

Maryland School for the Deaf

Fiscal Year 2019 Capital Budget

Report to:

Senate Capital Budget Subcommittee

House Capital Budget Subcommittee

Background Information

The Maryland School for the Deaf (MSD) provides educational and developmental services for the State's deaf and hard-of-hearing children and youth. The School, founded in 1867, serves this population through its two campuses located in Frederick and Columbia.

The School's instructional programs operate on a 180-day school year, from September through mid-June. Extended School Year (ESY) programs and enrichment camps are offered at MSD during the summer months. Approximately 29% of the students on both campuses reside at the School during the week, returning to their homes on weekends and during school breaks.

MSD's Frederick campus provides a comprehensive elementary/secondary school program, with separate departments for Elementary (pre-K through Grade 5), Middle (Grades 6-8), and High School (Grades 9-12). The Frederick Campus also offers a Career and Technology program, which provides students with career skills, including computer and technical courses. The Special Needs program is also offered at Frederick for students with additional learning and behavioral disabilities.

The Columbia Campus also provides a comprehensive elementary/secondary school program for Elementary and Middle School-age students that include Special Needs educational programs.

MSD's Family Education/Early Childhood Department (FE/EC) works with families of deaf and hard-of-hearing infants and toddlers to develop early language skills for their children. Because the optimum time for language development is from birth to age three, children given early communication training have a much greater opportunity for social and academic development in later years.

Enrollment at MSD is cyclical in nature. FY 2017 had one of the largest enrollments recorded, but it also had one of the largest graduating classes at MSD. FY 2018 has another large graduating class. MSD considers size of graduating class when estimating future enrollment. The most difficult variable to estimate when calculating enrollment is admissions to the Family Education/Early Childhood Department. This is because these admissions are based on the number of deaf and hard-of-hearing children born each year.

MSD is requesting funding for the following project:

Renovation of the Veditz Building – Frederick Campus

The Veditz Building was constructed in 1975 as a vocational training building that included large spaces and high open ceilings for large equipment. The types of career technology education that occur today require a classroom setting. The changes in curriculum have also required more classroom spaces. Career technology education has changed to include medical technology, engineering, robotics, cyber security, and certified nursing assistant courses as well as the traditional woodworking and automobile technology courses. The School has utilized movable walls to divide the open spaces to classrooms. Though usable it does not create an optimal educational environment.

This project is a renovation of both floors from open space rooms to classrooms with acoustic ceilings, better lighting, walls for white boards, and improvement to the building's electrical, mechanical, plumbing and HVAC systems. When completed, the Veditz Building will offer state of the art career technology education classes, preparing the students for future careers.

Recommended DLS Actions

The School concurs.

Future Projects in the Capital Improvement Program

High School Boys' and Girls' and Middle School Residences – Frederick Campus

The Maryland School for the Deaf Frederick Campus was originally designed as a residential campus. Currently three buildings house the dormitories on the Frederick Campus, Foxwell-Moylan Hall, Faupel Hall, and Klipp-Redmond Hall. The buildings were built between 1964 and 1973. Each building is built with the same basic design. A fourth building, Barry Hall was demolished to accommodate the new cafeteria building.

The design of the original dormitories is barracks style with gang bathrooms and difficult to supervise. The dormitories were built at the largest period of enrollment of school and are now over capacity for current enrollment needs. All buildings have the same design and foot print.

The existing dormitory buildings are inadequate by today's standards. The buildings do not meet the requirements of the Americans with Disabilities Act. To be fully ADA compliant, the buildings would need elevators. In addition, they need to be updated to meet current requirements for fire suppression and sprinklers, and egress from the building. They do not meet requirements for insulation and energy efficiency and need to be upgraded with lighting and energy efficient

windows. There is no central air conditioning in the buildings. Some of the rooms have individual window units but the electrical capacity of the buildings will not accommodate a unit in every window. Individual units are not energy efficient.

The School has been operating under the existing deficient conditions for the past decade, but has made every effort to attain its mission to provide quality educational services, including a safe environment for its students and staff. These problems, however, have become increasingly critical due to the shift in local demographics, and present an immediate situation that needs to be addressed. If nothing is done, the stated deficiencies would jeopardize the School's mission.