dk
3. Common living areas which are functional and comfortable are provided for students and their guests.
4 3 2 1 na dk
4. Bathroom and shower facilities are accessible and provide safety, privacy and convenience.
4 3 2 1 na dk
5. Accessible laundry facilities are available for student use.
4 3 2 1 na dk
6. Quiet study areas are provided and suitably equipped with tables, chairs, writing equipment, low vision devices, individual variable-lighting units, and adaptive equipment.
4 3 2 1 na dk
7. Accessible kitchen facilities are available for students to use as needed for preparing meals and snacks.
4 3 2 1 na dk
8. Each student is provided a secure private space for personal items.
4 3 2 1 na dk

Residential Survey Results								
	4	3	2	1	na	dk	Median	% Positive
Base							4	87%
A. Section 1: Child Supervision There is a consistent and p...	17	21	1	-	-	2	3	93%
B. 2.Student rights and responsibilities are clearly stated ...	17	19	1	1	-	3	3	88%
C. 3. Rules of behavior are periodically reviewed and revise...	13	21	2	-	-	5	3	83%
D. 4. Rules of behavior and consequences are consistently ap...	6	22	7	2	-	3	3	70%
E. 5. Counseling services are available.	31	9	-	-	-	1	4	98%
F. Section 2: Reports The residential program uses a system...	21	14	-	-	-	6	4	85%
G. 2. Written medical and emergency procedures are available...	16	16	-	1	-	8	3	78%
H. 3. Daily logs and checklists are maintained to record sig...	14	16	2	-	-	9	3	73%
I. 4. Incident reports are maintained in each cottage and re...	15	16	1	-	-	9	3	76%
J. Section Three: Cottage Facilities There are functional an...	28	7	-	-	3	3	4	85%
K. 2. Bedrooms contain adequate dresser drawers, mirrors, an...	31	9	-	-	-	1	4	98%
L. 3. Common living areas which are functional and comfortab...	31	9	-	-	-	1	4	98%
M. 4. Bathroom and shower facilities are accessible and prov...	22	15	1	-	-	2	4	93%
N. 5. Accessible laundry facilities are available for studen...	30	9	-	-	-	1	4	98%
O. 6. Quiet study areas are provided and suitably equipped w...	15	18	4	1	-	3	3	80%
P. 7. Accessible kitchen facilities are available for studen...	31	7	2	-	-	1	4	93%
Q. 8. Each student is provided a secure private space for pe...	24	11	-	-	-	6	4	85%

**Residential Department Survey
Accreditation 2010**

D4: Rules of behavior and consequences are consistently applied
Current Survey Results : 70 %)

Strengths:

1. Cottages meet with students at the start of each school year, draft rules as a group, and students sign in agreement.
2. Staff align responses and support co-workers with discipline and communication of behaviors & issues.
3. Individual student behavior plans, contracts, and protocols for the entire student population are in each cottage in an information notebook. Notebooks are kept in the cottage office to maintain confidentiality.
4. Staff Communicate regularly with parents to share successes as well as concerns or issues
5. Cottages are consistent with established student check-in and curfew guidelines
6. Students are held accountable for accepting personal ownership for behaviors and for commitments, e.g. extra curricular activity participation when signed up in advance for a given activity or outing.

Areas of Growth

1. Develop a consistent and effective communication system between cottages to share specific cottage rules and student behaviors, e.g. establish an annual practice of meeting at the start of each year by October 15 to share common and differing cottage rules and specific student situations. Update on a quarterly basis thereafter.
2. Establish a consistent process and place between cottages whereby intermittent employees are informed and kept current on cottage rules and student information, and are made aware of and follow established student protocols, behavior plans, and consequences.
3. Practice collaborative decision-making between work partners on a consistent basis.

Guiding Questions

1. Is the consequence suited to the child's behavior and appropriate to that child's maturity level?
2. Does consequence support student safety?
3. Is staff supporting each other in a like-minded manner?

H3: Daily logs and checklists are maintained to record significant activities, facilitate day-to-day planning, and problem solving, and to assist in implementing the individualized education program of each student

Current Survey Results: 73%

Strengths

1. Residential staff is provided core and confidential student information at the start of each school year, and as new students arrive.

2. Student charts for the residents of each cottage are kept in a consistent place in each cottage office and are available to staff for review and regular referral.

Growth Areas

1. Emphasis on the importance and purpose of student charts and charting during training & orientation for new employees.
2. Add charting to daily job duties/work schedule.
3. Charts are not user-friendly. Change charts to a three-ring binders for each student, or use one large notebook for all students in the cottage.

Guiding Questions

1. Are we meeting HIPPA requirements re: student confidentiality?
2. Is the system user-friendly, effective, and accessible to all employees working in the cottages.

G2: Written medical emergency procedures are available in each cottage and are clearly understood by all personnel

Current Survey Results: 78%

Strengths

1. Nightly reports are provided from the evening Nurse to the cottages, communicating most current student and medication information to night staff.
2. A Health Log Book containing allergy lists, seizure and other protocols, medical directives, health issues, and medication times for residents is located in each cottage and kept current.

Growth Area

1. Improve communication of student-related issues between day and evening nurses and residential staff. Residential staff needs to know what happens during the day and day nurse needs to know what happened in the evenings.
2. Health Center creates and uses distribution lists for emails to minimize the chance of information not reaching relevant staff.
3. A system is consistently followed whereby student toileting records are shared daily between day and evening programs.

Guiding Questions

1. Are HIPPA requirements being met?
2. Is necessary medical and health information effectively reaching all those who have direct care responsibilities for the student?

Residential Department Food Services

NOTE: Electronic results follow on subsequent page.

Instructions: Use the following rating scale to evaluate the extent to which the service meets each of the critical components of the program area.

- (4) The critical component is surpassed in an excellent manner
- (3) The critical component is met
- (2) The critical component is not met but there is an acceptable plan to do so
- (1) The critical component is not met and there are no acceptable plans to do so.
- (NA) the critical component does not apply
- (DK) I don't know

Section 1. Food Services. Food Services provide nutritional meals and are responsive to the social needs of students.

Critical Components:

1. Nutritional, well balanced meals are served in pleasant surroundings.
4 3 2 1 na dk
2. Comfortable seating arrangements are provided in a family style setting.
4 3 2 1 na dk
3. The number of students per table is small enough to encourage a relaxed atmosphere with opportunities for positive social experiences.
4 3 2 1 na dk
4. Sufficient time is provided for meals.
4 3 2 1 na dk
5. Adaptive eating utensils are provided as needed for students.
4 3 2 1 na dk
6. Instruction is provided in acceptable table etiquette, methods of handling food, and use of tableware.
4 3 2 1 na dk
7. Students have opportunities to plan menus, purchase food and prepare snacks and meals for instructional, recreational and leisure purposes.
4 3 2 1 na dk
8. Students have healthy, nutritional snacks.
4 3 2 1 na dk
9. Adequate equipment and supplies are provided for cookouts and special events.
4 3 2 1 na dk

10. Students have opportunities to evaluate and propose changes in the food service program.

4 3 2 1 na dk

11. A variety of serving methods is utilized, such as family style and cafeteria style.

4 3 2 1 na dk

12. Students are involved both as guests and as hosts in different social situations such as picnics, parties, formal and informal meals.

4 3 2 1 na dk

13. Students are offered opportunities to eat in various locations ranging from fast food to fine dining restaurants.

4 3 2 1 na dk

14. Special diets such as diets for weight control, low sodium and food allergies are available for students and are monitored routinely.

4 3 2 1 na dk

15. Adaptive feeding techniques and instruction are utilized as prescribed by specialists.

4 3 2 1 na dk

15. Menus are reviewed and approved by an appropriate nutritionist or dietician.

4 3 2 1 na dk

16. Food service facilities are inspected regularly and meet state and local health regulations.

4 3 2 1 na dk

Food Service Survey Results

	4	3	2	1	na	dk	Median	% Positive
Base							3	71%
A. Section 1. Food Services. Food Services provide nutriti...	3	17	3	4	-	2	3	69%
B. 2. Comfortable seating arrangements are provided in a fam...	12	16	2	-	-	-	3	93%
C. 3. The number of students per table is small enough to en...	11	17	-	-	-	1	3	97%
D. 4. Sufficient time is provided for meals	9	17	2	1	-	1	3	87%
E. 5. Adaptive eating utensils are provided as needed for st...	13	14	1	-	-	2	3	90%
F. 6. Instruction is provided in acceptable table etiquette,...	9	13	4	2	-	2	3	73%
G. 7. Students have opportunities to plan menus, purchase fo...	5	13	5	2	-	5	3	60%
H. 8. Students have healthy, nutritional snacks.	2	17	5	3	-	3	3	63%
I. 9. Adequate equipment and supplies are provided for cooko...	13	14	-	-	-	3	3	90%
J. 10. Students have opportunities to evaluate and propose c...	1	7	4	6	-	12	1	27%
K. 11. A variety of serving methods is utilized, such as fam...	11	16	2	1	-	-	3	90%
L. 12. Students are involved both as guests and as hosts in ...	5	15	3	2	-	5	3	67%
M. 13. Students are offered opportunities to eat in various ...	4	12	5	3	1	5	3	53%
N. 14. Special diets such as diets for weight control, low s...	8	12	4	3	-	3	3	67%
O. 15. Adaptive feeding techniques and instruction are utili...	6	19	1	-	1	3	3	83%
P. 16. Menus are reviewed and approved by an appropriate nut...	2	8	2	-	-	18	dk	33%
Q. 17. Food service facilities are inspected regularly and m...	10	8	-	-	-	12	3	60%

Food Service Survey - Accreditation 2010

A1: Nutritional, well-balanced meals are served in pleasant surroundings

Current Survey Results: 69%

Strengths

1. WSSB Food Service is a state health department inspected program that operates as a satellite kitchen of the WA State Center for Childhood Deafness and Hearing Loss (WSD). WSSB receives prepared meals from WSD for lunch and dinner as well as ready to heat and ready to eat items for breakfast and snack. The food received from WSD follow the nutrition standards set forth by the USDA and the National School Lunch Program.
2. Effective March 2010, donuts, pastries and sweet rolls have been removed from the breakfast menu and replaced with healthier protein-rich options.
3. Effective at the start of the 2009-10 school year, items served at lunch and dinner such as French fries, tater tots, chicken strips and nuggets, and fish portions are now baked instead of deep-fried.
4. A salad bar is a daily option at lunchtime.
5. Fresh fruit is available in the cottages daily.
6. Lunch is served in the school cafeteria at tables that seat six to eight students. The setting is clean, accessible, spacious, well-lighted, and cheerful.
7. Breakfast, dinner, and snack are served in the cottages in the dining room. Each dining room has the appropriate number of tables and chairs to accommodate the residents. Meals are eaten together in a family-like setting.

Areas of Growth

1. Continue to work with WSD to establish a school menu that provides meals and snacks that are lower in starches, fats, and sugars.

Guiding Questions

1. Are the meals we provide well-balanced and healthy?
 2. Are we meeting all state and national guidelines?
 3. What can we do to counter the trend toward obesity of American youth?
-

F6: Instruction is provided in appropriate table etiquette, methods of handling food, and use of tableware

Current Survey Results: 73%

Strengths

1. During individual DLS classes, students are instructed in how to prepare, handle, and store food safely and appropriately.
2. Appropriate methods for cutting, pouring, and use of eating and serving utensils are taught and reinforced during mealtime.
3. Social and table etiquette are an integral part of the skills students are taught in the residential program. Students take turns setting the table. Each student is responsible for clearing their place, scraping, rinsing, and placing tableware into the dishwasher after dinner.

Areas of Growth

1. Due to busy after school schedules, serving dinner buffet style has become the norm. To ensure students practice the skills they are learning or have acquired, plan family style dinners a minimum of twice a week.
2. Work with individual(s) leading the proposed after school “dining club” to compile a manual or basic set of guidelines for table etiquette and manners to be used as a core resource for teaching and assessing table etiquette skills.

Guiding Questions

1. Are we remaining “child-centered” in our goals setting and skill assessment for students?
 2. Will what students are learning serve them throughout their lifetime?
 3. Are what students learning reflective of today’s social expectations?
-

G7: Students have an opportunity to plan menus, purchase food, and prepare snacks and meals for instructional, recreational, and leisure purposes

Current Survey Results: 60%

Strengths

1. Developed and implemented Wednesday night Cottage DLS supper where students assist as a group to prepare dinner.
2. Individual and small group DLS instruction after school.
3. Students have the option of preparing their own evening meal if they choose not to eat the planned dinner meal. Students warm up leftovers.
4. Students had the opportunity to respond to a 2009 snack survey to provide input on their likes and dislikes. Student input is being used to explore new, healthy options.
5. Information from students is gathered on a regular basis and passed on to WSD as input for menu planning.

Growth Areas

1. On quarterly basis, have students plan a meal based on a given dollar amount/person, shop for, and prepare meal (similar to YES) . Use individual DLS time for shopping.
2. Schedule students on a rotational basis who will help prepare dinner on Wednesdays while others clean rooms, etc., or attend other activities. Develop the rotational schedule with students. As there are frequent scheduling conflicts, this will enhance and more equitably provide quality learning opportunities for all residential students.
3. Students do as much prep work for Wednesday dinners as possible the night before.
4. Cottages decide dinner time based on the meal being prepared and other scheduled activities on Wednesdays.

Guiding Questions

1. Is what we are teaching going to prepare students for life after WSSB?
 2. Are our expectations realistic for the individual students we are instructing?
-

H8: Students have healthy, nutritional snacks

Current Survey Results: 63%

Strengths

1. The food served at WSSB follows the nutrition standards set forth by the USDA and the National School Lunch Program.

2. In 2009 students had the opportunity to respond to a snack survey generated by WSSB Food Service to provide input on their likes and dislikes. Student input is being used to explore new, healthy options.

Guiding Questions

1. What instruction can we provide to ensure students have a solid knowledge about nutrition and the effects of poor eating choices?
 2. What can we do to counter the trend toward obesity of American youth?
 3. What snacks can we provide that students will eat and will be nutritious?
-

J10: Students have opportunity to evaluate and propose changes in the Food Service program

Current Survey Results: 27%

Strengths

1. Wednesday DLS Cooking Night provides students the opportunity to plan and prepare menus of their choice that follow basic nutritional guidelines.
2. In 2009 students had the opportunity to respond to a snack survey generated by WSSB Food Service to provide input on their likes and dislikes. Student input is being used to explore new, healthier options.
3. Input gathered by WSSB Food Service Manager is provided to WSD as input for changes and choices for meal planning.

Areas of Growth

1. Conduct an annual menu and snack survey to gather student input for possible changes.

Guiding Questions

1. Is input from students nutritionally sound?
 2. Do suggestions fall within our purchasing ability (state contracts, budget) and facility capabilities?
-

L 12: Students are involved as both guests and hosts in different social situations such as picnics, parties, formal and informal meals

Current Survey Results: 67%

Strengths

1. Students periodically invite friends for dinner and are invited to share an evening meal or dessert at another cottage.
2. Students organize seasonal and/or birthday parties in their resident cottage and attend celebrations planned and hosted by friends in neighboring cottages.
3. Students plan and attend special themed school events on and off-campus, e.g. prom, winter formal, Valentine's dinner/dance, Greek Night.

Growth Areas

1. When parents and guests are on campus and visit cottages, place a greater focus on encouraging students to practice their social and hosting skills by asking visitors if they would care for a beverage, meal, or desert, as appropriate, and taking time to converse with them.

Guiding Questions

1. Is what we are modeling and teaching preparing students for life after WSSB?
 2. As we set social goals for students and assess their skill levels, are we considering the cultural and socio-economic environment of each student outside the school?
-

M 13: Students are offered opportunities to eat in various locations ranging from fast food to fine dining restaurants

Current Survey Results: 53%

Strengths

1. Through the Community Experience, Orientation & Mobility, and After School and Evening Recreation programs, students have the opportunity to eat in various casual dining settings within the local community, e.g. pizza parlors, Jamba Juice, Carl's Jr., Denny's, Blind Onion.
2. As funding permits, and working within a specified meal budget, students have the annual opportunity to dine at local restaurants of their choice for end-of-year celebrations and end of season sports celebrations.
3. During Daily Living Skills (DLS) shopping outings, students sometimes elect to eat at fast-food restaurants. WSSB provides the adequate staffing and transportation to support the opportunity and students use their own money. This provides a near "real-world" experience for them.
4. Students having earned their "Walking Papers," use the local transit system to eat out with friends. This provides a complete "real-world" experience for them.

Areas of Growth

1. Develop a program that will provide learning opportunities within the cottage setting to emulate fine dining experiences.
2. During springtime, organize one or more picnics (with games) to the park across the street.
3. Through our Volunteer program, find a lead person to develop and teach social and table etiquette specific to fine dining as part of students' After School Activity program. Offer an outing and meal at a fine dining restaurant as a "graduation" prize for completing the program.
4. Offer the opportunity to students who want to use their own money to eat at local restaurants on a quarterly basis. WSSB arranges transportation and staffing for these outings, providing partial scholarships, as funding allows.

Guiding Questions

1. Are we taking advantages of opportunities in the local community that will provide these experiences?
 2. Are we maximizing and making full use of the learning experiences available to students on campus?
 3. Are students encouraged to invite friends for dinner?
 4. Are we taking advantage of having volunteer on campus to provide students the experience of hosting them for dinner, desert, tea, etc?
-

N14: Special diets such as diets for weight control, , low sodium, and food allergies are available for students, and are monitored routinely

Current Survey Results: 67^%

Strengths

1. As a long-standing practice, WSSB provides special diets such as gluten-free, lactose intolerant, low sodium, low fat and vegetarian meals. Medical verification and parent consult are integral to the special diet request process.

Areas of Growth

1. To promote a wider degree of understanding among staff, students, and parents regarding the special diet request process, the WSSB Food Service Manager has created a “Food Service News” section addition to our website to let everyone know about special diet availability.
2. The Food Service Manager will review the Student-Parent Handbook to determine any needed changes to better clarify special diet availability and how to make requests.

Guiding Questions

1. Is our communication with parents, staff, and students about special diets clear, easy to access, and available in appropriate documents and places, and distributed effectively?
2. Is the special diet request process straight-forward, effective, and medically sound?
3. Do our special diets meet standard nutritional guidelines specific to the diet concerned?
4. Is needed documentation regarding special diet requests in place and easily accessed, if needed?

P 16: Menus are reviewed and approved by an appropriate nutritionist or dietitian

Current Survey Results: 33%

Q17: Food Service facilities are inspected regularly and meet state and local regulations

Current Survey Results: 60%

Strengths

1. WSSB Food Service is a state inspected program and facility.
2. WSSB’s Food Service Manager is a State certified Food Safety Manager.
3. Menus are reviewed by the WSD nurse and meet USDA and National School Lunch standards.

Areas of Growth

1. To promote a wider understanding among staff, students, and parents regarding the operations and regular inspection of the WSSB Food Service program and facility, the Food Service Manager has created a “Food Service News” section on our school website with an overview of how the program operates and clarification on the state and national standards it adheres to in order to provide high quality service to our students and staff.

Guiding Questions

1. Are we in compliance with all state and national requirements?
2. Are we keeping up with changes in regulations, requirements, and training needs?
3. Is our equipment and facility ready at any time for inspection?
4. What can we do to improve understanding among WSSB employees, students, and their families about how the Food Service program operates and the quality standards with which it complies?
5. Are we maintaining an open mind and approach regarding proposed changes and possible ways to improve our service delivery?

Food Service News

March 2010

The WSSB food service department is a state health department inspected facility that operates as a satellite kitchen of the Washington State Center for Childhood Deafness and Hearing Loss (WSD). WSSB receives prepared meals from WSD for lunch and dinner as well as ready to heat and ready to eat food items for breakfast and snack. We are able to accommodate special diets such as gluten free, lactose intolerant, low sodium, low fat and vegetarian. The foods received from WSD follow the nutrition standards set forth by the USDA and the National School Lunch Program.

We would like to welcome Frank Gianninoto, the new food manager at WSD. I will be working with him to continue to make changes to the menu to promote healthier eating. A big change this year to the lunch and dinner menu has been the baking instead of deep-frying of items like french fries, tator tots, chicken nuggets, fish portions, and chicken strips. The quality of these items has not been changed, but their fat content is being kept in check.

Coming in March we'll see the elimination of donuts and pastry items from the breakfast menu. These items will be replaced with healthier, protein rich options to energize student's minds and bodies to better prepare them for the day ahead.

We have completed a student snack survey to find out likes and dislikes with the snack menu. Student input will be used to explore new options. Information from our students is passed on to WSD and used for menu planning.

Wednesday night Daily Living Skills dinner is a student planned and prepared meal that helps teach the students valuable independence skills in a family style setting.

Food quality continues to improve. Fresh fruits and vegetables are offered at all meals and our lunchtime salad bar provides yet another healthy eating choice.

Please e-mail any questions, comments, concerns or suggestions to: bob.lonnee@wssb.wa.gov.

Questions concerning your child's lunch account balance are handled by our business office.
Contact: randy.nelson@wssb.wa.gov

Thanks for your time, Bob Lonnee-Food Manager

Health Center Program Description

The function of the Health Center at Washington State School for the Blind is to care for both the short term and the long term health needs of students. Students receive medical care for acute and chronic health conditions, while learning about their medical conditions and how to care for their needs. The students are given the framework and training to care for their medical needs as independently as possible based on the student's ability.

Preventative health is stressed in areas such as nutrition, disease prevention, substance abuse prevention, smoking cessation, and avoidance of risky lifestyle behaviors. Many classes for students are offered by the Health Center. This is done on an individual basis or in a group teaching setting. Staff are also informed and receive instruction regarding individual student medical needs they need to be aware of to best support the student's education and overall health. The nurses collaborate with parents, physicians, clinics, pharmacists, speech pathologists, teachers, counselors, and physical therapists to coordinate the care needed possible for the students attending WSSB.

Courses Offered:

- Self-medication program; high school and middle school students have the option of learning to medicate themselves in their living environment with nurse oversight.
- Individual and group classes; classes are based on student's interests and health needs including but not limited to: diabetes education, smoking cessation, nutrition, hygiene, CPR/first aid, infant care awareness, dental hygiene.

Goals for Students:

- The student will understand his/her medical conditions and how to care for them and advocate for their needs as independently as possible.
- The student will understand his/her medications and know their uses, dosages, and medication schedule.
- The student will understand and demonstrate healthy lifestyle choices in the areas of nutrition, disease prevention, and abstinence from illegal drug use.
- The students, who are interested, will have the option of participating in a training course and working as a health center assistants.

Alignment of State EALRs:

Future Standards for Department:

- Begin optional after school activity in health teaching/learning health promotion activities.
- Provide training for students interested in working in the health center.
- Incorporate work experience students to become involved in jobs in the health center and increase job related experience in the health care field.
- Provide students with information to research health related topics of their own conditions or other medical topics.

Areas of Improvement

- Broadened teaching focus to group situations (classrooms and cottage classes) to impact more students, as well as continuing with focused individual needs teaching.
- Increase involvement with IEP planning related to student health goals.
- Assessed teaching needs and updated health center resources.

Plan of Action:

- Create quarterly list of classes available to students and post on the Health Center website and distribute to staff and students.
- Create health center assistant training program goals and objectives, purchase teaching materials, and design daily lessons. Plan tasks that student health center assistants may assist with in the health center, while working within confidentiality guidelines and student capabilities.

Evidence of Improvement:

- After school health promotion classes will be offered.
- Interested students will be given the opportunity to work in the health center after completing appropriate training course.
- Student development in regards to health goals will be clearly documented.
- Students will have access to appropriate medical information and the health center can be utilized as a reference and resource for school and personal research.

Evidence of Improvement:

- 90% of capable students will understand medical conditions and how to care for them independently depending on student capability.
- 90% of capable students will understand their medication uses, dosages, and medication schedule.

Self-Administration of Medication Program

The purpose of the self-medication program is to promote personal responsibility, self-esteem, and independence by teaching students the skills required to independently and properly prepare and take prescribed routine medications.

Self-administration of medication is permitted only for students who demonstrate appropriate abilities, who have the permission of the parent/guardian, and upon recommendation from WSSB staff after consultation with WSSB nurses and the student's attending physician. Self-administration of medication must also be a part of the student's individual education program (IEP), implemented by the nurses, and closely monitored by nursing and residential staff.

There are three levels to the self-medication program:

- Level 1 – Novice
- Level 2 – Intermediate
- Level 3 – Advanced

Each level promotes a progressively higher degree of independence and responsibility.

The self-medication program is a privilege and not a right. In order to participate in the self-medication program the student must exhibit a high standard of responsibility and be willing and capable of learning about proper medication administration. Failure to follow the steps outlined in the Self Medication Program will result in the loss of privilege.

Student Allergy Information 2009-2010 (Updated 2/25/10)

An - No allergies.

Ap - No allergies.

B - No allergies.

B - No allergies.

***B** - Allergic to tree nuts, legumes, green beans, peas, corn (carries Epi-Pen).

C - No allergies.

C - No allergies.

Cl - No allergies.

C - No allergies.

D - No allergies.

D-no allergies

E - No allergies.

F -give Benedryl for insect bites

F - No allergies, parent report of asthma.

G - No allergies.

G -no allergies

Gr - No allergies.

G - No food allergies. Allergic to Sudafed (medication only).

G -no allergies

G - No allergies.

H - No food allergies. Allergic to Ativan, Proventil, and Versed (medications only).

H - No food or medication allergies. (Allergic to cats).

H - No allergies.

H -penicillin, sulfa drugs, erythromycin, pertussis

J - No allergies.

Ma - No food allergies. Allergic to Ceclor (medication only).

M: no food allergies, Ceclor (medication)

M -no allergies

N - No allergies.

N -no allergies

O -no allergies

P - No allergies.

P - No allergies.

P - No allergies.

***P** - No food allergies. Allergic to bee stings (carries Epi-Pen).

P-no allergies

R - No allergies.

Ri - No food allergies. Allergic to penicillin (medication).

Ri - No allergies.

Ro - Allergic to Prilosec, hydrochloride and penicillin (medications).

R - No allergies.

Sa - No allergies.

St - No food or medication allergies. (Allergic to dogs, cats, horses).

Sh - Allergic to shellfish and pineapple. Allergic to Amoxicillin and Sulfa (medications).

S: no food or drug allergies

S - No allergies.

So: no food or drug allergies

Ta - No allergies.

T - No allergies.

Ti - No allergies.

To - No allergies.

Tr - No allergies.

Tu - No allergies.

Ve - No food allergies. Allergic to Amoxicillin (medication).

We - No food allergies. Allergic to Depo Provera, and Augmentin (medications).

Wi - No allergies.

Wi - Latex sensitivity. No food allergies. Allergic to Sulfa (medication).

WSSB - Campus Map Progress Report – Future Plans 1990 - 2015



General Campus preservation projects have occurred throughout the campus on a regular basis since 1991

The first buildings were located on the site of this campus in 1886. The oldest building being used today is the Boiler House Building which was constructed in 1892. The Boiler House, along with the Dry Building (1921) and Old Main (1915) are on the National Historic Register.

As you can see from the above map, the school has had an active long range capital plan that has resulted in just about the total remodeling of all facilities. The current facilities are in excellent condition with the exception of those that are slated for replacement.

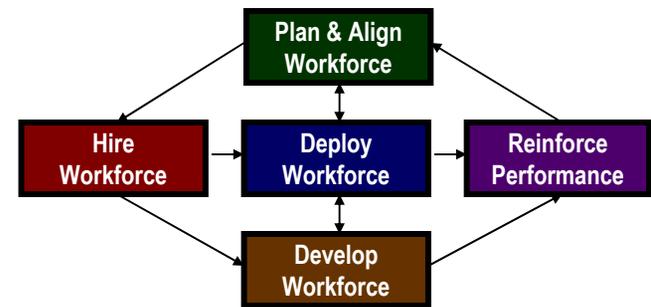
The school's facilities are used by approximately 50,000 individuals per year. These partnerships have been a key in the success of the school's capital plan along with solid future strategic planning, which has been driven by program needs within our state.

For more detailed information contact:

Dr. Dean O. Stenehjem, Superintendent
Washington State School for the Blind
(360) 696-6321, extension 130
(dean.stenehjem@wssb.wa.gov)

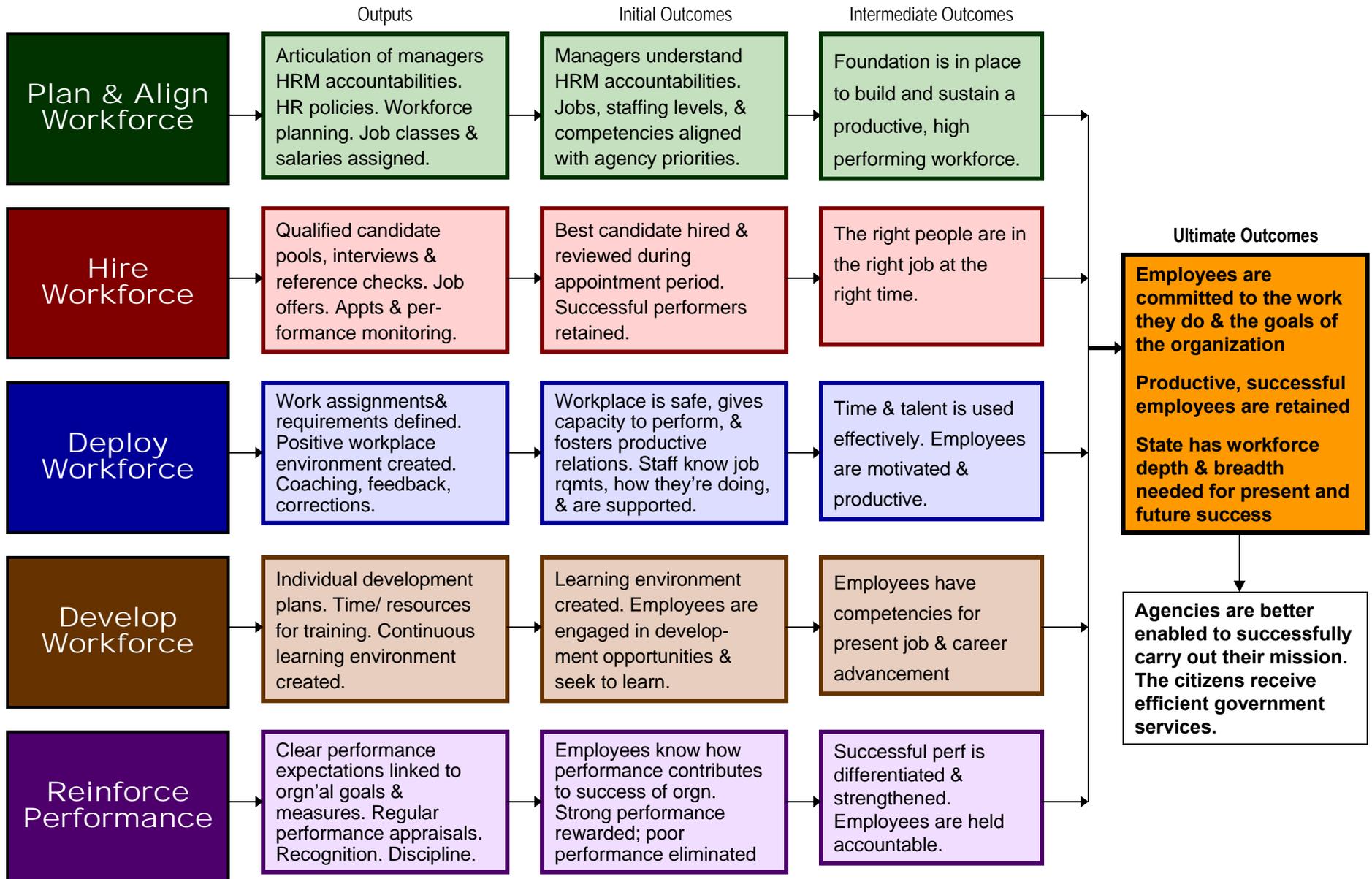
State of Washington
WA State School for the Blind

Human Resource
Management Report



October 2009

Managers' Logic Model for Workforce Management



Executive Summary

Performance Measure	Status	Action Priority ^e	Comments
PLAN & ALIGN WORKFORCE			
Management profile ^a	9% = "Managers"; 5.3% = WMS only	High	WMS control point = 5.4
% employees with current position/competency descriptions ^b	86.00%	High	
HIRE WORKFORCE			
Average Time to Hire Funded Vacancies ^c	330 avg days to hire (of 3 vacancies filled)	High	
Candidate quality ratings ^c	100% cand. interviewed had competencies needed 100% mgrs said they were able to hire best candidate	High	
Hiring balance (% types of appointments) ^c	0% promo; 100% new hires; 0% transfers; 0% exempts;	Medium	
Number of separations during post-hire review period ^c	0	Medium	
DEPLOY WORKFORCE			
Percent employees with current performance expectations ^b	94.00%	High	
Overtime usage: (monthly average) ^c	0.15 hours (per capita); 1.79% of EEs receiving OT	Medium	
Sick leave usage: (monthly average) ^c	4.7 hours (per capita)	Low	
# of non-disciplinary grievances ^c	0 grievances	Medium	
# of non-disciplinary appeals & Dir's Reviews filed ^c	0 appeals, 0 Director's Reviews	Medium	
DEVELOP WORKFORCE			
Percent employees with current individual training plans ^b	100.00%	High	
REINFORCE PERFORMANCE			
Percent employees with current performance evaluations ^b	94.00%	High	
Number of formal disciplinary actions taken ^c	1	Medium	
Number of disciplinary grievances and appeals filed ^c	0 grievances; 0 appeals	Medium	
ULTIMATE OUTCOMES			
Turnover percentages (leaving state service) ^c	5.00%	Low	
Diversity Profile ^a	68% female; 14% people of color; 78% 40+; 17% with disabilities	Medium	
Employee survey overall average rating ^d	4.17, 4.0 survey responses	High	

a) Data as of 6/30/09

b) Data as of 6/30/09 or agency may use more current date (if so, please note in the "Comments" section)

c) Data from 7/1/08 through 6/30/09

d) Data as of November 2007 State Employee Survey

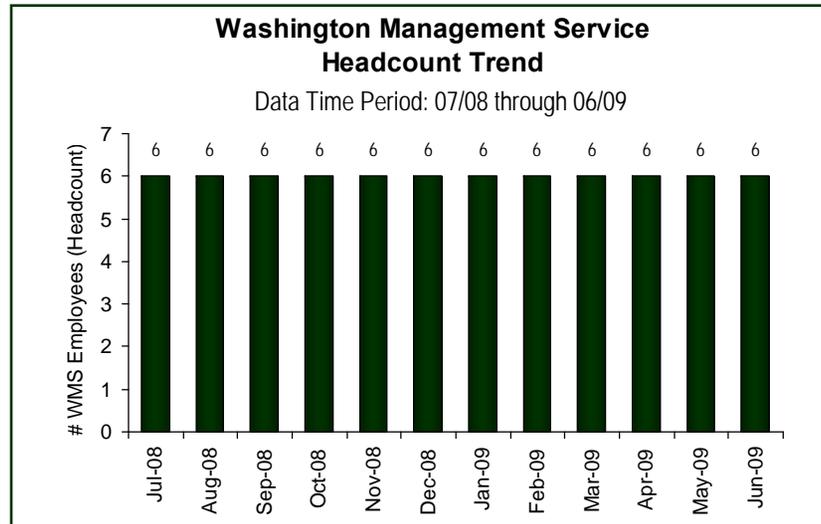
e) Action Priority: H=High, M=Medium, L=Low For those measures that have Action Steps

Management Profile

Agency Priority: High

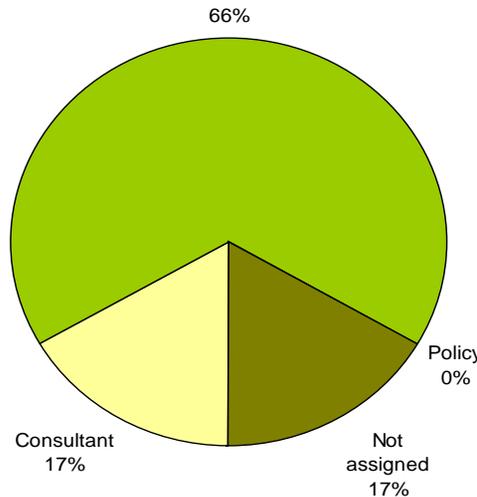
WMS Employees Headcount = 6.0
Percent of agency workforce that is WMS = 5.3%
All Managers* Headcount = 10
Percent of agency workforce that is Managers* = 9.0%

* In positions coded as "Manager" (includes EMS, WMS, and GS)



WMS Management Type

Management	4
Consultant	1
Policy	0
Not Assigned	1



Data as of [06/09
 Source: BI & Agency records

Plan & Align Workforce

Outcomes:

Managers understand workforce management accountabilities. Jobs and competencies are defined and aligned with business priorities. Overall foundation is in place to build & sustain a high performing workforce.

Performance Measures:

Management profile

Workforce Planning measure (TBD)

Percent employees with current position/competency descriptions

Analysis:

- **WMS Control Point: 5.4**

Action Steps: (What, by whom, by when)

- The Buildings and Grounds Manager and the Digital Learning Coordinator positions are currently under review for reclassification
 - The Human Resources Manager will continue to work with Department of Personnel Classification Specialist to prepare all necessary documentation to request reclassification of these two positions from WMS to EMS
- Effective September 1, 2009, the Regional Coordinator position was abolished as previously scheduled and the employee was reinstated into a Teacher of the Visually Impaired position.
- The Human Resources Manager will assign the appropriate management type to the "Not Assigned" position with an effective date of October 1, 2008.

Plan & Align Workforce

Outcomes:

Managers understand workforce management accountabilities. Jobs and competencies are defined and aligned with business priorities. Overall foundation is in place to build & sustain a high performing workforce.

Performance Measures:

Management profile

Workforce Planning measure (TBD)

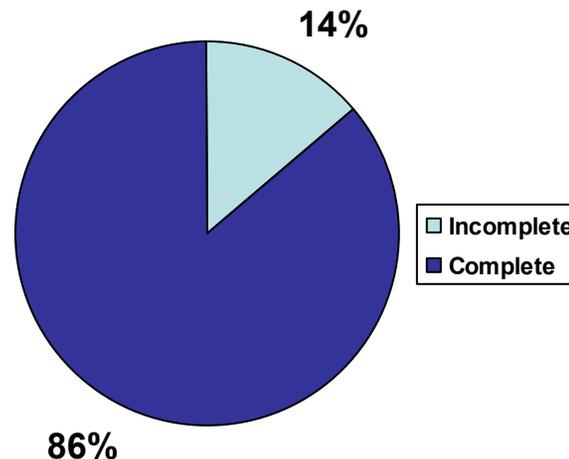
Percent employees with current position/competency descriptions

Current Position/Competency Descriptions

Agency Priority: High

Percent employees with current position/competency descriptions = 86%

*Based on 93 of 108 reported employee count
Applies to employees in permanent positions, both WMS & GS



Analysis:

- The majority of classified position description forms are current.
- Four Residential Life Counselor position description forms need to be updated to reflect changes made to the long distance bus contract changes.
- WMS/EMS position descriptions were last reviewed in 2006.
- Reorganization due to budget cuts have created cause for adjustment to positions descriptions in all departments.

Action Steps: (What, by whom, by when)

- The Human Resources Department will review all position description forms to ensure all agency-wide language (CPS mandatory reporting, student safety, etc.) is incorporated and changes have been reflected.
 - Timeline: 8 to 10 Position Descriptions Forms (PDFs) review per month beginning October 2009.
 - Highest priority is assigned to WMS and Residential Life Counselor positions.

Data as of 06/09
Source: Agency Records

Hire Workforce

Time-to-Hire / Candidate Quality

Outcomes:

Best candidates are hired and reviewed during appointment period. The right people are in the right job at the right time.

Performance Measures

Time-to-hire vacancies

Candidate quality

Hiring Balance (proportion of appointment types)

Separation during review period

Agency Priority: High

Time-to-Hire Funded Vacancies	
Average number of days to hire*:	330
Number of vacancies filled:	3
*Equals # of days from the date the hiring supervisor informs the agency HR Office to start the process to fill the position, to the date the job offer is accepted.	

Agency Priority: High

Candidate Quality	
Of the candidates interviewed for vacancies, how many had the competencies (knowledge, skills & abilities) needed to perform the job?	
Number = 41	Percentage = 100%
Of the candidates interviewed, were hiring managers able to hire the best candidate for the job?	
Hiring managers indicating "yes":	
Number = 3	Percentage = 100%
Hiring managers indicating "no":	
Number = 0	Percentage = 100%

Analysis:

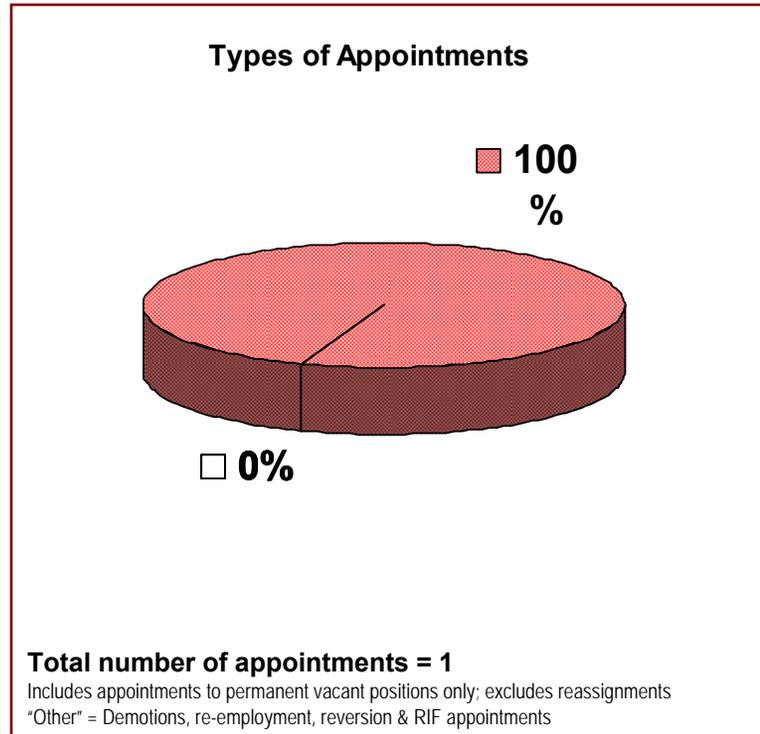
- On-call positions are not included in the count.
- There were three vacancies that were filled during the review period
 - Registered Nurse 1
 - Teacher of the Visually Impaired
 - Secretary Senior
 - 1st advertisement posted July 2008
 - Recruitment placed on hold due to statewide hiring freeze.
 - Position filled in May 2009

Action Steps: (What, by whom, by when)

- No action steps to be taken at this time.

Hiring Balance / Separations During Review Period

Agency Priority: Medium



Agency Priority: Medium

Separation During Review Period	
Probationary separations - Voluntary	0
Probationary separations - Involuntary	0
<i>Total Probationary Separations</i>	<i>0</i>
Trial Service separations - Voluntary	0
Trial Service separations - Involuntary	0
<i>Total Trial Service Separations</i>	<i>0</i>
Total Separations During Review Period	0

Data Time Period: 07/08 through 06/09
 Source: Agency Records

Analysis:

- WSSB has hired 3 new employees
 - Registered Nurse 1
 - Teacher of the Visually Impaired
 - Secretary Senior
 - On-call appointments are not included in count.
- There have been no separations during the review period.

Action Steps: (What, by whom, by when)

- The Human Resources Manager will provide assistance and training to complete interim reviews of probationary employees.
 - Timeline: close to 4 months post effective hire date
- The Human Resources Manager will delay action step assigned in 2008 "Relationship building for recruitment of teachers through university and college programs."
 - Due to the economic situation, the Portland State University Teacher of the Visually Impaired (TVI) program has been temporarily discontinued.
 - Districts have conducted lay-offs resulting in displacement of many teachers. The Human Resources Manager will focus on contacting candidates directly in the event of TVI opening.

Hire Workforce

Outcomes:

Best candidates are hired and reviewed during appointment period. The right people are in the right job at the right time.

Performance Measures

Time-to-hire vacancies

Candidate quality

Hiring Balance (proportion of appointment types)

Separation during review period

Deploy Workforce

Outcomes:

Staff know job expectations, how they're doing, & are supported. Workplace is safe, gives capacity to perform, & fosters productive relations. Employee time and talent is used effectively. Employees are motivated.

Performance Measures

Percent employees with current performance expectations

Overtime usage

Sick leave usage

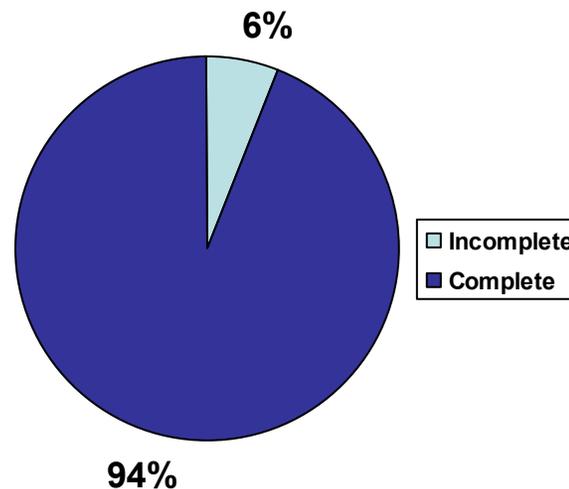
Non-disciplinary grievances/appeals filed and disposition (outcomes)

Current Performance Expectations

Agency Priority: High

Percent employees with current performance expectations = 94%*

*Based on 103 of 108 reported employee count
Applies to employees in permanent positions, both WMS & GS



Analysis:

- One month prior to commencement of the new school year, some changes were made in the Education department that impacts 5 employees' expectations
 - WSSB On-Campus program has launched an on-line base classroom for students. This has required some expectations to be shifted for the impacted staff.

Action Steps: (What, by whom, by when)

- The Human Resources Manager will work with the supervisors to these departments to complete the remaining expectation revisions.

Data as of 06/09
Source: Agency Records

Deploy Workforce

Outcomes:

Staff know job expectations, how they're doing, & are supported. Workplace is safe, gives capacity to perform, & fosters productive relations. Employee time and talent is used effectively. Employees are motivated.

Performance Measures

Percent employees with current performance expectations

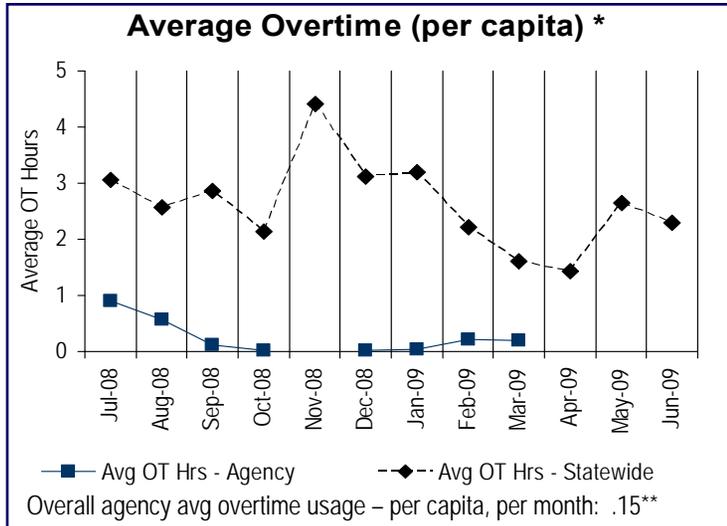
Overtime usage

Sick leave usage

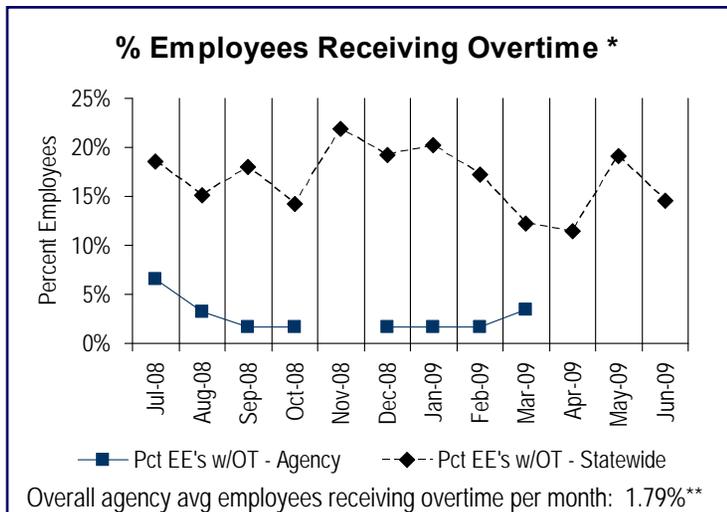
Non-disciplinary grievances/appeals filed and disposition (outcomes)

Overtime Usage

Agency Priority: Medium



**Overall agency avg overtime usage - per capita, per month = sum of monthly OT averages / # months

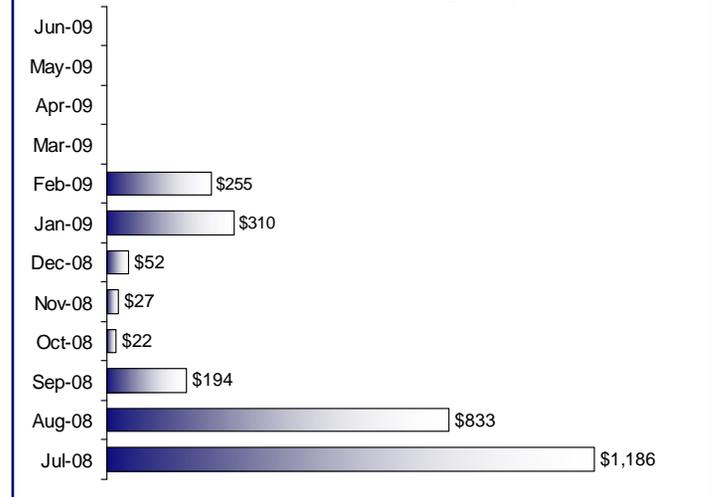


**Overall agency avg employees receiving overtime per month = sum of monthly OT percentages / # months

*Statewide overtime values do not include DNR

Data Time Period: 07/08 through 06/09
Source: Business Intelligence/Agency GMAP data

Overtime Cost - Agency



Analysis:

- Overtime costs are linked to shift employees who provide direct service to students.
- Some overtime costs were attributed to unanticipated travel issues (student long distance transportation).

Action Steps: (What, by whom, by when)

- Work schedules for Residential Life Counselors who perform bus monitor duties were changed effective 9/1/09. These schedules have been adjusted to increase the bus run day by two hours and to reflect changes necessary as a result of the new bussing contracts.
- Supervisors will continue to monitor overtime and identify new staffing strategies.

Deploy Workforce

Outcomes:

Staff know job expectations, how they're doing, & are supported. Workplace is safe, gives capacity to perform, & fosters productive relations. Employee time and talent is used effectively. Employees are motivated.

Performance Measures

Percent employees with current performance expectations

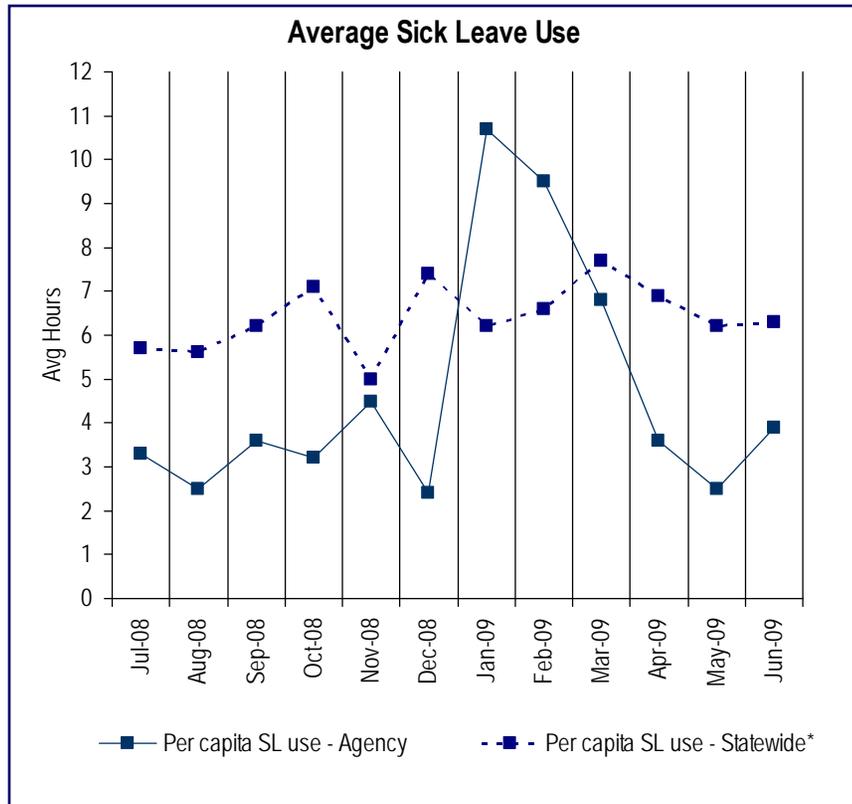
Overtime usage

Sick leave usage

Non-disciplinary grievances/appeals filed and disposition (outcomes)

Sick Leave Usage

Agency Priority: Low



Analysis:

- Employee sick leave trends continue to mirror the absence trends of WSSB students.
- Sick leave use tends to increase after the winter break, when students with contagion illness returned to campus.

Action Steps: (What, by whom, by when)

- Employees will continue to be reminded by administration not to come work with contagion symptoms (i.e. fever, body aches, etc.)
- The Residential Director is currently working with the Human Resources Manager to update and revise the WSSB Continuity of Operations Plan (COOP.) The deadline for plan completion has been set at December 15, 2009.
 - The COOP plan is a "living document" and will need to be updated as programs change and student enrollment increases/decreases.

Sick Leave Hrs Used / Sick Leave Balance (per capita)

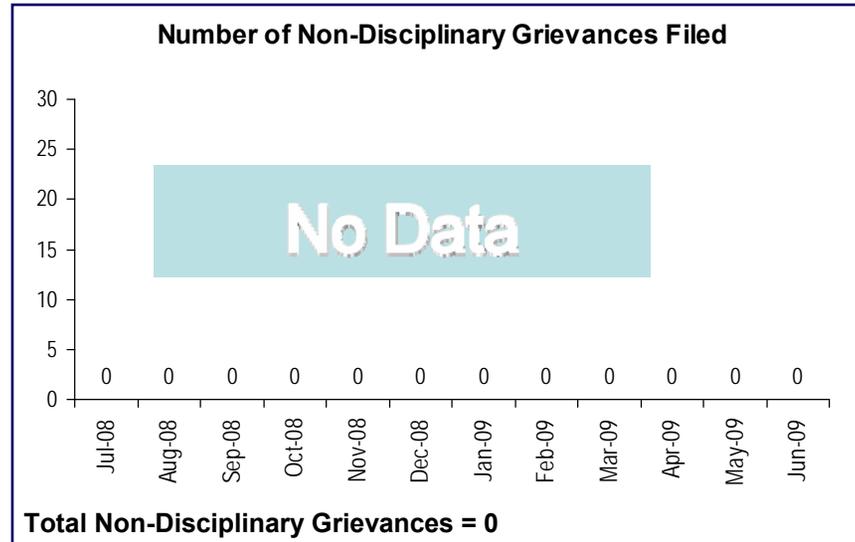
Avg Hrs SL Used (per capita) - Agency	Avg SL Balance (per capita) - Agency	Avg Hrs SL Used (per capita) - Statewide*	Avg SL Balance (per capita) - Statewide*
4.7 Hrs	383.4 Hrs	6.4 Hrs	240.2 Hrs

* Statewide data does not include DOL, DOR, L&I, and LCB

Data Time Period: 07/08 through 06/09
Source: DOP Provided report/Agency Records

Non-Disciplinary Grievances (represented employees)

Agency Priority: Medium



* There may not be a one-to-one correlation between the number of grievances filed (shown top of page) and the outcomes determined during this time period. The time lag between filing date and when a decision is rendered can cross the time periods indicated.

Non-Disciplinary Grievance Disposition*

(Outcomes determined during time period listed below)

- No grievances were filed during the review period.

Top 5 Non-Disciplinary Grievance Types (i.e., Compensation, Overtime, Leave, etc)

Grievance Type	# Grievances
1.	0
2.	0
3.	0
4.	0
5.	0

Analysis:

- No grievances filed during the review period

Action Steps: (What, by whom, by when)

- The Human Resources Manager will continue to provide and arrange training for all supervisors and managers. Training topics to include:
 - Collective Bargaining Agreement
 - Effective Communication
 - Performance Development Plans
 - Employee Evaluations
 - Just Cause Disciplinary Process
 - Risk Management for Supervisors

Data Time Period:07/08 through 06/09
 Source: Agency Records/LRO Grievance Report

Deploy Workforce

Outcomes:

Staff know job expectations, how they're doing, & are supported. Workplace is safe, gives capacity to perform, & fosters productive relations. Employee time and talent is used effectively. Employees are motivated.

Performance Measures

Percent employees with current performance expectations

Overtime usage

Sick leave usage

Non-disciplinary grievances/appeals filed and disposition (outcomes)

Deploy Workforce

Outcomes:

Staff know job expectations, how they're doing, & are supported. Workplace is safe, gives capacity to perform, & fosters productive relations. Employee time and talent is used effectively. Employees are motivated.

Performance Measures

Percent employees with current performance expectations

Overtime usage

Sick leave usage

Non-disciplinary grievances/appeals filed and disposition (outcomes)

Non-Disciplinary Appeals (mostly non-represented employees)

Agency Priority: Medium

Filings for DOP Director's Review

- 0 Job classification
- 0 Rule violation
- 0 Name removal from Layoff List
- 0 Exam results or name removal from applicant/candidate pool, *if DOP did assessment*
- 0 Remedial action

0 Total filings

Filings with Personnel Resources Board

- 0 Job classification
- 0 Other exceptions to Director Review
- 0 Layoff
- 0 Disability separation
- 0 Non-disciplinary separation

0 Total filings

Non-Disciplinary appeals only are shown above.

There is no one-to-one correlation between the filings shown above and the outcomes displayed in the charts below. The time lag between filing date and when a decision is rendered can cross the time periods indicated.

Director's Review Outcomes



Total outcomes = 0

Data Time Period: 07/08 through 06/09
Source: Department of Personnel

Personnel Resources Board Outcomes



Total outcomes = 0

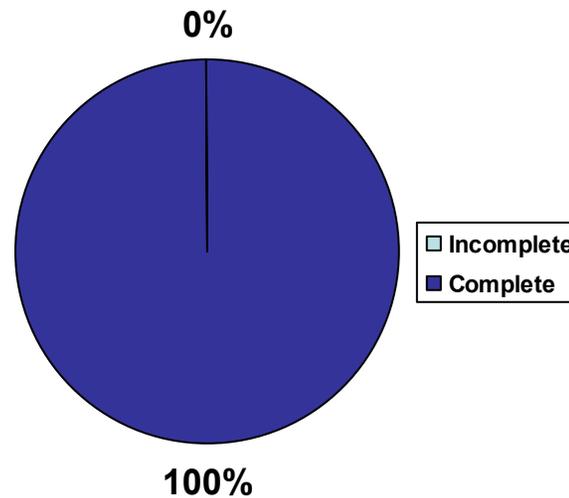
Develop Workforce

Individual Development Plans

Agency Priority: High

Percent employees with current individual development plans = 100%

*Based on 108 of 108 reported employee count
Applies to employees in permanent positions, both WMS & GS



Analysis:

- The Human Resources Department establishes individual development plans for each WSSB employee.
 - These development plans are based upon federal, state, and other training and safety regulations and requirements.
 - Supervisors can choose to expand on these requirements in the PDP.

Action Steps: (What, by whom, by when)

- Human Resources will continue to develop employee plans annually.

Outcomes:

A learning environment is created. Employees are engaged in professional development and seek to learn. Employees have competencies needed for present job and future advancement.

Performance Measures

Percent employees with current individual development plans

Competency gap analysis (TBD)

Current Performance Evaluations

Agency Priority: High

Percent employees with current performance evaluations = 94%*

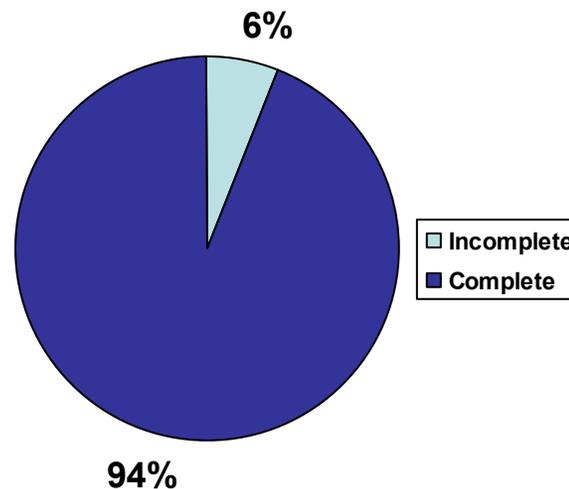
*Based on 103 of 108 reported employee count
Applies to employees in permanent positions, both WMS & GS

Analysis:

- 5 employee evaluations have been postponed while expectations are being revised due to changes made in the Education Department. Please see the Current Performance Expectations slide.

Action Steps: (What, by whom, by when)

- Please see the Current Performance Expectations slide.



Data as of 06/09
Source: Agency Records

Reinforce Performance

Outcomes:

Employees know how their performance contributes to the goals of the organization. Strong performance is rewarded; poor performance is eliminated. Successful performance is differentiated and strengthened. Employees are held accountable.

Performance Measures

Percent employees with current performance evaluations

Disciplinary actions and reasons, disciplinary grievances/appeals filed and disposition (outcomes)

Reward and recognition practices (TBD)

Formal Disciplinary Actions

Agency Priority: Medium

Reinforce Performance

Outcomes:

Employees know how their performance contributes to the goals of the organization. Strong performance is rewarded; poor performance is eliminated. Successful performance is differentiated and strengthened. Employees are held accountable.

Performance Measures

Percent employees with current performance evaluations

Disciplinary actions and reasons, disciplinary grievances/appeals filed and disposition (outcomes)

Reward and recognition practices (TBD)

Disciplinary Action Taken

Action Type	# of Actions
Dismissals	0
Demotions	0
Suspensions	0
Reduction in Pay*	1
Total Disciplinary Actions*	1

* Reduction in Pay is not currently available as an action in HRMS/BI.

Issues Leading to Disciplinary Action

- Frequent Absenteeism
- Poor work performance

Analysis:

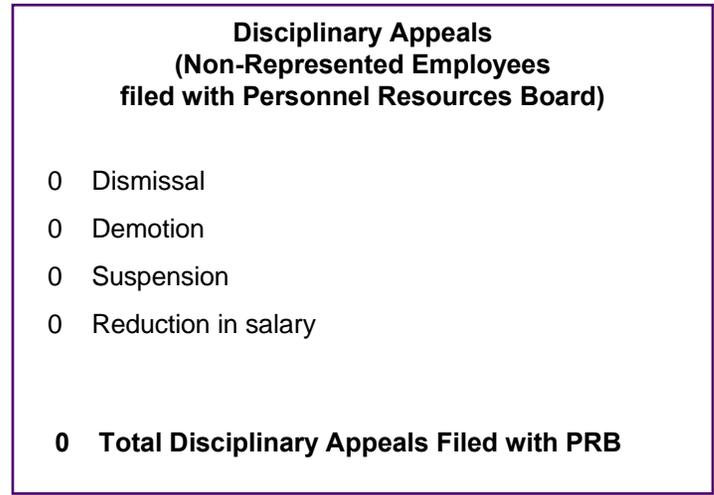
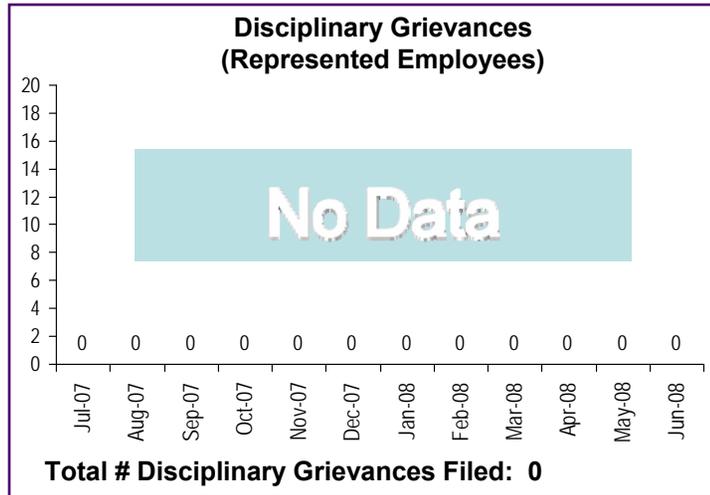
- There were two employee issues that could have lead to disciplinary action.
 - Frequent Absenteeism: Progressive disciplinary action was in process and the employee resigned from the position.
 - Poor Work Performance: The employee was addressed in timely manner, additional training and direction was provided and the employee was successful in correcting the deficiencies.

Action Steps: (What, by whom, by when)

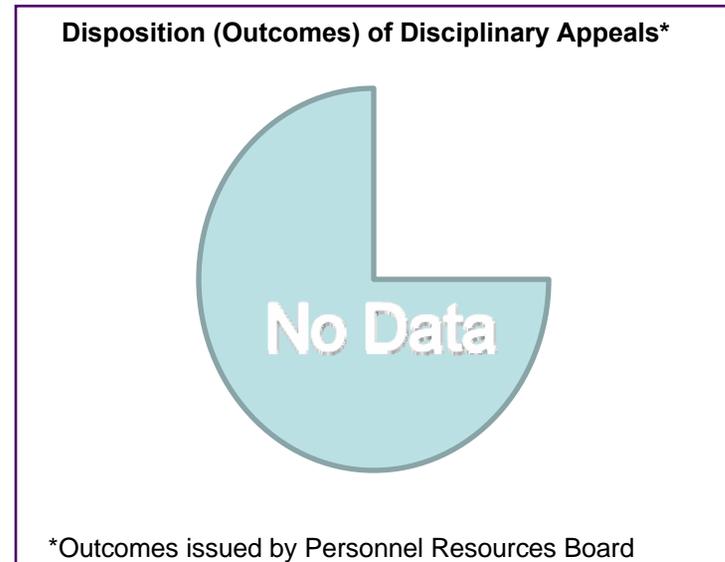
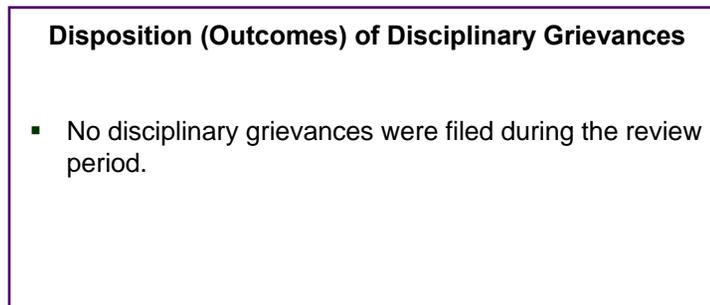
- The Human Resources Manager will work closely with managers, supervisors and employees to address and correct performance issues.

Disciplinary Grievances and Appeals

Agency Priority: Medium



There is no one-to-one correlation between the filings shown above and the outcomes displayed in the charts below. The time lag between filing date and when a decision is rendered can cross the time periods indicated.



Data Time Period: 07/08 through 06/09
 Source: Agency Records/LRO Grievance Report

Reinforce Performance

Outcomes:

Employees know how their performance contributes to the goals of the organization. Strong performance is rewarded; poor performance is eliminated. Successful performance is differentiated and strengthened.

Employees are held accountable.

Performance Measures

Percent employees with current performance evaluations

Disciplinary actions and reasons, disciplinary grievances/appeals filed and disposition (outcomes)

Reward and recognition practices (TBD)

ULTIMATE OUTCOMES

Employees are committed to the work they do and the goals of the organization

Successful, productive employees are retained

The state has the workforce breadth and depth needed for present and future success

Performance Measures

Turnover rate: key occupational categories

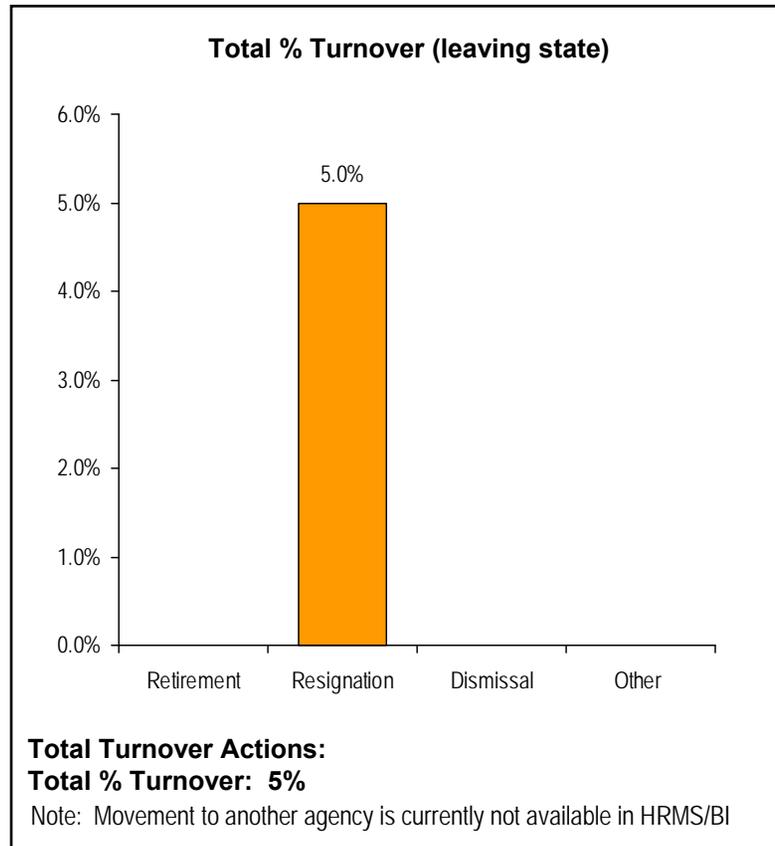
Workforce Diversity Profile

Employee Survey Information

Retention measure (TBD)

Turnover Rates

Agency Priority: Low



Analysis:

- WSSB rarely experiences turnover.
 - Employee survey and one-on-one discussions have indicated that WSSB employees value the agency mission and understand the importance of their role.

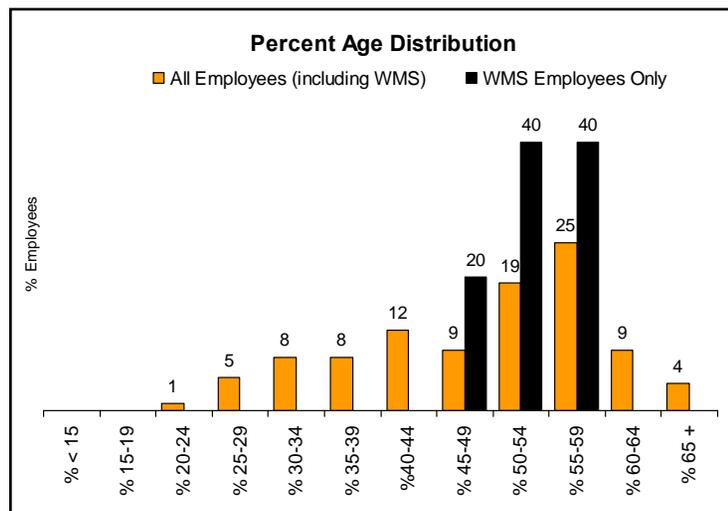
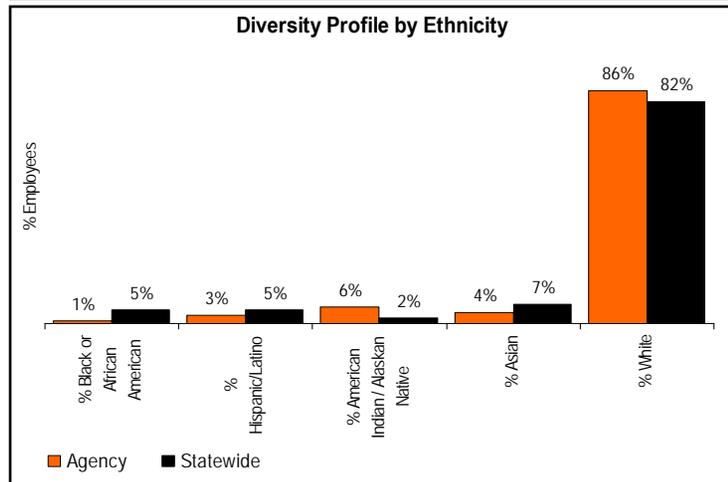
Action Steps: (What, by whom, by when)

- Supervisors and managers will continue to communicate the importance of the employee's contribution to the agency operations.
- The Recognition Committee will continue to explore new ideas for employee recognition.
 - Two employee events will be scheduled (early November and prior to Spring Break).

Workforce Diversity Profile

Agency Priority: Medium

	Agency	State
Female	68%	53%
Persons w/Disabilities	17%	4%
Vietnam Era Veterans	3%	6%
Veterans w/Disabilities	3%	2%
People of color	14%	18%
Persons over 40	78 %	74%



ULTIMATE OUTCOMES

Employees are committed to the work they do and the goals of the organization

Successful, productive employees are retained

The state has the workforce breadth and depth needed for present and future success

Performance Measures

Turnover rates and types

Turnover rate: key occupational categories

Workforce Diversity Profile

Employee Survey Information

Retention measure (TBD)

Analysis:

- There is a small change between data reported in October 2008 and the current report.
 - There is an increase in the number of Vietnam Era Veterans, people of color, persons over 40, and female employees.
 - This fluctuation is partly due to data-cleanup efforts conducted in the HRMS system.
 - There has also been an increase since the last reporting year in the number of employees who indicated having Asian descent.

Action Steps: (What, by whom, by when)

- The WSSB Administration is pleased that we have been able to maintain such diversity in our staffing. The Human Resources Department will continue to seek new recruitment methods and sources to continue to broaden our target audiences.

Data as of 06/2009
Source: Business Intelligence

Employee Survey Ratings

Agency Priority: High

ULTIMATE OUTCOMES

Employees are committed to the work they do and the goals of the organization

Successful, productive employees are retained

The state has the workforce breadth and depth needed for present and future success

Performance Measures

Turnover rates and types

Turnover rate: key occupational categories

Workforce Diversity Profile

Employee Survey Information

Retention measure (TBD)

Question	Avg April 2006	Avg Nov 2007
1) I have the opportunity to give input on decisions affecting my work.	4.0	3.9
2) I receive the information I need to do my job effectively.	4.1	4.0
3) I know how my work contributes to the goals of my agency.	4.4	4.3
4) I know what is expected of me at work.	4.6	4.3
5) I have opportunities at work to learn and grow.	3.9	3.9
6) I have the tools and resources I need to do my job effectively.	4.6	4.1
7) My supervisor treats me with dignity and respect.	4.6	4.2
8) My supervisor gives me ongoing feedback that helps me improve my performance.	4.1	3.7
9) I receive recognition for a job well done.	3.8	3.7
10) My performance evaluation provides me with meaningful information about my performance.	3.8	3.7
11) My supervisor holds me and my co-workers accountable for performance.	4.0	4.0
12) I know how my agency measures its success.	3.9	3.8
13) My agency consistently demonstrates support for a diverse workforce.	n/a	4.0

Overall average: 4.17 4.0

Number of survey responses: 61 46

Analysis:

- The Staff Survey for 2007 was conducted internally.
 - Less participants
 - Small decrease in scoring

Action Steps: (What, by whom, by when)

- WSSB Administration would like to see an improvement in the recognition based question scoring.
 - Supervisors and Managers will be provided additional training and resources regarding recognizing employees by the Human Resources Manager.
 - This will be an on-going process linked to evaluations.
 - The WSSB Administration will encourage employees to attend and view GMAP session materials.
 - Goal: To help employees to have a better understanding of how the agency measures success.
- WSSB will no longer conduct the staff survey.
 - DOP will administer surveys for employees.
 - WSSB will continue to conduct internal surveys not linked to the statewide survey.

Data as of November 2007
Source: Statewide Employee Survey 2006/2007

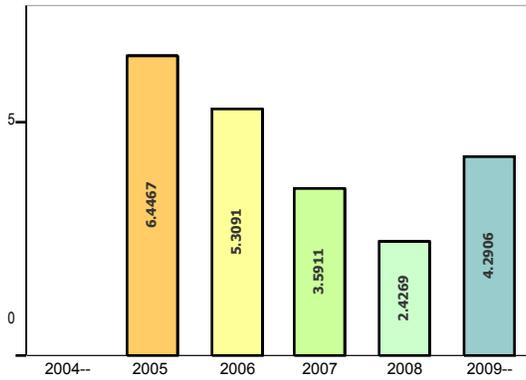
Industrial Insurance Account Summary

SCHOOL FOR THE BLIND

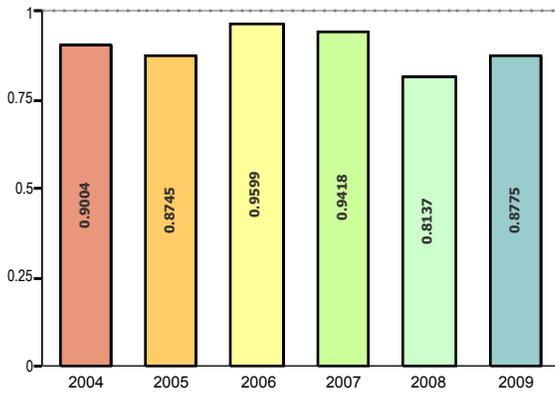
Data* for period between 2004Q3 and 2009Q3
 Data* as of: 10/07/2009

UBI: 065-008-930
 Account Id: 533,126-00
 Est. Full Time Employees: 93

Claims Rate (per 100 FTE)**

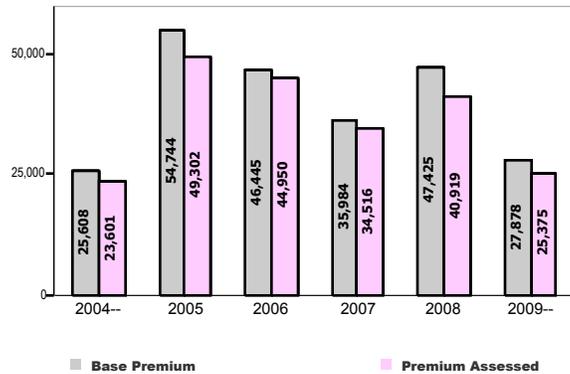


Experience Factor



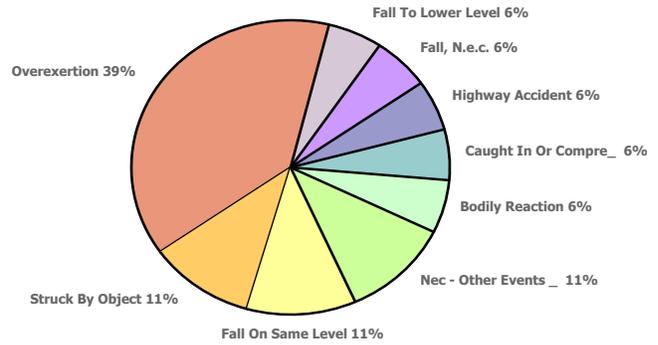
Your Premium vs Base* Premium**

difference between actual and base premium: \$ -19,423



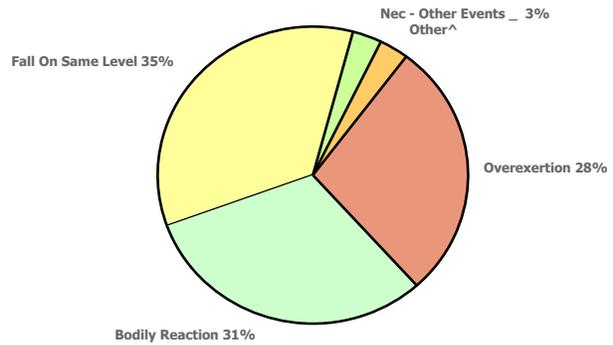
Percentage of Claims by Type****

total claim count for period: 18



Percentage of Claims by Cost****

total claim cost for period: \$ 123,442



Below is a list of prevention activities available to you:

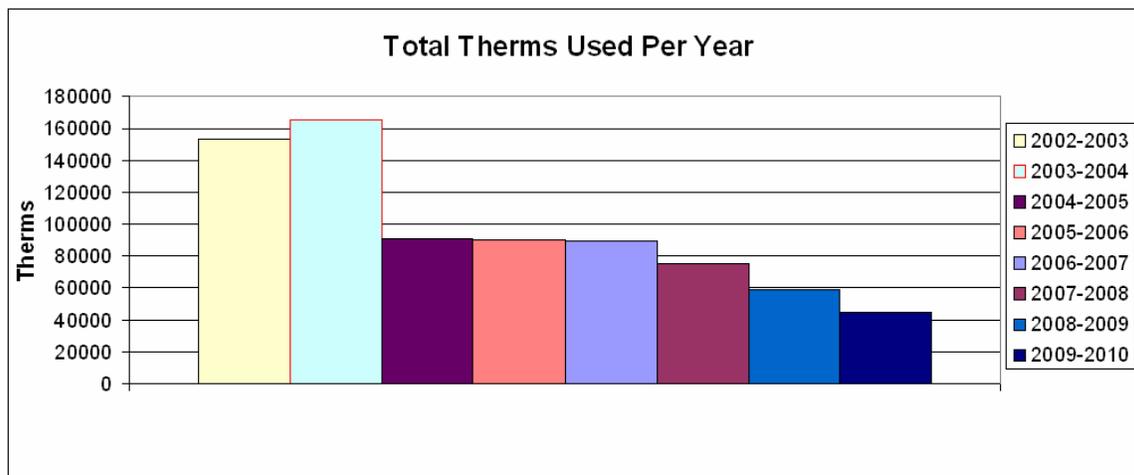
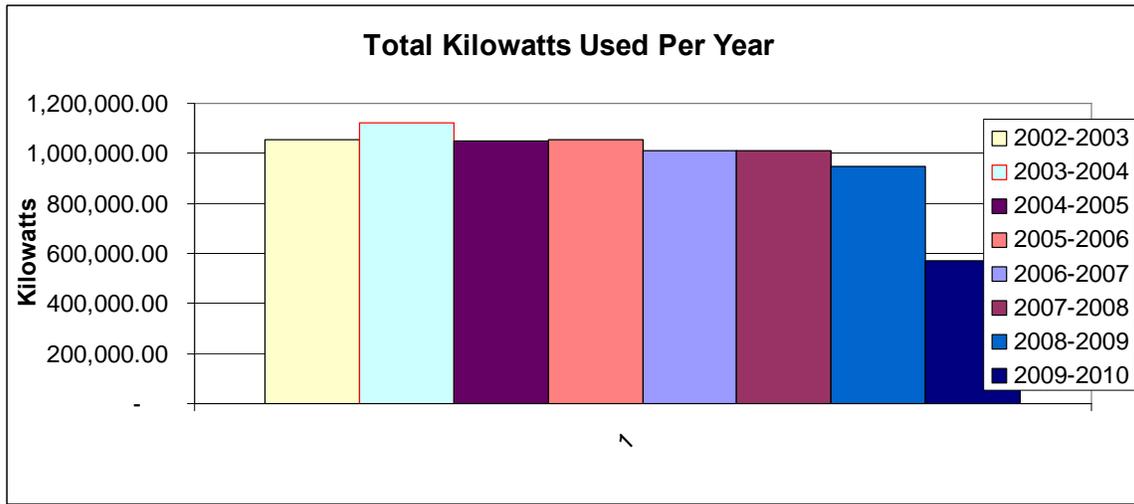
- o Attend a no cost safety and health workshop at your nearest L&I service location
- o Identify and minimize potential hazards in your workplace.
- o Call an L&I prevention representative to request a specialized consultation
- o Call the L&I office nearest you and talk to our staff
- o Visit the L&I webpage at www.LNI.wa.gov to gain access to prevention tools and information on workplace hazard reduction
- o Start, or improve, your Accident Prevention Program (APP). Find a sample copy at <http://www.LNI.wa.gov/Wisha/Rules/CoreRules>

If you have any questions regarding these figures, please contact your account manager.

Notes:

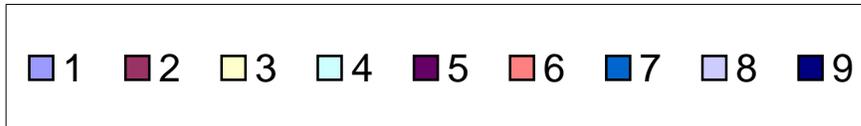
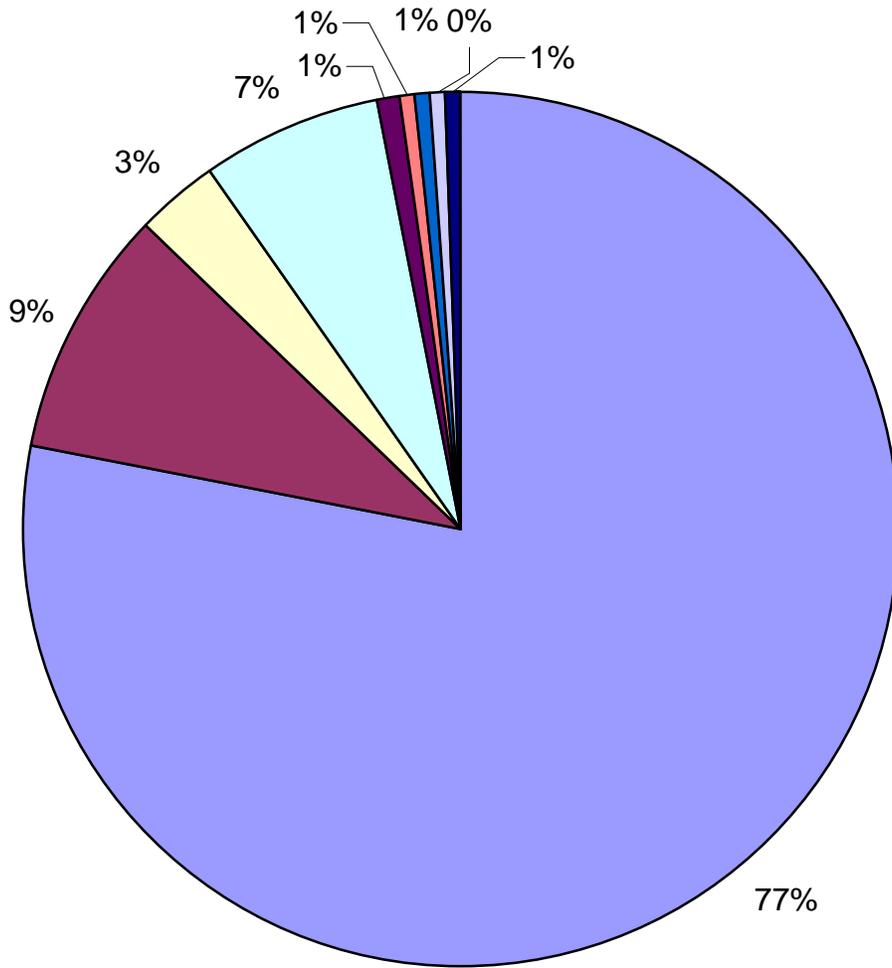
- * Data reflects allowed/accepted claims
- ** Claims rate is computed as:
 $(\# \text{ claims}) / (\text{total hours} / (2000\text{hrs per FTE}) * (100\text{FTE}))$
- *** Base premium is the rate you would have been charged with an experience factor of 1
- ****Due to the volatility of claims, these figures, cost and count, are only accurate at the time the report was run. They should be considered estimations.
- ^ Categories under 3% are placed in the "other" slice
- ^^ Experience factor for select year represents an average of multiple factors
- Denotes that reporting criteria was not for full year

Energy Usage for WSSB Campus



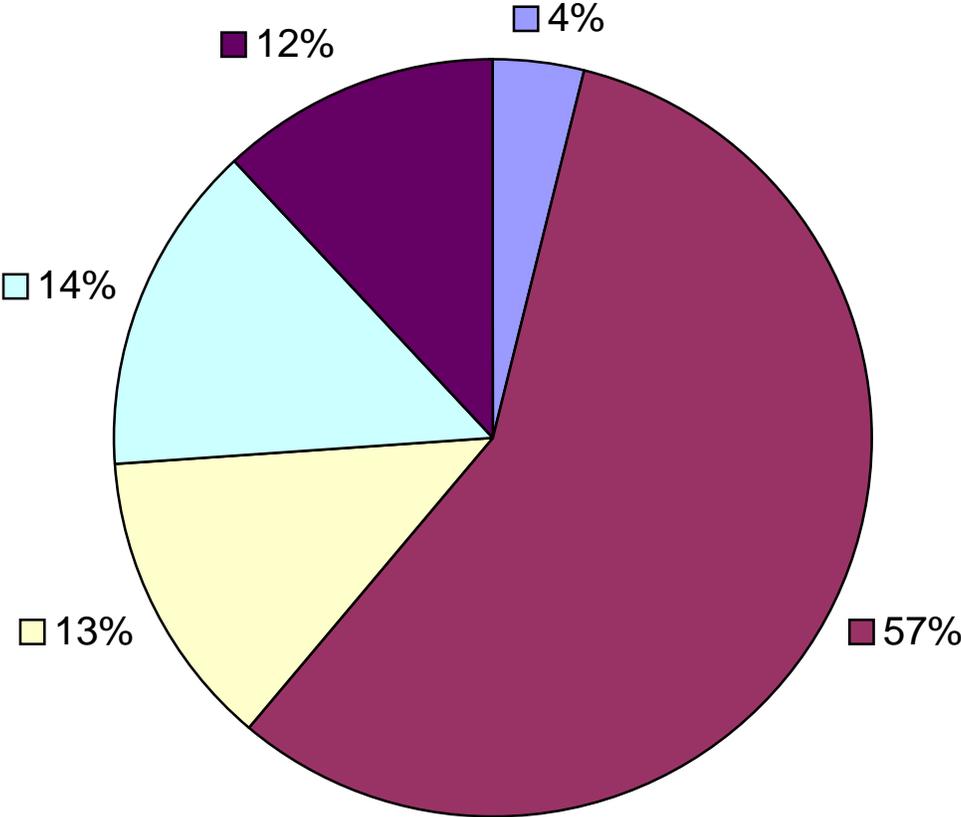
The dramatic drop from years 2002 through 2004 was a result of a capital project to change boilers. The drop in 2007-2008 is a result of changing to a more efficient burner on the boiler house system. The drop in the year 2008-2009 is attributable to the gymnasium being off line during construction.

WSSB 2008-09 REVENUE



1 State	\$	6,088,400
2 Private-Local	\$	709,553
3 Ogden Resource Center	\$	250,604
4 State/Federal Grants	\$	524,265
5 Facilities	\$	55,604
6 Tuition	\$	50,600
7 Medicaid Reimbursement	\$	39,729
8 Summer Programs	\$	37,195
9 Donations/Fundraisers/Other	\$	48,997
	\$	7,804,947

2008-09 WSSB EXPENDITURES



- Administration
- On-Campus
- Outreach-Direct
- Outreach-Shared Staff w/On Campus
- School-wide

Washington School for the Blind Foundation Overview

The Washington School for the Blind Foundation was founded in 1995 to broaden and enhance educational and employment opportunities for students who are blind and visually impaired in Washington state. The goal was simple: to provide the tools, skills and training necessary to give these students the confidence that anything they choose to do is possible.

Our Mission:

To provide funding and support for students in Washington who are blind and visually impaired.

Our Vision:

To create world-class opportunities for success and independence for individuals throughout our state who are blind and visually impaired.

The programs we have in place demonstrate our commitment to our mission. We work to support these goals by fundraising through direct mail to our donors, applying for grants and holding events (see below).

Programs/Projects:

Senior Technology:

Grant program for graduating seniors to provide accessible technology while they are in their last year of school. Students are required to pay back a portion of the cost based on whether they qualify for free or reduced lunch under the USDA guidelines. Free lunch will pay back 10%, reduced lunch will pay back 25%, and not eligible will pay back 50%.

Orthodontics:

Grant program for students in need funded by a private donor to pay for orthodontic work that insurance does not cover.

Braille Books:

Project funded by a donation from the Firstenberg Foundation to increase the braille, large print and audio offerings of the Washington State School for the Blind Library.

Athletics:

Grants provided to individuals/groups raising funds to attend athletic tournaments.

Other Technology

Events

Feel the Music Empower a Life:

An annual spring dinner, silent auction and concert for 90 people.

Val Ogden Birthday Party:

A one-time reception for former State Representative Val Ogden's birthday. Attended by nearly 150 people.

Night at the Museum: Sensory Safari Exhibit:

A one-time event to celebrate the opening of our Sensory Safari exhibit. Attended by close to 200 people.

Soup, Salad and Bread Supper:

An annual dinner held for volunteers, students and parents at the Washington State School for the Blind. Annual attendance is about 125 people.

Grants provided for accessible technology to individuals in need who are not graduating seniors.

Experiential Education:

Grants provided for students to have experiences they would not otherwise have the opportunity to have. i.e. Close Up Program, helped to send a group of students to Washington, D.C. for the presidential inauguration.