

## Fiscal Year 2017 Operating Budget

### **SENATE EDUCATION, BUSINESS & ADMINISTRATION SUBCOMMITTEE**

February 12, 2015

### **HOUSE EDUCATION AND ECONOMIC DEVELOPMENT SUBCOMMITTEE**

February 15, 2015



### Class of 2015

The Maryland School for the Deaf, a diverse, bilingual community, in partnership with families provides an equitable and exemplary education in a nurturing, engaging, and challenging environment to ensure our students achieve personal excellence and become responsible lifelong learners.

## BACKGROUND INFORMATION

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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.

MSD is an independent State agency governed by its 19-member Board of Trustees, which is appointed by the Governor and approved by the Senate. 90% of the School's operating budget is provided from State general funds, while the remaining 10% is provided through federal grants, various special funds (e.g. employee food sales, out of state tuition and County Participation fees) and reimbursable funds (Enhanced Program of Services) from the Maryland State Department of Education. Students who are residents of Maryland attend MSD at no cost. Students from outside Maryland may be admitted on a tuition basis.

MSD utilizes the Maryland State Curriculum and the Maryland College and Career Ready Standards offering its graduating high school seniors the Maryland State High School diploma. In November 2011, MSD went through the accreditation process for the Middle States Association of Colleges and Schools (MSA) and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and received full accreditation from both organizations through May 2019.

The School's instructional programs operate on a 180-day school year, from late August through mid-June. Extended School Year (ESY) programs and enrichment camps are offered at MSD during the summer months. Approximately 30% of the Frederick campus students and 24% of the Columbia Campus students 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. MSD's FE/EC teachers work with approximately 60 children and their families throughout Maryland, through in-home and group sessions, to help ensure that these children will be prepared to learn at grade-level when they enter school.

The Enhanced Program of Services serves deaf students with other moderate to severe disabilities. Generally, students in this program require educational and developmental services of a more extensive and individualized nature. There are currently 45 students receiving enhanced services in the current school year.

As of January 1, 2016, student enrollment (representing 21 of 23 counties, and Baltimore City) reached 511 students.

## THE SCHOOL'S MISSION

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The Maryland School for the Deaf, a diverse, bilingual community, in partnership with families provides an equitable and exemplary education in a nurturing, engaging, and challenging environment to ensure our students achieve personal excellence and become responsible lifelong learners.

### ***MSD BELIEF STATEMENTS***

We believe that .....

- Our students learn best in a bilingual environment in which American Sign Language and English are used.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students have a right to a safe, caring, and engaging learning environment.
- Early and ongoing language acquisition is vital.
- Students are challenged to achieve their highest academic and career potential.
- Quality education and open communication is a shared responsibility between the school, its students, their families, and the community.
- Ongoing parent education and access to resources and services are essential to student success.
- Students learn in a variety of ways and have opportunities to grow and access services that support their learning styles.
- Diversity is valued and increases students' understanding and respect of different people and cultures.
- Cross-curricular literacy instruction is essential to student success.
- Our students develop academic and social behaviors through systematic application of evidence-based strategies.
- Access to and competency with current technology is essential for student learning.
- Student life and extracurricular activities promote wellness and personal growth.

## GOALS

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### ***I. Students achieve their developmental potential.***

Maryland School for the Deaf provides an unsurpassed level of experience, expertise, and dedication in the education and personal development of deaf and hard-of-hearing children and youth. And while MSD already serves almost 6 out of 10 deaf students in the State, it is our goal to continue to develop programs and services that will best serve the needs of all deaf and hard-of hearing students in Maryland. The School has already implemented its Enhanced Program of Services for deaf students with additional moderate to severe disabilities. During the 2013-2014 School Year, MSD (in partnership with the Maryland State Department of Education) established a pilot day program for elementary-age deaf students with autism spectrum disorder. MSD has also implemented Spoken English (as a language of instruction) classes for children who have cochlear implants as well as children who are hard of hearing. A Work-to-Learn program serves high school students who meet specific requirements for vocational rehabilitation services. Through this successful partnership between MSD and the MSDE Division of Rehabilitation Services, participating MSD Students receive training and support as they gain work experience.

With its convenient, centrally located two-campus configuration, MSD is well-positioned to pursue and achieve this goal by providing deaf students and their families with the best of both worlds—a progressive, enriching, state-of-the-art program dedicated to and focused on their special educational and developmental needs, and the proximity to allow most students to live at home and participate as members of their local community.

MSD offers two types of curriculum to its students. The first follows the Maryland State Curriculum and the Maryland College and Career Ready Standards. Students following this program are eligible to receive the Maryland State High School diploma. The second is a Life-Based Education Curriculum, which allows options for students to receive the Maryland State Certificate of Program Completion. Students receiving Enhanced Program services may follow a High School diploma or a Life-Based Education path. Students with severe developmental disabilities receive services based on their individual needs. The implementation of these curriculum options follows the strategic plans developed for the School's MSA accreditation.

### ***II. Establish communication for parents and their children in the Family Education/Early Childhood Department.***

The Family Education/Early Childhood Department (FE/EC) serves deaf and hard of hearing students from birth until their fifth birthday. Family educators who have

skills necessary to deal effectively with the linguistic, social-emotional, and academic needs of this population provide services to parents of deaf and hard of hearing infants and toddlers. Emphasis is placed on establishing communication between children and their parents using a bilingual approach. This means that the languages of instruction are American Sign Language (ASL) and English. Concepts and language are taught as early as possible since the prime time for language acquisition is between birth and three years of age. Children and their families are encouraged to consider the use of amplification as appropriate as well as speech therapy in order to develop all communication opportunities for the child.

In addition to providing individual home visits on a regular basis throughout the state, the department also sponsors regional parent meetings. In order to facilitate communication between parent and child, ASL instruction is offered during home visits and on campus at no cost to the parent during the school year. FE/EC offers weekly parent meetings at both Frederick and Columbia during the school year. While the parent meeting occurs, the youngest children (ages birth to 24 months) may participate in infant/toddler playgroups with FE/EC staff. Two-year-old and three-year-old classes are offered at both campuses throughout the week. Speech teachers work with children in individual and group sessions as appropriate for the child's age and developmental level.

The three year old classes have been expanded to a full day for children with an MSD IEP. The children are immersed in language rich environments to ensure important gains in language acquisition are achieved. The program expansion allows for deeper daily instruction to prepare these young learners with solid school readiness skills in the areas of language, literacy, mathematical thinking, early science and social studies. These young learners will enter Pre-kindergarten and then Kindergarten ready for the rigors of the College and Career Ready Standards.

Family engagement is a key factor in student achievement. The full day program for three year olds includes many opportunities for families to engage and support their child's early learning via parent support meetings, home visits, conferences with teachers and daily communication.

### ***III. Provide quality educational and developmental services.***

MSD is licensed by the Department of Human Resources for residential services. The license requires that all student life staff receive training in CPR/First Aid, blood-borne pathogens, child development, identifying and reporting child neglect and abuse and other courses for a total of 40 hours each year. The School will continue to provide training to staff to enable a safe and nurturing environment for its students. Effective October 2015, all residential staff must be certified by the Department of Health and Mental Hygiene (COMAR 10.57.03). Residential Child and Youth Care Practitioners

(RCYCP) must take a training program and pass an examination to obtain initial certification. They will be required to complete 20 Continuing Education Units every two years to renew their certification.

MSD offers a tuition reimbursement program to assist teachers in obtaining their educational requirements for certification and to obtain highly qualified status. This program is being utilized to provide education to staff to fill administrative positions for forecasted vacancies. The School is being proactive in succession planning to meet the future needs as senior staff begins to retire.

MSD's Master Plan identifies capital projects needed to provide MSD's future students with state-of-the-art program facilities. The Fire Alarm and Emergency Notification System project at the Frederick Campus is in the construction stage. The Water Main Replacement at the Frederick Campus is in the design process and will begin construction soon. This upgrade will enable the School to install sprinkler systems throughout the Frederick Campus

MSD recognizes that the world is changing and to prepare students for the future, MSD curriculum includes innovative computer technology and media equipment. By becoming literate with computers, students leave MSD with skills that are valued in today's job market. In the current fiscal year, MSD is updating and replacing aging/failing network infrastructure to maintain quality and uninterrupted access to the internet for staff and students.

#### ***IV. Faculty Pay Plan***

MSD develops and recommends a faculty pay plan every three years as required under COMAR 8-313 Uniform pay plan for teachers and personnel. The plan is based on the average salaries of public school teachers and other professional personnel in Frederick and Howard Counties. MSD submitted a plan for review and approval as required with the Fiscal Year 2017 submission.

The MSD faculty is required to have the same certification and education as any public school in the State of Maryland. MSD must remain competitive to recruit and retain highly qualified teachers.

The revised pay plan will be implemented over a three-year period, Fiscal Years 2017, 2018 and 2019, in order to fund it within the school's minimum funding formula. The Faculty Pay Plan will next be reviewed in Fiscal Year 2020.

## RESPONSE TO ANALYST QUESTIONS/COMMENTS:

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**MSD should comment on other measures that can evaluate whether the LBE curriculum is accomplishing its mission, considering the small number of students in that program.**

MSD will begin implementing the new Multi-State Alternate Assessment, MSAA, this spring to students who are certificate bound and in the LBE Curriculum. The LBE curriculum will be replaced with curriculum, instruction, and professional development resources made available through the National Center and State Collaborative, NCSC, which are based on the Common Core State Standards through Common Core Connectors. This new summative assessment will offer a variety of measures of progress for students that can be used to determine if the curriculum is accomplishing its mission.

**MSD should comment on its strategy to fund maintenance projects in the out-years, considering the increase in costs from the new positions will be ongoing.**

In the last three fiscal years the School has designated funds to upgrade and replace old information technology network and classroom equipment. That project should be completed in fiscal year 2017 which will release those funds to be utilized for maintenance projects on the Frederick Campus. Funds were designated for the Columbia Campus in fiscal year 2017 for maintenance projects. Major facility work is requested through DGS capital renewal program.

**MSD should comment on how it has evaluated its performance in fiscal 2015 regarding its goal for kindergarten readiness. It should also comment on any progress it has made on overcoming complications to administer the KRA for its students, and on setting goals for student performance on the test for future administrations of the KRA.**

Evaluated performance – The classroom teachers used portfolio-based assessments to monitor student progress and kindergarten readiness. There were also a variety of informal classroom assessments and teacher observations involved. For specific students, the Brigance Inventory, a developmental assessment, was used to monitor progress. MSD staff and administrators will be meeting to review the results of this year's KRA and determine goals for student performance in upcoming years. MSD administrators have also met with members of the MSDE (Maryland State Department of Education) to discuss the areas which were unable to be scored. This discussion is ongoing.

**MSD should consider reviewing the MFR goal of Graduates going on to college or work.**

MSD administrators plan to revisit the percentage of students expected to attend college. MSD will need to consider if the rigor of the new MD College and Career Ready Standards and PARCC assessments as well as additional requirements for graduation, will have a significant impact on students graduating with a diploma and being able to attend a college.

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#### RECOMMENDED ACTIONS

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MSD concurs

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#### AUDIT FINDINGS

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Finding 1: Corporate purchasing card transactions were not always reviewed and approved by appropriate supervisory personnel and documentation lacking for certain aspect of the new card issuance process.

Most corporate purchasing cards issued at the school are used for small purchases with low dollar amount limitations. All statements and related documentation is reviewed by the fiscal office. All procedural documentation has been corrected.

Finding 2: MSD did not accurately maintain detailed records and properly account for all of its equipment.

MSD employees understand the importance of following policy and procedures regarding equipment. The School management is enforcing those procedures and is working on correcting all issues.