



Fiscal Year 2020 Capital Budget

HOUSE CAPITAL BUDGET SUBCOMMITTEE
March 7, 2019

SENATE CAPITAL BUDGET SUBCOMMITTEE
March 12, 2019



Class of 2018

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 24% 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 and Early Childhood Department (FEECD) 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 and 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:

Emergency Notification System – Columbia Campus

The Maryland School for the Deaf Columbia Campus has a visual fire alarm system, but has no visual system to notify students, staff and visitors of other types of emergencies. The Maryland State Department of Education has mandated seven emergency drills. MSD Columbia Campus has an alarm system for only the fire drills with visual strobes to alert the deaf and hard of

hearing population. All the other emergency drills rely on a text message phone chain using staff personal cell phones to provide visual notification to staff and students. At MSD, 100% of the students and more than 50% of the staff rely on visual communication. The Maryland School for the Deaf considers this project a life safety issue to be in compliance with the Maryland Safe to Learn Act of 2018.

This project is to design an Emergency Notification System to inform staff, students and visitors via visual communication of drills and emergencies other than a fire emergency. When completed, the Emergency Notification System will improve life safety and ensure MSD is in compliance with the Maryland Safe to Learn Act of 2018.

Recommended DLS Actions

The School concurs.

MSD prior authorized funding:

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.

The Maryland School for the Deaf will begin design of the Veditz Building renovation in Fiscal Year 2020.

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 where supervision of students is difficult. The dormitories were built at the largest period of residential enrollment of the 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.