

Agency: 351 State School for the Blind
Decision Package Code/Title: AM American Sign Language Interpreter
Budget Period: 2013-15
Budget Level: M1 - Mandatory Caseload and Enrollment Changes

Recommendation Summary Text:

A new student has just begun their educational career at WSSB. This student is deaf and is going through vision loss and requires a one-on-one certified sign language interpreter in order for the student to gain a Basic Education.

Agency Total

Fiscal Detail

Operating Expenditures	<u>FY 2014</u>	<u>FY 2015</u>	<u>Total</u>
	0		
001-1 -General Fund - Basic Account-State		64,389	64,389
Staffing	<u>FY 2014</u>	<u>FY 2015</u>	<u>FY2 FTEs</u>
FTEs	0.0	1.0	1.0

Package Description:

This request will provide funding for one FTE for a certified American Sign Language (ASL) Interpreter and intervener for a student enrolled in the academic high school program at Washington School for the Blind (WSSB). The student transferred from a local school when it was determined by the interdisciplinary team that the local school was unable to meet her educational needs due to combined vision and hearing loss. The student is profoundly deaf and communicates using ASL (WAC 392 172A 01120) and must have an ASL interpreter. The student also is progressively losing eye sight and the ASL interpreter must provide sign language within a few inches. As the student's vision declines the interpreter may need to provide tactile signing (signing in the student's hand) in the near future. Tactile signing requires specific training and skills. The interpreter is also responsible for providing information within the classroom. Interpretation and description in the classroom would allow the student to participate in classroom discussions when more than one person within the classroom is participating. The interpreter would provide sighted guidance and orientation to the school as needed; generally providing support so the student has access to both visual and auditory curricular content. As this student is new to WSSB, hiring an individual with specific qualifications to meet the student's needs is necessary.

Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

The goal for this student is to gain a "Basic Education" that will lead to future employment opportunities. Without this interpreter, this student will not have access to basic education as required within our state constitution, and also covered under the Doran Decision as to what constitutes "Basic Education" for students enrolled in special education. This student is an academic student.

Performance Measure Detail

Activity A005 On-Campus 24-Hour Educational Program	Incremental Changes	
	<u>FY 2014</u>	<u>FY 2015</u>
Output Measures		
001593 Number of students on campus on a yearly basis	0.00	1.00

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

WSSB strategies in strategic plan:

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

Does this decision package provide essential support to one of the Governor's priorities?

WSSB strategies in strategic plan:

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

Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?

Part of the Governor's strategy is a budget focused on meeting our education obligations while preserving essential services. The budget priorities hold the line on spending adding enhancements only to protect the most vulnerable. The state Supreme Court has made a clear statement: Washington is not living up to its constitutional obligation to adequately fund basic education. One of our Governor's highest priorities is to reduce the opportunity gap. Without access to a one on one interpreter, this student doesn't have access to basic education, resulting in increasing the opportunity gap for people who are deaf/blind.

The following specific goal is addressed with this package:

- Eliminate the persistent opportunity gaps that have kept too many children from achieving their full potential.
- This profoundly deaf and visually impaired student is entirely dependent on the services of a sign language interpreter in order to participate in her education.
- This student requires instruction in the "Expanded Core Curriculum" to learn the skills needed for students who are blind or visually impaired.

What are the other important connections or impacts related to this proposal?

Working in conjunction with Washington Sensory Disabilities Services (WSDS) and the Center for Childhood Deafness and Hearing Loss (CCDHL {School for the Deaf}), WSSB can improve services to a small population of deaf/blind children that are educationally underserved.

What alternatives were explored by the agency, and why was this alternative chosen?

The alternatives explored in conjunction with WSDS and CDHL was for the student to remain in the local school district or attend school at CDHL (School for the Deaf). CDHL did not feel they were able to meet this student's educational needs due to vision loss and the specialized educational skills that are needed. CDHL and the LEA were not considered the best options at this time. The student cannot access curriculum adequately in the local school district nor receive instruction in expanded core curriculum, Braille, orientation and mobility, adapted technology, daily living skills, and self advocacy that will be necessary for furthering education and/or career skills. The CDHL was determined not to be an appropriate setting for the school day as all instruction is given in ASL, but not on a one on one basis and could not provide the vision related needs which at this time are paramount due to rapid vision loss. The student cannot access the classroom content without a minimum of two ASL interpreter/interveners. Providing classroom instruction at WSSB with an interpreter/intervener allows the student to receive instruction in skills necessary to compensate for blindness.

What are the consequences of not funding this package?

This student would not have access to "Basic Education" which is guaranteed under our state's constitution and federal law.

What is the relationship, if any, to the state's capital budget?

N/A

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

N/A

Expenditure and revenue calculations and assumptions

One Classified Instruction & Classroom Support Technician certified in ASL

Year 2: Salary @ \$45,874 plus benefits of \$16,515 and training of \$2,000 for a total of \$64,389

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

Salary and benefits are on going while the student attends WSSB. The student, more than likely, will be at WSSB for 4-6 more years.
Total funding: \$64,389

<u>Object Detail</u>	<u>FY 2014</u>	<u>FY 2015</u>	<u>Total</u>
A Salaries And Wages	0	45,874	45,874
B Employee Benefits	0	16,515	16,515
E Goods\Other Services	0	2,000	2,000
Total Objects	0	64,389	64,389

Agency: 351 State School for the Blind
Decision Package Code/Title: AN Medically Fragile Student
Budget Period: 2013-15
Budget Level: M1 - Mandatory Caseload and Enrollment Changes

Recommendation Summary Text:

This request would provide a one-on-one paraprofessional for a visually impaired student who is medically fragile and requires a one-on-one medically trained paraprofessional who not only needs to be with the student during the school day, but also needs to accompany the student while being transported to and from school. This is a life safety issue that is needed to provide a basic education while providing a safe environment for this student.

Agency Total

Fiscal Detail

Operating Expenditures	<u>FY 2014</u>	<u>FY 2015</u>	<u>Total</u>
	0		
001-1 -General Fund - Basic Account-State		61,258	61,258
Staffing	<u>FY 2014</u>	<u>FY 2015</u>	<u>FY2 FTEs</u>
FTEs	0.0	1.0	1.0

Package Description:

This request will provide additional intensive support for a student with mitochondrial disease. This disease may affect all body systems. This student has ongoing seizure activity that requires close supervision for administration of medication and additional interventions during seizure activity. The student also requires extensive medical intervention to meet medical and daily living needs. The paraaprofessional will be trained to intervene and administer medication and provide care for student until medical professionals arrive which is critical. It has become apparent that the student needs additional support not only in the classroom but during transport to and from school. Providing bus monitor support for the student is critical for the safety of the student and others on the bus. In addition, due to the student's medical and educational needs, paraprofessional support is necessary for safe transition from classroom to student health center and continually throughout the day. Although the student is medically fragile, visually impaired and confined to a wheelchair, the student is able to access the classroom curriculum. However, paraprofessional support is necessary for health and safety concerns. With trained support, the student will be able to access the same education provided to other children and be amongst peers. This student is in the 6th grade and will more than likely be at WSSB the remainder of their public school education.

Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

Funding will provide a safe environment for the student to receive a basic education and meet the student's IEP goals and comply with state and federal law. This will also minimize the state's risk by providing needed support for medical issues.

Performance Measure Detail

Activity A005 On-Campus 24-Hour Educational Program	Incremental Changes	
	<u>FY 2014</u>	<u>FY 2015</u>

Output Measures

001593 Number of students on campus on a yearly basis

0.00

1.00

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

WSSB Strategic Plan 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.

Does this decision package provide essential support to one of the Governor's priorities?

Part of the Governor's strategy is a budget focused on meeting our education obligations while preserving essential services. The budget priorities hold the line on spending adding enhancements only to protect the most vulnerable. The state Supreme Court has made a clear statement: Washington is not living up to its constitutional obligation to adequately fund basic education. This request meets the Governor's priorities to protect our most vulnerable and provide basic education. The following specific goal is addressed with this package:

- Eliminate the persistent opportunity gaps that have kept too many children from achieving their full potential.
- This medically fragile student is entirely dependent on the services of trained one on one paraprofessional in order to access and participate in his education.
- This student requires instruction in the "Expanded Core Curriculum" to learn the skills needed for students who are blind or visually impaired.

Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?

This request is in line with the Governor's priorities and makes a key contribution in providing a "basic education" to one of the state's most vulnerable populations.

What are the other important connections or impacts related to this proposal?

Without this type of support the state of Washington is exposed to huge liability should the student's immediate medical needs not be met in a timely manner. Serious mental and physical issues including death could occur if the proper support is not in place.

What alternatives were explored by the agency, and why was this alternative chosen?

Recent changes in state law allow the type of medication needed immediately by this child to be administered by a trained paraprofessional. The other option would be to hire a LPN to be with the child all day. This would be much more costly. In addition, an LPN would not have the educational training we can secure with a teacher aide, who will receive the appropriate medical training to work with the student. WSSB transports students on a contract basis utilizing the Educational Service District and could contract for an additionally trained person from the ESD to ride the bus, but this would be more expensive than having the one on one working with this student all day ride the bus.

What are the consequences of not funding this package?

The risk of the student having a seizure without a trained individual available to provide immediate medication and call for medical support while transporting or during the school day is great and could affect student safety. Not having this person in place also increases the liability risk for the state/school when the student has a seizure.

What is the relationship, if any, to the state's capital budget?

N/A

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

N/A

Expenditure and revenue calculations and assumptions

One Classified Instruction and Classroom Support Technician (teacher aide)

Year 2: Salary \$43,572 plus benefits of \$15,686 and \$2,000 in training for a total of \$61,258

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

Salary and benefits are on going while the student attends WSSB. The student, more than likely, will be at WSSB for 7-8 more years.

<u>Object Detail</u>	<u>FY 2014</u>	<u>FY 2015</u>	<u>Total</u>
A Salaries And Wages	0	43,572	43,572
B Employee Benefits	0	15,686	15,686
E Goods\Other Services	0	2,000	2,000
Total Objects	0	61,258	61,258

Agency: 351 State School for the Blind
Decision Package Code/Title: TC Technical Correction-DES Cntrl Srvc
Budget Period: 2013-15
Budget Level: M1 - Mandatory Caseload and Enrollment Changes

Recommendation Summary Text:

Technical correction of \$103,000 in General Fund-Basic Account - State due to error on 2014 Supplemental schedule.

Fiscal Detail

Operating Expenditures	<u>FY 2014</u>	<u>FY 2015</u>	<u>Total</u>
001-1 General Fund - Basic Account-State		103,000	103,000
Total Cost		103,000	103,000

Package Description:

In the 2014 Supplemental Budget, WSSB erroneously received a \$103,000 cut for Department of Enterprise Services Central Services. They do not provide services to WSSB, therefore, the reduction was in error. It was not possible to make the correction before schedules were finalized. Hence, the reason for this request.

Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

Performance Measure Detail

Activity:

Incremental Changes

No measures submitted for package

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

Does this decision package provide essential support to one of the Governor's priorities?

Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?

What are the other important connections or impacts related to this proposal?

What alternatives were explored by the agency, and why was this alternative chosen?

What are the consequences of not funding this package?

What is the relationship, if any, to the state's capital budget?

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

Expenditure and revenue calculations and assumptions

\$103,000 in year 2.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

Funding is on-going.

<u>Object Detail</u>	<u>FY 2014</u>	<u>FY 2015</u>	<u>Total</u>
E Goods\Other Services		103,000	103,000