

**JOINT REPORT OF THE
SECRETARIES OF EDUCATION, HEALTH AND HUMAN RESOURCES,
ADMINISTRATION AND FINANCE**

**Plan For Consolidating Services For
The Deaf, Blind, And Multi-Disabled
Students Served By Virginia's Two
Schools At Staunton And Hampton**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 42

**COMMONWEALTH OF VIRGINIA
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COMMONWEALTH of VIRGINIA

Office of the Governor

Belle S. Wheelan, Ph.D.
Secretary of Education

December 1, 2004

The Honorable Mark R. Warner
Governor of Virginia
State Capitol Building, 3rd Floor
Richmond, Virginia 23219

Members of the General Assembly of Virginia
General Assembly Building
Capitol Square
Richmond, Virginia 23219

Dear Governor Warner and Members of the General Assembly:

I am pleased to transmit the attached report of the capital needs assessment and feasibility study for consolidating the state's two schools for the deaf, blind, and multi-disabled. The *Plan for Consolidating Services for the Deaf, Blind, and Multi-disabled Students Served by Virginia's Two Schools at Staunton and Hampton* was developed jointly by the Secretaries of Education, Health and Human Resources, Administration, and Finance. The Board of Education, the Department of Education, the two schools for the deaf, blind, and multi-disabled, the Woodrow Wilson Rehabilitation Center, the Department of General Services, and the Department of Planning and Budget participated in preparing the report as specified by Item 135.F., Chapter 4, Special Session 1, 2004 Acts of Assembly.

An extension was requested and granted to submit the report by December 1, 2004, in order to complete the architectural program information needed.

Sincerely,

Belle S. Wheelan, Ph.D.
Secretary of Education

Enclosure

PREFACE

Item 135.F., Chapter 4, Special Session 1, 2004 Acts of Assembly, directed the Secretaries of Education, Health and Human Resources, Administration, and Finance to submit a joint report on the capital needs assessment and feasibility of consolidating Virginia's two schools for the deaf, blind and multi-disabled to the Governor and the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health by October 1, 2004. The language further directed the secretaries to build on the work of the 2003 Consolidation Task Force, and include a timeline of steps necessary to achieve a well-planned consolidation of the two existing schools at the new location no later than September 1, 2007, including the closing of the sites and disposition of the properties as well as a mechanism to assist school divisions with program development for those children who will not continue at the new school. A complete copy of the language in Item 135.F. is provided in Appendix A.

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EXECUTIVE SUMMARY

Item 135.F., Chapter 4, Special Session 1, 2004 Acts of Assembly, requires the Secretaries of Education, Health and Human Resources, Administration, and Finance, together with the Board of Education, the Department of Education, the two schools for the deaf, blind and multi-disabled, the Woodrow Wilson Rehabilitation Center, the Department of General Services, and the Department of Planning and Budget to:

- Complete a capital needs assessment and feasibility study for consolidating the State's two existing schools for the deaf, blind, and multi-disabled
- Submit a joint report on the capital needs assessment and feasibility study to the Governor and the Chairmen of the House Committees on Appropriations and Education, and the Senate Committees on Finance and Education and Health
- Include a suggested timeline of steps necessary to achieve a well-planned consolidation of the two existing schools at the new location no later than September 1, 2007, including the closing of the existing sites and the disposition of the properties as well as a mechanism to assist the school divisions with program development for those children who will not continue at the new school

In response, the Secretaries of Education, Health and Human Resources, Administration, and Finance, together with the Board of Education, the Department of Education, the two schools for the deaf, blind and multi-disabled, the Woodrow Wilson Rehabilitation Center, the Department of General Services and the Department of Planning and Budget have developed the enclosed report. The premise for the requirement for this plan is that the facility costs and duplication of administrative services currently reflected for the two schools detract from the provision of a cost-effective, state-of-the-art program for students with sensory impairment. Funding is diverted and existing resources are not fully used. As directed, the report considers construction of a new VSDB to provide a unique, state-of-the art campus. The mission of the new school is articulated and an architectural program is identified. Site selection guidelines are provided to assist with the identification of a central location for the new school. A proposed master plan drawing is included with an opinion of probable cost.

The needs of children placed at the two schools have become increasingly complex. To respond to this changing population, children with sensory impairments in the new school will be provided with educational services that are designed for maximum access to the general curriculum. The location will be a central one that supports the goal of improved state coordination of services for children who are either deaf or blind. The new school will increase needed partnerships with school divisions, the Department for the Blind and Vision Impaired (DBVI), the Department for the Deaf and Hard-of-Hearing (DDHH), adult rehabilitative services and other appropriate agencies. The goal of consolidation and building a new school is to offer

an exemplary program to replace existing services. The intended benefits through consolidating the existing programs at the new school include the following:

- Location of the campus at a central location that has easy access to interstate travel systems
- Improved instruction for the deaf and the blind in classrooms through technology, facility design, and allocation of resources
- A continuum of program options for students at one site
- A single point of admission for all students in the state
- Improved facilities, carefully designed for all with appropriate lighting systems, acoustic criteria, and applicable building standards
- Reduction of the current operating costs associated with duplication of services
- Reduction of utilities costs associated with outdated energy systems and buildings
- Improved support to parents and communities (American Sign Language (ASL) instruction, parent training, counseling)
- Increased admission of students from school divisions and improved length of stay
- Coordination of services in the state through formal partnerships with appropriate agencies, colleges and universities
- Provision of training to increase the pool of qualified teachers and interpreters
- Provision of technical assistance to school divisions
- Improved climate for teacher recruitment and retention
- Provision of outreach services for improving services for children with sensory impairments
- Provision of a professional development center
- Provision of a parent resource center

Among the many benefits of building an entirely new campus, the most important one is the improvement that can be realized for the learning and living environments of the students. In recent years, the design of buildings for the education and residential life of the deaf and the blind populations has established standards for improving the quality of space configuration, acoustics, and lighting that enhance communication and cognitive development for the children. The new campus will be designed throughout based on established accessibility guidelines for sensory impaired and physically disabled individuals. The new campus will be a state-of-the-art educational and home-like environment for the educational benefit of the students. The benefits of recent advances in design standards for the sensory impaired and physically disabled cannot be achieved satisfactorily at the existing campuses.

INTRODUCTION

Item 135.F., Chapter 4, Special Session 1, 2004 Acts of Assembly, directed the Secretaries of Education, Health and Human Resources, Administration, and Finance, together with the Board of Education, the Department of Education, the two schools for the deaf, blind and multi-disabled, the Woodrow Wilson Rehabilitation Center, the Department of General Services, and the Department of Planning and Budget to:

- Complete a capital needs assessment and feasibility study for consolidating the state's two existing schools for the deaf, blind, and multi-disabled,
- Submit a joint report on the capital needs assessment and feasibility study to the Governor and the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health, and
- Include a suggested timeline of steps necessary to achieve a well-planned consolidation of the two existing schools at the new location no later than September 1, 2007, including the closing of the existing sites and disposition of the properties as well as a mechanism to assist the local school divisions with program development for those children who will not continue at the new school

The Secretaries were directed to submit a joint report to the Governor and the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health by October 1, 2004. An extension was granted to December 1, 2004, to allow the activities needed to develop an architectural program that would lead directly to the next planning stage. Dr. Belle Wheelan, Secretary of Education, convened several meetings of experts in the field to gather and review the required materials needed to complete the report.

BACKGROUND INFORMATION

The Board of Education is charged with the operational control of the Virginia Schools for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-Disabled at Hampton (Code of Virginia, Title 22.1, Chapter 19). All of the real estate and personal property of both schools have been transferred to and are under the control of the Board of Education. Requirements for program compliance by the schools are found in the State Code, the 1999 Implementing Regulations of the Individuals with Disabilities Education Act (IDEA '97), Regulations Governing Special Education Programs for Children with Disabilities in Virginia, March 27, 2002, and the Standards for Interdepartmental Regulation of Children's Residential Facilities (Interdepartmental Regulations). The schools' operating licenses are provided by the Department of Education. Overall regulatory responsibility for any student's placement remains with the placing school division for the duration of time a student spends at the two schools. Service agreements with local school divisions and parents are required to specify the services provided by each party.

The Feasibility Study sets forth the results of a pre-planning activity for the design and building of a new school to meet the programmatic needs of students with sensory impairments. The premise for this plan is that the facility costs and duplication of administrative services currently reflected for the two schools detract from the provision of a cost-effective, state-of-the-art program for students with sensory impairment. The structure of the new school will maximize existing resources and create a school campus with an extended life expectancy well into the future. One goal of the new program will be to close the achievement gap often experienced by children at the time of placement in the new school.

The Virginia Department of Education worked with an architectural firm, BCWH Inc., and other consultants to develop the feasibility study for the consolidation of Virginia's schools for the deaf and the blind. The project was completed in four phases. Frequent meetings between Department of Education staff, architects, and consultants were held throughout the project process.

1st Phase: Discovery

The first project phase focused on collecting and evaluating the data. The activities established a planning baseline of information about the existing program conditions at the Hampton and Staunton schools. The proposed requirements for a new school and a review of the Consolidation Task Force report of 2003 were also conducted. Activities to define the project scope included:

- Meeting with the representatives from the Department of General Services, the Department of Education, and the two schools
- Reviewing documents and relevant information provided
- Visiting and observing at the existing campuses
- Researching similar projects for benchmarking purposes
- Developing a preliminary set of site selection considerations
- Developing and reviewing the security requirements and practices at the current sites

2nd Phase: Program Development

The second project phase synthesized an educational and architectural program based on the documents provided, consultation with key personnel, and observations made at the two campuses. Issue identification was included in this phase of the project and a conceptual framework of the functional relationships between program components was developed.

Activities included:

- Developing a draft mission of the new VSDB education program based on the core curriculum and functional curriculum offered at both schools
- Developing a draft architectural program based on the draft mission of the new VSDB
- Establishing the minimum site acreage needed for the new site based on campus/program needs

- Meeting with a real estate consultant to develop an approach for site selection and establishing the site acquisition assumptions
- Developing draft program component adjacencies and building locations
- Developing a conceptual site master plan
- Refining and prioritizing the site selection considerations
- Establishing a construction and project budget and
- Developing a proposed project schedule

3rd Phase: Program Refinement

During the third project phase, the potential planning concepts were developed and a conceptual campus design was presented to the designated representatives. The identification of the functional relationships of school activities throughout the day and evening programs was used for appropriate building placement and grouping of the primary functions on the campus. The determination of the campus entrance and the positioning of facilities for the best use (i.e., community, education, dormitory, safety, etc) was finalized through the following activities:

- Refinement of the mission of the new VSDB
- Refinement of the architectural program
- Refinement of the conceptual site configuration
- Refinement of the cost and schedule assumptions

4th Phase: Documentation

The last phase finalized the concept development for the new school, articulated and illustrated the general project needs, and identified those areas that need further development. The next step of the school project will be to continue the program refinements, test the assumptions of the pre-planning phase, and clarify and refine the appropriate program locations within the building concepts that support the educational mission developed for the new VSDB.

CURRENT STUDENTS TO BE SERVED

The largest population served at the proposed new school will be students who are deaf or hard-of-hearing. It is well established with educators that there are critical periods of child development for spoken language. Similarly, a number of studies have shown concrete evidence for a critical period for the acquisition of a signed language for deaf children. The majority of students at the two schools entered the program at the middle or high school level and experienced significant deficits in reading and written language. The reasons believed to have influenced lower achievement for the students are that the majority of deaf children are born to hearing parents who do not sign, the children did not acquire sufficient proficiency in a signed language during their elementary school years and that school divisions in rural areas have

difficulty recruiting qualified interpreters. Deaf students require exposure to accessible language as early as possible combined with strategic instructional efforts in reading and written language.

Students with sensory impairments in combination with other disabilities such as learning disabilities, mild-to-moderate mental retardation, and physical impairments, are the second largest number of students served. They require more intensive intervention and assistance with academic skill development, self-care, and post-secondary transition to employment. Many students require specialized equipment for educational purposes and also require more individual help to complete schoolwork independently. Assigning the education of students with multiple needs to either the deaf or blind department at the new school will facilitate consultation among a larger pool of teachers qualified in the area of the student's specific sensory impairment and improve the quality of instruction for the students by creating an environment that fosters cross-disciplinary collaboration for the children.

Blind, visually impaired, and deaf-blind children enrolled at the new school will require extensive training to develop a method of communication, learn Braille, become proficient with orientation and mobility skills, gain independence, and use appropriate assistive technology for communication and other individual needs. The services of a state school for students with visual impairment, blindness, or deaf-blindness, will provide accessibility to educational resources, daily living skills and training in orientation and mobility that many school divisions in Virginia find impossible to provide. All instructional materials at the new school will be designed to permit access to information through tactile modalities for this group of students. The provision of a program for blind, visually impaired, and deaf-blind children at the new school will contribute to better coordination of state services for all blind, visually impaired, and deaf-blind children through the availability of a state-of-the art program to visit, and through outreach services to assist school divisions in the state to enhance or develop local programs. Deaf-blind children need a combination of services through both the deaf department and the blind department that are collaboratively developed for an integrated program.

The program will need updated equipment and resources to explore new technologies that are critical for the provision of effective instruction to children. Some examples of needed technology include the following:

- New technology (Sound Field FM Equipment, ASL software)
- Calculators and computers with voice output (Voice Note, Jaws)
- Personal recorders and enlarging devices
- Braille readers and printers
- Tactile assistive technology
- Electronic surveillance cameras (expansion of existing services)
- Specialized beds for children with physical limitations

- Adapted equipment and devices for classroom instruction and dormitory activities (expansion of existing services to include purchasing of newer equipment)

PROPOSED MISSION OF THE NEW PROGRAM

The new school will serve students who are deaf, hard-of-hearing, blind, visually impaired, deaf-blind, students with sensory-impaired multiple disabilities, and deaf students with emotional disabilities, age 2 through age 21, inclusive. The school will provide special education and related services as identified in student's Individualized Education Programs (IEPs) developed in cooperation with the students' placing school division of residence. Students will reside on the campus, Sunday evening through Friday morning and will be transported to their homes for the weekends. All students at the new school will be granted residential status, if they so desire, upon request regardless of their home address. There have been numerous parent requests for relaxing of the current day student requirement based on the proximity of the child's residence to the school (VSDB-Staunton only).

The educational program will be designed for students who may also have a secondary disability to a sensory impairment such as a learning disability or mild cognitive impairment. This is a different status than the category of sensory impaired multiple disabilities. Each student's skills and abilities will be carefully assessed in the design of a program of study. Each child's individual program of study will be documented in the IEP and addressed in classroom instruction, the residential program, and other structured opportunities within the program. Each student's IEP goals will be aligned with the Virginia Standards of Learning (SOL) and all students will participate in the state assessment system. Students will be provided access to the general curriculum in a variety of ways including community-based instruction. The program will provide a curriculum that ranges from an academic program to a functional curriculum aligned with the SOL. The functional curriculum currently used by both schools is the Life-Centered Career Education Curriculum. Instruction for more severely disabled students will include more intensive instruction in the areas of functional academics, daily living skills, and independent living skills. All students will receive coordinated services from all applicable specialty areas and departments and may attend a variety of classes to address their unique needs. The distinction of the program by departments does not exclude the participation of any student in a class that may address their individual needs.

All students will receive vocational evaluations, transition services, vocational training, advocacy services (expansion of existing services), and referral to adult services for job placement. There will be primarily three departments within the school: the Deaf Department, the Blind Department, and the Sensory Impaired Multi-Disabled Department. Students will complete one of the following program options:

- Advanced Studies Diploma

- Standard Diploma
- Modified Standard Diploma
- Graduate Equivalency Diploma (GED)
- Special Diploma (IEP)
- Certificate of Completion

The goal of the residential program will be to provide a safe and supportive environment in which students can achieve academically and develop a sense of real-world competence and independence. An important emphasis of the residential program will be to provide students time after school in an environment as “home-like” as possible. Students will receive guidance and support with their homework assignments, participate in after-school activities and sports, socialize with friends or engage in leisure activities in their areas of interest. Off-campus outings will be planned by staff to assist students with access to community events. Students with special needs will have opportunities to participate in activities designed by staff with expertise in therapeutic recreation.

The Deaf Department

The Deaf Department will provide services for children from birth through age 21. The focus of the program will be to provide students with opportunities to develop dual communication skills using American Sign Language (ASL), and written English. A total communication approach will be used to address other preferred communication modalities of the students, including speech and speech reading. Instruction will be delivered using the communication approach that meets the unique needs of each child. Using specialized equipment, the school will provide hearing screenings for infants who have failed newborn hearing hospital screenings. Statewide family services will be provided to infants and toddlers (birth to age 3) and comprise home-based services, consultation with parents, and direct intervention with children through a teacher or related services provider(s) in cooperation with local community services boards. A center-based regional day preschool program will be offered for deaf children and their hearing siblings. A second center-based regional day preschool program will be offered for children who have cochlear implants. The two populations should not be combined for programmatic reasons. The program for students with cochlear implant technology will focus on early intervention and preparing students to enter the general education program of their home school as quickly as possible (expansion of existing services). The program will assist children who do not benefit from cochlear implants through outreach services to the staff in their home school division or by enrolling them in the VSDB deaf program. Specialized services for older children with cochlear implants will include auditory oral rehabilitation services as appropriate for the child.

Students who are deaf and have emotional disabilities (expansion of existing services) will receive specialized services in the areas of academic instruction, social and emotional development, school adjustment, and acquisition of interpersonal competencies, in addition to all

other available services. The program for students with emotional disabilities will begin in the first year of operation with elementary school-age children and expand to middle and secondary students over a two-to three- year period as students are identified and funding is provided. The program staff will work cooperatively in an inter-agency approach with mental health treatment services in the community and other mental health hospital programs.

The Blind Department

The Blind Department will offer an instructional program from kindergarten through grade 12. All instruction will be designed to meet the unique requirements of each child. In addition to an academic program, blind or visually impaired students will receive specialized instruction in Braille and abacus skills, daily living skills, adaptive technology, and orientation and mobility training. Specialized technology will be available for instruction at all levels including talking calculators and computers, immediate Braille services and large-print devices, personal recorders, enlarging devices, print readers, other disability-specific software and adaptive equipment. Liaison activities with the Department of the Blind and Vision Impaired will help identify which students are eligible to receive services from that agency.

The Sensory-Impaired Multi-Disabled (SIMD) Department

The SIMD Department will provide an instructional program for students who are deaf, hard-of-hearing, blind, visually impaired and deaf-blind who have two or more impairments at the same time, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The focus of the program will be to provide an array of services for students with mild, moderate, and severe cognitive disabilities in addition to the sensory impairment. The department will use a person-centered planning approach to develop long-range plans for students within the Deaf or Blind departments. The focus of the instructional program will be to design an educational program based on the determination of the child's communication and assistive technology needs through formal evaluations (expansion of existing services). Services will include direct instruction in the areas of functional academics, independent living skills, community and leisure skills, and preparation for the workplace. Program planning will include the identification of needed instructional supports and will focus on preparing students for future adult environments including the workplace. All of the department's services will also be available to other students at the school regardless of the severity of their disability. Students who are deaf-blind will receive coordinated services through all applicable specialty areas and departments and may attend a variety of classes to address their unique needs.

Student Support Services

Student support services are those services that assist students to benefit from academic instruction (related services) or to be successful in another aspect of the total program. Support services will include guidance counseling, school psychological services, occupational therapy, physical therapy, speech and language therapy, educational audiology services, school nursing

services, school social work services, orientation and mobility training, media services and technology services. The student support staff will also provide outreach services to school divisions in Virginia (expansion of existing efforts).

Special Features/Program Improvements of the School

The program will provide essential services to all students and continue to accept children through the established admissions procedures that comply with the Standards for Interdepartmental Regulations of Children's Residential Facilities and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. The program will focus on parents, family, and community involvement and the home environment concept for residential services. Opportunities for alumni activities and involvement will be offered. The school's administrators and staff will involve a variety of stakeholders including the school staff, parents, and deaf and hard-of-hearing and blind community members for program development and school activities. Other special features of the program will include the following:

- Specialized technology will be available for instruction at all levels, including close-captioned videos, sound-field FM equipment, voice output calculators and computers, immediate refreshable Braille services and large-print devices, personal recorders, enlarging devices, print readers, smart boards, disability-specific software, and adaptive equipment (enhancement of existing resources)
- A parent resource center that is accessible to parents and professionals throughout the state (new service). Continuous opportunities will be provided for parents to acquire the necessary skills, especially in communication and language development, to support their child's educational plans. Parent training will be offered using a variety of approaches, including local classes, distance-learning opportunities and individual counseling or instruction
- A professional development center that is accessible to professionals and parents throughout the state (new service). Technical assistance and outreach will be provided to school divisions, parents, and students (expansion of existing services). The coordination of effective outreach services will address a long-standing service delivery need in Virginia. Services will include the following:
 - consultation and evaluations
 - paraprofessional training
 - referrals to other agencies or service providers
 - lending library of materials
 - professional training, conferences and workshops

- The school will be a training site for interns, interpreters, and teachers (expansion of existing services)
- A summer program will offer services for all students in the commonwealth to enrich school divisions' services and programs (expansion of a limited existing service)
- There will be an advisory committee of knowledgeable professionals, parents, and student representatives to monitor the operations of the school and advise the superintendent of the new VSDB and the Board of Education regarding the maintenance of a high-quality and cost-effective program of study (new service)

SITE SELECTION GUIDELINES

The architectural team worked with staff members responsible for supervising the schools and representatives from the DDHH the DBVI to identify critical features for the new location of the school. The articulation of desired site features provides direction to those persons responsible for securing the property to identify a site that supports the mission of the school. The following features listed are considered necessary and desirable for the future success of the program. The items marked with an asterisk identify those top five features considered “essential or critical” by the professionals who were asked to rank-order them.

Community Characteristics

- *Shared programming options with local school division
- *Opportunities for vocational education and community-based work experience
- *Access to nearby hospital
- Access to leisure and social activities
- Existence of deaf community
- Existence of blind community
- College/university nearby for partnership
- Safe neighborhood

Location

- *Central in the state
- *Easy access to major travel systems for transporting students
- Easy access to the community (marketplace, bus stop, etc)
- Adequate land (50 buildable acres+)
- Adequate growth potential for the school on the site
- Not bounded by a major traffic artery

Staffing

- Attracts new staff
- Promotes retention of existing staff

Cost Feasibility

- Results in long-term cost efficiency
- Reduces duplication of services
- Major utilities and needed infrastructure exists prior to construction

SCHEMATIC CONCEPT OF NEW SCHOOL

Design Parameters

The Virginia Department of Education staff worked with BCWH staff in a pre-planning activity to build a new state-of-the-art school to replace the two Virginia Schools for the Deaf and the Blind. The team worked together to develop an educational program, the proposed mission of the new VSDB, and an architectural program. The plan forms the foundation for the schematic concept. The resulting architectural program can be found in Appendix B and specifies the spaces needed for the program. The completed campus will accommodate 300 deaf, blind, and multi-disabled students with sensory impairment in the classrooms and dormitory settings. The needed staff and additional program components such as expanded support services, parent resource center, professional development center, and outreach services are also planned for in the campus design.

The campus design requires a minimum of 50 buildable acres. Many times, with a project of this scope, the total acreage needed will require modifications and adjustments once the site has been identified and secured. A suitable site may include more acreage due to the needed adjustments anticipated for the building such as the property having unique topography features or wetlands. When the site is selected for the campus, the future availability of adjacent land should be considered. Due to the nature of the campus, all facilities will be constructed simultaneously for occupancy by September 1, 2007. The education building and dormitory buildings have adjacent areas identified for expansion if enrollment increase in the future. The size of the core facilities can accommodate more than 300 students should future expansion become necessary. The site plan also provides space for an indoor swimming pool if local resources prove to be insufficient for the school's needs.

Development Model and Campus Zone Organization

The campus is zoned by use and the students' need for privacy. Three distinct zones of use are defined and color-coded in the site organization diagram found in Appendix C. Community use is presented in yellow, public use is blue, and private use is indicated as green. Community use buildings and areas are adjacent to the campus entrance and include the

administrative offices, gymnasium, auditorium, and sports fields. The education building is considered public and is used primarily by VSDB students and members of the community seeking education or other available services. The dormitories are in the private zone of the campus. The separation promotes the desired sense of “going home” at the end of the school day for the students.

A secured perimeter is clearly defined by land features or intentionally created barriers to control access to the campus at all times. Vehicle and pedestrian access and circulation will be designed to separate several distinct types of traffic and pedestrian paths. The main entrance is clearly defined where all vehicles enter for optimal administrative monitoring. Visitor traffic will be permitted at the public buildings including the gymnasium, auditorium and playing fields. A second entrance/exit will be provided for day student drop off/pickup. Police and emergency vehicles will have access to all campus buildings. A service entrance will be provided and will be secured while not in use by the campus staff. Bus traffic will be directed to a location adjacent to the school entrances for picking up and dropping off students at the beginning and end of the school week. Limited bus parking will be provided for visiting sports teams adjacent to the athletic facilities. A service drive will be located at the loading dock at the dining hall for food deliveries. The maintenance and grounds building will be offset from the main campus to separate the daily service traffic from the pedestrian activities. Parking for 400 cars will be provided for faculty and staff, regularly visiting parents/day students, visitors to the campus, and special events.

The campus is configured to promote efficient and comfortable student movement between buildings throughout the school day. The pedestrian paths link all buildings with consideration given to the expected course of a student’s day and evening routine. Students can move easily from the dormitories to the dining area to school. After school, students return to the dormitories, then to the dining areas and may return to the dormitories or student center in the evening hours. Pathways will be carefully designed to provide spaces for students to gather informally throughout the day. The design of pathways should also permit adult visual supervision of students from a distance.

Special consideration will be given to the unique needs of the student population in future planning activities. No fully enclosed courtyards are recommended and the site lines should provide spaces for the comfort and enjoyment of the students and staff and at the same time permit supervisory staff the ability to observe students in several areas simultaneously. The scale of the campus and the buildings must address the broad range of the students’ ages and abilities.

General Requirements for the Campus Facilities

Early in the process the team determined that the campus should be composed of multiple buildings. Distinct and separate buildings provide the necessary transition and separation of the

functions of school and home life for the students. The construction of new academic buildings, dormitories, and other campus buildings can most appropriately meet the needs of deaf and blind students through state of the art design, materials, and technology. The buildings will be tailor-made environments that must meet the unique educational needs of the students, be flexible to accommodate change over the buildings' life, and be easy to maintain over the half-century projected life cycle of the facilities. Travel between buildings will be by covered walkways when possible. A depiction of the proposed master plan illustrating the campus as it responds to the requirements for the campus facilities is shown in Appendix D.

Deaf and hard-of-hearing students are more sensitive to the visual environment than are their hearing peers. The acute skills of observation that deaf and hard-of-hearing students acquire in learning to use ASL and oral methods make them more conscious of the many subtleties of variation in lighting, obstacle building features, and walls that might create barriers to their visual paths. Proper lighting and barrier-free materials are critical to enhance the visual means of interaction for children with visual impairment and blindness. Excessive brightness, improper lighting or glare can lead to eye fatigue, difficulty seeing materials or screens, difficulty distinguishing between materials and the background, diminished physical productivity and can produce unwanted physical discomfort. To be energy efficient and effectively meet the educational needs of the students, natural light is to be used whenever reasonable. Buildings will be designed with appropriate artificial lighting systems and shading devices at windows to manage glare in learning environments. Classrooms will be equipped with light shelves to reflect diffused daylight into spaces and room occupancy sensors.

Consideration must be given to the acoustical environment of the classrooms for all students. Today, more attention is paid to the affect of a noisy environment on the development of a child with a sensory impairment. Factors that can impact development include the sound level of the teacher's voice, ambient noise in the room, exterior traffic and other noise, noise of adjacent rooms transmitted through partitions and ventilating systems, and reverberation time of sound in the classroom. The acoustic environment should be as quiet and noise-free as possible. Classrooms subjected to disturbing and distracting noise, such as ventilation systems, adjacent music rooms, gymnasiums, cafeterias, playground areas, hallway traffic and street noise should be avoided. Acoustic control in and between rooms will be exercised to minimize distraction for the students. The recommendations from the Acoustical Society of America and the Access Board for Classroom Acoustics for Children with Disabilities will be observed in the treatment of education spaces. Spaces for educating children with cochlear implant will receive additional considerations to reduce background noise distraction.

Buildings interiors will be configured to aid administrative supervision of multiple areas simultaneously. Corridors need to be ample in width to permit easy interaction of ASL conversation and people passing each other. Staff will closely monitor access to the buildings visually and with closed-circuit television cameras and monitors. During evening hours, access

to buildings and specific areas will be limited. Windows will be positioned for natural lighting and views. Spaces will be designed considering the need for maximum flexibility within the specific environments. Adequate bathrooms with changing tables when appropriate will be provided throughout the campus to accommodate the standard and special needs of students. Storage will be accommodated throughout the campus. Much of the specialized equipment will require considerable storage space adjacent to programmed areas.

Athletic Fields

There will be two regulation size soccer fields, one with a competitive 400-meter, 8-lane track with rubber surface and accessible bleachers for 500 spectators. The track will have special adaptations for blind competitors. A 1,600-square-foot storage building will be provided. Other competition fields provided will be regulation size baseball, softball, and beep ball fields each with accessible seating for 200 spectators. All fields will be provided with lighting for evening activities.

Handicapped Accessibility

As necessitated by the population served and as required by law, accessibility will be included for all applicable spaces. Provisions will include: accessible routes across campus and throughout buildings, an adequate quantity of accessible parking spaces, interior and exterior ramps, electric door openers at main entrances to buildings, audible and visible emergency alarm systems. Accessible accommodations and fixtures will be age-appropriate in size where younger students are served. Furnishings in areas used by students with multiple disabilities will include appropriate height for equipment and various options for adaptive seating and other assistive devices for students.

Technology Plan

A holistic approach to campus technology and security will coordinate all functions and systems. Systems to be integrated will include fire, life safety, Heating, Ventilation and Air-Conditioning (HVAC), communication and security. Classrooms will have specialized devices to assist in the education of disabled students and be uniquely designed and equipped for sensory impairments. Assistive technologies in the school and dormitory programs will include:

- Computers
- Real-time video conferencing
- Media retrieval to classroom TVs
- Audiology booth/office
- Assistive listening devices systems (ALDS)
- Calculators and computers with voice recognition and voice output (Voice Note, Jaws)
- Personal recorders and enlarging devices
- Braille readers, printers, and writers

- Portable magnification devices
- Desktop CCTV
- MagniLink S Student Closed-Circuit TV
- Video relay systems (e.g., Sorenson phone)
- Smartboards, electronic interactive whiteboards such as GTCO boards
- LED real-time captioning (CART)
- Text pagers
- Voice output calculators, graphing calculators, and dictionaries
- Victor Vibe RFBD CD players
- Digital Proscope
- Laptops for blind and partially sighted middle and high school students
- Notetaker for each Braille academic middle and high school student
- Various augmentative communication devices, and visible announcement and alerting devices in all areas of the school
- Tactile devices such as calendar boxes, vibrating alarm clocks, graphics, raised print
- Software to update tracking systems
- Distance learning technologies
- Graphics arts technology

All classrooms will have computers for students and staff with the most current software for document development, presentations, and data management applications. Computers for students and staff will be equipped with CD and DVD players and disc burners for programmatic purposes. All classrooms will have VCR, DVD and large-screen televisions. Specific requirements for classrooms based upon disability focus is illustrated in the following descriptions:

- Classrooms for students who are deaf or hard-of-hearing will be equipped with the following: GTCO board, Wireless School Pads for use with GTCO, ceiling mounted LCD projector with high lumens, whiteboard, retractable screen, digital Proscope, DVD/VCR unit, multimedia cart, 42" Plasma HDTV, TDD for use with telephone, Sorenson Video Telephone, laptop computer and a teacher computer equipped with CD burner and scanner
- Classrooms for students who are blind or visually impaired will be equipped with the following: a teacher's computer with DVD player and disc burner, Open Book Software for scanner, updated Duxbury Braille Translator Program, general Microsoft programs. Four student computers with internet access, JAWS software, Zoom Text Extra, Text to Symbol software, Braille displays, computers networked within room and networked to Braille embosser, laser printer and scanner in a teacher's workroom

- Classroom suites for students who have sensory impairment and multiple disabilities will have, in addition to equipment to address sensory impairment and physical challenges, an instructional area with two or three computers with large monitors, adaptable keyboards and screens, chairs or adaptive seating for students, cut out tables for wheelchairs and environmental tactile cues such as Braille in elevators, raised print to identify doors or areas, and tactile markers on hallways and floors to assist student to travel throughout the buildings independently

Mechanical and Electrical Systems

The mechanical and electrical systems will be designed in accord with all applicable codes and regulations including environmental and sustainability concepts listed in the LEED Green Building Rating System that are reasonable and feasible in the project. Systems also will be tailored to accommodate the special needs for occupants with sensory impairments to include the following:

- Lighting design will provide for reduced glare
- Classroom lighting shall be adjustable/dimmable
- Classrooms shall have stereo sound systems
- Mechanical systems will be designed to reduce noise transmission from the systems operations.
- Climate control
- Specialized equipment
- Plumbing fixtures to be wall hung rather than floor mounted
- Water fixtures to operate automatically
- Emergency generator power will be provided to all campus buildings
- The multi-purpose suite bathroom will include: changing table with mechanical lift shelves and drawers for toiletries, storage, area for toileting chairs, handicap accessible shower with chair, toilet, sink, and other handicap accessible fixtures and equipment
- Central clock system with programmable audible bell and light alarm

Future Expansion

The school design permits the addition of classrooms and dormitories to the existing structures without taxing the core facilities providing essential services. An indoor pool can be provided in a stand alone indoor swimming pool if a swimming program cannot be supported at another location in the community.

The Buildings Required

The administrative staff will be accommodated in a building adjacent to the front entrance. The superintendent, human resource director and finance director's office suites will be located together. A Heritage Museum will be included in the building to showcase artifacts from the Hampton and Staunton campuses. An auditorium will be positioned near the front of the campus adjacent to the middle/secondary school entrance. The space is anticipated to receive frequent use, video conferencing and the community. An induction loop, large screen televisions with captioning, projection systems, dressing areas, storage and restrooms, will be provided in this structure. All students and members of the community seeking services will be served at the educational buildings or schools. The schools are separated as an early childhood and elementary center and a middle and secondary combined school. Educational classrooms, offices for support services, the Library media center, the technology center are housed in the education buildings. The cafeteria and clinic are housed adjacent to the two school buildings. The cafeteria connects to the middle/secondary building and to the early childhood center via a walkway.

Support Services

The Student Support Services, Parent Resource Center, Professional Development Center and Outreach Center will be located in a suite in the core of the education building. Designated spaces for social workers, outreach, physical therapists, occupational therapists, speech pathologists, audiologists, behavior specialists, intern/contract counselor, and the IEP coordinator and the associated treatment and therapy rooms will be provided. An audiology booth and office for newborn hearing screenings will be located near the speech pathologists offices. Sound-treated therapy rooms will also be located in this suite. Other spaces will include a guidance classroom, conference room, and play room. Student support services staff will provide additional therapies and training for residential students requiring individualized training and therapies provided by the professionals located in this suite.

Parent Resource Center

The Parent Resource Center will provide ongoing support and outreach to parents and families who reside throughout the commonwealth. The center will coordinate services with other Parent Resource Centers, the state and the Technical and Training Assistance Centers (T/TAC) located at several state universities and Virginia's Deaf-Blind Project. The center will also house resource equipment, literature, and a lending library for professionals and parents.

Professional Development Center

The Professional Development Center is designed to provide practicum and internship experiences for teacher-training programs and outreach services with regard to personnel development. Opportunities for student teaching assignments, clinical fellowships, and

internships will be expanded with colleges and universities that have teacher and related staff training programs.

Outreach Services

Outreach services will be provided to school divisions and will include consultation and evaluation by professionals working at the school. Outreach services will provide technical assistance and services for all communication modalities and approaches available for visually impaired or deaf and hard-of-hearing children, including those with cochlear implants and multiple disabilities. On-site and/or remote re-mapping of implant processors will be provided in collaborations with regional cochlear implant centers.

Classrooms

The school's classrooms will be of the recommended size and shape to promote learning for specific disability needs. Corridors will be 10 to 12 feet in width to accommodate ASL conversations during the natural flow of individuals simultaneously. Occupied spaces will be designed with materials and finishes that adequately control glare and acoustics throughout the campus. The school will be organized first into deaf, blind and multi-disabled departments with further separation into early childhood/elementary and middle/secondary departments. The environments will emphasize the sense of advancement for students as they move through their grade levels. The classrooms will be designed, within each department, to accommodate the different needs of the student body. Children with cochlear implants will receive services to prepare them for entering the general education program of a public school division. A suite for emotionally disturbed students will not exceed a total of 10 students, their instructors and paraprofessionals. Teacher workrooms will be provided with individual workstations. Locker space for students will be provided. All classrooms will have the following:

- Flooring to be VCT, carpet or padded as appropriate
- Doors will have windows for supervision from both sides, no sidelights shall be provided to reduce distraction to sensory impaired students, double locking systems for key operation from both sides
- Built in cabinets and sinks
- Teacher desks and lecterns, and age and disability appropriate student desks
- A smart board or GTCO board and LCD projector
- Large screen TV, cable connection, captioned TV complete with VCR and DVD players
- TTY phone access for school office and emergency contact
- Intercom
- Network connected large print message board system
- Bulletin boards

A suite of classrooms for students who need a more self-contained environment because of sensory impairment and multiple disabilities will be provided in the core area of the education building. It will be designed in units of larger, more open teaching environments. The suite will be zoned into specific areas, some with texturing for the flooring and the walls. The zones will include a teacher work area, instructional area, sensory area, gross motor/therapy area, storage area and a multipurpose accessible bathroom. The room will have visually stimulating and scenic views to the exterior. Additional considerations in lighting and acoustic design may be made for students who have more involved cognitive and physical disabilities. Furnishing for the space shall be adapted to the special needs of the multi-disabled. Appropriately located windows in the teacher area for observation by parents and other approved individuals will be provided. Built in specialized, secure cabinetry and shelving will be provided in all areas of the instructional areas. Instructional area equipment is identified in the technology plan. Other specialized equipment includes the following:

- Suspension system
- Learning/vibrating chairs
- Ball bath
- Mirrored/textured walls
- Tactile/sensory manipulative items
- Highly textured carpet
- Standing frames
- Sideliers, weights, therapy balls, therapy bolsters, wedges
- Wall-mounted therapy table
- Beanbags
- Ergometer-upper extremity exerciser

Library Media Center and Technology Center

The library will accommodate the student population and provide a place for incidental contact with students from the separate departments. Separate reading rooms will be configured to meet the needs of the disabilities of the students. A professional library will be combined in this space for the statewide community of professionals, educators, and parents. The technology center will be the hub of the campus feeding to data closets within all the campus buildings. The network specialist will be located in an office at this location. A media retrieval system to the classroom will be provided.

Clinical Services

The clinical or health services will be located adjacent to the academic building, possibly attached, on the dormitory side of the school. Students may visit the clinic throughout the day and night to receive medications, first aid, and specialty services for multi-disabled students and other health services. Isolation rooms will be provided to house students until they can be

transported to the local hospital or home. Convenient access for ambulance service will be provided.

Cafeteria

The cafeteria will be located within the school building adjacent to the dormitories for convenient student access. Food services will provide meals in compliance with the federal breakfast and lunch standards. The students will use the cafeteria three times a day for meals. The cafeteria also may be used for special events. The food services department will also be required to prepare special diets that have been prescribed by the personal physician of students based on their individual nutritional and medical needs.

Outdoor spaces

Outdoor spaces adjacent to the school buildings will include several age-appropriate playgrounds and exercise areas. Adjacent to the cafeteria will be two outdoor dining areas. The student center will be located adjacent to the dormitories. A lounge, game room, snack bar, and vending area will be located in this structure. The gymnasium will be located on the public side of the campus to be conveniently accessed by visiting teams for competitive events. The therapeutic pool will be located in this building and will interface with the locker room and shower facilities. Physical education teachers and coaches will have offices in the building. Health education classes will be held in regular classroom spaces. The gymnasium will include the following:

- Two full-size courts with seating for 500 at one court and seating for 1,000 at the other; both courts will have a total of six goals: four adjustable, fittings that accommodate wheelchair sports and volleyball
- Remote control bleachers
- An indoor suspended track shall encircle both game courts
- Audiovisual equipment shall be provided for taping and broadcasting competition events.
- Dual scoreboards on both courts
- Vending/refreshment areas for game time concessions, laundry facilities and fitness center will also be accommodated
- Storage space to be shared by both courts

Residential Buildings

The dormitories will have the capacity to house a total of 300 students. The dormitory buildings will be positioned away from the main entrance for privacy and safety of the occupants. The character of these spaces will be “homelike”. Rooms will be grouped to facilitate the separation of students by age and gender. Dorm rooms will be flexible to allow for a variety of student needs. Rooms will be configured in two-person rooms with private baths, and a few independent living suites for older students ages 18-22 to develop independent living

skills, and a few individual rooms as appropriate to some students. All bedroom entrances and common spaces will be visually monitored from the lounge/office area. Rooms will be wired to the campus network for computers and phones. Staff will have access to remotely observe computer activity at student computer stations in the dorm. Offices will be included for a director, assistant director, transportation coordinator, recreational therapist, activities coordinator, behavior coordinator, behavior assistant and two clerical assistants. Laundry rooms will be provided for student use.

Maintenance and Grounds Care

The maintenance services will be housed in a building offset from the main campus activities. Staff offices, a break room, and a locker area will be located in the building. The area is to be under camera security surveillance and an emergency call system shall be provided. The workshop will be equipped with the following:

- Overhead doors
- A lift for vehicle maintenance to accommodate tractors and trucks
- Separate workspace for plumbing, electrical, carpentry and grounds maintenance
- Storage for paint
- Tool storage
- Restrooms

A storage building for maintenance equipment will be adjacent to the main structure. Space for lawnmowers, grounds equipment, snow removal equipment, and tractors will be provided. A gasoline and diesel dispensing station will be provided at this location. Adequate fenced bus parking and outdoor storage areas will be provided.

Program Objectives for Student Security

The campus will be configured to enhance student and staff safety through the design of vistas and views across the campus and within buildings. The campus design will minimize the availability of hiding places and valleys that can harbor activities beyond the view of supervisors. Adequate night lighting for the site and building entrances and security cameras to monitor these areas will be provided. Staff and students will utilize a proximity card access system that monitors and logs activities for safety in all buildings on campus.

The ability to observe multiple areas on campus will be facilitated by the site configuration. Administrator and dorm personnel spaces will be positioned within buildings to facilitate and maximize visual supervision of the building interiors. These methods of supervision will be supplemented with appropriately located surveillance cameras and video monitors for remote observation by student resource officers. All building entries and corridors will be observable and limited access will be established during off hours. Security cameras will be provided in all indoor and outdoor common areas including entry doors. A holistic approach

to campus technology and security will coordinate all functions and systems. Systems to be integrated will include fire, life safety, HVAC, communication and security. Security equipment will include the following:

- Security cameras
- Emergency call system and crisis alarm system
- Card reader proximity card access and accounting systems for students and staff
- Two-way video communication in deaf classrooms, intercoms and message boards
- Voice output notification systems
- Central clock system with programmable audible bell and light alarm will be provided throughout the school building
- Telephones and TTYs will be provided throughout the campus facilities, including classrooms and dormitories
- Cable TV will be provided throughout the campus facilities including classrooms and student lounges, cable in the dorm rooms will have the ability to be monitored and controlled by staff

Security practices will included:

- Vehicular access to site controlled at three gates and limited to one gate while school is not in session
- Security officers on duty 24 hours seven days a week, making complete patrols every hour
- Security officers will make physical inspections of the grounds, perimeter, buildings, and complete a check of safety, maintenance, and locked areas
- Staff will set alarms on buildings locked down for the evening. The mechanical systems will continue to be observed on the hour while buildings are locked
- Decals will be issued to all staff cars
- Visitor passes will be issued upon arrival to administrative office
- Traffic and parking will be monitored
- Buildings will be unlocked and secured per established schedules to prevent unauthorized entry and staff protection
- Campus security will respond to campus emergencies and provide assistance as needed to include transporting the individual to the campus medical unit or contacting (911).
- Student security will provide student escorts, luggage assistance, and other activities to provide student support

Security and assistive technologies in the school and dormitory programs for blind and deaf education will include:

- Card reader proximity card access systems for students and staff
- Security cameras
- Emergency call system provided across campus
- Two-way video communication in deaf classrooms
- Intercoms
- Message boards
- Voice output notification systems
- Crisis alarm system
- Various augmentative communication devices, and visible announcement and alerting devices in all areas of the school

Technical Resources

The campus and building design will comply with the 2004, or most current, version of the Commonwealth of Virginia Construction & Professional Services Manual (CPSM), prepared by the Department of General Services' Division of Engineering & Buildings, Bureau of Capital Outlay Management and Uniform Accessibility Standards, the Americans with Disabilities Act (ADA) standards and the Virginia Uniform Statewide Building Code, 2000, IBC. The design will also comply with Regulations Governing Special Education Programs for Children with Disabilities in Virginia and the Standards for Interdepartmental Regulation of Children's Residential Facilities, Commonwealth of Virginia.

The General Assembly, in House Joint Resolution 108, encourages the incorporation of the (LEED) Leadership in Energy & Environmental Design Energy, Environmental, and Sustainability concepts listed in the LEED Green Building Rating System that are reasonable and feasible into the development and procurement of projects. The actual LEED Certification and associated expenses are in addition to the enclosed project budget.

Conceptual Master Plan

A depiction of the proposed master plan illustrating the campus as it responds to the requirements developed for the new school can be found in Appendix D.

TIMELINE OF STEPS TO ACHIEVE CONSOLIDATION

The building of a new school requires a comprehensive implementation plan. The following steps provide an outline of the major activities that need to occur to meet the occupancy date of September 1, 2007, required by Item 135.F. The schedule necessary for building the new school also includes administrative activities that occur simultaneously during the construction phases. The building project schedule and the administrative activity schedules are presented separately. A graphic representation of the project schedule is provided in Appendix E.

<i>Project Activity</i>	<i>Duration</i>	<i>Completion Date</i>
Establish Planning Team	immediately	November, 2004
Program Refinement	3 months	January 28, 2005
Architect Selection	3 months	January 28, 2005
Site Acquisition	5 months	March 25, 2005
Schematic Design	2 months	March 25, 2005
Building Contractor Selection	4 months	February 25, 2005
DGS Review Schematic Design	6 weeks	May 13, 2005
Design Development	3 months	August, 12, 2005
Design Development Review	6 weeks	September 23, 2005
Begin Site Preparation		January, 2006
Subcontractor Bidding & Negotiation	1 month	January, 2006
Begin Superstructure		May, 2006
Finalize Construction Documents	8 months	May 12, 2006
Begin Remaining Construction	15 months	May, 2006
DGS Construction Documents	6 weeks	June 30, 2006
Revise Construction Documents	6 weeks	August 11, 2006
DGS Final Review	6 weeks	August, 2006
School Ready to Open		August 17, 2007

Administrative Activities Timeline

Recruit Administrative Team	May, 2006
<ul style="list-style-type: none"> • Identify Expected Student Population • Establish Specialized Equipment Needs • Finalize Staffing Needs 	
Develop Legislative Package	Summer, 2006
Develop Information Packet for School Divisions	June, 2006

Provide Technical Assistance to School Divisions for
Students Not Returning

June, 2006

Recruit Staff

February, 2007

CLOSING OF THE EXISTING SITES

As required by Item 135.F., a review is included of the activities necessary in the closing of the existing sites and disposition of the properties as well as a mechanism for assisting the school divisions with program development for those children who will not continue at the new school. An appropriation will be needed to maintain the two campuses in accordance with those regulatory requirements for buildings not in use. There also will be Workforce Transition Act (WTA) costs associated with the closure of the schools depending on how many staff members opt to transfer from the Hampton and Staunton schools to the new school. As reported in the Consolidation Task Force Report, 2003, the Hampton campus fill rate for positions has totaled about 120 positions. The Staunton fill rate has totaled about 138 positions (total staff fill rate about 258 positions). In 2003, legislation was introduced to close the Hampton school. At that time, the WTA costs associated with the closure of the VSDBM-Hampton were estimated at about \$2.4 million. The 2003 Fiscal Impact Statement developed by the Department of Planning and Budget in response to House Bill 2553 reported that the estimated WTA costs for 108 positions (VSDBM-Hampton) at 12 years of service with an average salary of \$32,000 is almost \$2.4 million (FY03). Exact WTA cost figures resulting from the new school are difficult to determine until the new staff complement is established.

The Office of Planning and Budget developed a draft fiscal impact statement at the request of the task force about the closing of both schools, net WTA costs. This statement estimates the costs for transferring equipment, computers, and educational supplies if both schools were closed at a one-time total of \$500,000.

DISPOSITION OF THE PROPERTIES

- The existing facilities that house the two VSDBs will be included in the real estate available to all state agencies
- If no state agency identifies a need for the property, then it is recommended that the two campuses be declared surplus for disposal. The school divisions where the VSDBs are housed should be given “right of first refusal” consideration based on their educational needs

- To achieve maximum benefit from any revenue generated by disposition of the existing properties, it shall be requested that the total proceeds be directed to the new school building project rather than the normal route of distribution of 50 percent to the conservation and recreation fund
- The building currently identified as a historical landmark at the VSDB-Staunton is the original school (Main Hall). It is recommended that the Staunton Historical Society and representatives of the Virginia Association for the Deaf and the Virginia Association for the Blind be involved in decision making about the possible alternative uses of this building

MECHANISM TO ASSIST SCHOOL DIVISIONS

During meetings of the Consolidation Task Force, 2003, the following concerns were identified about currently placed students at the two schools returning to their home school divisions for services:

- Lack of resources to develop programs in school divisions
- Lack of qualified interpreters for deaf students
- The child's history of placement in a residential school
- Lack of a deaf or hard-of-hearing population to provide immersion opportunities
- Parental concerns about the school division program

Due to the complexity of the possible needs of school divisions and the children, an array of mechanisms to assist school divisions with program development for children not continuing at the new school are recommended below.

- Develop a directory of regional programs in the state for school divisions and parents of returning children
- Develop a state initiative to address interpreter staffing and qualification issues
- Develop a small cadre of professionals in the state to provide technical assistance and staff training for school divisions
- Allocate a grant opportunity to the school divisions receiving the student for program development based on a plan of action for the student. Begin developing plans for students one year prior to their return to the home school division and allow support services and teacher training to extend through a student's first year at the new placement
- Continue efforts to include teachers of the Visually Impaired in the Standards of Quality (SOQ) funding mechanism of the DOE
- Provision of training opportunities for interpreters in the area of tactile sign language

APPENDIX A

Item 135. F., Chapter 4, Special Session 1, 2004 Acts of Assembly

F. Out of this appropriation, \$100,000 the first year from the general fund is provided for the following capital needs assessment and feasibility study. In the pre-planning phase for the consolidation at a single campus, the Secretaries of Education, Health and Human Resources, Administration, and Finance, together with the State Board of Education, the Department of Education, the two schools for the deaf, blind, and multi-disabled, the Woodrow Wilson Rehabilitation Center, the Department of General Services, and the Department of Planning and Budget shall complete a capital needs assessment and feasibility study for consolidating the State's two existing schools for the deaf, blind, and multi-disabled. The Secretaries of Education, Health and Human Resources, Administration, and Finance shall submit a joint report on the capital needs assessment and feasibility study to the Governor and the Chairmen of the House Committees on Appropriations and Education, and the Senate Committees on Finance and Education and Health by October 1, 2004. Building upon the work of the 2003 Consolidation Task Force, the report shall also include a suggested timeline of steps necessary to achieve a well-planned consolidation of the two existing schools at the new location no later than September 1, 2007, including the closing of the existing sites and disposition of the properties as well as a mechanism to assist the local school divisions with program development for those children who will not continue at the new school.

APPENDIX B, cont.
Architectural Program

SUPPORT SERVICES OFFICES/PARENT RESOURCE AND OUTREACH CENTER				
Guidance Classroom	1	400	400	
Social Worker Office	2	100	200	
Psychologist Office	1	100	100	
Transition Specialist Office	1	100	100	
Outreach Coordinator Office	1	100	100	
OP/PT Office	4	100	400	
OP/PT Therapy Room	2	150	300	
Speech Pathologist Office	4	100	400	
Audiology Suite	1	550	550	includes 2 offices @120, storage @50, waiting area @60, 2 booths @50, & nursing/sleep room @100
Behavior Specialists Suite	1	960	960	includes 3 offices @120, storage @50, meeting area @ 150, time out/suspension @ 400
Intern/Contract Counselor Office	2	100	200	
Sound Treated Therapy Rooms	4	80	320	speech therapy
Reception & Waiting Area	1	200	200	
Play Room	1	130	130	
Conference Room	1	150	150	table seating for 10
Restroom	2	75	150	
subtotal			4,660	
Grossing Factor		30%	1,398	walls, corridors, stairs, etc.
subtotal			6,058	

APPENDIX B, cont.
Architectural Program

CLASSROOM SPACE				
<i>Elementary Program</i>				
Pre-K Classroom	2	800	1,600	6 blind, 6 deaf, 3 deaf/multi-disabled, and 3 blind/multi-disabled
Standard Classroom	16	650	10,400	
Art Room	1	800	800	
Music Room	1	1000	1,000	
Multi-purpose Room	1	800	800	
Resource Room	1	400	400	
<u>Secondary Program</u>				
Standard Classrooms	22	600	13,200	one blind, one deaf
Science lab	4	800	3,200	
Art Room	2	800	1,600	
Music Room	1	1000	1,000	
Multi-purpose Room	1	800	800	
Technology Lab	2	800	1,600	
Home Living Lab	1	1000	1,000	
Business lab	2	800	1,600	
Vocational Lab	2	1200	2,400	
Resource Room	2	400	800	
<i>Common Use</i>				
Deaf/Hard of Hearing ED Suite	1	1600	1,600	includes lab @800, storage @80
Practical Assessment Exploration PAES Lab	1	880	880	
Test Room	4	40	160	includes lab @800, storage @80 and office @100
Bridges Lab	1	980	980	
Distance Learning Lab	1	700	700	includes lab @600 & equipment room @100
Multi-sensory Lab/ Snozelen Environment	1	900	900	
Student Restrooms	12	200	2,400	
subtotal			49,820	

APPENDIX B, cont.
Architectural Program

Grossing Factor		34%	16,939	walls, corridors, stairs, etc.
subtotal			66,759	
LIBRARY MEDIA CENTER				
Reading Room/Stacks	2	1500	3,000	table seating for 10
Classroom	1	500	500	
Office	1	160	160	
Workroom	1	120	120	
Professional Library	1	150	150	
Small Group/Conference	1	150	150	
AV Equipment Storage	1	200	200	
Document/Pub. Storage	1	150	150	
Braille Material Storage	1	150	150	
Computer Resource Rm.	1	400	400	
Restroom	1	80	80	
subtotal			5,060	
Grossing Factor		34%	1,720	walls, corridors, stairs, etc.
subtotal			6,780	
DATA CENTER				
Network Administrator	1	100	100	
Storage	1	150	150	
Data Closets	6	20	120	
File Server	1	200	200	
subtotal			570	
Grossing Factor		34%	194	walls, corridors, stairs, etc.
subtotal			764	

APPENDIX B, cont.
Architectural Program

COMMON AREAS				
Student Reinforcement Area	2	500	1,000	
Forum/Meeting Room	2	500	1,000	
Storage Room	3	150	450	
Supply Room	4	120	480	
Book Room	4	120	480	
Faculty Workroom	1	420	420	includes workroom @300, storage @120
Staff Lounge	1	300	300	includes 12 student station lab @400 & storage @100
Technology Lab	3	500	1,500	
Auditorium	1	4000	4,000	seating for 500
Stage	1	1200	1,200	
Dressing Room	2	220	440	
Storage	1	200	200	
AV Control/equipment	1	300	300	
subtotal			11,770	
Grossing Factor		34%	4,002	walls, corridors, stairs, etc.
subtotal			15,772	
STUDENT CENTER				
Lounge	1	700	700	casual seating, tv, etc.
Game Room	1	400	400	
Snack Bar	1	400	400	includes bar @150, food prep @150 and storage @100
Vending Area	1	80	80	
Telephone/TTY	1	100	100	
Storage	1	80	80	
subtotal			1,760	

APPENDIX B, cont.
Architectural Program

Grossing Factor		34%	598	walls, corridors, stairs, etc.
subtotal			2,358	
HEALTH & PHYSICAL EDUCATION ATHLETICS				
Main Gym	1	14000	14,000	2 full basketball courts, movable divider, 500 seating one side, 1000 seating other side
P.E. Lockers/Showers - Boys	1	800	800	lockers for 150, showers & restroom
P.E. Lockers/Showers - Girls	1	800	800	lockers for 150, showers & restroom
Team Lockers/Showers - Boys	1	350	350	lockers for 25, showers & restroom
Team Lockers/Showers - Girls	1	350	350	lockers for 25, showers & restroom
Staff Lockers/Showers	2	200	400	lockers for 8, shower & restroom
Fitness Center	1	1500	1,500	
PE Teacher Office	2	200	400	athletic director
Coach Office	4	100	400	
Multi-purpose Classroom	1	1200	1,200	
Laundry Room	1	200	200	
Storage/Equipment Room	4	200	800	
Gym Public Restrooms	2	400	800	
subtotal			22,000	
Grossing Factor		15%	3,300	walls, corridors, stairs, etc.
subtotal			25,300	

APPENDIX B, cont.
Architectural Program

THERAPEUTIC POOL				
Therapeutic Pool	1	3200	3,200	
Pool Equipment Storage Room	1	150	150	
Pool Maintenance Storage Room	1	150	150	
Pool Mechanical Equipment Room	1	800	800	
subtotal			4,300	
Grossing Factor		15%	645	walls, corridors, stairs, etc.
subtotal			4,945	
DORMITORIES				
Director Office	1	125	125	
Assistant Director Office	1	100	100	
Transportation Coordinator Office	1	100	100	
Recreational Therapist Office	1	100	100	
Activities Coordinator Office	1	100	100	
Behavior Coordinator Office	1	100	100	
Behavior Assistant Office	1	100	100	
Clerical Workstation	2	80	160	
Storage	1	200	200	
Public Restroom	2	100	200	
Lobby/Waiting	1	150	150	
Dorm Lobby	4	400	1,600	
Public Restroom	8	120	960	
Student Lounge/Recreation Room	4	300	1,200	
Student Housing for 300 Pupils				
4 Student Dorm Suite	50	630	31,500	includes 2 bedrooms @275, common bath @80

APPENDIX B, cont.
Architectural Program

2 Student Dorm Suite	35	360	12,600	includes 2 private bedrooms @140, common bath @80
Independent Living Suite	10	940	9,400	3 bedrooms @130, bath @80, living room @150 & kitchen/dining @120
Dorm Laundry Room	4	150	600	
Vending	4	100	400	
Custodial/Supply Storage	8	200	1,600	
Mechanical Equipment Room	4	300	1,200	
subtotal			62,495	
Grossing Factor		35%	21,873	
subtotal			84,368	
CLINICAL SERVICES				
Director Office	1	150	150	table seating for 10
Examining Physician Office	1	150	150	
Clerical Staff Office	1	100	100	
Reception/Waiting	1	200	200	
Exam Rooms	2	100	200	
Conference Room	1	150	150	
Restroom	1	70	70	
Storage	1	120	120	
Lab	1	60	60	
Pharmacy	1	40	40	
Isolation Rooms	2	160	320	

APPENDIX B, cont.
Architectural Program

Bath Room	1	100	100	
subtotal			1,660	
Grossing Factor		30%	498	walls, corridors, stairs, etc.
subtotal			2,158	
CAFETERIA				
Food Operations Manager Office	1	125	125	
Asst. Food Manager Office	1	100	100	
Clerical Office	1	100	100	
Kitchen	1	2000	2,000	
Dry Food Storage	1	150	150	
Walk-in Ref/Fr	1	200	200	
Dishwash Room	1	150	150	
Custodial	1	100	100	includes, mop, soap, washer/dryer
Lockers/Restroom	1	120	120	
Cafeteria	1	6000	6,000	table seating for 300
Table and Chair Storage	1	200	200	
subtotal			9,245	
Grossing Factor		28%	2,589	walls, corridors, stairs, etc.
subtotal			11,834	

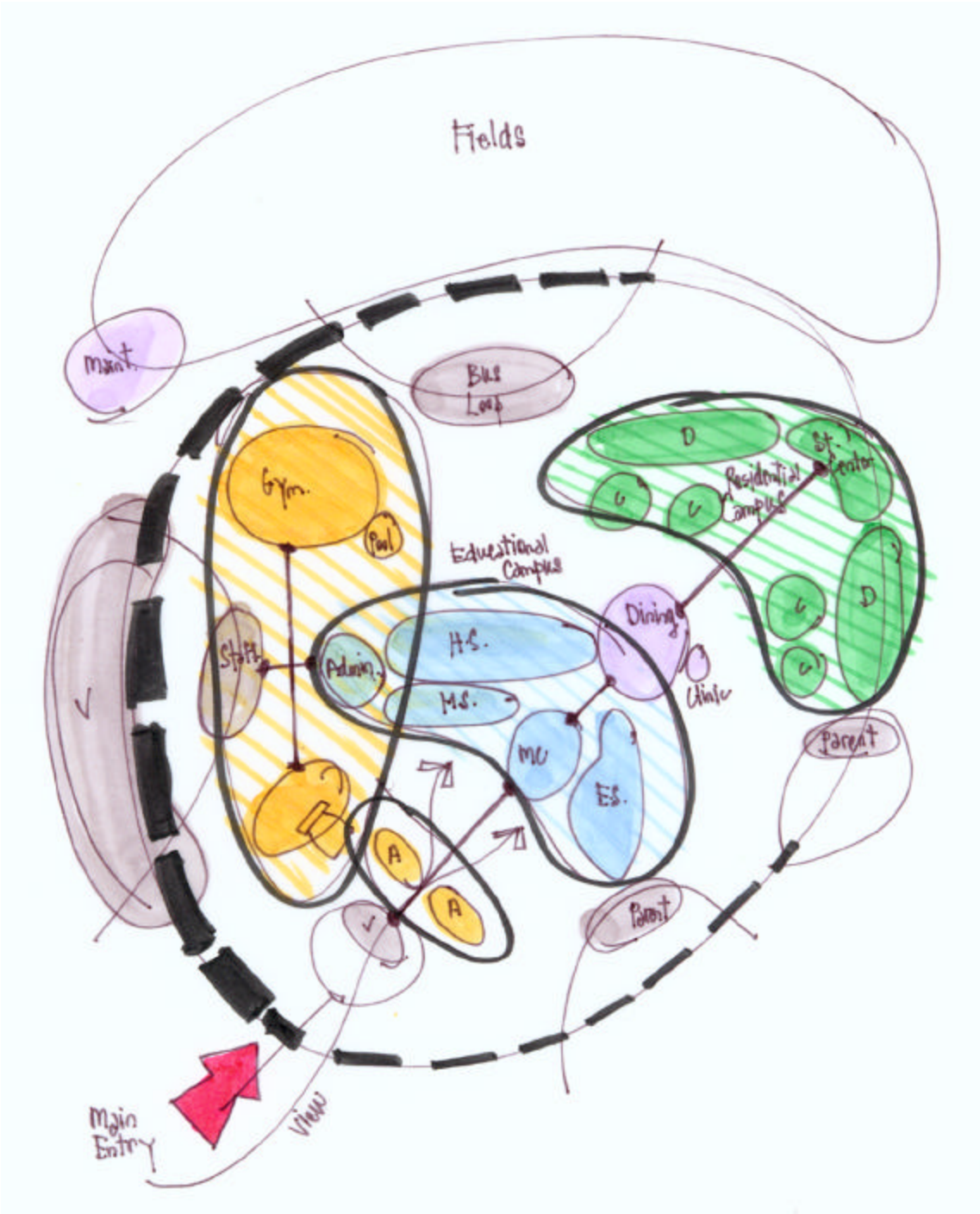
APPENDIX B, cont.
Architectural Program

ADMINISTRATION				
Superintendent Office	1	200	200	includes office @200, closet @5 and toilet @70
DOE Director Office	1	150	150	
Administrative Assistant	1	100	100	
Reception/Waiting	1	150	150	
School Museum	1	600	600	
Conference Room	1	140	140	
Human Resource Director Office	1	150	150	
HR Staff Office	2	100	200	
Safety Manager	1	100	100	
HR Training Manager	1	100	100	
HR Training Assistant	1	100	100	
Training Room	2	100	200	
Reception/Waiting	1	100	100	
Finance Director Office	1	150	150	
Procurement Manager	1	100	100	
Procurement Officer	1	100	100	
Payroll technician	1	100	100	
Accounts Payable	1	100	100	
Cashier	1	100	100	
Fiscal Assistant	1	100	100	
File Room	1	80	80	
Storage Room	2	80	160	
Lunch Room	1	200	200	
Restroom	2	70	140	
Workroom, Copier, Mail	1	150	150	
subtotal			3,770	
Grossing Factor		30%	1,131	walls, corridors, stairs, etc.
subtotal			4,901	

APPENDIX B, cont.
Architectural Program

MAINTENANCE				
Director Office	1	150	150	
Asst. Director Office	1	100	100	
Security	1	100	100	
Operations Assistant	1	100	100	
Reception/Waiting	1	100	100	
Shop area with storage	4	1500	6,000	
Vehicle Repair	1	800	800	
Storage Rooms	4	100	400	
Lunchroom	1	200	200	
Restroom/Lockers Shower	2	200	400	
Heated Storage Building	1	800	800	
Central Mechanical/Boiler	1	2500	2500	
subtotal			11,650	
Grossing Factor		15%	1,748	walls, corridors, stairs, etc.
subtotal			13,398	
			Total	
Gross Campus Building Area			249,178	

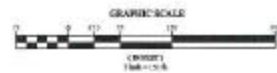
APPENDIX C
Site Organization Diagram



APPENDIX D
Proposed Master Plan



BCWH HIGGINS & Gerstenmaier
LAND PLANNING - LANDSCAPE ARCHITECTURE



Proposed Master Plan, VSDB - 2004

APPENDIX E Project Schedule

item	11/1/2004	12/1/2004	1/1/2005	2/1/2005	3/1/2005	4/1/2005	5/1/2005	6/1/2005	7/1/2005	8/1/2005	9/1/2005	10/1/2005	11/1/2005	12/1/2005	1/1/2006	2/1/2006	3/1/2006	4/1/2006	5/1/2006	6/1/2006	7/1/2006	8/1/2006	9/1/2006	10/1/2006	11/1/2006	12/1/2006	1/1/2007	2/1/2007	3/1/2007	4/1/2007	5/1/2007	6/1/2007	7/1/2007	(8-12)/2007	1/1/2008	remarks		
Funding approval																																						
Receive funding																																						
Site selection/acquisition	■	■	■	■																																		
State acquisition process																																						
Architect advertise/select	■	■	■																																			
Program refinement	■	■	■																																			3 months
Schematic Design				■	■																																	2 months
Select contractor	■	■	■																																			
DGS-BCOM						■	■																															6 weeks
Design Development						■	■	■	■																													3 months
DGS-BCOM										■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	6 weeks
Construction Documents																																						7-8 months
DGS-BCOM																																						6 weeks
Document revisions																																						
DGS-BCOM																																						
Bidding & Negotiation																																						
Begin site work																																						sub contractors
Begin superstructure																																						
Construction																																						18-24 months
Local program development																																						completion
Closing & disposition of existing																																						completion

LEGEND:
 Owner/state activity ■
 Architect activity ■
 Contractor activity ■

APPENDIX F Opinion of Probable Cost

PROJ. #:		PROJ. NAME:	CONSOLIDATED NEW VSDB				
Architect	BCWH	Change this month	PHASE	ORIGINAL SCHEDULE		REVISED SCHEDULE	
Program Mgr	TBD			Start	Finish	Start	Finish
Construc Mgr	TBD						
PROJECT SCOPE							
New construction of a consolidated school for the deaf, blind and multi-disabled							
Assignable SF (estimate)							
	191,670						
Gross SF							
	249,178						
COST/GSF (w/o sitewk)							
	\$148/SF						
OTHER COST							
Description:	Amount						
Agency project mgt	\$ 40,000						
Special consultants:	\$753,500						
Program refine	\$98,500						
Interior design	\$140,000						
Technology	\$150,000						
Food service	\$20,000						
Educational	\$10,000						
Hearing impaired	\$300,000						
Security	\$20,000						
Bldg automation	\$15,000						
State reviews	\$ 50,000						
Value engineering (note 4)							
Indep. cost estimate	\$ 15,000						
Advertisements	\$ 1,200						
Printing							
Progress	\$ 7,000						
Bid sets	\$ 32,000						
Construction testing							
Steel fireproofing	\$ 8,000						
Concrete	\$ 11,000						
Weld joints	\$ 2,588						
Roof inspection	\$ 13,400						
Preconstruction services	\$ 14,000						
Signage							
Site signage	In constr						
Building signage	In constr						
Construction sign	In constr						
Dedication plaque	In constr						
Landscaping	In constr						
Moving (Consol report)	\$ 500,000						
Renderings and models	\$ 9,000						
Commissioning	\$ 133,700						
Work by owner	\$ 45,000						
Program manager	\$ 1,212,512						
Other (list):	\$ 180,300						
ID badges	\$ 4,000						
Partnering	\$ 25,000						
Moving expenses	\$ 95,000						
Telephones	\$ 3,500						
Prox cards	\$ 2,800						
Audio/vsl equip	In constr						
Misc equipment	\$ 50,000						
TOTAL OTHER COST	\$ 3,028,200						
		Change this month		BUDGET		SPENDING STATUS	
			ITEMS	ORIG	REVISED	SPENT	REMAINING
			CONSTRUCTION	\$ 53,771,081	Note 1		
			A/E FEE (basic 7%)	\$ 3,760,000	Note 2		
			INSPECTION	\$ 105,000			
			FF&E	\$ 2,500,000			
			OTHER COSTS	\$ 3,028,200			
			CONTINGENCY	\$ 2,664,000			
			TOTAL	\$65,828,281	Note 3		
		Change	A/E FEE breakdown	CPSM Fee	% of CC	Actual Fee	% of CC
			Basic Services	\$ 3,740,000			
			Bidding & C/A services	Included above			
			Site visits	Included above			
			Additional Services	In "Other"			
			Reimbursable	\$ 20,000			
			TOTAL	\$ 3,760,000			
PROJECT STATUS UPDATES							
DATE	COMMENTS						
Note 1	Construction cost is BCWH estiamte of probable cost including construction and sitework						
Note 2	Architect/Engineer fee is 7% of construction cost. Special consultants are listed in "Other"						
Note 3	Total does not include land acquisition, infrastructure or other land related costs						
Note 4	CM process requires no value engineering						